GORDONVALE STATE SCHOOL

Reach the Peak

Parent Handbook

2016
# Queensland Term Dates—2016

<table>
<thead>
<tr>
<th>Term</th>
<th>Term Dates</th>
<th>Duration</th>
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<tbody>
<tr>
<td>Term 1</td>
<td>Tuesday 27 January- Thursday 2 April</td>
<td>10 Weeks</td>
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<tr>
<td>Term 2</td>
<td>Monday 20 April- Friday 26 June</td>
<td>10 Weeks</td>
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<tr>
<td>Term 3</td>
<td>Monday 13 July- Friday 18 September</td>
<td>10 Weeks</td>
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<tr>
<td>Term 4</td>
<td>Tuesday 6 October- Friday 11 December</td>
<td>10 Weeks</td>
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### OUR SCHOOL DAY

<table>
<thead>
<tr>
<th>Bell</th>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td></td>
<td>8.40 am</td>
<td>Students prepare to start classes</td>
</tr>
<tr>
<td></td>
<td>8.45 am</td>
<td>Instruction commences</td>
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<tr>
<td></td>
<td>9.50 am</td>
<td>Crunch and Sip</td>
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<td></td>
<td>10.50 am</td>
<td>Eating time Prep - Yr 3</td>
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<tr>
<td></td>
<td>11.00 am</td>
<td>Play time Prep - Yr 6</td>
</tr>
<tr>
<td></td>
<td>11.25 am</td>
<td>Warning Bell - 5 minutes to go</td>
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<tr>
<td></td>
<td>11.30 pm</td>
<td>Return to class Prep - Yr 3 / Eating time Yr 4-Yr 6</td>
</tr>
<tr>
<td></td>
<td>11.40 pm</td>
<td>Return to class Yr 4 - Yr 6</td>
</tr>
<tr>
<td></td>
<td>2.45 pm</td>
<td>Instruction concludes</td>
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**Prep - Yr 3**
- 1.10 pm - 1.20 pm - Eating time
- 1.20 pm - 1.40 pm - Playtime

**Yr 4 - Yr 6**
- 1.10 pm - 1.30 pm - Play time
- 1.30 pm - 1.40 pm - Eating time

School Parades are held each Friday with Prep to Year 3 commencing at 8:50am and Years 4 to 6 commencing at 11:40am. Full school parades are held on the first Friday of each month commencing at 8:50am.
Dear Parents/Carers

Gordonvale State School has provided an excellent education to the students of Gordonvale for in excess of 100 years. The school has a long tradition of excellence in academic achievement, sport, the arts and community engagement.

Our school vision is centred on creating active and informed citizens for the 21st century. Our vision identifies five key areas for building the citizenship skill of our students. These areas are Positive Identity and Relationships; Thinking, Reasoning and Communicating; Creativity; Citizenship and Democratic Processes and Sustainability.

These fundamental principles and values are encapsulated in the Five Citizens Roles: Healthy Citizen; Creative Citizen; Eco Citizen; Informed Citizen and Democratic Citizen. In order to achieve our vision we are growing a culture based upon a positive caring environment; high standards of work, behaviour and uniform; innovative and individualised learning pathways and high levels of student support.

Gordonvale State School is committed to achieving quality learning outcomes for all students. Our Prep to Year 6 curriculum is based on the mandated Australian Curriculum Guidelines. The school provides extension programs, early intervention programs, learning and special needs support.

Sustainability Education is a curriculum component of the school with the school gaining recognition of these programs by winning many and varied sustainability awards including being named the 2010 Keep Australia Beautiful Greenest and Healthiest School in Queensland, the 2011 Premier’s ClimateSmart School Community Award, 2011 Regional Showcase Award for Innovation and four Green and Healthy State awards in 2012, 2014 Highly commended Junior Landcare finalist National Awards.

Parents play a vital role in helping their children to achieve to their potential and at Gordonvale State School. Encouraging your children to read daily and complete homework is important to support learning at school. Another way to assist your child and others is to play an active role in the Parents and Citizens’ Association which has a long successful history of supporting students in Gordonvale.

Thank you for choosing Gordonvale State School and I look forward to assisting your child to achieve their potential.

Yours faithfully

Lloyd Perkins
Principal
Our Vision for Gordonvale students is centred on creating active and informed citizens for the 21st Century. Our vision identifies five key areas for building the citizenship skills of our students. These areas are Positive Identity and Relationships; Thinking, Reasoning and Communicating; Creativity; Citizenship and Democratic processes and Sustainability.

These fundamental principles and values are encapsulated in the Five Citizens Roles.

**HEALTHY CITIZEN** - a balanced individual with a positive self image who immerses themself in positive relationships and environments allowing successful participation and contribution to all aspects of personal and community endeavours.

