



Welcome to Brightwater State School



Contents

KEY INFORMATION

All parents/caregivers for
Prep to Year 6 students

School Information

All parents/caregivers for
Prep to Year 6 students

Discovering Prep

In depth information for parents/caregivers of
students enrolling in Prep

Dear Parents/Caregivers,

We welcome you and your child to Brightwater State School. Our *Parent Handbook* will provide you with lots of important information to ensure your child's transition into our school is a smooth one. Brightwater State School caters for students in Prep to Year 6 and offers families a high quality education service delivered in a disciplined, safe and supportive school community environment.

Our motto of "*A bright beginning to lifelong learning*" is enacted each day as staff encourage and guide children to grow, play and learn to their potential.



We believe in every member of our school community contributing to every child's learning process and as such we are committed to working hard to establish positive community partnerships and encourage parent involvement in many aspects of their child's learning.

The teachers at Brightwater State School are highly skilled and remain professionally active to keep up to date with current research through professional development, reading and networking.

Our classrooms and facilities offer contemporary learning environments enriched by the latest in technology to enhance learning and provide a portal to the world beyond the four walls of a classroom.

We look forward to working with you to ensure your child's learning journey is a successful one.

Do not hesitate to contact me if you have any questions or feedback regarding your child's learning needs.

Yours sincerely,

A handwritten signature in black ink that reads "Robyn Taplin". The signature is written in a cursive, flowing style.

Robyn Taplin
Principal

General Information

Address	Brightwater State School 20 Dianella Drive Mountain Creek, Queensland, 4557
Phone	(07) 5438 3111
Principal's email address	principal@brightwaterss.eq.edu.au
School Office email address - for general enquires and student absences	office@brightwaterss.eq.edu.au
Administration email address – for Principal or Deputy Principal attention	admin@brightwaterss.eq.edu.au
Web address	www.brightwaterss.eq.edu.au
School Office Hours	8:00am to 3:30pm
Finance hours	8:00am to 10:30am
Class Times	8:40am to 2:45pm

Statement of Purpose

Brightwater State School exists to provide all students with a world class, personalised, 21st Century education service within a safe, supportive, challenging and digitally rich learning community in order to equip students with strong competencies in literacy, numeracy and life skills so that they become productive and successful members of a dynamic and global community.

Our Values

The Brightwater State School community is dedicated to providing a bright beginning to lifelong learning for all of our students.

We value:



BRIGHTWATER
STATE SCHOOL
A bright beginning to lifelong learning

Our BIG Rocks...

Happy students, happy staff
High standards
Personalised learning
Inclusive practice
21st Century Pedagogy
Exceptional results



Enrolment Agreement

As part of the enrolment process you will be required to complete an enrolment booklet for each child. We ask parents to read the enrolment agreement in the enrolment booklet and to consider carefully the following prior to signing the enrolment agreement to show understanding and acceptance of these school policies/practices. If you require any further information or have any questions please do not hesitate to ask prior to signing the document.

The enrolment agreement includes the following:

Student Dress Code

The Brightwater State School Student Dress Code on page 19 outlines the required uniform pieces and stipulates what is and what is not acceptable in terms of jewellery and hairstyles.

You will be signing that you understand:

- *students enrolled at Brightwater State School are required to be in full school uniform every day to abide by the requirements as stated in the Student Dress Code policy.*
- *that substitute uniform pieces are not permitted unless approval has been sought from the Principal.*

School of High Standards

As a school striving for high standards it is essential that we work with our students on a daily basis to ensure they use manners, care for each other, speak appropriately to each other and staff members and behave appropriately. We do this to ensure that all students are able to learn without disruption and also to prepare our young citizens for life beyond school.

We require parent support in order to maintain our high standards of behaviour. Therefore we ask that you read the summary behaviour policy for students, staff and parents on page 8 of this document carefully. We also ask that when you are on the campus you conduct yourself in such a way as to be a positive role model to our students. The Principal reserves the right to refuse entry to anyone not abiding by DoE and school guidelines.

A full version of the school's Code of Conduct for Students is available to parents on request.

You will be signing that you agree to support the staff of Brightwater State School to ensure learning is positive, safe, and calm for all students.

Safety

All schools implement rules and processes to ensure that the school day runs effectively for all members of our school community. Most of these 'rules' focus on the safety of students, staff and/or visitors to the campus, including toddlers and younger siblings.

An example of one of these 'rules' is that we don't permit children to play on the adventure playgrounds unless a Brightwater State School staff member is supervising them. Another is: that we require all students to gather in the designated Covered Area before class begins in the morning rather than play on ovals or outside classrooms. Some parents may believe that it is OK for children to play unsupervised however in the context of a school whereby the responsibility of duty of care is ours we require all students and parents to abide by our daily routines and rules.

You will be signing that you:

- *understand that rules are in place to keep my child/children and others safe.*
- *agree to work with your children to abide by the school rules.*

Student Dress Code Policy

The Brightwater State School community is committed to maintaining a culture of high standards in all that we do. As such our school has a Student Dress Code Policy that ensures our students represent themselves and our school to the highest standards each and every day. Consistent dress standards establish a positive and united school community identity.

The Student Dress Code Policy is supported by our school community and aligned with section 364 & 365 of the Education (General Provisions) Act 2006.

It is an expectation that upon student enrolment at Brightwater State School parents will consent to uphold our Student Dress Code by way of signing the **Enrolment Agreement Form**.

The Student Dress Code Policy provides for the following:

- Standards of what is acceptable in relation to the clothing worn by the students, including headwear and footwear;
- Standards of what is acceptable in relation to other aspects of the personal presentation of the students.

Our student dress code consists of an agreed standard and items of clothing. This includes a school uniform that all students will wear when:

- attending or representing their school;
- travelling to and from school; and
- engaging in school activities out of school hours.

Brightwater State School Student Dress Code aims to contribute to a safe and supportive teaching and learning environment through:

- incorporating recommendations of the Queensland Cancer Council Sun Safe clothing guidelines
- identification of students at school and on excursions
- fostering a sense of belonging
- developing mutual respect among students by minimising visible evidence of economic or social difference
- promotes an effective teaching and learning environment by eliminating the distraction of competition in dress and fashion at school.

At Brightwater State School the expectation is that each day students will wear one of the agreed Brightwater State School uniforms as outlined below. To cater for all students at our school, the uniform consists of a variety of items including unisex items that both male and female students can choose to wear.

All Students:

- Due to Workplace Health and Safety regulations, student's footwear must provide adequate protection and cover the entire foot. Students attending this school must wear black (100% black, no other colour), polishable leather or vinyl joggers/shoes that are fully enclosed. Joggers are preferable as regular physical activity is part of the curriculum. Shoelaces must be black. Velcro fasteners are recommended for Prep students. **Suede or canvas shoes are not acceptable.**
- Grey ankle socks.
- BWSS hat; either bucket hat or broadbrim hat.

BWSS Uniform Options:

- Dress Year 1 – 6
- Skorts Prep – 6
- Prep polo shirt (Red)
- Polo shirt Year 1 – 6 (Navy)
- Elastic waist shorts Prep – 6
- Tailored shorts Year 1 – 6
- Button front shirt Year 1 – 6



In line with Education Queensland's Sun Safety Strategy children are required to wear swim shirts for all water activities. If parents are unable to provide a swim shirt, we will allow students to wear a t-shirt instead.

Sports Uniform:

- Striped sport house shirt (**Centaurus**, **Draco**, **Pegasus**, **Phoenix**)
- Navy sport shorts

Students may wear BWSS sports uniform each Friday and during school carnivals both on and off campus. Sports uniforms are optional however the alternative to wearing the BWSS sports uniform is wearing the BWSS daily uniform. **No mix and match of uniform pieces is permitted i.e. sports shirt and grey skorts/shorts.**

Winter Uniform Options:

- Zip up jacket – or plain navy jacket/jumper
- Tracksuit pants – or plain navy tracksuit pants
- Navy V-neck pullover jumper
- Navy opaque stockings (tights). **Footless tights or leggings are not permitted.**

If you are unable to purchase a school jacket, jumper or tracksuit pants we ask that your child wear a plain navy jumper without any patterns or logos.

School Back Pack:

Students are encouraged to use the BWSS school back pack. Alternatively, students may use a plain navy school bag.

Jewellery:

Students are permitted to wear only the following items:

- A watch
- One small plain stud or small plain sleeper of silver or gold in the lower lobe of each ear
- Medical alert bracelets
- Religious or culturally significant pendants *by written request of parent.*

Hair:

All students are to wear their hair in a neat and tidy manner. Hair that is longer than shoulder length is to be tied up neatly in navy, red or white hair band, ribbon or scrunchy.

The length of the fringe should not exceed the eyebrows so as not to impede learning or pose a safety risk. Hair is not to be coloured and styles must be conservative.

PLEASE NOTE: The school dress code policy **DOES NOT** include any other item of clothing or accessory, other than that included in the list of uniform items.

- No denim or surf shorts are allowed.
- No thongs, sandals or slip on shoes can be worn.
- No brightly coloured shoe laces.
- No visible mid-riffs, waist bands or sweat bands.
- No footless stockings, patterned stockings or leggings are acceptable.
- No make-up.
- No coloured nail polish.

Non-compliance with Student Dress Code Policy: Students unable to wear their uniform for good reason are required to bring a note from their parent/caregiver indicating when the student will be able to wear their uniform.

A number of strategies may be employed by the school staff in the event students are non-compliant with the school's mandatory Student Dress Code. These strategies will be compliant with the Education (General Provisions) Act 2006.

Strategies include:

- Seeking parental support for compliance e.g. letter or telephone call.
- Requesting correct uniform be brought to school for the student.
- Assisting students with genuine economic hardship to acquire uniform e.g. uniform loan.
- Imposing a penalty, e.g. reflection/detention time. Continued breaches will incur a stronger penalty.
- Preventing the student from taking part in a school event outside the school.
- Preventing the student taking part in a school activity that is not part of the essential education program of the school.

Whatever the strategy implemented it is the intention of the school Administration to ensure every student complies with the Student Dress Code Policy every day.

Correct Footwear Guide:



All uniform items, including footwear, can be purchased from The School Locker, Homemaker Centre, 11/55 Maroochy Boulevard, Maroochydore. Telephone 5452-1431. www.theschoollocker.com.au

The P&C also operate a second hand uniform shop in the P&C Office located in the school. Opening times vary due to volunteer availability. Please check out our school newsletter for opening days and times.

