WELCOMING STATEMENT

I would like to take this opportunity to welcome you and your children to our school.

Cecil Plains State P-10 School is a relatively small school which caters for students from Prep to Year 10. With a total enrolment of approximately 75 students, the school is well staffed with three Multi-age primary classes, which work closely together. The year 7’s have the opportunity to participate in a high school taster subject program, which prepares them to make subject selections when they move into Year 8. The high school has 5 secondary teachers, which allows us to provide a variety of subjects. The 8/9’s participate in typical high school subjects. The Year 10 students have individualised pathways program which include one day work experience.

The Primary Section of the School is entering its 114th year, having been opened in 1898 and the Secondary Department was opened in 1964. In 2007 we began the non-compulsory Prep Year.

It is a school with which I am proud to be associated. I believe strongly that our staff is dedicated to providing a quality educational program for your student/s and I trust that your association with our school will be a long and happy one. Please feel free to contact me at any time should you wish to discuss any aspect of your child/ren’s education.

Mr Mick Cassidy
Principal
MISSION STATEMENT

THE MISSION OF OUR SCHOOL IS TO STRIVE FOR THE BEST EDUCATIONAL OUTCOMES FOR EVERY STUDENT BY PROVIDING AN ENCOURAGING ENVIRONMENT IN WHICH LEARNING, COOPERATION, SELF-ESTEEM AND INDIVIDUAL SUCCESS ARE VALUED AND NURTURED.
SCHOOL PHILOSOPHY

Cecil Plains State P-10 School seeks to provide a wide range of experiences for the general education of each student relevant to his/her needs, taking into account the environment in which the student is presently a part and the society in which the student will interact in the future.

Teachers organise their classes and programs consistent with their perception of children, educational trends, and learning styles. At this school, we believe education should be concerned with the whole child. We strive to achieve a balance between the main areas of a child's development, that is:

- intellectual
- emotional
- social
- cultural
- physical and
- practical development

Most importantly, we endeavour to have all students strive to reach their potential in all spheres whether in practical or academic subjects, on the sporting field or in cultural activities.

In striving to achieve this, we hold the following values and belief statements. As a multi sector school community we believe:

- Our children should be given opportunities to develop skills and resilience to enable them to adapt to changing and challenging environments.
- Our children learn best in a warm, supportive, non-threatening environment that fosters a positive sense of self.
- Our children have a variety of learning styles and abilities that are best catered for by the provision of a range of teaching methods.
- Our children need to be tolerant and respectful of all others regardless of individual differences.
- Our children need academic, social, personal and functional skills to be valued members of society.
- Our children need to be encouraged to be independent, self-disciplined and self-motivated.
- The positive efforts of children, regardless of their success, should be recognised and encouraged and valued by the community and the individual.
- Our children should learn to take responsibility for, and accept the consequences of, their own behaviours.
- Parents and other community members should be informed about, and involved in, the education of our children through consultation, shared decision-making and participation.
School Staff - 2012

Principal           Mr Mick Cassidy

Primary Teachers   Miss Rachael Grace - FT
                   Mrs Tamara Kavney – FT
                   Miss Leanne Muller - FT

Secondary Teachers Mrs Marilyn Caldwell (Tue, Thu, Fri) – Home Ec/ Bus Studies
                   Miss Jessica Morgan - FT – English/Sose/Drama
                   Mrs Jennifer Corbett-Cox – FT – The Arts/Learning Support
                   Mr Peter Wilson – FT – Manual Arts/PE/Pathways
                   Mr David Cleland – FT – Agricultural Science/Maths/Science

Curriculum Co-ordinator Mrs Judy Ogden (Tue & Thurs)

Learning Support Teachers Ms Elizabeth Lange (Thurs) – Base Quinalow State School

Advisory Visiting Teacher Mrs Nikki Selkirk – Base Dalby South

Librarian           Mrs Val Jannusch (Mon - Thurs)

Teacher Aides      Mrs Wendy Stower (Tues, Wed, Fri)
                   Mrs Raylene McDonald (Mon -Thurs)
                   Mrs Michelle Redding (Full time)
                   Mrs Val Jannusch (Part time)
                   Mrs Jo Jannusch (Part time)
                   Mrs Wendy Ladd (Part time)
                   Mrs Leanne Ztesemer (Part time)