**CREATIVE CITIZEN** - uses existing knowledge and new learnings to produce something innovative.

**ECO CITIZEN** - a creative critical thinker who by their everyday actions and interactions seeks to promote the sustainability of the local and global environment, both natural and physical, for present and future generations.

**INFORMED CITIZEN** - a strategic thinker and effective communicator who can make informed reasoned judgements.

**DEMOCRATIC CITIZEN** - understands that we live in a democratic society and are aware of other political and legal systems in the world. They have an understanding of their roles and responsibilities within this democratic society and their contribution as a responsible citizen.
Surrounded by rich, fertile agricultural lands, Gordonvale is a sugar town with a population of 4500. Gordonvale is located 23 kilometres south of Cairns and is a part of the Cairns Regional Council established in 2008. Over the past 5 years the area has experienced a population explosion with new housing developments in the rapidly growing Cairns Southern Corridor. A major feature of the district is the distinctive Walsh’s Pyramid which provides an impressive backdrop to the town and features prominently on the school logo.

Gordonvale State School was established in 1897. The current student enrolment is about 630. The school is located in the heart of Gordonvale on the corner of George and Sheppard Streets. The school has the Gordonvale Golf Club, Southern Suburbs Football grounds and Gordonvale State High School as its neighbours.

The teaching facilities consist of 3 Prep classrooms, 24 general teaching classrooms, a Resource Centre, 3 computer labs, Learning Support centre, Special Needs classroom, School Arts Centre, Multipurpose Hall and an undercover play area. Teaching blocks are fully air conditioned, have computer access and are linked to the information technology network. There is an interactive whiteboard in every classroom. The school has a tuckshop and uniform shop operated by the Parents and Citizens’ Association.

During 2009-2012 the school underwent major renovations as part of the Federal Government’s ‘Building the Education Revolution (BER) - National Schools Pride’ program. As part of this program the school installed interactive whiteboards and upgraded the classroom environments with new paint and carpets.

The school has large well maintained and attractive sports facilities including two ovals, basketball courts, cricket practice nets and junior and senior play gyms. The new Multi purpose Hall is a superb sporting and cultural venue and is used regularly by community organisations. On regular occasions the school accesses local sporting facilities for athletics carnivals, Gala Day sports, and swimming.

Being in the heart of Gordonvale, the school has strong links with the local community and actively participates in local events. The school accesses local businesses and government service providers to enhance learning opportunities for students.

Gordonvale State School is located close to Gordonvale State High School and both schools work closely together to provide an excellent educational service to the students of Gordonvale. The schools have aligned curriculum and assessment and work together to ensure a smooth transition from Primary School to Secondary School.
Australian Curriculum

The Australian Curriculum was introduced statewide in schools in January 2012, to progressively replace the Queensland curriculum.

The Australian Curriculum, Assessment and Reporting Authority (ACARA) has developed the curriculum content descriptions, for English, Mathematics, Science, History, Geography for students in Prep to Year 10.

The Australian Curriculum sets out the core knowledge, understanding, skills and general capabilities important for all Australian students. The Australian Curriculum describes the learning entitlement of students as a foundation for their future learning, growth and active participation in the Australian community. It makes clear what all young Australians should learn as they progress through schooling. It is the foundation for high quality teaching to meet the needs of all Australian students.

Students across Australia will have a consistent curriculum in English, Mathematics, Science, History and Geography, with other key learning areas becoming available over the next three years.

In addition to these five learning areas, schools will have the flexibility to offer a range of other subjects, so that education is tailored to the needs of individual students and each school community, such as, the Arts, Technology and Health and Physical Education.

Within all learning areas, there will be a focus on developing seven general capabilities of students.

The capabilities include skills, behaviours and dispositions that students need to develop and apply to content knowledge, and they will help them become successful learners, confident and creative individuals, and active and informed citizens.

Throughout their schooling, students will develop and use these capabilities in their learning across the curriculum, in co-curricular programs, and in their lives outside school.

Incorporated within each of the five key subjects and the seven general capabilities, are three cross-curriculum priorities. Students will learn about Aboriginal and Torres Strait Islander Histories and Cultures, Asia and Australia's engagement with Asia, and Sustainability.
Prep Year

The Prep centre consists of three classrooms and is located on Sheppard Street. The centre is fully self-contained with its own toilets, eating areas and playground. Prep students access the Arts Centre for specialist music lessons and the Multipurpose Hall and oval for specialist Health and Physical Education lessons. Prep students attend Junior School (Prep - Year 3) parades once a week and full school parades once a month.

Teaching and Learning in Prep

The Australian Curriculum commences at Foundation (Prep) in the areas of English, Mathematics, Science and History. The units of work covered in Prep have been organised within the 5 Contexts for Learning.

The five contexts for learning are:

- Real-life situations
- Focus Learning and Teaching
- Investigations
- Play
- Routines and Transition.