For further information contact pandc@brightwaterss.eq.edu.au

Sun Safety:

It is Education Queensland policy and our Duty of Care that children wear a hat at all times when in the sun. Two styles of hats are available as part of our school uniform, a broad brim hat and a bucket hat, both of which have brims of the width recommended by the Queensland Cancer Society.

Brightwater State School has a 'No hat no play' policy therefore students without a broad brim or bucket hat at school will be restricted to a designated and shaded area of the school during play time.

Students are also required to wear a sun safe swim shirt when participating in the school swimming program and/or camps.

The Brightwater School community thanks you for supporting our high standards culture.



School Information

Every Day Counts

Being at school every day counts. If your child is absent one day per week, this quickly adds up to two months of missed school in a year.

Every day counts is an initiative aiming to improve attendance at school. The initiative promotes four key messages:

- all children should be enrolled at school and attend on every school day
- schools should monitor, communicate and implement strategies to improve regular school attendance
- truanting can place a student in unsafe situations and impact on their future employability and life choices
- attendance at school is the responsibility of everyone in the community.

Find out more about the Every Day Counts initiative from Education Queensland.

School Start and Finish Times: 8:40am – 2:45pm

The class times for Brightwater State School are: 8:40am lessons begin and 2:45pm lessons end.

The classroom doors are opened at **8:35am** each morning. Individual teachers will let you know what their routine is.

If your child arrives prior to 8:35am they must go to their designated covered area. Students and younger siblings are not permitted to play on adventure playgrounds at this time.

Morning routine:

- 8:20am **is the earliest preferred arrival time each day.** Children who have to be at school earlier should be booked into the Outside School Hours Care service.
- When students arrive, drop their school bag at their classroom and go straight to their designated Covered Area and sit down until a supervising teacher arrives.
- Students will be supervised in this area from 8:20am.
- First bell rings at 8:35am. Children are collected by their classroom teachers.
- 8:40am lessons begin at classrooms.

Our school day consists of:

- 3 learning sessions
- 2 eating and play breaks

Bell for...	Time
First bell	8:35am
Learning Session 1 - *Snack Attack	8:40am – 10:30am
1st Break	10:30am – 11:15am
Bell - End of 1st Break	11:15am
Learning Session 2	11:15am – 12:45pm
2nd Break	12:45pm – 1:15pm
Bell – End of 2nd Break	1:15pm
Learning Session 3	1:15pm – 2:45pm
Home bell	2:45pm

**** 'Snack Attack': Research shows that having a small nutritious preferably protein snack at this time promotes brain function and student learning.***

End of Day routine:

- Students are dismissed at 2:45pm.
- Parents are asked to wait in the Central Covered Area to collect children.
- Alternatively, parents can collect children from the drop off zone however this is a 2 minute zone and the driver must not leave their vehicle.

Punctuality:

Arriving on time to school each day is very important as children who arrive late tend to have difficulty settling in once the program has started. Some of our Specialist lessons begin at 8:45am, and late arrivals may miss their weekly lessons.

Lessons start at 8:40am every morning and finish at 2:45pm. The first 5 minutes of the day is a time for students to settle in and organise their equipment in preparation for the day ahead.

Absences

Under the Education Act, a parent of a child of compulsory school age is obliged to ensure that their child attends school on every school day for the educational program in which he/she is enrolled. 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 by phoning the school, 5438 3111 and selecting option1 or email to office@brightwaterss.eq.edu.au. A text message will be sent to parents when an absence is unexplained. Please respond to this message promptly. Multiple unexplained absences will be investigated by the school's administration team.

Parents are required to apply in writing for an exemption to compulsory schooling if the child is going to be absent for a period of more than ten consecutive school days. Applications are to be made with the approval of the Principal.

Accidents

Children who have an accident at school will be provided with basic first aid. Our school does not have a School Nurse to deliver medical assistance however we have school staff who have been trained to provide basic first aid.



We will err on the side of caution in the treatment of accidents. Whenever the slightest doubt exists, we will contact the parent. In some cases, it may be necessary to call an ambulance.

It is vital that emergency contact details are kept up to date. **Please notify the school office, in writing, of any changes or complete a 'Change of details' form.**

Some school activities and physical education, particularly contact sports, carry inherent risks of injury. Parents are advised that the Department of Education does not have Student Accident Insurance cover for students.

If your child is injured at school as a result of an accident or incident, all costs associated with the injury, including medical costs, are the responsibility of the child, parent or caregiver. Some incidental medical costs may be covered by Medicare. If parents have private health insurance, some costs may also be covered through private health insurance. Any other costs would be borne by the parents.

Student Accident Insurance is an insurance policy that pays certain benefits in certain circumstances should your child have an accident. It is a personal decision for parents as to the types and levels of private insurance they arrange to cover their child for any accidental injury that may occur.

Parents should contact their insurer or an approved Australian insurance broker for more information about student personal accident insurance cover for their child.

It is expected that all children will depart the school grounds by 3:00pm. Children and/or younger siblings are not permitted to play on the Adventure Playgrounds before and after school.

Parents are requested to park in the designated parent car park, or if picking up or dropping off children, to use the drop off zone and remain in their car. Please note that this area is a loading zone which has a maximum stopping time of 2 minutes. In the afternoons our drop off zone operates using the "Look Out" program which operates for 15 to 30 minutes during the peak traffic period.

Only registered families are able to use the 2 minutes drop off zone in the afternoons. To register please collect a form from the school office. The success of our 2 minute "Look Out" Stop and Go zone requires cooperation and patience from all motorists and children to ensure the safe and timely pick up of your children.

If parents are delayed please phone the school and your children will be informed and instructed to wait in the foyer of the school office until collected.

Parents of students arriving late or collected early are required to sign their children in or out at the school office and for early departures collect their children from the classroom. If a person other than the parent/carer is to collect a child early from school, authority to do so will be required in writing. Proof of identity will also be required before the child is released.

Assembly

All parents are welcome to attend school assemblies. Check out our school newsletter for when these will be held. Assemblies are subject to change and our school community will be notified via the school's Facebook page.

Behaviour Policy – Code of Conduct for Students

The Brightwater State School community is committed to working together to ensure that our students come to school each day feeling:

1. Safe
2. Supported
3. Happy
4. Included
5. Respected.
6. Ready and able to learn

All areas of our 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. At Brightwater State School our approach to the management of behaviour is founded on the following principles:

1. When students are actively engaged in learning the requirement for behaviour management is minimised;
2. Teaching, modelling and reinforcing positive social behaviour is an important element of a student's educational experience;
3. Respect, responsibility, safety, manners and learning behaviours should be explicitly taught and encouraged by all members of our school and community;
4. Building strong relationships is at the core of students feeling safe and supported and gives them the best chance of successfully engaging with the curriculum;
5. Student behaviour is the responsibility of all staff and community members.

The program used at Brightwater State School to provide us with a framework in which to embed our strategies and practices is based on the Positive Behaviour for Learning Philosophy together with the latest research on neuroscience for learning, restorative practices and trauma informed practices. PBL gives priority to the establishment of systems that support the implementation of evidence-based behaviour support practices and procedures.

Our Positive Behaviour for Learning (PBL) Vision Statement

In partnership with our community, Brightwater State School takes pride in guiding students to independently and cooperatively value, acquire and demonstrate knowledge and skills that will support them as 21st century learners. Our school is committed to providing a positive environment where our students are self-directed, resilient learners who embody our STAR values. We empower students to practise kindness towards themselves and others, to show integrity as upstanders within the community in which they live and be accountable for their own choices, words and actions.

Our Student Code of Conduct outlines our systems for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours.

The Brightwater State School's behaviour expectations are organised into key areas of our school and underpinned by four values that form the basis of our school standards. Students are regularly reminded of the acronym STAR (Safe, Thoughtful, Active Learner and Responsible) and are explicitly taught and regularly reminded of the behaviours required to be a STAR through our behaviour matrix.

Brightwater has a number of proactive acknowledgement systems in place to recognise students who are demonstrating STAR values. Positive Postcards, Star of The Week and weekly class rewards are examples of these.

I am a Brightwater

	All Areas	Learning Space	Non-Classroom	Toilets	Before and After School
I AM SAFE	<ul style="list-style-type: none"> I use my hands and feet safely I use objects and equipment safely I am always in the correct area I speak to a trusted adult when I feel unsafe I line up with my class and wait safely for the teacher 	<ul style="list-style-type: none"> I am cyber smart I ask permission to enter and exit the room 	<ul style="list-style-type: none"> I move sensibly around the school I wear my school hat correctly I remain seated for eating times 	<ul style="list-style-type: none"> I knock and lock I wash my hands with soap after using the toilets 	<ul style="list-style-type: none"> I use the crossings I walk my bike, skateboard or scooter on the school grounds I go directly to my line up area
I AM THOUGHTFUL	<ul style="list-style-type: none"> Voices down when moving around I use polite language and manners I am kind I care for all living things I pay it forward in the Brightwater community I treat others with respect 	<ul style="list-style-type: none"> I show whole body listening I raise my hand for help I take turns I acknowledge the effort of others 	<ul style="list-style-type: none"> I use positive words and strategies to solve problems I share and return my play equipment I sort my rubbish into the correct bins 	<ul style="list-style-type: none"> I respect the privacy of others I am water wise I clean up after myself I wait for my buddy quietly 	<ul style="list-style-type: none"> I am patient and calm
I AM AN ACTIVE LEARNER	<ul style="list-style-type: none"> I challenge myself to learn new things I participate in all activities I show initiative I use my strengths as a learner to participate I am resilient when faced with challenges I manage my time effectively 	<ul style="list-style-type: none"> I am an organised and positive team member I work towards my learning goals I give and receive helpful feedback I work independently I contribute and share 	<ul style="list-style-type: none"> I play by the agreed rules I show good sportsmanship 	<ul style="list-style-type: none"> I use hygienic habits to keep me healthy 	<ul style="list-style-type: none"> I pack my schoolbag with everything I need each day I arrive at the school's expected time. Not before or after
I AM RESPONSIBLE	<ul style="list-style-type: none"> I follow staff instructions I own my behaviour choices I use strategies to manage my emotions I am an upstander I am honest I respect mine and others' property I take care of digital devices I follow the library's processes 	<ul style="list-style-type: none"> I respect the rights of others to learn I move about the room without disrupting others I ask for permission to use others' belongings I keep the classroom tidy 	<ul style="list-style-type: none"> I plan for my play I exit all play areas when directed by an adult I follow the Café's processes I am responsible with mine and others' food 	<ul style="list-style-type: none"> I visit the toilet before learning time I use the toilet by myself I use toilet paper, paper towel and soap sensibly I return to class promptly during learning time 	<ul style="list-style-type: none"> I wear my full school uniform I check my mobile phone in at the office I sign in and out of the office if arriving late or leaving early I place my bag neatly on the bag rack

Brightwater State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

When responding to problem behaviour the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:

- **Minor** problem behaviour is handled by staff members at the time it happens.
- **Major** problem behaviour is referred directly to the school Administration team.