Administration Staff Miss Trish Minchin (Wed-Fri)
                       Mrs Sandy Higton (Mon-Tues)

Music Teacher       Miss Ashley McCartney (Thurs, Fri) – Base Millmerran SS

LOTE Teacher        Mrs Chiya Hickey (Thurs) – Base Dalby South SS

Physical Education Teacher Mr Mick Kavney (Thurs) – Base Dalby Central SS

Guidance Officer    Mrs Sharon Robertson (Every 2nd Wed) – Twmba Sth SS

School Based Youth Health Nurse Mrs Jacqueline Martin – (once month) Base Oakey SS

Janitor             Mr Bruce Edwards

Cleaner             Mrs Margaret Conroy
                   Mrs Carmel Conroy
PARENT AND CAREGIVERS’ RIGHTS AND RESPONSIBILITIES
Parents and teachers are the key partners in education. Partnerships involve sharing – and parents have both the right to be involved and the responsibility to contribute.

Parents/caregivers are expected to:
- show an active interest in their child’s schooling and progress
- cooperate with the school to achieve the best outcomes for their child
- support school staff in maintaining a safe and respectful learning environment for all students
- initiate and maintain constructive communication and relationships with school staff regarding their child’s learning, wellbeing and behaviour
- contribute positively to behaviour support plans that concern their child

School Staff are expected to:
- provide safe and supportive learning environments
- provide inclusive and engaging curriculum and teaching
- initiate and maintain constructive communication and relationships with students and parents/caregivers
- promote the skills of responsible self-management

HOME AND SCHOOL COMMUNICATION

A STUDENT’S LEARNING IMPROVES WHEN HIS OR HER PARENTS AND TEACHERS COMMUNICATE EFFECTIVELY

School-Home communication is vital for student progress. Parents are encouraged to visit the school to discuss any aspects of their children’s education. All visitors to the school should report to the Office first. It would be appreciated if parents could make an appointment at the school office if they wish for an interview with a teacher. (Refer to Tips for Parents – Interviews at the end of this booklet.)

A weekly newsletter is sent home to all families each Tuesday. Teachers also send notices home concerning activities involving their classes. During the third and fourth week of the school year, the teachers hold information sessions to explain their class routines and give information on student progress to parents.

Students in Prep will have a Communication Book, which is used by both parents and teachers. Students in Years 1-7 will be issued with regular homework sheets and the Homework book can be used as a form of communication between home and the teacher. The School Homework Diary, issued to students in the Secondary, can also be used for parents to communicate with the teacher and vice versa.

The school webpage is another means for parents and caregivers to access information about the school and parents are encouraged to get on line and find out more.
CONCERNS AND COMPLAINTS
From time to time you may have concerns about your child at school or the operations of the school. These concerns may grow into bigger issues if you don't talk to the school staff about them. Education Queensland is committed to ensuring that all parents have their concerns dealt with in a fair and equitable manner and there are processes and support structures in place to enable parents to work through any issues they may have. Concerns should initially be directed to the teacher involved or lodged directly with the Principal.

THE SCHOOL YEAR 2012

First Semester

First Term 23 January to 30 March
Second Term 16 April to 22 June

Second Semester

Third Term 9 July to 21 September
Fourth Term 8 October to 14 December

PUPIL FREE DAYS
The Education Department has set five pupil free days throughout the year to enable teachers to undertake professional development activities. The dates are:

Thur 19th Jan Student Free Day
Fri 20th Jan Student Free Day
Mon 22nd October Student Free Day

The school holidays have changed as of 2012 with the April holiday period being extended to 2 weeks and 3 Student Free Days being moved to out of school hours assisting working families.

PUBLIC HOLIDAYS
Thurs 26 Jan Australia Day
Thurs 29 Mar Toowoomba Show Holiday
Fri 6 Apr Good Friday
Mon 9 Apr Easter Monday
Wed 25 Apr ANZAC Day
Mon 7 May Labour Day
Mon 11 June Queen’s B’day Silver Jubilee (2012 only for Silver Jubilee)
Mon 1 Oct Queen’s B’Day (new date for Queen’s B’day)
IMPORTANT DATES FOR 2012

