



# Information Handbook

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# Welcome

## Welcome to Griffin State School

We are very proud of our school, and I am delighted to have your family as part of our school community. I sincerely hope you have a prosperous and rewarding association with Griffin State School.

Griffin State School aims to provide a safe, positive, challenging and supportive educational environment for all students. In seeking to achieve this, we encourage open and effective communication among teaching staff, students and parents. We constantly seek to enhance these productive partnerships in order to achieve the best possible education for your child.

Education is a very challenging yet rewarding career. It is challenging as the world is constantly changing and student needs are always diverse. It is rewarding because every day, in every way, we strive to make a real difference for our learners. Like parents, we see them learn and grow, aspire and achieve, succeed and celebrate, from Prep to upper primary school, from childhood to adolescence.

It is our belief that education is the responsibility of both teachers and parents. We ask you to form a partnership with us so we can work together to provide the best possible educational outcomes for your child. You are most welcome to join us here at school. Your support, whether as a volunteer parent assisting in classrooms, tuckshop, library, or at special school activities and sporting events, is always greatly appreciated. We encourage you to take advantage of the many opportunities provided to visit the school and actively share in your child's education.

Being a part of your child's education can take many forms. This information booklet is produced to answer those questions that arise as parents contemplate the beginning of the school year. Indeed, this information booklet seeks to list many facets of our school, but please contact us if you need more information.

I look forward to working with you and your child. I hope you will be as proud of our school and learners as we are, and that the story of your child's life at Griffin State School is a story of excitement, adventure and joyous success.

Yours sincerely,

*Vicki Baker*

Principal

## Vision

*Anchored in Excellence*

## Values

*At Griffin State School we value and model:*

*Humanity*

*Integrity*

*Grit.*

## Behaviour Expectations

*Our school community has identified the following Schoolwide Behaviour Expectations to teach and promote our high standards of responsible behaviour:*

- **Organised**
- **Safe**
- **Caring**
- **A learner**
- **Respectful**



## Beliefs

**Griffin State School** is committed to:

- Excellence – setting standards and delivering high quality educational services
- Inclusiveness – recognising diversity and treating all people with respect and dignity
- Participation – encouraging community participation and involvement of parents/carers in partnership with school; and supporting young people's access to diverse learning pathways.
- Safety – creating safe and tolerant learning environments for all students, teachers and staff.
- Accountability – upholding the standards, which the community, parents and government set for effective performance of educational and professional services.

**At Griffin State School we seek to:**

- inspire every student to be the best they can and embrace learning throughout life
- challenge, rethink and innovate a school of value for the future
- continue to be a professional, high performing, proud and committed educational community.

**We believe that all students:**

- have the capacity and the right to learn
- are individuals and subsequently learn and achieve in different ways, at different rates and with different needs
- bring valuable histories, languages and cultures to the learning process
- come with differing values and circumstances conducive to learning.

**We believe all students have the right to:**

- a safe, supportive and disciplined learning environment
- expect a future orientated, accessible, socially just and salient curriculum
- a creative and individualised educational response that focuses on diversity and flexibility
- be supported by teachers who operate as active professional learners within a culture of high learning expectations
- a learning environment that caters to the learning needs of each and every student.

Therefore, our curriculum aim is to empower our students with the capacity to enrich the communities and cultures of the future and embrace life's challenges to realise tomorrow's possibilities as motivated caring, global contributors and creative adept producers.

Collectively these statements of purpose, beliefs, aspirations and mission form *Our School's Identity*. This identity articulates a shared understanding of our purpose; the beliefs that inform our practice; the quality of school we will collectively strive to be; and our hopes and dreams for the students who learn and grow within.

We invite you to become a part of this community and contribute towards our bright future.

## ***Parents as Partners***

### **Linking school and families to provide quality education for our students**

At Griffin State School we make the following commitment to parents and caregivers:

#### **Griffin State School staff will seek to ensure that you ...**

- are treated with courtesy and respect
- receive a quality education for your child
- have the opportunity to participate in your child's education
- receive accurate information about your child's learning and behaviour at school and the programs that support your child's development
- have the opportunity to participate in school decision making
- can ask questions and have access to information about why decisions are made at Griffin State School and within Education Queensland
- receive regular oral and/or written reports about your child's progress
- feel free to raise and discuss school issues at P & C meetings
- can express your opinions about the educational needs of your child to school staff
- can contact school staff for a confidential discussion about anything that you are concerned about or interested in
- can raise your concerns in a receptive environment.

#### **We encourage you to ...**

- ensure your child attends school regularly and on time
- motivate your child to value learning
- help with your child's learning and behavioural development
- recognise and respect the rights of all members of the school community
- tell your child's teacher promptly about anything that may be affecting your child's learning, behaviour or health
- keep informed about what is happening at school by reading fully all correspondence from school and responding promptly when required
- participate in developing school policies through appropriate forums
- respect and support the implementation of school policies
- discuss with the Principal aspects of policies you feel need further consideration
- ensure the school has accurate personal information about your child, including your home address, contact telephone numbers, medical and custody updates
- take advantage of opportunities to talk with school staff at appropriate and agreed times
- contact the school when your child is unable to attend
- supervise your child's homework tasks.

### **We also welcome you to participate by ...**

- becoming active members or supporters of Griffin State School Parent's and Citizen's Association and associated committees
- attending parent information sharing sessions
- sharing your ideas through the school planning processes
- attending school functions and meetings
- working with teachers in the classroom
- helping in the tuckshop or library
- helping with sports days, school excursions, special events etc.
- sharing your interests or skills with the rest of the school community
- attending Learning Celebrations and Culmination Days.

### **The staff of Griffin State School believe that ...**

- education begins at home parents and caregivers are the first and most influential teachers of their children
- all members of the school community have a responsibility to take an active interest in their school
- all contributions are valued in a productive partnership
- parents and caregivers have special knowledge of their own children
- student achievement is enhanced when parents and schools work together
- student achievement is enhanced when school experiences are based on an understanding of the diverse background of students
- productive partnerships are based on acceptance of all members of the school community as equals
- different but complimentary knowledge, expertise and skills can improve learning outcomes for students
- learning is best developed in a flexible, safe environment which fosters effective communication between all stakeholders
- learning experiences should offer all children the opportunity to achieve to the best of their abilities.