The General Capabilities of the Australian Curriculum are developed through the Key Learning Areas (English, Mathematics, Science and History). The General Capabilities are literacy, numeracy, ICT competence, critical and creative thinking, ethical behaviour, personal and social competence and intercultural understanding.

The Prep teachers are supported by a team of teacher aides and teaching consists of a variety of whole class, small group and individual activities. Phonics and phonemic awareness are taught using the highly successful Jolly Phonics Program which develops knowledge of sounds. Learning to read is a major emphasis in Prep and during the year reading groups are established with explicit teaching of strategies to develop fluency and comprehension skills. The explicit teaching of vocabulary also assists Prep students in their reading development. Students will use their knowledge of phonics and phonemic awareness to develop their writing skills.

Monitoring and Assessment in Prep

Monitoring and Assessment is an integral part of the teaching and learning process and is not a separate activity. The monitoring, assessment and reporting process has four stages.

- Gathering evidence of children's learning
- Using folios to organise evidence about children’s learning
- Interpret evidence of children’s learning in folios
The Key Learning Areas (KLAs)

The Australian Curriculum: English

Rationale
The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate with and build relationships with others and with the world around them. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society. In this light it is clear that the Australian Curriculum: English plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia’s future.

The Australian Curriculum: English aims to ensure that students:
- Learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose
- appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
- understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning, develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.

The Australian Curriculum: Mathematics

Rationale
Learning mathematics creates opportunities for and enriches the lives of all Australians. The Australian Curriculum: Mathematics provides students with essential mathematical skills and knowledge in Number and Algebra, Measurement and Geometry, and Statistics and Probability. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

The Australian Curriculum: Mathematics aims to ensure that students:
- are confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens
- develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, and are able to pose and solve problems and reason in Number and Algebra, Measurement and Geometry, and Statistics and Probability
- Recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible and enjoyable discipline to study.
Rationale
Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. The knowledge it produces has proved to be a reliable basis for action in our personal, social and economic lives. Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world through exploring the unknown, investigating universal mysteries, making predictions and solving problems. Science aims to understand a large number of observations in terms of a much smaller number of broad principles. Science knowledge is contestable and is revised, refined and extended as new evidence arises.

The Australian Curriculum: Science aims to ensure that students develop:

- an interest in science as a means of expanding their curiosity and willingness to explore, ask questions about and speculate on the changing world in which they live
- an understanding of the vision that science provides of the nature of living things, of the Earth and its place in the cosmos, and of the physical and chemical processes that explain the behaviour of all material things
- an understanding of the nature of scientific inquiry and the ability to use a range of scientific inquiry methods, including questioning; planning and conducting experiments and investigations based on ethical principles; collecting and analysing data; evaluating results; and drawing critical, evidence-based conclusions
- an ability to communicate scientific understanding and findings to a range of audiences, to justify ideas on the basis of evidence, and to evaluate and debate scientific arguments and claims
- an ability to solve problems and make informed, evidence-based decisions about current and future applications of science while taking into account ethical and social implications of decisions
- an understanding of historical and cultural contributions to science as well as contemporary science issues and activities and an understanding of the diversity of careers related to science
- a solid foundation of knowledge of the biological, chemical, physical, Earth and space sciences, including being able to select and integrate the scientific knowledge and methods needed to explain and predict phenomena, to apply that understanding to new situations and events, and to appreciate the dynamic nature of science knowledge.
The Australian Curriculum: History

**Rationale**

History is a disciplined process of inquiry into the past that develops students’ curiosity and imagination. History, as a discipline, has its own methods and procedures which make it different from other ways of understanding human experience. The study of history is based on evidence derived from remains of the past. It is interpretative by nature, promotes debate and encourages thinking about human values, including present and future challenges. The curriculum generally takes a world history approach within which the history of Australia is taught. An understanding of world history enhances students’ appreciation of Australian history. It enables them to develop an understanding of the past and present experiences of Aboriginal and Torres Strait Islander peoples, their identity and the continuing value of their culture. It also helps students to appreciate Australia’s distinctive path of social, economic and political development, its position in the Asia Pacific region, and its global interrelationships.

The Australian Curriculum, History aims to ensure that students develop:

- interest in, and enjoyment of, historical study for lifelong learning and work, including their capacity and willingness to be informed and active citizens
- knowledge, understanding and appreciation of the past and the forces that shape societies, including Australian society
- understanding and use of historical concepts, such as evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability
- capacity to undertake historical inquiry, including skills in the analysis and use of sources, and in explanation and communication.

The Australian Curriculum: Geography

**Rationale**

Geography is a structured way of exploring, analysing and explaining the characteristics of the places that make up our world, through perspectives based on the concepts of place, space and environment. Students of geography investigate the effects of location and distance on the characteristics of places, the consequences of the interconnections between places, the significance of spatial distributions, and the management of the space that is the surface of the earth. Geography uses an inquiry approach to assist students to make meaning of their world. Fieldwork, the mapping and interpretation of spatial distributions, and the use of spatial technologies are fundamental geographical skills. Students of geography use the subject’s concepts to integrate knowledge from the natural sciences, social sciences and humanities and to build on their broad and holistic understanding of the world.