Procedures for Preventing and Responding to Incidents of Bullying

At Brightwater State School, we strive for all students to develop respect for others and their rights. All students and teachers have the right to learn and work in an environment free from harassment. Our approach is to teach students appropriate response to incidents of bullying and ensure all staff following the procedures for dealing with bullying type behaviours.

There are many ways a person can be bullied. Most definitions agree that there are five main types of bullying behaviour:

- Physical – hitting, kicking, taking belongings, damaging property
- Verbal – name calling, racist remarks, insulting, threats, nasty emails or text messages
- Social – spreading nasty stories, excluding from groups, ignoring
- Psychological/Emotional – stalked, intimidated, manipulated, given dirty looks
- Cyber- use of text messages websites, blogs, mobile phones, chat rooms, email or SMS to send messages or images intending to threaten, harass or humiliate their peers.

Usually, bullying has common features

- it is deliberate, hurtful behaviour
- it is often repeated over a period of time
- it is difficult for those being bullied to defend themselves
- it is often difficult for those who bully to learn new social behaviours
- the person who bullies has, and exercises power inappropriately over another.

What Bullying is Not

Many distressing behaviours are not examples of bullying, even though they are unpleasant and often require teacher intervention and management. There are three socially unpleasant situations that are often confused with bullying:

Mutual conflict - In mutual conflict situations, there is an argument or disagreement between students but not an imbalance of power.

Social rejection or dislike - Unless the social rejection is directed towards someone specific and involves deliberate and repeated attempts to cause distress.

Single-episode acts - Single episodes of nastiness or physical aggression are not the same as bullying. If a student is verbally abused or pushed on one occasion they are not being bullied.

Educative Approach

Brightwater State School aims to teach students the skills to enable them to confidently deal with situations where they may encounter bullying, including cyber bullying, behaviours. As well as undertaking lessons to know what bullying is and how as individuals, they may respond, students are encouraged to report bullying.

Birthdays & Celebrations



We are very happy to help your child celebrate their birthday or other celebrations with their class friends with either cupcakes or ice blocks. Please talk to your classroom teacher with regards to suitable food to bring and share with the students for your child's special day. If your child is unable to eat cakes or does not celebrate birthdays, please let us know so that suitable alternatives can be arranged to acknowledge the special days in their life.

Café

Our P&C offers students at Brightwater State School a Café service. The Café operates Monday to Friday. Orders can be placed for 1st and 2nd break and are delivered to classrooms. Please note that frozen treats will only be available for cash purchase over the counter and only in 2nd break. You can also order and pay for café purchases online via Munch Monitor www.munchmonitor.com.au.

The Café is run by a Convenor and supported by volunteer helpers. If you would like to assist with volunteering some of your time in the Café, whether it be on a regular basis or just an hour here and

there, then the convenor would love to hear from you. Please make contact via email at cafe@brightwaterss.eq.edu.au, phone on 5438 3111, and selecting option 2 or just pop in to the Café between 8:00am and 2:30pm.

Communication

The success of your child's education is dependent upon building a strong and positive relationship between home and school. Effective communication is the most important link and we want to do our utmost to keep the lines of communication open. Teachers are available most mornings and afternoons for **quick messages only** as this is the busiest time of day for them. We do however, encourage you to make an appointment if you wish to have a longer discussion with your child's teacher.

The following methods of communication are most often used between parents and school staff:

1. in person meetings
2. phone calls
3. emails

If you have a concern about your child's learning progress or about something that has taken place at school the first person who is best placed to speak to is your child's teacher. School staff are very busy people catering for the individual needs of many students and families. We ask that parents consider this when communicating with staff. You can consider such things as; the time of day the communication is sent e.g.: weekend, late at night and expecting a response the following morning; or the tone used in an email i.e.: is it 'team language' or blame language? And also consider whether your request is reasonable i.e.: Does the request have a reasonable turnaround time?

Following that or as an alternative, you are welcome to make contact with the Deputy Principal who manages the sector your child is in or the Principal.

It is important for parents to keep in mind that not every day is going to be smooth sailing during your child's education. When problems arise, it is important that communication between yourself and the school is conducted in a calm, polite and respectful manner. This will ensure that we are able to effectively manage any issues and reach an outcome that is in the best interest of all our students and staff.

The Principal is responsible for ensuring that staff, students and visitors are provided with a safe environment. Schools should be places of support and nurturing, where inappropriate behaviour from any person cannot be accepted.

Curriculum – Teaching and Learning

Our school community is passionate about ensuring every child experiences success with their learning every day. We are committed to providing high quality services in all that we do.



Our educational philosophy is founded upon a belief that we are all individuals who develop and learn in different ways. Students engage in a personalised curriculum presented in exciting and meaningful ways to utilise real life experiences, contemporary resources and technology to ensure they have the opportunity to achieve to their potential each and every day.

Brightwater State School implements the Australian Curriculum, through evidence based high impact teaching strategies, in the areas of English, Maths, Science, History, Geography, Technologies, LOTE, Health and Physical Education and The Arts. The Brightwater State School team are committed to developing understanding and skills specific to these disciplines as well as developing capabilities in literacy, numeracy, ICT, critical and creative thinking, ethical behaviour, personal and social competence and intercultural understanding.

Our teachers work collaboratively to design, plan, implement and assess the units of study to ensure consistency of practice and judgement across all year levels. They also attend professional development and training throughout the year to keep abreast of contemporary and best practice techniques.

All students will participate in a rigorous school-based assessment and monitoring schedule throughout the year to ensure your child's academic progress informs the teaching and learning process.

Specialised programs to support students' diverse learning needs are devised and implemented by experienced teachers ensuring that students are supported, challenged and achieving to their potential.

All students will be exposed to a wide variety of extra-curricular and sporting options throughout the school year and these may include:

- Before school and Lunch time organised outdoor games
- Lunch time clubs: choir, dance, art, library, robotics, gardening, chess, Lego
- Interschool sporting competitions
- Regional sporting competitions
- Intra-school carnivals
- Swimming and surf safety programs
- Sporting clinics
- Instrumental Music
- Excursions & Incursions in all year levels
- Camping program for Year 4-6 students
- Local dance and drama competitions
- Robotic and eSports Competitions



Reporting Student Progress

Formal reporting to students and parents will occur at four stages throughout the year:

- | | |
|----------------|--------------------------------------|
| End of Term 1: | Parent/teacher interview |
| End of Term 2: | Written report (sent home via email) |
| End of Term 3: | Parent/teacher interview |
| End of Term 4: | Written report (sent home via email) |

Systemic Testing Reports

Year 3 and 5 National Assessment Program – Literacy and Numeracy (NAPLAN) Reports: Term 3.

Parents are always welcome to make an appointment to meet with the class teacher at any time throughout the year to discuss their child's progress.

Deductible Gift Recipient (DGR)

Our school has been endorsed as a gift deductible recipient. This means that donors can claim income tax deductions for donations of \$2 or more.

There are strict rules around the purpose for which funds received can be spent. Our school is endorsed as a Library fund and therefore we can use this money to purchase books and learning resources that are processed through our library.

If you would like to make a donation towards resources in your child's school please come and see us in the office. We can accept donations via cash or cheque.



eLearning



Brightwater State School is equipped with the latest in technology to motivate and engage students with interactive learning through Augmented and Virtual Reality, laptops, iPads, digital cameras and robotics. Our school is fully networked and all classrooms have access to the Internet and email. A filming suite, editing suite and a technology lab are available for student use.

At Brightwater State School we are committed to creating engaging and supportive learning environments and opportunities that stimulate, extend and deepen student learning and incorporate seamless use of the technologies students use so ubiquitously in their daily lives.

Our school eLearning Plan takes into account the emerging digital/ICT literacies of today and tomorrow's students and develops appropriate and targeted strategies to support improved learning and teaching.

1:1 iLearn Student Laptop Program: Students in Year 4 to 6 have the opportunity to participate in a 1:1 iLearn laptop program. This is an optional program that gives students the opportunity to own a laptop that is configured to school specifications and used to connect learning from school to home. The school will offer parent information sessions to provide detailed information about this program.

Enrichment Programs

At Brightwater State School provision of a differentiated curriculum for students consistently achieving above year level expectations is founded on knowledge of the learning needs and preferred learning styles of the student.

To ensure that these students are motivated, challenged and achieving to their potential we have a range of extension and enrichment learning opportunities. With support and leadership from our Head of Curriculum, classroom teachers closely examine student data to inform decisions around:

- student identification
- learning focus
- student goals
- appropriate provision model
- assessment needs.

This information is collated and utilised to inform the learning programs offered each year and to monitor individual student progress.

The delivery of enrichment learning sessions are created to bring together "like groups" of students who engage in stimulating and challenging content and aligned to the learning context in class. This learning is designed to complement a student's regular classroom program. Students participate in enrichment learning opportunities modules under the guidance of the Head of Curriculum and Teaching and Learning Coach.

Excursions and Camps

School excursions and camps are offered as part of our educational program. They are designed to support curriculum programs and subsequently, your child will be participating in relevant classroom activities before and after the excursion event.

Every effort is made to keep excursion and camp expenses to a minimum. Payment plans are available to assist families to meet the costs involved so that as many students as possible may participate.



Health Issues

Anaphylaxis

Anaphylaxis is a severe, potentially life-threatening allergic reaction often triggered by insect stings or certain types of food the most common being peanuts, tree nuts, seafood and/or egg and milk products. An anaphylactic shock episode is a medical emergency and must be treated immediately. Reaction symptoms may include hives, vomiting, drop in blood pressure, difficulty breathing, disorientation and even unconsciousness.

For children with risk of anaphylaxis, it is important for you to provide the school (**printed in colour**) your child's emergency medication and their ASCIA Anaphylaxis Action Plan completed by your doctor. This Anaphylaxis Action Plan provides the instructions for the school, to administer your child's medication in an emergency, which is specific to their health condition.