## The School Day

8.30 am Bell	Students move from Senior Covered areas to classrooms or class areas. No running games or ball games are to be played during this time.
8.45 am Bell	Students move into class lines and then into classrooms
9:00am Bell-	Instruction Begins
11.00 am- Bell	First Break – Learners Play
11.30am- Bell	Learners eat
11.40 am- Bell	Start of second session
1.10 pm- Bell	Second Break- Learners Play
1.40 pm- Bell	Learners Eat
1:50 pm- Bell	Start final session
3.00 pm- Bell	End of day- students dismissed

### Learners arriving late

Learners arriving late to school are required to report to the office with their parent or caregiver before proceeding to their classroom. The Parent/Caregiver is required to accompany the student in at the time of arrival. Learners will be given a Late Slip which they are to give to the classroom teacher.

### Learners leaving early

Parents/carers wishing to collect their child/ren from school early are required to advise the school by note or phone of the intended early collection on the day of, or prior to, the day of early collection. Upon arrival the parent/carer must report to the Administration Office to sign the child out in the Early Departure Register.

If a person other than the parent/carer is to collect a child early from school, they will require a note from you. Due to our duty of care responsibilities we decline requests to allow students to leave our care to make their own way home unsupervised by an adult during class time. Therefore, written or verbal requests from parents/carers to let students go early will be referred to the Principal who will negotiate alternative arrangements with the Parent/Carer.

## School Routines and Procedures

### Absences

So that regulations under the Education Act are followed, parents are requested to provide an explanation regarding a child's absence from school. In the event of your child being absent from school, please either contact the school by:

- phone, on 3490 3777, dial 1
- Log onto Q-Parents and notify absences
- send an email to [admin@griffinss.eq.edu.au](mailto:admin@griffinss.eq.edu.au) or a note with the child on the day of return to school and present to office.
- After the third day of absence without explanation, the parent will be contacted by the school requesting an explanation for the child's absence.

Extended absences for family vacations or other non-attendances should be by request to the school Principal and options arranged under an exemption policy.

## **Access to School**

Learners are not permitted to linger in the school grounds after they have been dismissed for the day, except when under the supervision of a parent or teacher, or while waiting for transport home. Children are urged to report to the office at 3:05pm if they have not been collected. School Plus OSHC at Griffin before and after school care on premises for children who are enrolled with them.

**Parents/carers are asked to actively discourage children from playing in the school grounds after school** and on weekends. Unauthorised use of the school grounds is officially trespassing and instances will be reported to the police when the welfare of the school facility is considered to be at risk.

If you do see an unauthorised entry or vandalism occurring to our school after hours, please ring School Watch on 13 17 88 or Police Link on 13 14 44.

## **Accidents**

In the case of minor accidents, a staff member will clean the wound with and apply a dressing. In the case of a more serious accident, a staff member will render first aid to the best of their ability, while contacting the Principal. Should we feel the case requires further attention the parent will be contacted for instructions. In the event of what is deemed an emergency, an ambulance will be called.

## **Food**

### **ALLERGIES**

Our school has a relatively high number of students with reported food allergies, in particular nuts. Teachers are alerted to students with known Anaphylaxis and who may require an epi-pen for treatment via the duty folders and class student records. We actively discourage the consumption of nuts by students and staff members. . Please contact the WH &S coordinator or the Business Manager for further information.

### **SMART CHOICES**

Our Lighthouse Cafe will run within the Smart Choices framework offering a variety of healthier food choices on the menu.

You will be advised of "Red Food" days. We are allowed one red food day per term. Please refer to E.Q.'s Smart Choices policy for more information.

### **BRAIN BREAK**

Learner are encouraged to bring a healthy snack for consumption each day at around 10.00 am. Research shows that this greatly improves focus and concentration for students and we believe this to be the case.

This generally occurs in the classroom and is an opportunity for teachers to discuss healthier eating options and generally keep an eye on students' eating habits. A piece



of fruit or vegetable is the preferred option, although other foods are allowable at the teacher's discretion. These may include eggs, cheese, crackers, health bars etc.

**Please note:** This is not a 'break. Learners are required to continue working while they eat. This practice must be done in a way that is seamless and does not interfere with the 'flow' of learning. A routine must be established for this to occur.

## Behaviour Management

Griffin State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing. All members of our school community are expected to uphold the responsibilities defined in the Code of School Behaviour to ensure the best possible outcomes for students, staff and parents.

Griffin State School has a Responsible Behaviour Plan which is designed to facilitate positive support for high standards of achievement and behaviour while articulating clear responses and consequences to inappropriate behaviour so that the learning and teaching in our school can be most effective, allowing all students to participate positively within our school community.

All areas of Griffin State School are teaching and learning 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. We are implementing the research validated '*Positive Behaviour for Learning*' framework to achieve our identified social behaviour and academic outcomes - reflected in the core elements of the school's learning approach to behaviour:

1. Principal leadership of a team approach to behaviour
2. Parent and Community engagement
3. Data informed decision making
4. Clear consistent expectations for behaviour and
5. Explicit teaching of appropriate behaviour to all students

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

- **Organised**
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## Bicycles

A bike rack is provided near the canteen area of the School entrance for students' use. For safety reasons students must not ride into the grounds but should dismount at the gate and push their bikes to the bike rack. Students riding bicycles are to wear



suitable helmets with straps firmly secured. Non-wearing of helmets is against the law and is punishable by law.

## **Book Club**

The school participates in the activities of the Scholastic Book Club which makes books available to students at regular intervals during the school year at low costs. Children are supplied with order forms for the purpose of making their own selections. These are then returned to the office for the Book Club organiser to process. The Library gains from the children's participation in this activity as we receive bonus points. These bonus points are used to obtain Library resources.

## **Compulsory Attendance**

Regular attendance by each child is essential for satisfactory progress to be made; therefore, parents must assume the responsibility for the regular attendance of their child/children.