The Australian Curriculum, Geography aims to ensure that students develop:

- A sense of wonder and curiosity about places, people, cultures and environments
- A deep geographical knowledge of their own place, Australia
- The ability to think geographically
- The capacity to be competent, critical and creative users of geographical inquiry methods and skills
- As informed, responsible and active citizens who can contribute to the development of a sustainable world.
Health and Physical Education (HPE)

HPE is the study of key elements that affect individual's health and fitness. These include the social, emotional and physical aspects combined with fundamental movement skills that can be used in a range of activities. Students will learn that health can be influenced by a number of factors such as those of media and advertising, personal availability and access. They will gain understanding of how movement skills can be used in a range of physical activities to promote fitness.

Student Learning Experiences

Students will work in both classroom based and practical activities. They will engage in lessons which promote a healthy lifestyle and learn movement skills and techniques related to sports and fitness. Assessment will take place by both teacher observation and classroom based written tasks.

Languages Other Than English (LOTE)

In a world where cultural diversity, international trade and communication have become of paramount importance, students can look forward to an increasing wealth of opportunity for the future. LOTE can provide students with the skills to engage meaningfully with people of other cultures and to understand that language is a tool for making meaning.

Student Learning Experiences (Japanese)

Students will engage in activities that will gradually increase their knowledge and skills through using familiar concepts and situations. These will build up to experiences which involve communicating with other speakers of the language and more skilful use of register and grammatical conventions. The program will also cover aspects of Japanese society and increase familiarity with issues of culture and everyday life. Assessment will include an ongoing variety of written and spoken tasks designed to allow students to demonstrate their developing language skills.
Technology

Technology is essentially about solving problems. People encounter many challenges from providing shelter against the weather, producing engines that are fuel efficient to making a sandwich. The needs identified, determine the technology that is created and how it is used. ICT (Information Communication Technologies) are a part of the subject, but are only one possible context. The process of designing, making and evaluating is at its core. Students will be asked to consider environmental and social implications of their designs along with the use of appropriate materials and techniques for construction.

Student Learning Experiences

Students will engage in activities that present them with a situation or problem that needs a solution to meet goals or achieve a purpose. They will be asked to consider effective ways of meeting the challenges faced and present effective systems or products to do this. The processes will involve generation of ideas, group discussion, investigating possible implications, producing and building, and finally evaluating and appraising the designs, products and consequences. Students will record the design process at each stage and use this to instigate discussion and ideas either in groups or with their teacher. Assessment will be in the form of ongoing teacher observation of students’ design and build skills along with a finished ‘product’ and process record.

The Arts

The Arts allow students to communicate visually and explore ways in which to express themselves without the use of spoken and written forms of interaction. The subject offers the use of a range of media and processes for students to discuss and interpret ideas and make responses or observations. Through the arts, students will develop spatial awareness, fine and gross motor skills, and challenge their artistic abilities through creative and aesthetic experiences. They will also develop skills understanding and appreciation of the arts of Australian and other cultures.

Student Learning Experiences

Students will engage in activities based in dance, drama, music, media and visual arts. These disciplines will involve; movement, shape, line, colour, texture, role play, sound, rhythm and symbolism. This list represents only a sample of experiences that the arts can provide. Assessment will be based on students’ ability to create and communicate through aspects such as visual representations, actions and performance.
Extra and Co curricula activities
Gordonvale offers many and varied extra and co curricula activities for students.

Excelsior Program
Our Excelsior Program is a curriculum initiative that provides the opportunity for students in Years 4–6 who are working at a very high academic level to be further extended and challenged. Embedded in the Key Learning Areas the underlying concept of the Excelsior Program is sustainability.

Junior Landcare
In partnership with Mulgrave Landcare, this program is centred on the permaculture garden and is a very popular choice for Junior students. Students learn about sustainability through permaculture and the food generated is used in the school tuckshop.

School Choir
Our Senior and Junior Choirs sing regularly at lunchtime choir practice.

Instrumental Music
The school has a school concert band that plays regularly at school assemblies and activities. Instrumental music is offered in the areas of woodwind, brass, percussion and strings.

Creative Arts
Creative Arts Club changes focus and media each term.

Student Leadership
Gordonvale State School has a strong and vibrant school leadership structure. School Captains are elected by Years 5–6 students at the end of the year after candidates have been short listed following an interview with school leaders. The school is represented by School Captains, House Captains and Vice Captains.

School sport
Gordonvale State School is part of Mulgrave in Peninsula District Sport. Students have the opportunity to win selection for Mulgrave and Peninsula in team sports (i.e. cricket and soccer) and individual sports (i.e. track and field and cross country).