Where a student or staff member in your child's sector of the school has a potentially life-threatening allergic reaction, the school will inform you of this situation and steps that you can take to minimise the risks of exposure to allergens.

Asthma

We have school staff who are trained to provide Asthma First Aid in an emergency to any student demonstrating signs and symptoms of serious asthma attack.

If your child has asthma, it is important for you to provide the school with your child's emergency medication and their Asthma Action Plan completed by your doctor. An Asthma Action Plan provides specific instructions for the school to administer your child's medication. We recognise that some students can manage their asthma without adult assistance, however should your child require assistance in an emergency, staff will provide Asthma First Aid as per their Asthma Action Plan.

Head lice

This issue can be a problem throughout the year if all parents are not diligent. Head lice must be treated before children may return to school. Please notify your teacher if your child has head lice, so that other parents can be reminded to check their children's hair. If your child has head lice it will be dealt with using the utmost of confidentiality. Keeping long hair tied back helps reduce the chance of becoming infected.

Immunisation

The school supports the recommendations that all children be up to date with immunisations, which help prevent serious diseases. Please review your child's records before enrolling at school.

Impetigo (school sores)

This is a fairly common childhood disease that is highly contagious. If your child should contract 'school sores' you must exclude them from school until you have sought medical attention. The sores must be covered with a water tight dressing when they return to school.

Sick Children

Children with infectious diseases such as conjunctivitis or impetigo must be excluded from school for specified times. If your child or a sibling contracts German measles, whooping cough or any other serious, contagious disease, please inform us immediately. We have a number of students attending Brightwater State School with serious childhood illnesses and it is essential that their parents are informed of any contagious illnesses within the school.

If your child has had a fever, been vomiting, had diarrhoea or been "off colour" 24 hours before coming to school, please keep him/her at home. Runny noses and bad coughs easily spread infection. Parents are asked to be considerate of other families and staff by keeping their child at home until the infection clears. If the teacher believes your child is unwell on arrival or if there is a chance of cross infection, they may ask that your child be taken home. When a child becomes ill during the day, they will be taken to our first aid room and the parent or emergency contact person will be notified.

Home Learning

Home Learning (commonly referred to as Homework) provides Brightwater State School students with opportunities to reach their full potential and develop lifelong learning attributes. By completing home learning tasks each week, students are able to consolidate classroom learning focusing on the basics of reading, number study and spelling development while involving family members in their academic journey. Our Home Learning Policy outlines recommended time allocations, guidelines and responsibilities for the regular completion of home study. The completion of weekly home learning tasks should be a routine for all children whilst allowing sufficient time to engage in other family, recreation and cultural pursuits each week.

Home Learning Guidelines:

It is an expectation that every child in Years 1 to 6 will complete the 'Must Do' home learning tasks each week focusing on the consolidation of literacy and numeracy concepts directly related to class work and the Australian Curriculum. Set activities will include the use of electronic platforms or home learning books to record written tasks.

- The home learning cycle is Monday to Friday each week with the option of returning Monday morning if weekend completion time is required.
- Additional 'May Do' tasks for students electing to complete further study are available each term.

Recommended Time Allocations:

Prep	Negotiable, up to 30min per week
Year 1 & 2	Approximately 30 mins - 1 hour per week
Year 3 & 4	Approximately 1 hour per week
Year 5 & 6	Approximately 1 -2 hours per week



Teacher Responsibilities:

Teachers will personalise home learning for students by:

- Providing home reading books appropriate to their developmental stages of reading.
- Including sound work at the student's instructional level.
- Setting 'open-ended' tasks allowing multiple responses.
- Assigning tasks utilising online learning platforms to suit group or individual ability levels.

Home Learning completion will be monitored weekly, and teachers provide opportunities for students to receive feedback on their learning, including a short sharing each fortnight for students who've elected to complete additional tasks.

Parent/Caregiver Role:

Parents and caregivers can assist their children to complete home learning by:

- Reading to them, talking with them and involving them in tasks at home including shopping, playing games and physical activity.
- Helping them to complete tasks by discussing key questions or directing them to resources.
- Encouraging them to organise their time and take responsibility for their learning.
- Encouraging them to read and discuss current local, national and international events.
- Helping them to balance the amount of time spent completing home learning, watching television, playing computer games, playing sport and engaging in other recreational activities.
- Contacting the relevant teacher to discuss any concerns about the nature of home learning and their children's approach to the home learning.

Students participating in the Student Resource Scheme will be given access to web-based programs. Non-participants will be required to purchase their own subscriptions or make other arrangements to complete similar tasks.

Parents requesting additional home learning will be assisted to source suitable activities and materials. The allocation, monitoring and correction of these additional tasks remains the responsibility of the parent.

We understand families can have many commitments outside of school. Parents should communicate with the class teacher regarding any family circumstances that may impact home learning completion.

Information and Communication Technologies (ICT) Agreement

Brightwater State School is committed to the provision of a futures orientated curriculum. Student access to and use of a variety of computer hardware, software and information sources, including internet and email, represents a significant element of our curriculum. Opportunities exist to further the education goals of the school by networking with others and accessing unique information and resources through technological mediums.

Student access to and use of computers needs to be carefully managed in a number of ways. One such way is to provide clear guidelines to students on correct use of computers, software and information sources. Central to these guidelines is agreement from the students and their parent/carer, that these guidelines will be met at all times. Parent/carer permission for students to use email and internet is also required.

Brightwater State School has an Acceptable Use Policy and Guidelines for Technology. The essence of the section of the policy which applies to students is captured by the following information and declarations. We ask that you read through this information carefully with your child and discuss the implications of the issues addressed.

Following your considerations, you and your child are asked to complete the declarations in the enrolment booklet. Please do not hesitate to contact your child's teacher if further clarification of the issues and declarations is required.

Information and Communication Technologies (ICTs): Student Access Policy Information Statement and Agreement Use of Internet and Email

The internet is a global network that will provide your child with access to a wide variety of information from around the world. Through this medium, your child will be able to communicate with people anywhere in the world.

Education Queensland manages the application of Connect Ed software that is designed to restrict access to material that exists on the internet which is deemed inappropriate for student access. However, the process is not infallible and therefore absolute guarantees that all inappropriate material will be blocked cannot be given.

The level of access to the internet for a student will be primarily determined by the requirements of the learning activity. At one level, students will have access to the World Wide Web through the Regions' networked computers. At another level students will be granted email access only through a classroom email address. Students will be supervised by teachers for each level of access.

Students are provided with an individual email address which will be used in accordance with the student ICTs access agreement.

Publishing on the Internet

As part of the learning experience, students may be required to produce material which will become part of an internet site. Students are permitted to either access or publish on the internet only after they and their parents have signed the declarations in the enrolment booklet.

Responsibility for the spelling, presentation, accuracy and content of all web page items rests with the student in the first instance and the teacher in the second. Hard copies of Web Pages generated by students will be retained by the classroom teacher. Web pages will be uploaded to the World Wide Web by a member of Brightwater' staff only, not by students.

Use of computers

In order to care for Brightwater's technological equipment, ensure our software is appropriate and protect files, students are not permitted to:

- place food and drinks at or near the computers and associated hardware.
- use the computers and associated hardware unless a teacher is present in the room.
- use external memory without teacher's permission.
- alter the configuration of the computers.
- add or remove any software without teacher permission.
- add or remove hardware any time.
- download any file (including computer programs, video and audio files) without express teacher permission.



Please note: Use of computer facilities and the internet is a privilege which exists for all students (pending parent permission and the completion of the student declarations). Inappropriate use as described in the statement and associated policy, together with any unanticipated misuse that may evolve, will mean the student loses his/her privilege for a period of time depending upon the severity of the breach.

Any files brought from home need to be approved by a teacher before accessing at school.

Library Borrowing

Children have the opportunity to borrow books fortnightly from our Resource Centre. Children are required to have a suitable splash proof bag to store their library book in. If you have an accident with your child's book at home please do not try to repair it but return it to the Resource Centre.



Lost Property

We will endeavour to return all 'named' lost property to a child's class. Please don't send students to school with valuable items, if these are found they will be held at school office until the end of the school day for collection.

All unmarked lost property will be held in the Lost Property box, located in the Resource Centre, until collected. Unclaimed items at the end of the school year will be utilised as school supply, 'wet weather' clothing or donated to charity.

Messages for Students

It is essential that teachers and children are able to work in class each day with minimal disruptions.

We request, where possible, for parents to please remind or advise your child before coming to school of any changes to their normal pick up routine.

Messages phoned in **after 2:00pm** are difficult to deliver. Whilst student safety is of paramount concern, unless the message is of an emergent situation that cannot be avoided, we are unable to ensure messages will be passed on. Please assist in this regard by only phoning in messages for students in an emergency.

Mobile phones/smart devices

The use of mobile phones, smart devices, digital cameras and/or electronic devices such as voice recorders, MP3 players and iPods are prohibited unless specified by the school for learning purposes. Students found in possession of a mobile phone without permission from the Principal will be asked to hand it into the office. If a parent requires their child to have a mobile phone for travel to and from school, the parent needs to notify the school in writing.

The student is required to hand the phone into the school office on arrival at school for safe keeping and can collect it each afternoon once dismissed from class. The school cannot accept responsibility for the loss or damage of any mobile phone or other electronic devices that are not stored at the school office.



Outside School Hours Care (OSHC)

Brightwater State School has an Outside School Hours Care service. This service is run by an external provider and they design programs to develop stronger, healthier, happier children and to provide an environment that is like a "home away from home".

Programs are developed in consultation with children, parents, school community and school staff. They are tailored to cater to the children's age, skill, interests and abilities through a variety of challenging and recreational activities.

Parent Partnerships

We encourage parents to actively participate in our school community life and especially in their child's learning experiences. There are many ways that parents can participate in our school and they include:

- visiting the classroom and joining in
- accompanying us on excursions and special visits
- offering to share hobbies, interests and expertise you may have with the children (eg. playing an instrument, cooking, pottery, etc.)
- attending assemblies and other special school events such as sports day
- assisting with lunch time clubs which includes "Super Dads"
- reading the school newsletter
- discussing relevant information or concerns with your child's teacher
- becoming a member of our P&C.



Please note: When visiting or volunteering in any area of our school, **parents must sign in** at the school office first.

"It takes a whole village to raise a child"
African Proverb

Parents and Citizens' Association



One way you can be actively involved in the school community is to join the P&C Association.