7 February      World of Maths Incursion
9 February      P&C AGM, 7pm Centenary Building
22 February     Inner downs Swimming Carnival Secondary
29 February     Inner downs Swimming Carnival Primary
2 March         Inner Downs Regional Swimming
22-24 March     Darling Downs Swimming Secondary
25-26 March     Darling Downs Swimming Primary
27 March        Soul Connection
13 April        Dalby Show Holiday (Dalby Residents)
8 May           School Photo’s (Silver Rose Photography)
8 May           Inner Downs Touch Football Primary
13 May          Mother’s Day
29 May          Inner Downs Cross Country
15/16/17 May    NAPLAN
18 May          NAPLAN Catch Up
5 June          Arts Council – Binni’s Backyard
6 June          QLD Day
15-16 July      Darling Downs Cross Country Primary
22-23 July      Darling Downs Cross Country Secondary
27 July         School Tree Day
3 August        Jeans For Genes Day
6 August        Hiroshima Day
15 August       Ekka Show Day
2 September     Father’s Day
11 September    Inner Downs Track & Field
13-14 September Inner Downs Track & Field Secondary
25-28 October   Darling Downs Track & Field Secondary
26 October      World Teachers Day
29 November     Last Day Year 10 Students
**DAILY ROUTINE**

8.20 Children may enter grounds. Ball games, with the exception of handball, are not permitted at this time. All school rules must be obeyed.

8.40 Children may have a light snack before school.

8.45 Lessons commence

10.50 Main Break - eating

11.00 Play

11.25 Bell

11.30 Lessons commence

12.50 Afternoon Break

1.00 Play

1.15 Bell

1.20 Lessons commence

2.45 Class dismissal

3.00 Buses depart - children must leave school grounds and go home unless under direct supervision of a teacher.

Assembly is held at 8.45am on Mondays in the Centenary Building. Parents are welcome to attend.

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**PARENTS AND CITIZENS ASSOCIATION**

The P & C Association is an excellent means for parents to find out about what is happening in the school. The Association and its major subcommittees (the Ladies’ Auxiliary, the Grounds Committee and the Instrumental Music Committee) provide resources for the school and finance grounds improvements.

P & C meetings are held at the school in the Centenary Building on the second Thursday of each month commencing at 7.30 pm. All parents are encouraged to attend these meetings. Parents can become members of the P&C by completing a membership form (available from the office) and presenting it at either the Annual General Meeting or at the end of a monthly meeting.
LADIES AUXILIARY

The Ladies Auxiliary, which operates the tuckshop, meets once a term. To help with the running of the tuckshop, each parent is encouraged to become involved in its operation. A roster system is organised at the beginning of the year.

Parents who are unable to work in the tuckshop may choose to assist in other ways - such as donating items of food or money. The main focus of the LA is the tuckshop, which operates each Monday (or on Tuesday if Monday is a holiday or Pupil Free Day).

The Tuckshop follows the school’s healthy eating policy. To order Tuckshop, parents are asked to provide a brown paper bag with the student’s name, teacher, order and the correct money enclosed. Separate bags are required for Main break and for the afternoon break. All food must be ordered. Parents are asked not to put staples in the brown paper bags.