Gordonvale’s Got Talent Program
This program provides performers of various aspects of the arts the opportunity to showcase their creative talents.
Teaching and Learning at Gordonvale State School

Each term the administration of the school observes all teachers and provides regular feedback according to our agreed upon school-wide pedagogy. This process ensures a consistent approach to teaching and learning across the school. Our school-wide pedagogy is based upon five key areas:

1. **Meta Knowledge** - The teacher has an in-depth knowledge and understanding of each of the Key Learning Areas.
2. **Methodologies** - Teachers are applying the teaching methodologies.
3. **Monitoring and Quality Feedback** - Teachers are monitoring student progress and providing feedback on how to improve.
4. **Manner** - The teacher has a genuine passion for teaching.
5. **Motivating Active Learners** - Teachers are modelling thinking, enquiry, creative and problem solving skills.

At Gordonvale State School we use three research based and successful teaching approaches namely Explicit Teaching, Direct Instruction and Inquiry-based Teaching.

1. **Explicit Teaching (Prep to Year 6)**

Our Explicit Teaching methodology is based in research and ensures that all students achieve. The methodology consists of Warm up, I Do, We Do, You Do, and Ploughing Back phases in each lesson. All teachers across the school are coached in the methodology which ensures consistency of approach across the school.

**Explicit Teaching Lesson Phases**

**I Do**

In the *I Do* phase the teacher introduces and defines the skill to be taught. The teacher breaks the concept into as many steps as possible. Each step is clearly explained and demonstrated in detail. In English this could be the framework for the written task. The teacher will revise and reinforce the concept and skills taught as the lesson proceeds.

**We Do**

In the *We Do* phase the teacher invites the students to practice the skill with them. Students are guided through each step in the skill and work through it with the teachers. This step is usually done as a whole class but can include some structured group work.

**You Do**

The *You Do* phase is where the students individually complete set tasks from the skills and concepts that they have learnt in that lesson. This is a quiet work time where the teacher works with students individually and extends students.
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Revisiting/ Ploughing Back
This phase completes the cycle of learning. The teacher leads the students through a review of the lesson and the key points.

2. Consolidation (15-20 minutes)
The Consolidation is designed to reinforce previously learnt work by moving learning from short term to long term memory. This is done to develop automatic responses in students. In the English lesson consolidation activities will include spelling, phonics, vocabulary activities, blending, segmenting, sight words, definitions of text type, and grammar and punctuation. In mathematics consolidations include timetables, rules and formulae, shapes, and mental maths activities.

3. Direct Instruction
Research clearly shows that Direct Instruction teaching methodologies are very successful. Direct Instruction teaching is very successful when used 3 to 4 times per week. Our Direct Instruction programs compliment our Explicit Teaching approach to learning. Gordonvale State School has implemented two Direct Instruction Programs namely Spelling Mastery and Elementary Maths Mastery.

Spelling Mastery (Years 1-6)
The Spelling Mastery Program is a six-level spelling series designed for primary students. Spelling Mastery uses specific strategies that encourage students to think their way through spelling rather than memorising spelling list. These strategies combined with repeated practice and application; enable students to spell unfamiliar words and to remember familiar words more successfully than they would by sing other methods.

Elementary Math Mastery (Years 3-6)
Elementary Math Mastery is a Direct Instruction approach to teaching basic mathematical skills and has been designed to embrace the national mathematics profile. The program operates 3 to 4 times per week for 25-30 minutes and compliments our existing maths program. As well as developing maths skills the program develop auditory processing skills which is the ability of a child to hold, sequence and process or understand what they have heard. The program covers one question from each strand in mathematics in every lesson.

3. Inquiry-Based Teaching
Inquiry Based teaching is the art of developing challenging situations in which students are asked to observe and question phenomena; pose explanations of what they observe and conduct experiments in which data are collected to either confirm or contradict their theories. At Gordonvale State School the inquiry-based teaching methodology is used in our science, history and geography programs.
Parental involvement
Students are more likely to be successful when their parents are engaged in their education. A wide range of research has shown that when parents are truly engaged, children:

- attend school more regularly
- are better behaved
- have better academic outcomes
- have a greater sense of how to be successful in school
- are more likely to graduate and go on to post-secondary education

Parents and carers can support their child’s education by familiarising themselves with the Australian Curriculum, to understand what their child will be learning at each stage of their schooling.

Supporting your child
What is literacy?
Literacy is the ability to read, view, write, design, speak and listen in a way that allows us to communicate effectively and to make sense of the world.

Why is Literacy Important?
Literacy is vital to ensuring your child has the best chance to succeed in their schooling and everyday life. Literacy allows us to make sense of a range of written, visual and spoken texts including books, newspapers, magazines, timetables, DVDs, television and radio programs, signs, maps, conversations and instructions.