So that regulations under the Education Act are followed, parents are requested to provide a note of explanation regarding a child's absence from school. After the third day of absence without explanation, the parent will be contacted by the school requesting an explanation for the child's absence. In the event of a child being absent for a period of three weeks without notification and efforts by the school to contact parents are unsuccessful, the child's enrolment will be cancelled. Where an unsatisfactory explanation of absenteeism is received from the parent/carer and truancy is apparent, the matter will be reported to the appropriate authorities.

It is our aim to enhance learning outcomes and monitor unnecessary absenteeism carefully to ensure a student's opportunity to learn is not impaired by truancy.

Absence for the purpose of family vacation and the like should be requested through the Principal; and learning requirements negotiated.

## **Custody/Parental Orders**

On occasion, we may have to act on custody information held in our confidential school files. It is vital that this information remains current and is supported by appropriate documentation. If a change occurs regarding the custodial care of your child/children, please report this to the office in person. Where possible the Principal will meet with you to clarify the changes. So that appropriate actions can be taken by the school if necessary, it is essential that both the Principal and class teacher are informed when there are concerns surrounding custody issues.

## **Enrolments**

Enrolments for the year can be made from mid-March Sighting of a Birth Certificate or similar evidence of birth date is required.

All learners who reside within the local catchment area and are eligible for enrolment in the educational program by the school have a right to enrolment at the school.

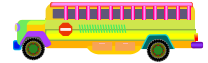
Parents who wish to enrol at the school will need to demonstrate that the child resides within the catchment area via a copy of a rates notice, electricity account, in the name of the parent/guardian of the student enrolling.

## Electronic Appliances



Children who bring mobile phones, iPods, iPads, electronic games, etc. to school must hand them in to the office before 8:30am and collect them from the office at 3:00pm. **No mobile phones are to be left with children during the day.** Learners found using mobile phones will have the device confiscated. It may then be collected by parents.

## Excursions



Excursions to places which enrich the curriculum are undertaken as the opportunity arises. Transport is generally by bus and parents are advised in advance of itinerary and costs. Written permission is required for all children to attend an excursion. Occasionally one or two parents are asked to accompany the class to assist with supervision.

Our school is in line with DoE policy, which states all fees must be paid up to date. All your fees must be up to date before your child can attend excursions and your child will not be invoiced prior to event. If you pay via Qkr for excursion our admin will contact you and apply to your oldest debt and inform you.

## Family Emergency Information

All families have the ability to update their information by logging onto their Q-Parent account.

**Please keep all contacts up to date.**

## Fire Drill



Fire drill is regularly practised at school, and children are constantly reminded of their duty in this regard. Should a fire occur in the school, students would be clear of the buildings within 90 seconds of the sounding of the alarm. Parents who may be in the school at the time of an alarm or a fire should proceed by the shortest practical route to the oval and front of school – currently two locations.

They must not try to contact their children. The fire drill procedures in operation ensure that teachers check all children once the assembly point is reached.

Parents removing children during these times could cause teachers unnecessary concern through breaking routine.

## Forbidden Articles

Toy guns, swords, matches, pocket knives, chewing gum or any potentially dangerous objects are forbidden at school and on school bus transport and will be confiscated. Less dangerous items will be returned that afternoon for the child to take home. Parents will be contacted to pick up the more dangerous items from school.

**Note:** Children who bring other toys to school to play with do so at their own risk of breakage and damage.

## Fundraising

The Parents & Citizens' Association conducts various fundraising projects throughout the school year. These projects provide funds that are spent on improving school facilities and to provide resources over and above those supplied by the Education Department.

Student Council will also hold fundraisers at various times throughout the year to raise funds for student-initiated projects.

## Interviews

Should a parent wish to have an interview with a teacher, a request for a mutually suitable time should be arranged with the teacher. If a parent wishes to see the Principal regarding a classroom complaint **they must have already consulted with the child's classroom teacher**. To ensure that the Principal is available it is best to phone to request an interview. Please contact the office to arrange a meeting time with our Principal.

## Library

Each week, children are taken to the school library to change their library books. Library books should be taken to and from school in a library bag for protection of the books. Children are encouraged to borrow books for both entertainment and research.

The cost of lost or damaged books must be met by parents. Library bags are available for purchase through the Uniform shop.



## Lost Property

Each year the school accumulates lost property, therefore, please ensure that **ALL your child's belongings are clearly labelled**.

The lost property box is located in the courtyard of our resource centre. Parents/carers are encouraged to seek lost belongings at any time.

At the end of each term all lost property items *will be displayed in the undercover area at the end of the school day* and students are encouraged to check for any of their lost belongings.

Lost property items not collected throughout the year are donated to charity. Unclaimed school uniform items will be reserved to cater for "life's little emergencies and accidents".

## Medical Matters

### Departmental Policy

The following is Education Queensland's Policy on the issue of medication being given to students by school staff.



*(A) Should medication prescribed by the student's medical practitioner be required to be administered while the student is at school or involved in school-approved activities, a parent/legal guardian must make a written request to the principal of the school.*

*(B) Where a teacher or other adult person on the school staff has been authorised by the principal to administer medication to students, the instructions provided must be written on the medication container by the pharmacist at the medical practitioner's direction. The teacher or other authorised person will not accept the instructions solely from the parent/legal guardian. The instructions on the medication container need to indicate specific times at which medication is to be administered, as well as quantity of medication to be administered.*

*(C) Medication shall be kept in a secure place in the office. an exception is, in selected cases, of inhaler therapy for asthma. On written permission from a parent/legal guardian and with the approval of the school principal, a student may be responsible for their inhaler.*

*(D) Non-prescribed oral medication (such as analgesics and over-the-counter medications) will not be administered by teachers or other persons or the school staff.*

*(E) Instructions to vary dosages of ongoing medication must be supported by a letter from the Doctor.*

### **Implications for parents/carers at Griffin State School**

- Parents/carers must make a written request to the principal if they wish for their child to be administered prescription medication during the school day or on camps, excursions and other school-approved activities.
- Medication must be sent to school in the **correct container**, our administration staff are unable in accordance with policies and procedures to take packets or sleeves. This must be in the ORIGINAL CONTAINER with Dr label, which has the specific times (eg. 12:00 pm.) medication is to be administered as well as the quantity of medication (5 ml) to be administered, clearly marked on the container by the pharmacist. Please note that a direction such as "Give three times daily" is not sufficient under departmental regulations. Parents will need to alert their doctor and pharmacist of the requirement when medication is being prescribed.
- Non-prescribed oral medication (eg. Panadol, cough mixture etc.) will NOT be administered, even with a letter of consent and instructions from parents/carers.
- Prescribed medication will not be administered if it bears the name of someone other than the child and/or the medication is beyond its use by date.