Example of easy to read tuckshop bag – one bag for Main break and another for afternoon break.

```
(Top of Bag folded over)
(Money enclosed or noted accordingly if with other lunch)

Student’s Name
Year (eg Year 2)   Teacher’s Name

First Break or Second Break
Special          3.00
Juice           1.20

$4.20
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The Tuckshop also sells items of school uniform (tab front sports shirt, skorts and sports shorts for girls, sweat shirts, green socks, wide brim hats and cloth badges). These are available only on Tuckshop days.

HEALTHY EATING Policy

As the Education Queensland document “Smart Choices” outlines, foods and drinks have been classified into three categories, according to their nutritional value: - GREEN, AMBER and RED.

- GREEN foods and drinks should be encouraged and promoted
- AMBER foods and drinks should be selected carefully, and should not be allowed to dominate the choices. Large serving sizes should be avoided.
- RED foods and drinks should be limited in their supply to no more than two occasions per term.

GREEN foods are those foods and drinks that:
are excellent sources of important nutrients
- are low in saturated fat and/or added sugar and/or salt
- help to avoid an intake of excess energy (kilojoules or calories)

AMBER foods are those foods and drinks that:-
- have some nutritional value
- have moderate amounts of saturated fat and/or added sugar and/or salt
- can, in large serve sizes, contribute excess energy (kilojoules or calories)

RED foods are those foods and drinks that:-
- lack adequate nutritional value
- are high in saturated fat and/or sugar and/or salt
- can contribute excess energy (kilojoules or calories)
- can contribute to tooth decay and erosion

The school follows the guidelines as set down by the Healthy Eating Policy and encourages students to have a healthy diet and eat from the Green and Amber foods. Two Red days will be allocated each term. Soft drink and lollies are banned from the school grounds during school time. As well, each morning during class time, students in Years 1-7 have ‘Snack Attack’ where they eat a piece of fruit, or vegetable or nuts at their desks in the classroom. Please note – if a student brings food that is not in this category, they will be asked to eat it at a later time and not during Snack Attack. Each classroom in the Primary has a fridge for students to use to store their morning teas and lunches in. Secondary students have access to the fridge in the Home Economics room and they can also access the microwave and sandwich toasters. Access to these items is in negotiation with Secondary staff.

Detailed information on how to categorise the nutritional value of various foods, and a set of nutrient criteria, is found in the booklet - “SMART CHOICES – Healthy Food and Drink Supply Strategy for Queensland Schools”. It also includes a “Food and Drink Selector”, which will assist with making selections on foods and drinks to be supplied in schools.

SCHOOL TRANSPORT SERVICES
Transport is free to all eligible students. Each bus route has a committee of parents who meet at least once per year to discuss the organisation of the service. All parents of children who travel on buses should attend the meetings, as the Conveyance Committee is responsible for all matters relating to the conveyance of students (the route, the condition of the buses, the contractors/drivers, times, stops, etc). The Annual General Meeting of the Conveyance Committees is held at 7.00 pm on the second Tuesday of February (the same night as the P & C Annual General Meeting).

Any problems concerning school transport should be advised to the Secretary of the relevant committee. The Code of Conduct for Children Travelling on Buses outlines the procedures in place for managing student behaviour on buses. As well, the Principal has the option of implementing consequences under the Responsible Behaviour Plan for Students for student misbehaviour on the school buses.

There are four bus services operating to our school:
Dunmore Bus Graham Coles, Phone 46680145
Nangwee Bus Des Thies, Phone 46680201
Tipton Bus Trish Wilkins, Phone 46680230
Haslemere Bus Ken Burrowes, Phone 46680389
FINANCIAL ASSISTANCE AND COSTS

Our school is very well equipped. Many major items are financed wholly by the Parents and Citizens' Association, which conducts fund raising activities throughout the year. Parents' support of these activities is essential if our school is to maintain its present high standard of equipment. Every attempt is made to keep costs to parents to a minimum. The school budget distributes government grants to all sections of the school to ensure a fair allocation of resources.

The State Education Fees Policy explains that:

1. Fees can be charged for those services and consumables not defined as instruction, administration and facilities. Examples of fees include educational resources provided by the school that if not provided by the school, parents would have to purchase; school excursions, hire of equipment (eg musical instruments), materials for subjects; artistic or sporting programs such as Arts Councils. Debt recovery action can be undertaken for the non payment of fees. The following fees are to be charged in 2011:

- Arts Council and Opera to be determined at time of performance
- Other fees as they arise to be determined as they occur
- Subject Fees per semester studied - as per Table below.