Ways to support your child’s literacy development
Research has shown that children’s motivation and achievement improve when their parents or carers are involved in their education. There are many everyday things you can do to encourage literacy learning. These include:

- valuing and encouraging your child’s efforts with literacy
- sharing your knowledge and explaining how you use literacy in your everyday life
- encouraging your child to read and view a variety of texts such as newspapers, novels, comics, magazines, websites, email, timetables, instructions and recipes
- encouraging your child to write and design for a variety of purposes using print and electronic resources — invitations, thank you notes, shopping lists, messages, journals and electronic slide shows
- encouraging your child to speak and listen for a variety of purposes — sharing a joke, giving instructions or asking for information
- sharing a love of language
- discussing how texts look different depending on the purpose and audience — for example, text messaging uses different spelling from school projects
- talking about things that you have read or viewed that were amusing, interesting or useful
- discussing favourite authors, producers, directors or illustrators and what you like about them
- discussing new and unusual words or phrases and exploring these through print and electronic dictionaries
- playing games that develop knowledge and enjoyment of words
- making use of community resources for information, local and school libraries, clubs, community groups and websites.
To be numerate is to confidently and effectively use mathematics to meet the everyday demands of life.

Why is Numeracy Important?

Numeracy enables you to develop logical thinking and reasoning strategies in your daily life. We need numeracy to solve problems and make sense of time, numbers, patterns and shapes for activities like cooking, reading a map or bill, reading instructions and even playing sport.

Ways to support your child’s numeracy development

Research has shown that children’s motivation and achievement improve when their parents or carers are involved in their education. There are many everyday things you can do to encourage numeracy learning. These include:

- encouraging your child to use mathematical language — how much, how big, how small, how many
- discussing the use of numbers, patterns and shapes in your day-to-day life — numbers found on library books, spatial patterns or shapes in playgrounds, in the home and architecture
- talking about occasions when you are using mathematics in daily jobs and real life situations — cooking, map reading, building and playing sport
- exploring situations using money such as shopping, budgets and credit cards
- estimating, measuring and comparing lengths and heights, how heavy or light things are and how much containers hold
- talking about different ways to solve a problem
- using everyday tools like tape measures or kitchen scales and discussing the units of measure
- asking ‘does that make sense?’, ‘is the answer reasonable?’ or ‘what other ways could we do this?’
- observing and using timetables, calendars and clocks for different purposes like study periods, holiday planning and catching public transport
- helping your child to work out how much things cost and what change they will receive
- playing number games using magazines, books, newspapers and number plates
- organising, categorising and counting collections of things like toys, books, clothing and shoes.
RESPONSIBLE BEHAVIOUR PLAN FOR STUDENTS

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education.

Gordonvale State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

This Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

Learning and Behaviour Statement
All areas of Gordonvale State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan shared expectations for student behaviour are plain to everyone, assisting Gordonvale State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour:

Be a Safe, Respectful Learner

Our school rules have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland’s Code of School Behaviour.

Code of Behaviour Benchmark, Gold, Silver and Bronze and AA and AAA Awards
A Code of Behaviour Benchmarks matrix was developed for students and teachers to be able to identify behaviour levels. Proactive use of the matrix enables students to be able to identify their behaviour level, accept responsibility for their current behaviour and undertake collaborative goal setting and review to bring about positive change. All students will strive to reach an A level by the year’s end. Students who achieve an A level on the Code of Behaviour Benchmarks are eligible to work towards school awards. Prep to Year 3 students can work towards Gold, Silver and Bronze whilst Year 4-6 can work towards receiving AA and AAA Awards. Students need to be at least an AA student to be eligible for the School Captain positions.

Gordonvale State School Gotcha Cards and Class Awards
Staff members hand out Gotcha Stickers each day to students they observe following school rules in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the day. When they ‘catch’ a student following the rules they can choose to give them a Gotcha Sticker. When students complete their Gotcha Cards they are eligible for an award. Class awards are given to students on Friday parade.
SCHOOL INFORMATION

ABSENCES
If a child is absent from school it is essential that the school be notified as to the reason for absence. This can be done through either a phone call or a note to the teacher on the child's return to school. Multiple unexplained absences will be investigated by the school's administration team.

ADMISSIONS
Regulation 23 of the State Education Act states:
(a) To enroll in Prep a child must turn 5 by July 1 of his/her enrolment.
(b) For the purpose of enrolment of a child, a Principal must require a parent to produce documentary evidence of the date of birth (Birth Certificate).
(c) Immunization records.

For all new students enrolling at the school an interview with the Principal has to be arranged. Enrolment Management Plan can be booked through the front office.

ARRIVAL AT SCHOOL
School commences each day at 8.45 a.m.
Students are not permitted into the school grounds before 8.00am and students must sit in their eating area until 8.15am. Supervision of students commences at 8.15am.