### **Ambulance**

In the event of a severe accident or sudden illness, the Ambulance will be called to attend to the child, and if necessary, escort that child to the nearest hospital or doctor.

As it is our policy to make urgent contact with the parent/carer or nominee in such cases, it is essential that you are diligent in providing the school administration with up to date contact phone and mobile phone numbers. It is essential that our files remain current and accurate.

In addition to your own contact numbers we request the name and phone numbers of two or three emergency contact people who will be able to respond to an emergency situation involving your child on your behalf. If this is not possible, our course of action is to take whatever steps necessary for the safety and well-being of the child.

## Illness / First Aid

Sick or injured learners are referred to the sick bed in the administration area where they are treated by staff members who have current first aid certificates. They are adequately supervised until there is no need for further treatment or assistance.

If deemed necessary, parents/carers will be advised by phone that their child is sick or injured and will be asked to collect their child from the Administration Office as soon as possible. In the event of the parents/carers not being contactable, emergency contacts will be advised. Please advise the school if a person other than the parent/carer will be collecting your sick child from the school.

## Infectious diseases - exclusion from school

Please find following a table that shows the minimum exclusion periods from school, Prep and childcare facilities based on National Health and Medical Research Guidelines. The guidelines within the table have been drawn up on the premise that children who have been ill with an infectious disease will not return to school until they have fully recovered. The only exception to this rule is that children with certain skin diseases may return once appropriate treatment has commenced (see table).

These recommended periods are issued as a guide to schools and medical practitioners, and may be modified in individual cases as circumstances warrant. Variations from these recommendations may be warranted in cases of local epidemics.

In cases of doubt or for guidance about conditions not mentioned on the list, advice should be sought from the appropriate clinician, school medical officer or medical officer of a health authority.

Regional Health Authority, Environmental Health Unit, recommends that all children should be immunised against measles, mumps, rubella, poliomyelitis, diphtheria, pertussis and tetanus, according to The National Health and Medical Research Council (NHMRC) recommended schedule. If this was to occur the need to exclude case contacts should not arise.



<b>Condition</b>	<b>Exclusion of cases</b>	<b>Exclusion of contacts</b>
Amoebiasis ( <i>Entamoeba histolytica</i> ) and <i>Campylobacter</i>	Exclude until diarrhoea ceases.	Not excluded.
Chicken pox	Exclude until fully recovered or for at least five days after the eruption first appears. Note that some remaining scabs are not a reason for continued exclusion.	Any child with an immune deficiency (for example, leukaemia) or receiving chemotherapy should be excluded for their own protection. Otherwise not excluded.
Conjunctivitis	Exclude until discharge from eyes has ceased.	Not excluded.
Cytomegalovirus Infection	Exclusion not necessary.	Not excluded.
Diarrhoea	Exclude until diarrhoea has ceased.	Not excluded.
Diphtheria	Exclude until medical certificate of recovery is received following at least two negative throat swabs, the first not less than 24 hours after finishing a course of antibiotics and the other 48 hours later.	Exclude family/household contacts until cleared to return by an appropriate health authority.
Glandular fever (mononucleosis)	Exclusion is not necessary.	Not excluded.
Hand, Foot and Mouth disease	Until all blisters have dried.	Not excluded.
Haemophilus type B (Hib)	Exclude until medical certificate of recovery is received.	Not excluded.
Hepatitis A	Exclude until a medical certificate of recovery is received, but not before seven days after the onset of jaundice or illness.	Not excluded.
Hepatitis B and Hepatitis C	Exclusion is not necessary.	Not excluded.
Herpes ("cold sores")	Young children unable to comply with good hygiene practices should be excluded while the lesion is weeping. Lesions to be covered by dressing, where possible.	Not excluded.
Hookworm	Exclusion not necessary.	Not excluded.
Human immune.- deficiency virus infection (HIV AIDS virus)	Exclusion is not necessary unless the child has a secondary infection.	Not excluded.
Impetigo	Exclude until appropriate treatment has commenced. Sores on exposed surfaces must be covered with a watertight dressing.	Not excluded
Influenza and influenza-like illnesses	Exclude until well.	Not excluded.
Leprosy	Exclude until approval to return has been given by an appropriate health authority.	Not excluded.
Measles	Exclude for at least four days after onset of rash.	Immunised contacts not excluded. Unimmunised contacts should be excluded until 14 days after the first day of appearance of rash in the last case. If unimmunised contacts are vaccinated within 72 hours of their first contact with the first case they may return to school.