<table>
<thead>
<tr>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
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</thead>
<tbody>
<tr>
<td>English</td>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td>Maths</td>
<td>Maths</td>
<td>Maths</td>
</tr>
<tr>
<td>Science</td>
<td>Science</td>
<td>Integrated Sciences</td>
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<td>Sose</td>
<td>Sose</td>
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<tr>
<td>HPE</td>
<td>HPE</td>
<td>HPE</td>
</tr>
<tr>
<td>The Arts</td>
<td>Literacy Studies</td>
<td>The Arts</td>
</tr>
<tr>
<td>LOTE (Japanese)</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Literacy Studies</td>
<td>N/A</td>
<td>N/A</td>
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<tr>
<td>Manual Arts</td>
<td>N/A</td>
<td>Manual Arts</td>
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<tr>
<td>Graphics</td>
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<td>Graphics</td>
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<tr>
<td>*ICTs</td>
<td>*ICTs</td>
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<tr>
<td>Home Economics</td>
<td>Home Economics</td>
<td>Home Economics</td>
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<tr>
<td>Agricultural Science</td>
<td>Agricultural Science</td>
<td>Agricultural Science</td>
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<tr>
<td>LOTE</td>
<td>LOTE</td>
<td>LOTE</td>
</tr>
</tbody>
</table>

* Information Communication Technologies (ICTs)
2. A Student Resource Scheme is in place at Cecil Plains State School to supplement government funding of instruction, administration and facilities to cover costs over and above those not covered by the students’ booklists.

The Student Resource Scheme will cover:
- Student diaries (upper classes) $5.00
- Stationary (lower classes) $5.00
- Photocopying of Worksheets/Workbooks $10.00
- Art & Craft Supplies $10.00
- Cooking materials $10.00

The total cost of the Resource Scheme is $35 per student or $65 per family.

3. Instrumental Music Resource Scheme
Parents may elect for their child to participate in Instrumental Music. Instrumental Music attracts a $20 fee. This payment goes towards purchasing of music sheets/books and resources for instrumental music and is only payable by students participating in instrumental music.

4. Instrument Hire Resource Scheme
Student wishing to participate in the Instrumental Music program who don’t own an instrument can elect to participate in the Instrument Student Resource Scheme at a cost of $20.00 per instrument annually.

5. Secondary Student Textbook Hire Scheme is designed to reduce the cost of providing textbooks and other resources for Secondary students. It is voluntary to join the scheme but if a parent does not join, they are responsible for providing the resources. The Textbook and Resources Allowance from the Government is used to offset this scheme.

Primary Textbook Hire Scheme
Cecil Plains State School has a Primary Textbook Hire Scheme. We have found in the past that one textbook does not provide comprehensive learning in an individual subject area and so, have implemented a Student Resource scheme for the Hire of Textbooks allowing us to provide several textbooks per subject and widen the scope of learning for our students while keeping the cost down for our parents. The Primary Textbook Hire Scheme is not supplemented by the government so a minimal cost will need to be charged to enable us to buy and replace textbooks as necessary.

The cost for the Primary Textbook Hire Scheme in 2012 will be $30.00 per student annually ($20 for Prep students). It is voluntary to join the scheme but if a parent does not join, they are responsible for providing the textbooks required prior to the commencement of the academic year.

Conditions of Student Textbook Hire Schemes
If a book is accidentally damaged the onus is on the student to report such damage and the book will be repaired. The student should not attempt to repair the book, as incorrect materials may be used. If damage is deliberate, malicious or caused through a student not taking care of a book (eg. left out in the weather), parents may be asked to replace the book.

6. Fees and Voluntary Contributions can be waived if genuine hardship is demonstrated to the Principal. As well, the Principal can negotiate for part payments or payments by instalments to be made.
Booklists and class requirements
At the end of each year, booklists will be issued for all students in Years 1 to 10. It will be the parents' responsibility to ensure their children have the required books and equipment so the students are prepared for learning. The P&C Association has an arrangement with Dalby Officechoice, whereby parents can lodge their book orders through them and then collect the entire package in January. This is entirely optional and parents may alternatively purchase their books elsewhere.

Conveyance Allowance
The Conveyance Allowance is available to assist families of children who need to be driven to school or to the nearest bus service. A minimum distance applies i.e. 3.2 kilometres for children up to 10 years of age and 4.8 kilometres for children older than 10 years.

Austudy
Through the Austudy Scheme, both Secondary and Tertiary students become eligible for means-tested financial assistance from their sixteenth birthday, regardless of their year level of schooling.