Parents play a valuable role in developing and maintaining the culture of our school as well as supporting the curriculum programs delivered by the school. It is essential that parents have input into the strategic direction of our school. Our aim is to continue to have a strong and positive school community that places children at the centre of all that we do. The P&C Association is an integral part of our school.

You might like to help out with classroom activities, Resource Centre, Café, coaching teams or fundraising. Please let the P&C know if there is any other area you may have some expertise and which may assist in the learning experiences of our children. Your help would be welcomed and appreciated. You can contact the P&C via email pandc@brightwaterss.eq.edu.au

P&C meetings are held on the 2nd Wednesday of the month. All families and community members are welcome to attend.

Queries and Concerns

During the course of your children's school years, you may have cause to query a decision or raise an issue relating to your child's education. Education Queensland is committed to ensuring all concerns are dealt with in a fair and equitable manner. There are processes and support structures in place to enable parents/carers and students to work through any issues they may have with Education Queensland provisions.

When expressing a concern, it is in the best interest of resolution to ensure that you:

- provide complete and factual information in a timely manner
- deliver your concern in a non-threatening and non-abusive manner and
- not make frivolous or vexatious complaints or include deliberately false or misleading information.

You should be aware that if you are expressing a concern about a staff member, that in most instances the staff member will be told of the concern and offered the right of reply. You also have the right to have a support person participate throughout the process. If your concern relates to suspected official misconduct or criminal activity then you should make your concern directly to the Crime and Misconduct Commission (www.cmc.qld.gov.au/) or the Queensland Police Service (www.police.qld.gov.au/).

The following procedure may assist parents/carers, and school staff to reach an outcome that is in the best interests of the student.

1. Discuss your concern with the class teacher.

If your concern is with your child's teacher or relates to an issue concerning your child's experience at school, make an appointment with that teacher as soon as possible. Share the information you have about the problem with the teacher. Give the teacher an opportunity to tell you all he/she knows about the incident or problem. Together, both parent/carer and teacher should then take steps to resolve the problem at this level. The teacher will make a record of the concern and report your meeting and any outcomes to the school principal.

2. Discuss your concern with the principal or ask the principal to assist by participating in informal conflict resolution.

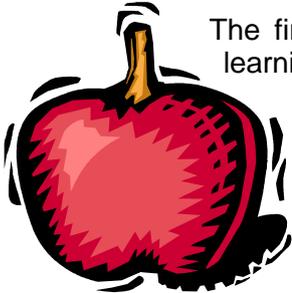
Where the teacher has been approached as above but the issue remains unresolved, make an appointment with the school principal to discuss the issue further. Alternatively, you and the teacher may agree to ask the principal to act as a go-between in informal conflict resolution in an attempt to resolve the problem. If your concern is related to the school more generally including issues of school policy or its compliance or non-compliance you should raise your concern directly with the principal or his/her delegate. For example, the principal may refer your concern to a deputy principal or business services manager. The staff member will make a record of your concern and work with you to resolve the issue.

Concerns to the principal may be lodged in person, by telephone, writing or via electronic format through the "Schools directory" at <https://schoolsdirectory.eq.edu.au/> - search for relevant school, then click on the email link.

School Newsletter

Our newsletter is issued fortnightly via email. As a 'high tech' and environmentally aware school it is only appropriate that we use the latest technology to not only save trees but also save school resources. If you still wish to have a hard copy it is simply a matter of printing it from your computer. Parents who are not connected to the internet will be able to collect a hard copy of the newsletter from the school office, on request.

Snack Attack



The first learning session of the school day runs for 1 hour 45 mins. This is prime learning time when all learners are at their best in terms of attention span and memory retention. To assist them to maintain their concentration and maximise their learning potential, class teachers will include a brief rest pause during this session around 10am. The rest pause will provide students the opportunity to go to the toilet, have a drink, move, stretch and eat a small and healthy snack. For our children to perform at their best high protein/energy food such as raw vegetables or fruit is suggested for 'Snack Attack' time.

Sport Houses

The sport houses at Brightwater State School were created through foundation families working together to suggest names through a home learning challenge. Families considered cultural, historical, local identity and environmental significance. Names were submitted and once shortlisted, the school community voted for their favourite house names.

Our four sport houses are:



Student Leaders

In Term 4 of each year our year 5 students will have the opportunity to nominate and be elected for a variety of student leadership positions. The positions include:

- Captain
- Vice-Captain
- House Captain
- Student Council Chair
- Performing Arts Captain
- Band Captain

An investiture ceremony will occur soon after elections take place in Term 1. All Student Leaders are responsible for actively contributing to and participating in the establishment of a safe, happy and supportive school culture that in turn makes contributions to our local and global communities.

Student Resource Scheme (SRS)

Below contains important information about the Student Resource Scheme (SRS) including how the scheme operates and the annual participation fee.

The Queensland Government supports students' education by providing funding for:

- Instruction, e.g. teachers
- Facilities, e.g. buildings, amenities, furniture
- Administration, e.g. staffing and resources to administer the operations of the school.

Funding does not extend to individual student resources such as textbooks, computer or musical equipment for personal use, and many items used/consumed by the student in the classroom. Supply of these items is the responsibility of parents.

To provide parents with a cost-effective alternative to purchasing textbooks and/or resources elsewhere, Brightwater State School operates a SRS.

The scheme ensures that students have the resources required for them to engage with the curriculum for their education, and saves parents time and money in sourcing the prescribed materials elsewhere. Savings are gained through the school's bulk purchasing practices and hiring arrangements. The scheme is not used to raise funds for other purposes, and revenue collected through the scheme is applied only to the resources and operation of the scheme.

The scheme's operation, resource inclusions and participation fees are approved by the school's P&C Association at a meeting held in August of each year. After this meeting the participation fee and SRS inclusions for the following year will be provided via the school's newsletter and/or on request at the office.

SRS Participation

The objective of the scheme is to provide a convenient and cost-effective way for students to access the educational resources necessary to enhance their learning experience at school. The Department encourages parents to participate in the scheme. Participation in the SRS is optional, and no obligation is placed on a parent to participate. Participation is for the duration of your child's enrolment at the school.

Student is new to the school

Parents are required to complete and return the SRS Participation Agreement Form when joining the scheme for the first time. If no participation form is received at time of enrolment, the school will take the view that the parent has chosen to opt out of the SRS. The parent is then required to provide the educational resources listed in the SRS for their child by the start of the school year. A parent can opt in or out of the scheme in subsequent years by completing another Participation Agreement Form.

Continuing student of the school

A parent's participation or non-participation in the scheme will continue as per their previously completed Participation Agreement Form. A parent can opt in or out of the scheme in subsequent years by completing another Participation Agreement Form.

If a parent has opted out of the scheme the parent is required to provide the educational resources listed in the SRS for their child by the start of the school year.

Resource Inclusions

All resources included in the SRS and their associated costs can be provided on request at the school office.

Parents must inform the school if items on the list of resources are not received by their child when resources are accessed throughout the year.

Additional programs eg Instrumental Music, Drumline, Dance: These programs require an additional fee to participate. Places are limited with students being required to audition and if successful will be invited to join the program. The participation fee falls under SRS and therefore the terms and conditions apply to these programs.

Financial Hardship

Parents experiencing financial hardship who are currently participating or wish to participate in the SRS should contact the school to discuss available options in confidence.

Payment Arrangement

Several payment options including a single payment for the full year's fee or term instalments are available. An instalment plan can also be negotiated with the school.

Any unpaid invoices, will be managed according to the department's Debt Management Procedure and may result in the student being withdrawn from the scheme and/or from participating in non-curricular activities until payment is made.

Payment Method

SRS payments can be made by BPOINT, EFTPOS (Credit/Debit Card), Cheque, Cash, Centrepay.

When paying by BPOINT, please use the Customer Reference Number (CRN) and invoice number printed on the invoice received from the school. If unsure of the CRN, please contact the school.

Centrepay Deductions are available to pay the SRS fees. Use Centrepay to make regular deductions from your Centrelink payment. Centrepay is a voluntary and easy payment option available to Centrelink customers. Go to humanservices.gov.au/centrepay for more information on how to set up your Centrepay deductions.

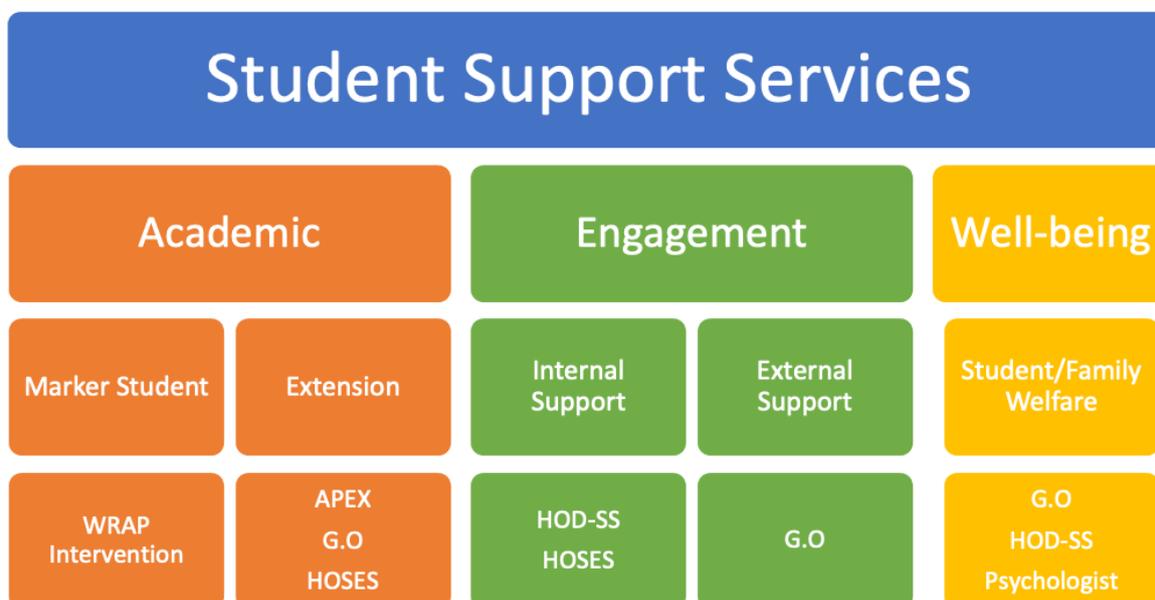
Contact Us

Please do not hesitate to contact the school office for all your queries regarding the SRS and its inclusions.