<i>Meningitis (bacterial)</i>	<i>Exclude until well.</i>	<i>Not excluded.</i>
<i>Meningococcal infection</i>	<i>Exclude until adequate carrier eradication therapy has been completed.</i>	<i>Not excluded if receiving rifampicin.</i>
<i>Molluscum contagiosum</i>	<i>Exclusion not necessary.</i>	<i>Not excluded.</i>
<i>Mumps</i>	<i>Exclude for nine days or until swelling goes down (whichever is sooner).</i>	<i>Not excluded.</i>
<i>Parvovirus (erythema infectiosum fifth disease)</i>	<i>Exclusion not necessary.</i>	<i>Not excluded.</i>
<i>Poliomyelitis</i>	<i>Exclude for at least 14 days from onset. Re-admit after receiving medical certificate of recovery.</i>	<i>Not excluded.</i>
<i>Ringworm, scabies, pediculosis (lice), trachoma</i>	<i>Re-admit the day after appropriate treatment has commenced.</i>	<i>Not excluded.</i>
<i>Rubella (German measles)</i>	<i>Exclude until fully recovered or for at least four days after the onset of rash.</i>	<i>Not excluded</i>
<i>Salmonella, Shigella</i>	<i>Exclude until diarrhoea ceases.</i>	<i>Not excluded</i>
<i>Streptococcal infection (including scarlet fever)</i>	<i>Exclude until the child has received antibiotic treatment for at least 24 hours and the person feels well.</i>	<i>Not excluded</i>
<i>Tuberculosis</i>	<i>Exclude until a medical certificate from an appropriate health authority is received.</i>	<i>Not excluded</i>
<i>Typhoid fever (including paratyphoid fever)</i>	<i>Exclude until approval to return has been given by an appropriate health authority.</i>	<i>Not excluded unless considered necessary by public health authorities.</i>
<i>Whooping cough</i>	<i>Exclude the child for five days after starting antibiotic treatment.</i>	<i>Exclude unimmunised household contacts aged less than 7 years for 14 days after the last exposure to infection or until they have taken five days of a 14-day course of antibiotics. (Exclude close child care contacts until they have commenced antibiotics).</i>
<i>Worms (intestinal)</i>	<i>Exclude if diarrhoea present.</i>	<i>Not excluded.</i>

See NHMRC Recommended Exclusion Periods on-line:  
<http://www.health.gov.au/nhmrc/publicat/fullhtml/excluson.htm>  
 Parents/carers are asked to observe these regulations fully.

### Head Lice

Head lice are not a disgrace. Any child or adult can become infected. This happens through close contact of heads or by sharing items such as combs, brushes, hats, etc. of an infected person immediately after they have used them. Information letters are sent home to the parents/carers of students suspected of infection or who may have come in contact with an infected person.

For more information on the management of head lice visit  
[www.health.qld.gov.au/headlice](http://www.health.qld.gov.au/headlice)





## Money Collection

When your child is invoiced for an activity the invoice will be emailed if your details are up to date and correct, otherwise send home with your child. On this invoice you will also find the BPOINT code and your reference number. Other options are:

- Qkr
- Q-Parents.
- EFTPOS is available during our cash window operational hours as well as cash.

This is for payment of accounts only – NO CASH OUT.

Parents/carers are asked to ensure that any money sent to school is placed in envelopes, clearly labelled and placed in the payment box near the payment window alongside the office. **Parents/carers are also asked to take note of the date that money must be returned as late payments will not be accepted.**

## Newsletters/ eFlash

eFlash are produced up to 3 times a week. Parents are to log onto our website [www.griffinss.eq.edu.au](http://www.griffinss.eq.edu.au) and click subscribe to our newsletter.

## Assembly

Every Tuesday afternoon at 2:00pm we hold our weekly assembly in our school hall. These alternate each fortnight Prep- 2 one week and the following fortnight Year 3 – 6 learners. and teachers share general school notices and reports. Each week “Student of the Week” awards are presented. Parents are most welcome to attend.

## School Council Meetings

Our School Council meetings are held term. We invite any families interested to reach out by emailing [admin@griffinss.eq.edu.au](mailto:admin@griffinss.eq.edu.au) to be part of our School Council.

## Parents and Citizens Association

The P&C is a group of parents and other interested community members who are involved in many decisions concerning the future of the school. You are encouraged to attend these meetings. Interest in the education of children at Griffin State School is the only requirement for membership.

The Parents' and Citizens' Association (usually) meets at 6:30pm in the hall on the third and ninth week of each term on All parents and community members are welcome to attend.

As parents, we all play an important role within our school community in a variety of ways. As part of that role, you are asked to **support** and **assist** with P&C activities, which not only help with supplying extra funds to the school but also provide important services to the children and the school community.

P&C Executive positions are President, Vice President, Secretary and Treasurer. The Annual General Meeting is held in February each year and is advertised in the school's newsletter.

## Parking Rules around schools



At many schools' pedestrian crossings are provided to help students and parents to cross the road safely on the way to and from school. Our crossing has crossing supervisors who stop vehicles before allowing children to cross. Drivers must slow

down and stop when a pedestrian step onto a marked crossing and drivers must give way to any pedestrian on the crossing.

### Drop N Go Zone

Passenger set down and pick up zones are in use at the front of the school. These zones allow passengers to be dropped off or picked up without affecting traffic flows.

**If you park in these zones, even if you remain in your car, you can be fined. Make sure these spaces are only used to pick up or drop off.**

Drop-off and pick-up areas, where you can quickly set down and pick up your children, are common outside schools. They create a safe environment for children and keep traffic moving. **Drop-off and pick-up areas are signed with passenger loading zone signs. These signs mean you have a maximum of 2 minutes to drop off or collect your children**



How they work:

There can often be queues at drop-off and pick-up areas outside schools. When using a drop-off and pick-up area you:

- must use the area like a quick moving taxi rank
- need to move forward in the queue of vehicles to the signed area
- can get out of your vehicle to quickly help your children get in and out safely (once in the signed area) - however you must not walk away from your vehicle
- **are only allowed 2 minutes in the signed area (if you take any longer you can be fined) - if your children are not ready to get straight into your vehicle at pick-up time, you will need to drive round and queue to enter the area again**
- should only let your children out once you have pulled into the signed area (it is dangerous to let them out while waiting in a queue)
- should teach your children to look out for your vehicle and to get in quickly when you pull up
- must enter front in (never reverse).

The school has a large parent car park next to the drop off/pickup areas. Parking on the road outside of the grounds is not permitted and may result in fines.

### Smoking

Government regulations state that smoking is not permitted on school premises or within 5 metres of children's play areas.



### Student Council

Learners are elected to the Student Council. Each member represents a particular class or subcommittee, and provides a ready avenue for suggestions and concerns to be passed on quickly to and from students and staff. The Student Council follows meeting procedures and has an active role in decision-making and fundraising.

### Uniform

#### Dress Standards

At Griffin State School we actively encourage our students to take pride in themselves and their school. One way in which this is achieved is through adherence to the school's dress standards. As the parent/carer and provider for your child, we seek your support in this matter.