BICYCLES
Bicycles are not to be ridden in school grounds and should be walked only. The bicycle shed is locked at 8.50 am and re-opened at 2.45 pm.

BOOKLISTS
Book lists are provided at the end of November each year for classes. Copies are kept on hand at the office at all times. All items will be available through local newsagents. The school tuckshop does not sell books or stationery.

BUSES
Our school is serviced by a number of Bus Companies. Please make contact with the Bus Company directly for information regarding their services.

Loves Bus Company 4035 4500
Gordonvale Coaches 4056 6177
Yarrabh Buses 0400 899 566

COMMUNICATIONS
The school Newsletter is called the SCHOME and is sent home every second Tuesday. The SCHOME is available via email and on the website, www.gordonvass.eq.edu.au. During the course of the year letters are sent home with the children advertising various events and program. The school noticeboard is located on George Street.
DEPARTURES

If children leave before 2.45 pm they must be signed out from the office by a parent/carer. Children who leave school from 2.15 pm are marked as early departure while those who leave before are marked as absent for the afternoon.

Parents who collect children each afternoon are asked to exercise utmost care when leaving in their vehicles at this busy time. Under no circumstances are cars to be driven into the school grounds. Cars are not permitted to park in the bus stop section between the zebra crossing and the staff car park.

Parents are asked to ensure they do not leave their children at school for long periods after 2.45 pm. Local children should not remain behind to play with students who catch the bus.

DENTAL CLINIC

A free dental clinic visits our school each year. Children in all primary year levels are eligible for this treatment from a qualified dentist. Forms will be sent home close to visiting time. Screenings are carried out in the dental van. If further treatment is required parents will be required to take students to the Dental Clinic at Cairns West State School.

ELECTRONIC GAMES

Electronic games and toys are not allowed at school without the permission of the class teacher. Such items will be held at the office until parents collect them. It is highly recommended that other high value items such as mobile phones, ipads or MP3 players, not be brought to school.

EMERGENCY CONTACT INFORMATION

It is important to keep details regarding your phone numbers, address, place of work and emergency contacts up to date. Please notify the school office IMMEDIATELY of any changes to details.

EXCURSIONS AND CAMPS

Excursions to cultural events; to observe aspects of industry; to participate in outdoor activities are now a routine curricula expectation. Parents will be advised in advance of such trips. If buses are required, a fee to cover transport costs will be levied.

Gordonvale State School has a strong camping program for Years 5 and 6. The camping program is closely tied to the school curriculum and provides students and teachers with rich teaching and learning opportunities. Camps are usually held at local Education Queensland Environmental Education centres, and Sport and Recreation Centres.

FAMILY LAW COURT ORDERS

Some families are bound by Family Law Court Orders. Documentary evidence of these must be provided to the school where these exist to provide clear legal guidelines for school authorities in these sensitive issues.
FIRST AID

Children who have an accident at school will be given basic first aid. Because we have no qualification beyond the basic first aid certificate we will err on the side of caution in the treatment of accidents. Whenever the slightest doubt exists, we will contact the parent and/or refer the cases to the ambulance. The Queensland Government has implemented an ambulance scheme whereby all persons living in Queensland have ambulance cover. It is vital that emergency contact details are kept up to date. Please notify the office of any changes.

HATS AND SHOES

These are an essential component of our school uniform, in particular for outdoor lessons and play times. The school’s Sun Protection Policy indicates that children must be wearing a broad brimmed hat during all sports and playtimes.

Students are required to wear covered footwear to school.

HEADLICE

Should an incidence of head lice be reported in your child’s class, a letter will be sent home advising of the outbreak and requesting parents check their child’s hair. Following on from this, should individual children be detected as having live lice or eggs, parents will be contacted by either phone or letter and advised that their child has head lice and will be required to be treated prior to being allowed to return to school.

HEALTH

If your child is sick, it is best to keep him/her at home. Please consider your child’s well being, as the school has limited facilities and personnel to care for sick children. If your child becomes sick at school the parent or emergency contact, as detailed on the enrolment form, may be contacted. If a parent or carer is contacted they will need to sign the student out before collecting the student’s bag from classroom.

The school is governed by Department of Education Training and the Employment regulations. Under these regulations children may be excluded from school if they contract a number of illnesses. A list of infectious diseases and exclusion period is available for your information from the school office.

MEDICATION:

It is occasionally necessary for a child to have prescribed medication while at school. The following procedures must be followed:

1. Notify the school in writing of a health condition requiring medication at school.
2. Request the school (in writing) to administer prescribed medication or to assist in the management of a health condition.
3. Notify the school in writing of any requests and/or guidelines from medical practitioners including potential side effects or adverse reactions.
4. Provide the medication in the original labelled container to the school office staff.
5. Ensure the medication is not out of date and has an original pharmacy label with the student’s name, dosage and time to be taken.