Aboriginal Secondary Assistance Scheme - Austudy
These grants are provided to assist students who are of Australian Aboriginal or Torres Strait Islander descent and are:
(a) full-time students attending an approved secondary school or class,
(b) full-time students 14 years or more on 1 January 2001 attending an approved primary school, or
(c) full-time students attending an approved special school, special education unit or school operated by the Endeavour Foundation, from the commencement of the year in which they turn 13.

For further details regarding the above schemes, please contact the school, or:
Austudy, G.P.O. Box 586, Brisbane, 4000. Phone 008 176006 (Toll Free)
Austudy, GPO Box 9880, Brisbane, 4000. Phone 008 811178 (Toll Free)

Payment options
Cecil Plains State School accepts cash and cheques. We now also have EFTPOS as a payment option, or BPAY. These details can be found on your Invoices/Statements.

We can also process credit cards payments over the phone.
BANKING
The school, as an agent for the Commonwealth Bank, conducts school Banking on Monday each week. Passbooks must accompany money to be deposited. Please advise the school if your child's passbook is lost.

EDUCATIONAL PROGRAMS AND EXTRA-CURRICULAR ACTIVITIES

SCHOOL COURSES – Prep
Preparatory Year education aims to provide a bridge by which children can make a smooth transition from home to school. The curriculum promotes social, physical and emotional development along with early language and mathematical understandings, which aid educational progress. An important aim of the Preparatory Year is to build continuity between children’s prior experiences and their future learning. Parent and community involvement support this process and is strongly encouraged at this level. The Preparatory environment is one that encourages movement, investigation, discussion and flexible learning contexts. The curriculum is based on the view of children as capable young people who are able to purposefully contribute to their learning.

SCHOOL COURSES - Primary
For each year of Primary Education the students study the Key Learning Areas. All students undertake a common core of Subjects: - English, Mathematics, Studies of Society and the Environment, Science, The Arts (Music, Visual Arts), and Physical Education/Health. LOTE (Japanese) is studied in Years 6 and up. All students receive specialist Library and Computer Literacy lessons.

SCHOOL COURSES - Secondary
Year 8 & 9
During Year 8 and Year 9, students are assisted in making the transition from Primary to Secondary Education and a broad selection of subjects is offered. All students undertake the same course in Year 8 and 9. All Year 8 and 9 students study English, Mathematics, Science, Studies of Society and the Environment, Home Economics, Graphics, Manual Arts, Physical Education/Health, Art, Business Computing, Agriculture, Japanese and Human Relationships Education.

Years 10
All Year 10 students study core subjects (English; Maths; Studies of Society and Environment; Science and Health and Physical Education). As well, on a semester basis, students have a choice of elective subjects such as Japanese, Graphics, Shop A, Shop B, Home Economics, Agriculture and Business Computer Studies. Tafe options may also be available upon discussion with the principal.

ASSESSMENT AND REPORTING
A written report card will be issued each semester to let you know our assessment of your child’s progress. Formal examinations will constitute only part of the evidence upon which the assessment is based.

You are asked to -
- Read the Report Card carefully
- Sign the Report Card if required
- Return the signed Report Card to the school if required

The Report Card may not reveal to you all you would like to know about your child’s progress. Formal parent/teacher interviews are arranged for all families in Terms 2 and 3 of each year. It
is important that parents make every effort to attend these interviews, as teachers are able to
give a more meaningful report on a face-to-face basis. Parents may also ask for a formal
interview at any time – please arrange this through the school office.

All students in Year 1 to 3 have attainments plotted on a Continuum in Reading, Writing and
Numeracy. An individual student profile is developed and reported to parents. Some students
in Year 2 will be involved in validation activities to determine if individual support is necessary.
All Years 3, 5 and 7 students sit for a series of tests in Literacy and Numeracy toward the end of
Term 3, the results of which are communicated to parents in Term 4.

Benchmark testing for diagnostic and tracking purposes is also carried out regularly throughout
the year. Formal Running records for students in Years 1-3 are conducted twice a year at the
end of Terms 2 and 4. PAT Maths and Progress in English tests are held at the end of the
school year or on enrolment for students in Years 4-10.

Students also have the opportunity to sit for a number of formal tests such as Science, English
and Computer Literacy through the University of NSW. Student participation is organised at the
beginning of the year and involves parents paying a fee to enable their child to sit for the tests.

INSTRUMENTAL MUSIC - Primary and Secondary
All students in Years 5 to 10 have access to the Instrumental Music Program. This is an
excellent program and students receive an instrumental music lesson one day a week and they