Student Support Services

At Brightwater State School, our Student Support Services provide for the needs of the "whole child" by considering their academic learning needs, school engagement and/or overall well-being. The diversity and complexity of student learning needs, their cultural and linguistic backgrounds and socio-economic impacts are considered in the teaching and learning cycle. This Whole School Approach caters for the needs of students with educational support needs arising from disability; those who are gifted and talented; those who are Aboriginal and Torres Strait Island students and those learning English as an additional language or dialect (EAL/D).

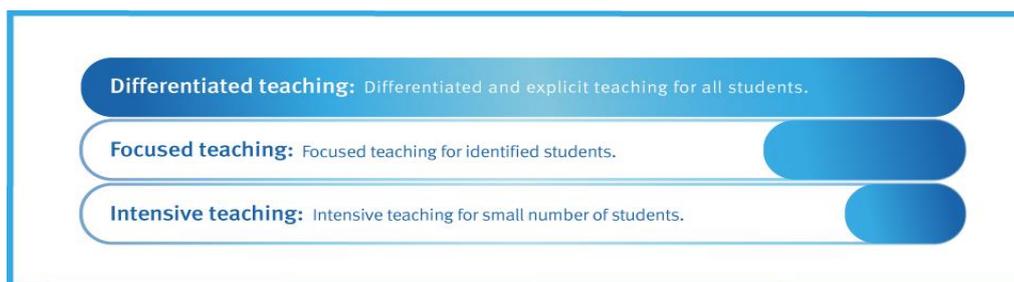
A positive learning culture is promoted by the whole school staff through challenging, interactive and engaging learning experiences and by nurturing relationships with families, carers and the wider community. Students support their own wellbeing by being actively involved in their school and community and research on resilience shows a sense of belonging is critical for young people.



School decisions and response to the diverse needs of the school community and the school improvement focus are mapped in the provision of the Whole Curriculum Plan, Year and/or Band Plans and Unit Plans to ensure:

- ◇ effective prioritisation and implementation (teaching, assessing, feedback and reporting) of all eight learning areas and/or subjects.
- ◇ effective resourcing (human and financial) including learning environments, facilities and technology.
- ◇ effective coverage of the relevant achievement standards in response to assessment and reporting data
- ◇ the number and sequence of units suitable for coverage of the relevant achievement standard, ensuring that the cognitive demands of the units follow a developmental sequence.
- ◇ multiple opportunities for particular aspects of the achievement standard to be assessed.
- ◇ balance of summative assessment including the types and conditions suitable for equitable access for all students.
- ◇ assessment and reporting data is utilised to determine starting points for teaching the unit and inform differentiated teaching.
- ◇ the curriculum, pedagogy and assessment are aligned to the targeted aspects of the achievement standards being assessed and the content descriptors are targeted for differentiation and explicit teaching, that lead to summative assessment.
- ◇ formative and summative assessment tasks are designed to be inclusive and consider the needs of all students.
- ◇ adjustments to teaching and learning sequence meet the needs of all students.
- ◇ effective high yield pedagogical practices.

Our whole school approach directs support to the three layer of student need identified in the P-12 curriculum, assessment, and reporting framework.



These three layers provide a continuum of tiered support with increasingly focused and personalised teaching and intervention at each successive layer. This continuum of support informs increasing levels of adjustments, monitoring of student learning, overall wellbeing and behaviour, and the needs-based involvement of support staff and professional experts.

Positive relationships with students and their carers, analysis of student data and ongoing monitoring of student progress are utilised to identify the appropriate layer of support. The Nationally Consistent Collection of Data process is a whole school process utilised to identify student's disability area/s and level of adjustments and is reviewed annually in Term 3.

Parent/Carer Identification, Referrals and Requests

At Brightwater State School, we support and encourage the involvement and collaboration of parents and caregivers, other organisations and external professionals as respected and valued partners in providing an inclusive education to all our students.

Parents/caregivers will occasionally identify a need or concern with their own child and seek the support of external professionals for further support, strategies and/or diagnosis. School support may be requested by parents/carers to support collaboration and engagement with these external health professionals.

School Engagement with External Providers

All parent requests for supporting documentation when taking their child to an initial or review appointment with a paediatrician, psychologist or other health professional, **must organise contact the administration office to speak to their appropriate sector DP.**

All communication with External Providers requires Consent to Share documentation approved by the Brightwater Executive Team prior to commencing liaison.

The following timeframes must be considered when requesting supporting paperwork:

- ◇ Single Form and Review completion require a minimum 2 weeks notice.
- ◇ Initial paediatrician appointment documentation or lengthy forms require a minimum 4 weeks notice.

NB: It is important to note that there are very complex Department of Education policies be followed in relation to any requests for external providers to conduct observations on school site or provide service from school site. Any requests from parents about external health professionals accessing our school to deliver service or make observations, **must be referred to sector DP**.

All incoming reports provided by paediatricians, psychologists or other health professionals should be directed to the administration office for Sector DPs.

Staff at Brightwater State School highly value collaboration and family involvement to optimise inclusion and student success. Please do not hesitate to contact your child's classroom teacher, WRAP team or the HOSES (Head of Special Education Services) if you have any concerns or questions.

Treasures from Home

Toys and trinkets from home very often become lost or broken at school. It saves a lot of time and heartache if these items are left at home. Any toys that find their way to school will be cared for in the office until the end of the day. Staff cannot assume responsibility for any loss or breakage.

Volunteering



Our School welcomes the active involvement from parents and community members. Whether it is volunteering in the P&C Cafe, supporting students reading in class, attending an excursion or offering a hand at a Working Bee, all help is gratefully appreciated.

To volunteer please:

- Complete annual mandatory training, information is available from the office.
- Obtain Working with Children blue card if required.
For parents volunteering in your own child's school a blue card is not required.
All other volunteers must have a blue card before you start volunteering.
- If wishing to be a classroom parent helper, please contact your child's teacher to organise appropriate times for you to assist in the classroom.
- For café, second hand uniform shop and other P&C activities please contact the P&C via pandc@brightwaterss.eq.edu.au
- Sign in at the office every time you volunteer

Discovering Prep

Discovering Prep will provide you with lots of important information to ensure your child's transition to school is a smooth one. The Preparatory Year curriculum offers an exciting and challenging program.

You will be amazed at the growth in your child's social, emotional, physical and academic skills in just one year. We trust that your child's learning experience is an exciting and positive one supported by all members of our school community.

We look forward to sharing and celebrating your child's learning successes and challenges with you and invite you to be an active participant in your child's learning at Brightwater.

Our Prep enrolment process comprises of four parts:

- Completion of enrolment documents. Original birth certificate must be sighted.
- Prep Parent information session during Term 3 and 4.
- 1:1 Enrolment Interview.
- An orientation morning for the children during November.



Enrolling in Prep

The Preparatory (Prep) Year is the first year where compulsory schooling begins for your child. It is a full-time program that runs five days per week. Brightwater State School's day begins at 8:40am and concludes at 2:45pm. Once enrolled, your child is encouraged to attend every day to get the most from the Prep Year.

Age is the only criterion for enrolment in the Prep Year for Queensland children. **Your child must be five years of age by 30 June in the year they enrol in Prep.**

Birth Certificate

Schools must sight a child's proof of birth date prior to their first day at school. All children need an official birth certificate to be enrolled in Prep or primary school. If you don't currently have your child's official birth certificate we encourage you to arrange this as soon as possible. **Your child is not permitted to start Prep until the official birth certificate has been sighted.**

Four year old health check

Qld Health have a free healthy kids check for four year old children. This is to make sure kids are happy, healthy and ready to learn. The Healthy Kids Check is available to four year old's with the consent of a parent/guardian at the time of their four year old immunisations.

We recommend all families contact their GP prior to starting Prep to complete a thorough check of your child's health to enable an opportunity to address any concerns or issues before they start Prep.

Getting ready for Prep

Talk about Prep. Be excited, even though you are nervous.

Talk with your child using a wide vocabulary

Play counting and patterning games. Count to 20. Talk about numbers, time, money and measuring. Cooking is a great Math activity.

Read stories to your child EVERYDAY

Practice using a lunch box, opening small containers and plastic wrappers. Discuss where things will go in their school bag and practice packing it.

Try on the uniform and practice putting on shoes and socks

Practice the morning routine eg dress, breakfast, teeth etc

Practice carrying their own things

Get organised ahead of time ie: don't leave things to the last minute

and above all...read daily
to your child



Key Area: Movement of Motor Skills

The Development Of Hand Function, Grasps And Drawing Skills

Pencil Grip

It is suggested that it is much easier to introduce and reinforce the proper way to hold a pencil than to try and change an inefficient one later in school life where the child has grown accustomed to using it for several years. It is felt that handwriting difficulties could be avoided in later years if there is an early emphasis on strong fine motor skills, learning how to hold a pencil and regular practice on how to use it.

The goal of a proper pencil grip is that it is stable, comfortable and is able to be moved with the smaller muscles of the fingers rather than the whole hand. One important feature of this type of grip is an open and rounded web space, the space formed by the thumb and index finger. It is much harder to move a pencil with finger movements if that is closed.

There are a number of ways to encourage the right grip. One idea is as follows:

Make ok sign with fingers. Place pencil between thumb and index fingers then drop the middle ring and little fingers under the pencil. The last joint of the middle finger sits next to the index finger so that it can support the underside of the pencil.

Children can be reminded to hold their pencil with their 'ok' fingers.

Alternatively the pinch action of the index finger and thumb, with the middle, ring and little fingers tucked into the palm mimics the action of a bird's pecking beak. Children can be reminded to make the bird's beak and hold their pencil.

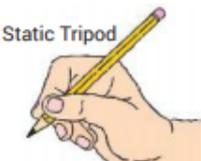
Sometimes children find it hard to keep their middle, ring or little fingers tucked into their palm, often they climb onto the pencil shaft too. Children can try holding a small marble or wishing stone in the palm of their hand as they write to help them maintain the right grip. There are also a large number of commercially available pencil grips that help children hold their pencils correctly as they begin to write.