6. Notify the school in writing when a change of dosage is required. This instruction must be accompanied by a letter from a medical practitioner.

7. Advise the school in writing and collect the medication when it is no longer required at school.

**Non-prescribed medication** such as analgesics (panadol, aspro etc.) and over the counter medication (e.g. cough syrup) will not be administered to children unless specifically prescribed by a doctor.

**ASTHMA**

Children who suffer from asthma may keep puffers in the classroom provided a written request is forwarded to the school by the parent, along with guidelines and procedures from the medical practitioner, for the student to be responsible for administering his/her own medication, when he/she finds it necessary.

**INTERVIEWS**

Parents are welcome to arrange an appointment, before or after school, with teachers at anytime throughout the year to discuss any issues of concern. Formal interviews are offered in Term 1 and 3, with report cards send home at the end of Term 2 and 4.

Parent/Teacher interviews about student progress will be arranged at the end of Term 1 and early in Term 3.

**LATE ARRIVALS**

Students are required to start school at 8.45 am. Any student arriving at school after 9.15am is required to sign in at the school office.

**LEAVING SCHOOL GROUNDS**

Parents wishing to take children out of the school during school hours must report to the office to establish their identity and sign their children out. Children will not be permitted to wait outside the school fence for a parent to collect them. All children must be collected from the school office.

**LOST PROPERTY**

All lost property is kept in the student foyer of the administration building. Parents are to ensure that all articles of clothing and equipment are clearly marked with pupil’s name.

**MONIES SENT TO SCHOOL**

Any money sent to the school must always be in an envelope and marked with your child’s name, class and reason for the money. Method of payment can be cheque made out to Gordonvale State School, cash or Eftpos Direct Debit and BPPoint. All money is to be handed to the class teacher. Class lots will then be delivered to the office for receipting.
P & C ASSOCIATION
Meetings are held on the third Wednesday of every month at 3pm in the MPH. All parents are welcome and encouraged to attend the meetings of this Association which does excellent work in providing many amenities and improvements at the school.

PARENT VOLUNTEERS
Parent Volunteers play vital roles in the school community. Parent volunteers can assist with reading programs, extra and co curricula activities, Fetes and school community events and work in the tuckshop. Volunteers must sign in at the school office when working.

RELIGIOUS INSTRUCTIONS
Half hourly lessons are conducted each Friday by the clergy or their representatives. Students remain in their class together and receive an ecumenical program except for Catholic students who receive a separate program. Students exempted by their parents from this Christian program are supervised in the library.

SPELLING MASTERY STUDENT WORKBOOK
The Spelling Mastery Program is used across the school from years 1-6. The students are graded according to the Spelling Mastery tests and are assigned Spelling Mastery Workbooks (Level A-F). Parents are invoiced for the Spelling Mastery Workbook.

SPORTS HOUSES
On enrolment at the school, all children are allocated to one of the four sporting houses: Kendall (Red); Lawson (Yellow); Paterson (Green); Gordon (Blue). House membership is for interhouse competitions in cross country, athletics and swimming. These allocations remain the same throughout your child’s time at school and siblings will be allocated to the same house. House Shirts are available from the Uniform Shop.

STUDENT SUPPORT SERVICES
The Student Support Services team consists of a Guidance Officer, Special Teacher Learning Needs, Students with Disabilities Teacher, Flexible Learning Support Teacher, and School Chaplain. The School Chaplain works in the school 2 days per week and is supported by the Local Chaplaincy Committee.

TUCKSHOP
Tuckshop is operated every day and is run by a paid convenor assisted by rostered parents. A price list and menu will be sent home during the first weeks of school. Children should order food items they require with correct money before school by the paper bag system and the class basket. Children receive counter service at lunchtime after the play bell. All parents are encouraged to help in the Tuckshop Roster in order that this service for the children may continue.
Our school community endorses the wearing of our school uniform at all times. The uniform plays an important role in school identity and pride and is vital for safety reasons. The wearing of school uniform is compulsory at Gordonvale State School.

All uniforms are available for sale in the Uniform Shop located beside the tuckshop. The Uniform Shop is run by volunteers from the P&C Association. The Uniform Shop is the only approved seller for taxation purposes.

Our dress code is based on sun protection and safety.

**Jewellery other than studs are not to be worn for safety reasons. No necklaces are to be worn to school.**

### The School Uniform

**Shirts:**
Polo Shirt - Raglan sleeve, Sky Blue with Navy collar. The School Logo printed on the front and Gordonvale printed on the back.

**Shorts:**
Navy Blue, lightweight, cool, pocket and drawstring.

**Hats:**
Navy Blue Bucket Hat with logo.

**Footwear:**
Enclosed shoes.

**Sports Uniforms:**
Each Sports House has a colour:
- Kendall (Red)
- Lawson (Yellow)
- Paterson (Green)
- Gordon (Blue)