attend full band practice once a week. Instrumental Music students play at school events such
as Awards Night, Special Assemblies and Education Week celebrations. As well, they play at
the Dalby Eisteddfod, the Toowoomba Youth Music Event (TYME) and in past years have
workshopped with the USQ Big Band. Selected students also have the opportunity to attend
Music Camps for Beginning, Intermediate and Advanced students.

Parents should be aware that our Instrumental Music Program is a school initiative and is
dependent on the school being able to arrange for an instrumental music teacher. If this is not
possible, then we will be unable to offer the program to our students.

RELIGIOUS INSTRUCTION
At the start of the each year, parents will receive a letter confirming the religious education
group that they wish their children to attend. Parents may also indicate, at any time, that they do
not wish for their children to receive instruction at school. Classes are arranged where Religious
denominations provide personnel. Students who do not attend Religious Instruction will be
supervised and provided with school work.

Students receive Religious Instruction on the first and third Tuesdays of each month. When no
ministers or lay people are available for Religious Instruction, the teachers will provide
classwork or Human Relationship Education lessons for the students. Interdenominational
church services are also held twice a year – usually in the week before Easter and during the
last week of the school year. Parents are welcome to attend these events.
LIFESKILLS AND HUMAN RELATIONSHIPS EDUCATION (HRE)
Personal and social relationships are of central importance to any group of people living, playing or working together. Through the opportunity provided by cooperatively planned practices and approaches, Human Relationships Education is able to support both parents/guardians and the community in the personal and social development of students. Generally, HRE aims to instil in students an ability to care for themselves, care for others and care for the community.

Central to the H.R.E. Program are five interrelated key elements:
(a) values
(b) self-concept
(c) communication
(d) relationships and
(e) sexuality

The school's program is introduced in Prep and continues to Year Ten by providing developmentally appropriate activities for all students. In the Secondary Department, HRE is a major component of Health and Physical Education and is also taught at the annual school camp at Maroon Outdoor Education Centre.

In 2011 the school implemented Bounce Back (Prep – 3) and Rock and Water (4 – 10). Both of these programs are aimed at developing student resilience.

SCHOOL MAGAZINE
Each year, a school magazine is published. "Plains Talk" contains literary items, sporting summaries, anecdotes, reports on cultural activities and photographs from the whole school. The magazine is available during the final weeks of the school year.

SPORT AND PHYSICAL EDUCATION
Secondary sport will be timetabled for Wednesday afternoon while primary sport will be held on Thursdays.

During Sport, the Secondary Students are instructed in major games, which they may adopt during leisure time. The games that students learn may include: Softball, Cricket, Tennis, Soccer, Touch Football, Golf, Basketball, Netball and Volleyball. Primary Students learn a variety of sports and games that are appropriate to their age level.

In addition, each day for 30 minutes, students from years Prep to year 7 take part in the ‘Get Active’ program of planned physical fitness activities. Secondary students have 15 mins a day of ‘Get Active’. Secondary students have a minimum of 2 hours per week of physical activity which also includes their sport and Health and PE lessons.

Annual Inter-house and Inter-school Swimming, Cross Country and Athletics Carnivals are held throughout the year. Upon enrolment, each student is allocated to a Sports House, either Russell or Taylor. Siblings are placed in the same House.

ACTIVE AFTER SCHOOL PROGRAM
The school, with the assistance of Federal Government funding runs an Active After School Program for Primary students. Students have the opportunity to take part in a variety of sports programs. More information on the programs being offered will be available at the beginning of each term.
HOMEWORK

New homework guidelines for Queensland State Schools will help children establish a balanced lifestyle that allows time for activities with family and friends.

The homework guidelines for different age groups are as follows:

<table>
<thead>
<tr>
<th>SECTION</th>
<th>SUGGESTED MAXIMUM TIME PER WEEK</th>
<th>EXAMPLES OF ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep</td>
<td>Generally there is no set homework</td>
<td></td>
</tr>
<tr>
<td>Lower Primary (Years 1-3)</td>
<td>1 Hour</td>
<td>Home Reading, spelling, number facts, Listening to stories read by an adult.</td>
</tr>
<tr>
<td>Middle Primary (Years 4-5)</td>
<td>2-3 Hours</td>
<td>Writing, spelling, reading, projects, mathematics problems, watching the news.</td>
</tr>
<tr>
<td>Upper Primary (Years 6-7)</td>
<td>3-4 Hours</td>
<td>Writing, spelling, reading, projects, mathematics problems, watching the news.</td>
</tr>
<tr>
<td>Year 8 and 9</td>
<td>5 hours</td>
<td>Assignments, preparation, set tasks, spelling, reading.</td>
</tr>
<tr>
<td>Year 10</td>
<td>Unlimited</td>
<td>Assignment, preparation, set tasks, spelling, reading.</td>