Another useful activity to practise the right grip is too use extremely short pencils to encourage the child to use finger tips rather than the whole hand. The shaft of the pencil should rest gently in the webspace. Children can check to see if their pencil is 'lying back on its pillow'

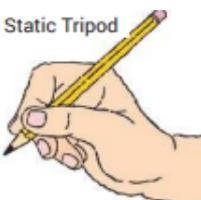
Quadropod



Static Tripod



Static Tripod



3 Years To 4 Years

- The fingers (often all four) are held on the pencil shaft opposite the thumb. Quadropod grasp (pictured top right). Movement can occur from the wrist, the hand moves as a unit with the fingers static. Static Tripod grasp (pictured bottom right). Adjustments to the pencil are made with the opposite hand (3½ - 4 years).
- Copies a circle
- Imitates a horizontal cross
- Imitates a zig zag line
- Joins two dots
- Draws a diagonal stroke by following a continuous dotted line
- Traces over a diamond shape (rounded corners)
- Draws a man with a head and one other body part e.g. arms, legs
- Traces and stays on most of the time a 7cm wide horizontal line.

4 Years To 6 Years

- Child developing ability to manipulate objects between the fingers and palm and rotate objects with the fingers.
- Uses a *Static Tripod grasp* (pictured right) of a pencil consistently
- Developing fine control to manipulate a pencil
- The thumb, index and middle fingers work as a unit for precise control of the pencil, the ring and little fingers provide support. Horizontal movement across the page occurs at the wrist elbow and shoulder (4½ to 6 years).
- Copies a diagonal line, a square, a diagonal cross, circle and triangle
- Draws a man with a head, arms and legs
- Colours in a simple picture staying mainly within the lines (no more than 0.6 cm)
- Draws a man with a head, trunk, arms, legs, feet and three facial features
- Connects a series of dots to make a simple drawing

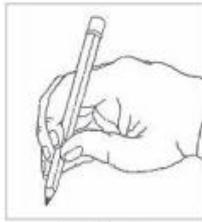
What Is NOT A GOOD Pencil Grip?



Thump Wrap



Thumb Tuck



Supinate



Transpalmar



Interdigital Brace

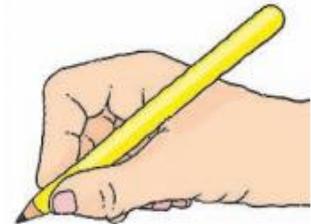


Index Grip

What Is A GOOD Pencil Grip?

- The pencil shaft is held between pads of index finger and thumb of dominant hand.
- The middle finger sits along side the index finger supporting under the pencil.
- The ring and little fingers curl gently into the palm.
- There is an open, fairly circular web space formed by the thumb and index finger. This is where the pencil shaft will rest.
- Sometimes the pad of the middle finger on the pencil too, this is acceptable if the web space remains open.

See the following pages for more information.



PLD's programs that develop the above skills can be viewed by searching the codes: Mpw, WBpw, Ppw, Mhu4, Mprd, Mlff/Mlfc, DSPPf/DSPPc, DSY1f/DSY1c on www.pld-literacy.org mail@pld-literacy.org Phone: +61 (08) 9227 0846

This information sheet can be downloaded and distributed providing PLD's logo and contact details are not removed. © PLD Organisation Pty. Ltd.

Handwriting Example

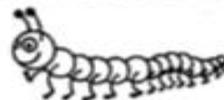


A B C D E F G H I J K L M

N O P Q R S T U V W X Y Z

a b c d e f g h i j k l m n o p q r

s t u v w x y z



1 2 3 4 5 6 7 8 9 10



Preparing for the first day of Prep

There are some simple steps you can take to make your child's first day at school more enjoyable and relaxed. Be prepared! The best thing you can do is to make the first day as stress free and relaxed as possible. The day before, write a list of all you'll need to do to be organised, such as packing a lunchbox and including a change of clothing. Place a list of the things you need to do on the fridge and tick each item off with your child as they are prepared and packed.

On the first day

- leave plenty of time to get ready
- make a nutritious breakfast — this is essential for sustained energy and concentration
- talk through the daily routine — start, lunch and finish times
- talk through a few simple self-help ideas — for example, asking teachers for help or directions
- be flexible in the early days of school, children may take a little while to settle in
- be positive and encouraging about your child's attendance at school
- show excitement that your child is beginning Prep and talk about how proud you are of them. Many Prep children will be nervous on the first day and your enthusiasm will be contagious!

What to bring on the first day

Your child will need to bring the following to school

- morning Tea and Lunch (please ensure lunchbox is labelled)
- brain food (fruit or vegetable snack, e.g. celery, carrot sticks) in a small container or wrapped separately
- drink bottle with water (named)
- change of clothes / underwear, clearly labelled in a plastic bag for emergencies (stored in school bag)
- school Bag (named and with a distinctive tag to help your child identify their bag)
- school Sun Smart bucket hat.

What to do on the first day

- take your child to their designated classroom
- greet the teacher and find your child's nametag to put on (these are worn during the first week or two to help teachers and children identify one another)
- help your child put their belongings into the designated areas
- encourage your child to find an activity that interests them
- talk about how long the school day may be in terms the child can understand
- say a quick 'good-bye' and inform your child that you will be going and will be back to pick them up later in the day.

The first few weeks of Prep are physically and emotionally tiring for children. It can also be a very hot time of the year. Your child may need to go to bed early and have a regular routine before and after school to support their transition. Don't be concerned if there are some 'hiccups', even after you have done all you can to prepare your child for school. Although some children may become upset at saying goodbye, recovery is swift and the period of adjustment to school is brief. If you have any difficulties please talk to the class teacher

Prep Uniform

The Prep uniform consists of tri-coloured polo shirt (red), grey shorts, grey skirts and either bucket or broad brim hat. Wearing of the Prep polo shirt makes these young students easily identifiable allowing staff to assist them and ensure their safety at all times.

Detailed information is included at the beginning of this booklet marked as key information.

Our Early Years Philosophy

<p>The Whole Child</p>	<p>Personalised Learning</p>	<p>Agentic</p>
<p>Our position is that every child can learn. Our actions are guided by our understanding of the 'whole child' and the knowledge that development occurs holistically. We accept the fundamental forces of gender, ethnicity, race, class, family background and ability in shaping learning pathways and recognise the socially constructed nature of learning.</p>	<p>We see every child as an individual. We support an inclusive environment that embraces each child's ability to reach their full potential and are prepared to support and challenge ensuring they become productive members of society.</p>	<p>We balance planned and spontaneous, child initiated and adult initiated experiences and embrace 'teachable moments' Real-life learning is always more highly valued than abstract.</p>
<p>Inquiry based Learning</p>	<p>Collaborative</p>	<p>Playfulness</p>
<p>We carefully construct experiences that allow children the opportunity to create, problem solve, discover and reflect upon the mysteries of their universe in a safe and supportive way. We value questions above answers.</p>	<p>We deliberately plan to collaborative learning, rich in conversation and seamlessly connected to the real lives experiences, interests and wonderings of the children and adults present.</p>	<p>We encourage play as a pedagogical approach offering children the opportunity to make their own decisions and to have influence over what they do, how they think and what they learn.</p>
<p>Environment</p>	<p>Movement</p>	<p>Transitions</p>
<p>Our learning environments are dynamic, responsive and ever changing. Materials and equipment are purposefully organised in ways that invite children's discovery, enable them to express their ideas in multiple ways and to revisit their learning.</p>	<p>We advocate for your children to be active and engage freely within their environment to support physical development and to build their cognitive function.</p>	<p>We believe that authentic transitions evolve with an understanding that the school environment must alter to allow for a child to transition rather than the child alter to fit the school environment.</p>
<p>Partnerships</p>	<p>Relationships</p>	<p>Teams</p>
<p>We embrace the responsibility for establishing and maintain real partnerships between school, families, feeder ECEC's and local support agencies. We meaningfully include families in the day-to-day happenings in our learning environments.</p>	<p>We believe that children build an understanding of their world and grow attitudes through relationships they develop with the people who influence their lives.</p>	<p>We firmly believe that together we can create something far greater than what we can achieve on our own, therefore we cultivate strong authentic teams, courageous risk taking, honest feedback, critical reflection and scaffold personal and professional regeneration.</p>

Teaching & Learning in Prep at Brightwater

The quality of learning experiences in a child's earliest years plays a significant role in setting the foundations for lifelong development including language acquisition, participation and achievement in formal schooling as well as social and emotional wellbeing development.

Brightwater State School's Prep Program launches children into a vibrant and stimulating world of active exploration. Children engage in an enriched learning environment that promotes self-discovery, social awareness and independence.

Our curriculum approach is based on Age Appropriate Pedagogies and focuses on the development of fundamental literacy and numeracy skills as children pursue their individual interests and follow their natural curiosity. Prep at Brightwater State School provides children with a seamless transition into formal education.

Principles for Practice in Prep

We believe:

- children are capable and competent and have been learning since birth.
- that with your help and guidance, your child has been learning for a long time. The first eight years of life are the most important – this is when your child will learn the most information that they ever will. No one learns at the same rate as anyone else and for this reason, we value and respect all children as individuals.
- children need to know that they are valued. When they feel safe and secure, they are willing to use all their senses to explore the world around them. By sharing their questions, thoughts and feelings with others, they can work together to build a shared understanding.
- children's positive dispositions to learning, and to themselves as learners, are essential for success in school and beyond.

Enabling children to reach their individual potential:

- Children learn best through interactions, active exploration, experimentation and by representing their learning through a variety of modes. Children need to be active. Research from around the world has shown that children need to see, touch, feel, hear and taste to make connections between what is around them and what they are thinking.
- Children build deeper understandings when they learn through all senses and are offered choice in their learning experiences.
- Our Prep Program gives children opportunities to try new things, explore new worlds, build confidence and share their knowledge with others.
- It is important to feel good about yourself as a learner and a person. As part of our Prep Program, we help children learn to be confident, capable and willing to try new things. The world of Teaching and Learning around us is changing all the time. When children know the way to discover the answer to questions, work together and talk about what they know, they are able to face any challenge that they meet.
- Assessment of young children is an integral part of the learning and teaching process and is not a separate activity.

Home, Community and School Connections:

- Children learn best in environments where there are supportive relationships among all partners in the learning community.
- When parents and educators work together with children, we are able to provide more variety in rich learning experiences. We are all able to share information that can help us understand about how your child learns or feels about school. It is important to ask questions and share concerns with one another.
- Early childhood programs are most effective when they recognise, value and build upon cultural and social experiences.
- What happens within your home is very important to your child – it is a part of who they are and what they know.
- By sharing home experiences with the school, we can see in the ‘window’ of your child’s experiences and get to know them better. As educators, we need to learn about the events and celebrations that are special to your family. We aim to share what occurs within our families and hope that you will help do this too.

Transitioning into School:

- Building continuity of learning as children move to and through school provides foundations for their future success.
- Moving from home, to childcare, to Kindy and then Prep at school can be confusing for some children. By making links between these settings, children, parents and educators can see what is the same and what is different.