**Uniform Formal and everyday uniform** - Griffin State School is a "Uniform School" where students are encouraged to wear the uniform.

Formal Uniform is worn on **Tuesday and Thursday** and everyday uniform is worn on **Monday, Wednesday and Friday**. Clothing that is **'offensive or likely to disrupt or negatively influence the normal operation of the school'** is not permitted. To represent the school on excursions, interschool sport etc. all students are to wear the appropriate school uniform. Students not wearing the uniform are required to bring an explanatory letter from their parents. Students wearing inappropriate clothing or apparel will be asked to dress appropriately and their parents/carers will be contacted. Students not wearing school uniform will be ineligible to represent the school away from the campus.

**Hats** - The school hat is to be worn for all outdoor activities. Non-wearing of a hat is **'likely to result in a risk to the health of the student'**. Griffin State School follows the Sun-Safe guidelines of the Queensland Cancer Society. Caps are not permitted and will be considered as 'no hat'. A student not wearing a hat will be excluded from all outdoor activities – **NO HAT NO PLAY**.

**Shoes and socks**- Students are to wear enclosed black shoes and white socks at all times, unless directed otherwise by the teacher for a specific activity. Non-wearing of shoes could be **'unsafe for the student or others'**. Shoes with high heels or platforms, thongs and sandals are not suitable. A student will be asked to replace their shoes and will be excluded from all outdoor activities until suitably attired. Parents/carers will be notified that the student is not appropriately dressed.

**Jewellery** -Students may wear a watch, and small plain studs or sleepers. A student may wear a medical bracelet or medical necklace with notification to the administration. Other jewellery may be **'unsafe for the student or others'** as they could become caught in play equipment or could come into contact with another student causing injury. On safety grounds some jewellery items may be required to be removed for some activities. Necklaces, bracelets and bike/house keys on neck-chains are not appropriate. Parents may negotiate with the Principal the wearing of a signet ring or religious tokens as items of significance, stating their recognition of possible injury and indemnifying the school. A student wearing other jewellery will be asked to remove the item and if necessary take it to the office for safekeeping for the remainder of the day.

**Nail polish**-Nail polish is not part of the School uniform. Only clear nail polish is to be worn as other colours are **'likely to disrupt, or negatively influence the normal operation of the school'**. Students wearing coloured nail polish will be asked to remove it by the next day and their parents/carers will be notified by letter.

**Hair** -To reduce the transfer of head lice, long hair is to be plaited, braided or tied back with suitable hair accessories. Long hair that is not tied back could be **'unsafe for the student'**. Dyed hair is discouraged. Dyed hair and inappropriate hairstyles could **'negatively influence the normal operation of the School'**. Parents/carers will be notified if their child's hair is inappropriate for school.

A consistent presence of full uniform is a very powerful way to create a sense of pride and school community. Our proud students present in our full school uniform every day and are a credit to themselves, their parents and their school.

## Use of school facilities

Our school offers facilities for use by the members of the Griffin community. We welcome their wider use outside of school hours. If any community member wishes to hire the school's facilities it is considered providing our facilities are not abused and are left in the same condition as found. Those using the school's facilities must take full responsibility for damage and must report this as soon as possible. All arrangements for use of school facilities are to be made through the school office by making an appointment with our Business Manager.

## Valuables

We do not encourage children to bring anything of value to school unless it is accompanied by a parent and for a specific purpose, eg. show and tell.

**PLEASE NOTE:** Children who wear watches or jewellery to school will be expected to be responsible for their safety and protection from damage. Valuables, such as electronic games, jewellery, CDs etc. and are not permitted at school.

## Visitors to the school

All visitors must report to the office upon arrival to receive authorisation to be in the school grounds and sign in via our Passtab system. Upon departure, visitors must report back to the office to sign out. Passtab is used in a roll call process in the event of a fire so it must be maintained with accuracy.

## STUDENT RESOURCE SCHEME- Consumables

The aim of Griffin State School is to achieve the best learning outcomes for all learners. Each year, the school asks parents to contribute to the payment for classroom consumables and other resource items as deemed necessary by the teacher and school. The scheme operates under the policy and guidelines of the Department of Education and Training FNM-PR-018: Student Resources Scheme. The scheme is supported and approved by our Parents and Citizens Association (P & C), is managed by the school and operates in accordance with section 51 of the Education (General Provisions) Act 2006.

The provision of this scheme ensures that comfortable, well-resourced learning by our learners remains our key focus. The scheme is not a fund raiser for the school. Its purpose is to provide you, the parent, with a cost effective, value for money alternative to purchasing worksheets, arts and craft consumables and materials from elsewhere, through reduced prices gained from the school's bulk purchasing processes. Items provided by the scheme could include: reproduced class workbooks, additional art and craft supplies; stationery, writing and drawing equipment; consumables and cooking materials.

**If you do not wish to join the scheme you are still responsible for providing your child with the items that would otherwise have been provided by the scheme as detailed below to enable your child to engage fully with the curriculum.**

## Wet Weather

Should it be raining so as to make outdoor play impossible at lunch times or should rain have made ground conditions unsuitable for play, the actual lunch time play may be shortened. The students will move into school rooms under the supervision of a teacher.

# Curriculum

## Camps and Excursions

School excursions will be offered as part of our educational program. Every effort will be made to keep excursion expenses to a minimum. Excursions are designed as enhancements to support curriculum programs. Consequently, lead-up and follow-up classroom activities will be designed around the excursion accordingly and within the context of the curriculum.

## Curriculum: Teaching and Learning

At Griffin State School we are committed to delivering curriculum content outlined in the Australian National Curriculum (ACARA) for English, Maths, Science, History and Geography.

In addition to these, school programs encompassing the requirements of the Queensland Curriculum (QCAA) are offered in the key learning areas of :

- Health and Physical Education (HPE)
- The Arts (Visual and Media Arts, Music, Drama and Dance)
- Technology
- Languages other than English (Spanish is offered at Griffin State School)

All key learning areas are taught using a range of specialised teaching personnel including classroom, Performing Arts, Learning Support, LOTE, Physical Education and Religious Education teachers.