Age Appropriate Pedagogies

How we embed age appropriate pedagogies into daily teaching and learning.

Characteristic	Description
Inquiry Learning	It involves children in planning and carrying out investigations, proposing explanations and solutions and communicating their understanding of concepts in a variety of ways.
Event Based Approach	Children plan and enact events in real life contexts drawing on their experiences and knowledge. An event based approach may include investigations, problem solving and play.
Project Approach	A project approach is an in depth exploration of a topic that may be child or teacher initiated and involve an individual, a group of children or the whole class.
Explicit Instruction	A structured and systematic approach to teaching academic skills. There is an emphasis on checking for understanding and achieving active and successful participation by all children.
Play based learning	Provides opportunities for children to actively and imaginatively engage with people, objects and the environment. As children recreate experiences and enact new play possibilities narrative and oral language skills are developed.
Direct Instructions	Direct teaching/instruction is a step by step, lesson by lesson approach to teaching which is scripted and follows a pre-determined skill acquisition sequence.
Blended Approach	Elements from more than one approach are combined in response to the teaching and learning intent within and across learning contexts.

Prep Curriculum

Prep Educators focus on the content and learning objectives outlined in the Australian Curriculum and the Early Years Curriculum Guidelines. Our staff design learning experiences to cater for children as individuals. We aim to foster the development of abilities, attitudes and skills that will progress each child towards greater levels of independence and ultimately success at school.

English

By the end of Prep, children can:

- Read short, predictable text with familiar vocabulary and supportive images, drawing on their developing knowledge of concepts about print and sound and letters.
- Identify the letters of the English alphabet and use the sounds represented by most letters.
- Listen to and use appropriate language features to respond to others in a familiar environment. They can also listen for rhyme, letter patterns and sounds in words.
- Understand that their texts can reflect their own experiences. They identify and describe likes and dislikes about familiar texts, objects, characters and events.
- Communicate clearly.
- Retell events and experiences with peers and known adults.
- Identify and use rhyme, letter patterns and sounds in words.
- When writing, use familiar words and phrases and images to convey ideas.
- Their writing shows evidence of sound and letter knowledge, beginning writing behaviours and experimentation with capital letters and full stops.
- They can also correctly form known upper and lower-case letters.
- Create their own texts such as giving information orally or in writing; presenting a narrative, which may include pictures.

Mathematics

By the end of Prep, children can:

- Make connections between number names, numerals and quantities up to 10.
- Compare objects using mass, length and capacity.
- Connect events and the days of the week and can explain the order and duration of events.
- Use appropriate language to describe location.
- Count to and from 20 and order small collections.
- Group objects based on common characteristics and sort shapes and objects.
- Answer simple questions to collect information.

Science

By the end of Prep, children can:

- Describe the properties and behaviour of familiar objects.
- Suggest how the environment affects them and other living things.
- Share observations of familiar objects and events.
- Explore how things move.

Humanities and Social Science

By the end of Prep, children can:

- Identify important events in their own lives and recognise why some places are special to people.
- Describe the features of familiar places and recognise that places can be represented on maps and models.
- Identify how they, their families and friends know about their past and commemorate events that are important to them.

The Arts

Students will participate in Visual Art lessons in Prep and then as they move through the school years, they will be immersed in other areas of The Arts including: Music, Drama, Dance and Media Arts.

This will involve different approaches to arts practices and critical and creative thinking that reflect distinct bodies of knowledge, understanding and skills. The curriculum examines past, current and emerging arts practices in each art form across a range of cultures and places.

Technologies

Prep students explore two distinct areas of technology including:

- Design and Technologies, in which students use design thinking and technologies to generate and produce designed solutions for authentic needs and opportunities i.e. design and create solutions to challenges by safely using materials and equipment.
- Digital Technologies, in which students use computational thinking and information systems to define, design and implement digital solutions i.e. work safely online, represent data as pictures, symbols and diagrams.

Perceptual Motor Program (PMP)

This program is designed by our Occupational Therapist and PE teachers which is embedded into the weekly Prep routine. This program contains sequential movement activities to enhance gross and fine motor skills to increase children's opportunity for academic achievement.

Health & Physical Education

By the end of Prep children can:

- Recognise how they are growing and changing
- Identify and describe the different emotions people experience.
- Identify actions that help them be healthy, safe and physically active.
- Identify different settings where they can be active and demonstrate how to move and play safely.
- They describe how their body responds to movement.
- Students use personal and social skills when working with others in a range of activities.
- They demonstrate, with guidance, practices and protective behaviours to keep themselves safe and healthy in different activities.
- They perform fundamental movement skills and solve movement challenges.



Student Progress Reporting

Our classroom teachers are available to discuss your child's progress throughout the school year, however there are key times of the year when we formally report to parents.

Parent/teacher communication

At times throughout the year, our school will host both formal and informal parent events. The focus of these events may vary from introducing curriculum changes, sharing helpful tips about helping your child's learning at home, to open discussions about an important, emergent topic. All events are advertised to our school community via various modes of communication which include our school newsletter, website and social media.

Assessment

Assessment helps teachers make informed decisions about what your child knows and can do. Assessment in Prep is based on a classroom teacher's direct observations or reflections on students' work and assessment tasks. Throughout the year, all class teachers will complete standard, school-wide testing focusing on all areas of the Australian Curriculum. The results can assist in identifying students that would benefit from additional support or enriched learning.

Student progress interviews (Terms 1 & 3)

Teachers are available for pre-arranged, individual meetings with parents to discuss your child's individual achievement and learning needs.

Student report (Terms 2 & 4)

Formal reporting is completed for all students in late June and early December each year. Results are based on summative assessment.

Report cards are sent home via email to parents/carers email account as per their enrolment information. Hard copies are available upon request.

5 Point Scale for report cards

In Prep, student achievement is recorded using a 5-point scale:

AP: Applying

The student applies a thorough understanding of the required concepts, facts and procedures.

MC: Making Connections

The student makes connections using the curriculum content and demonstrates clear understanding of the required concepts, facts and procedures.

WW: Working With

The student can work with the curriculum content and demonstrates understanding of the required concepts.

E: Exploring

The student is exploring the curriculum content and demonstrates understanding of aspects of the required concepts, facts and procedures.

BA: Becoming Aware

The student is becoming aware of the curriculum content and demonstrates a basic understanding of aspect of required concepts, facts and procedures.

N: Insufficient evidence to make a judgment Due to long term absences i.e. health matters etc.

General Information

Fruit break

Refuelling and being hydrated can boost a student's physical and mental performance and concentration in the classroom. Each day, children are to bring a piece of fruit or salad vegetables to school to eat during this break. In addition, each student is encouraged to have a bottle of water only to drink throughout the day to prevent dehydration.

Lunchtime & preparing your child's lunch box

When preparing your child's lunch, please consider:

- the size of the lunchbox
- providing an ice pack
- children are not allowed to share lunches
- tins and cans are not allowed as they can present safety risks
- food packaging – young children can have difficulty opening some pre-packaged foods.

If your child has any food allergies etc please ensure that this is recorded in the enrolment paperwork and also discuss it during your child's Prep interview.

Ideas for lunchboxes:

- a sandwich, roll or wrap with vegemite, eggs, salad or meat
- a piece of fresh fruit or vegies cut in small pieces if possible
- a healthy food bar – easy to open
- crackers and dip/cheese
- dried fruit
- yoghurt
- cheese



Cafe

Our P&C offers students at Brightwater State School a Café service Monday to Friday. Prep students can begin ordering from the Café in *Term 2*. Ordering is done through Munch Monitor.

Before & After school

Children are asked not to arrive at school before 8.20am. Supervision begins at 8.20am in the outdoor area in front of the Prep block. Prep classrooms open daily at 8:40am. School finishes at 2.45pm and therefore it is expected all children will depart the school grounds no later than 3.00pm. Please ensure your child is escorted to and from the classroom each day by a family member/carer. This is important for your child's safety and wellbeing.

When children come into the classroom, they are expected to be responsible for their own belongings. Please encourage your child to follow the routine outlined by the class teacher. This routine may include:

- putting their bag on the bag rack
- placing their water bottle into the appropriate storage container
- going to the toilet before the move to class bell rings at 8:35am
- finding an inside activity e.g. a puzzle, Lego, construction, while they wait for the day to start.

Children need to be collected from their classroom at the end of the school day. Please ensure that your child's teacher knows who will be collecting them. It is important that children are picked up on time.

Please note: due to health and safety regulations, children are not permitted to play on all school playgrounds, including Prep, or in other play areas before and after school.

Handwriting

In Prep we use *Queensland Beginners Alphabet*. We encourage you to also model writing your child's name this way at home and we are only too happy to give you a few tips or lessons so that you can feel confident in doing this. Please be consistent using a capital for the initial letter only and write the rest in the lower case.

Home Learning

Home Learning provides students with opportunities to consolidate their classroom learning and involve family members in their learning. In Prep, your child will bring home a book from the library and activities to consolidate their sound work.

As the year progresses, students will begin adding to their home learning by bringing home High Frequency Words and decodable books. If you have any questions about your child's home learning at any time, please ask your child's class teacher.

Donations

We use a lot of different resources in Prep to engage your child in their learning. If you have treasures at home that you no longer need, please feel free to donate them. Hats, wigs, hand bags, dress up clothes, empty boxes, egg cartons, magazines etc will be gratefully accepted.

Painting and Drawing

- Paper and cardboard of any sort (whether blank on the back or not) is always welcomed at Prep.

Drama Areas

- Hats, wigs, shoes, old jewellery, hand bags, wallets, dress-up clothes, plastic wares (cups, bowls etc)

Collage Materials

- empty boxes
- buttons, beads, lace, ribbon
- streamers, pipe cleaners, feathers
- patty papers, foil, wrapping paper
- stamps, cotton reels
- cellophane, confetti, tinsel
- shells, pasta
- egg cartons, computer paper
- material scraps
- magazines, used cards.

Outdoors

- soft wood for carpentry
- plastic tubing and hosing
- large crates.

Also

- cleaned plastic containers
- cleaned squirt bottles.

No toilet rolls
please!!!!
Workplace Health and
Safety directive

**Please send in anything else you think we may be able to use.
Thank you!**



Brightwater State School
20 Dianella Drive
Mountain Creek Qld 4557
Phone: 07 5438 3111
Email: office@brightwaterss.eq.edu.au
Website: www.brightwaterss.eq.edu.au