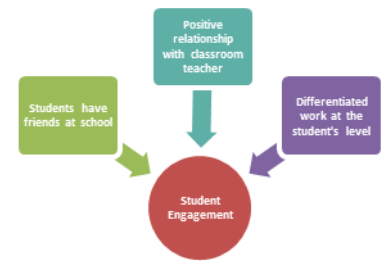
At Griffin State School, we endeavour to identify, design, implement and evaluate teaching practices that expand our students' ability to use curiosity as a doorway to powerful learning. We recognise that student learning is a collective responsibility and aim to develop a school culture characterised by common practices, shared language and beliefs, mutually reinforced values and expectations, and collaborative accountability and responsibility. Our Pedagogical Framework identifies the policies, practices, tools and strategies that support all staff to reflect on their practice and develop their capacity to deliver high quality teaching focused on the achievement of every student, to ensure that every day, in every classroom, every student is engaged, learning and achieving.

Griffin State School is committed to developing teacher practices through ongoing, targeted professional development focusing on aspects of curriculum implementation and assessment and the incorporation of a proactive approach to planning and teaching. This is evidenced by the development of rigorous units, innovative use of ICT and the incorporation of a variety of productive pedagogies within quality programs.

### Three Imperatives to Student Engagement in Learning

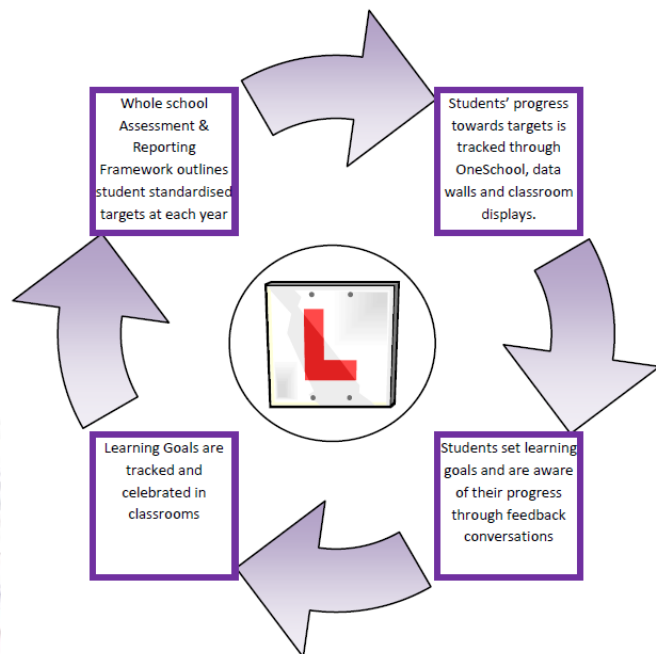
At Griffin State School we have developed a common understanding that in order to fully engage with learning, students must have:

1. friends at school;
2. work at their level;
3. mutual trust and respect with their teacher.



### Ensuring Every Child Experiences Success through use of Data and Feedback

At Griffin State School, we believe that every child has the right to learn and succeed and that this may look different for each and every child. We believe effective assessment will provide critical information about student learning, enabling differentiated learning opportunities. The Student Services Team supports classroom teachers to provide timely, appropriate and quality programs to suit class, groups and individual student needs based on systemic and school assessment data. Differentiation is an essential component in successful learning and occurs in every classroom, every lesson, every day. It caters for all learners, providing intervention, consolidation and extension.



### Inquiry and Powerful Learning

At Griffin State School Inquiry Learning represents an approach to teaching, rather than just a set of practises. In inquiry learning, students are actively involved in figuring things out for themselves.

The role of the teacher then, is as a facilitator, providing the necessary equipment or materials and providing prompts, scaffolding and stepping in and providing direct instruction as needed. Our beliefs about Inquiry Learning at Griffin include:

- equal emphasis on process (communicating, reflecting, collaborating, analysing, etc) and content.
- provoking genuine curiosity, wonderment and questioning by teachers and students is central
- student 'voice' is evident – elements of the curriculum / learning are negotiated and student questions are taken seriously and addressed
- prior knowledge is ascertained and built upon – formative assessment and subsequent planning is essential
- students are actively involved in constructing understandings through hands-on experiences, research, processing and communicating their understandings in various ways.

## Work@home

The Griffin State School Work@home Policy has been developed using the *Guidelines for the Implementation for Homework* in Education Queensland schools. These guidelines were formulated after an in depth study of homework practices, commissioned by the Minister for Education.

The Griffin State School community worked collaboratively to develop a Work@home policy which meets the needs of teachers, students and parents in or community, whilst also meeting the *Education Queensland Homework Guidelines*.

Work@home provides students with opportunities to consolidate their classroom learning in the areas of being literate, numerate and curious. It also allows students to develop patterns of behaviour for lifelong learning beyond the classroom and involve family members in their learning. The setting of Work@home at Griffin will take into account the need for students to have a balanced lifestyle, including a portion of Work@home each week devoted to family, recreation or cultural pursuits. Our Work@home program fosters and reflects our school values of Humanity, Integrity and Grit.

At Griffin State School, the aim of Work@home is to:

- Develop the student's independence as a learner through experiences that encourage organisational skills and time management.
- Enable students to practise, revise or apply knowledge and skills outside of the classroom.
- Provide purposeful learning opportunities which reinforce class learning.
- Foster a sense of personal responsibility and commitment to family.

## Roles and Responsibilities

### Teachers

Teachers will establish a routine of regular Work@home and will:

- Set Work@home on a regular basis;
- Clearly communicate the purpose and expectations of Work@home;
- Check Work@home and provide feedback;
- Set Work@home that is varied, challenging and directly related to class work and appropriate for students' learning needs;
- Discuss with parents any concerns related to their child's completion of Work@home.

### Students

Students will take responsibility for their own learning by:

- Discussing with their parents/caregivers the expectations for Work@home;
- Organising their time to manage home obligations, participation in physical activity, recreational and cultural activities;
- Accepting responsibility for the completion of Work@home tasks within the set timeframe;
- Seeking assistance when difficulties arise.

### Parents/Caregivers

Parents/caregivers will assist their children with their learning by:

- Providing children with a quiet work area with little to no distraction;
- Encouraging them to organise their time and take responsibility for their learning;
- Helping them to balance the amount of time spent completing Work@home with watching television, playing games, playing sport and engaging in other recreational activities;
- Reading to them, talking with them and involving them in tasks at home including shopping, playing games, chores and physical activity;
- Encouraging them to read every night and take an interest in, and discuss appropriate current local, national, international and global events;
- Helping the complete set tasks by discussing key questions or directing them to resources;
- Contacting the class teacher to discuss any concerns with Work@home.

### Appropriateness to phase of learning

The guidelines below indicate the average amount of Work@home to be set by teachers each week. These times are general guides. Parents are able to consult with teachers where additional material or practise tasks may be sought.

Year Level	Time allocation (weekly)	Possible tasks
Years One to Three	Up to one hour	<ul style="list-style-type: none"> <li>• Daily reading, approximately 10 minutes per night, to with and by parents or other family members.</li> <li>• Activities to develop literacy and numeracy skills.</li> <li>• Mathematics skill drills, number facts practise.</li> <li>• Preparations for presenting oral talks or Inquiry projects.</li> <li>• Household chores, spending time with family, cultural or sporting activities.</li> </ul>
Years four and five	Up to two hours	<ul style="list-style-type: none"> <li>• Daily reading, approximately 15 minutes per night, to with and by parents or other family members.</li> <li>• Activities to develop literacy, numeracy and problem-solving skills.</li> <li>• Mathematics skill drills, number facts practise.</li> <li>• Preparations for presenting oral talks or Inquiry projects.</li> <li>• Household chores, spending time with family, cultural or sporting activities.</li> </ul>
Year Six	Up to three hours	<ul style="list-style-type: none"> <li>• Daily reading, approximately 15 minutes per night, to with and by parents or other family members.</li> <li>• Activities to develop literacy, numeracy and problem-solving skills.</li> <li>• Mathematics skill drills, number facts practise.</li> <li>• Preparations for presenting oral talks or Inquiry projects.</li> <li>• Household chores, spending time with family, cultural or sporting activities.</li> </ul>



## Religious Instructions

Religious Instructions is conducted for half an hour each week if visiting teachers are available. Currently only teachers representing an Ecumenical group comprising all the major denominations visit our school.

Children not attending Religious Instructions will spend the time in a separate part of the class attending to schoolwork tasks. Only by written instruction from parents may children be withdrawn from Religious Education classes.

## Reporting

Griffin State School seeks to provide quality reporting to ensure meaningful communication about student achievement. Effective reporting is about communicating teacher's professional judgements of an individual learner's demonstrations of outcomes intended.

We are committed to providing you with a suite of reports that collectively provides your child, you as parents, and Education Queensland with quality reports that celebrates your child's strengths and successes while providing a focus for future endeavours. The suite of reports provided by Griffin State School involves a number of dimensions and includes:

- Face to Face Reporting (Parent Teacher Interviews, etc.) Terms 1 & 3
- Celebration of Learning each Term
- Semester Reports
- Years 3 and 5 NAPLAN Results

Following is an outline of our reporting schedule. This schedule reflects the type, timing, and intent of the reports provided. As this schedule may vary over time, copies of updated schedules will be forwarded as required.

### Face to Face Reporting Terms 1 & 3

Touchstone reporting involves both planned and unplanned conversations between teacher and parent regarding a student's progress. Planned teacher/parent interviews occur at the end of Term 1 and 3. Bookings are made through SOBS system and information will be in our eFlash or Facebook or class do-jo. Additionally parent/teacher interviews are considered if deemed necessary by either the parent or the teacher.

Informal face to face reporting occurs through communication books and conversations as they occur in the course of day-to-day school life.

### Semester Reporting

#### Written reports will be completed at the end of Terms 2 & 4

They will reflect the extent to which students demonstrate targeted outcomes. These outcomes are derived from eight key learning areas either from the Australian Curriculum or the Queensland Curriculum, Essential Learnings, where a national curriculum is not yet available.

## **Years 3 and 5 National Reporting November**

National testing occurs in August for Years 3 and 5 students. This test is formal in nature and is independently marked and collated. Parents will receive the resultant computer-generated report once all external marking has been finalised.

## **Special Services and Visiting Personnel**

### **Guidance Officer**

Our Guidance Officer assists teachers by assessing children experiencing learning or emotional problems. Parental consent is obtained and an interview with parents is generally part of the psychological assessment.

### **AVT (Advisory Visiting Teacher)**

This school is serviced by specialist teachers in Inclusion and Hearing Impairment as required by our student population.

### **LOTE (Language Other Than English)**

At this school Spanish is taught to the students in Years 5 & 6 by a teacher who also taught LOTE Program in Murrumba State Secondary College where our learners further engage LOTE program.

### **Music**

Instrumental Music Teacher visits our school three times a week for Instrumental music lessons. Mr Flanagan & Mrs Hammond are also teachers at Murrumba State Secondary College.

### **Physical Education**

A Physical Education teacher visits the school twice a week. The PE teacher takes lessons in athletics, skill games, swimming, etc. which assist in the overall physical education program at the school.

### **Sport**

At Griffin State School we actively encourage our students to participate in a wide range of recreational and sporting activities.

### **Sports Days**

Griffin State School's Sports Days have become an integral part of our sporting culture. The purpose of our sports day is to encourage maximum participation of students and parents; develop good sporting attitudes; and promote the enjoyment of sport and recreation generally.

The focus for Prep to Year 3 is on encouraging all learners to 'have a go' -participate and finish. The sports day for Years 4 to 6 has the added purpose of identifying learners who will represent our school at a district, regional or state level.

## Sporting Houses

Griffin State School has three sporting houses:

Team Kenny colour is Blue

Team O'Keefe colours is Yellow

Team Biviano colour is Red



We trust your child's education, both academically and socially, will be enhanced by their time spent at Griffin State School.