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</tbody>
</table>

For our younger students, it is important that parents get involved by reading books to them and encouraging them in a range of activities. For the older students, parents can help them balance the amount of time spent completing homework, watching television, playing sport and doing part-time work.

Good communication between teachers, students and parents is also very important to ensure students reach their full potential. A school Homework Diary will be issued to all students in Years 5 to 10. Students are to take this Homework Diary to each class to write down Homework and Messages. It will also be used as a means of communication between parents and teachers. In a similar way the Homework book is used for students in Years 1-4 and Prep students will have a communication book.

STUDENT WELFARE

STUDENT COUNSELLING AND SERVICES

Our school provides a program of educational, vocational and personal guidance for students from Preschool to Year 10. This is an important aspect of our school program and visiting, Guidance Officers, School Based Youth Health Nurse and the Youth Development Officer provide essential services to our students. Parents can make an appointment to meet the Guidance Officer by phoning the Office.
GENERAL SCHOOL RULES AND PROCEDURES FOR STUDENTS

Student Behaviour
Our school’s behaviour plan is based on a positive approach to behaviour and proactive programs so that every member of this school may feel safe and be respected in a caring and pleasant environment where behaviour is based on common values. In 2007 we implemented the Positive Behaviour Support Program. As well as teaching life-skills and recognising positive behaviour, this program supports students experiencing difficulties.

The School Rules are the Cecil Plains High Five.

- Be Responsible
- Be Respectful
- Be a Learner
- Encourage
- Be Safe

These will be the school rules and students who consistently follow these rules will be presented with the Cecil Plains High Fives on Assembly. Parents will be invited to attend this special occasion.

Students are expected to:
- participate actively in the school’s education program
- take responsibility for their own behaviour and learning
- demonstrate respect for themselves, other members of the school community and the school environment
- behave in a manner that respects the rights of others, including the right to learn
- cooperate with staff and others in authority

The five elements of our Cecil Plains school code of student behaviour are:
- Responsibility
- Cooperation and Teamwork
- Attentiveness and Participation
- Preparation and Punctuality
- Effort and Motivation

<table>
<thead>
<tr>
<th>The code of student behaviour</th>
<th>How to keep it</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responsibility</td>
<td>Take responsibility for your own behaviour and learning</td>
</tr>
<tr>
<td>Cooperation and Teamwork</td>
<td>Treat others with respect and thoughtfulness Politeness and good manners to be used at all times Work/play together</td>
</tr>
<tr>
<td>Attentiveness and Participation</td>
<td>Be an active listener Participate in and contribute positively to all school activities Follow direction, class rules and the school Code of Student Behaviour</td>
</tr>
<tr>
<td>Preparation and Punctuality</td>
<td>You are a member of the community, which is seen by the rest of society; be committed to the values of our school, always try to behave and dress in a manner that will earn the respect of others Be punctual, well prepared and organised for class</td>
</tr>
<tr>
<td>Effort and Motivation</td>
<td>Work hard to achieve your personal best</td>
</tr>
<tr>
<td>Some examples of unacceptable behaviour: Minor</td>
<td>Some Possible Consequences</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td>1. Students attitudes/behaviour shows that he/she has not accepted his/her responsibilities as outlined in the Code of student behaviour eg incomplete homework, class work or assignment&lt;br&gt;2. Annoying others&lt;br&gt;3. Not obeying classroom procedures/manners</td>
<td>Detention&lt;br&gt;Verbal reflection – <em>What happened? Why it happened? What should have happened?</em>&lt;br&gt;Apologies</td>
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<tr>
<th>Some examples of unacceptable behaviour: Major</th>
<th>Some Possible Consequences</th>
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<tbody>
<tr>
<td>1. Student has shown a disregard for the Code of student behaviour – eg disruptive after warning&lt;br&gt;2. Unresolved minor situation&lt;br&gt;3. Swearing&lt;br&gt;4. Bullying/harassment (isolated)&lt;br&gt;5. Stealing&lt;br&gt;6. Disobedience</td>
<td>Isolation at breaks and after school&lt;br&gt;Write – <em>What happened? Why it happened? What should have happened?</em>&lt;br&gt;Written apologies&lt;br&gt;Non-attendance at camps or excursions and sports meetings&lt;br&gt;Exclusions/time out area during breaks and in class time&lt;br&gt;Loss of badge of office (eg Student Council )</td>
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</table>

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<tr>
<th>Some examples of unacceptable behaviour: Extreme</th>
<th>Some Possible Consequences</th>
</tr>
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<tbody>
<tr>
<td>1. Student has shown a gross disregard for the Code of student behaviour&lt;br&gt;2. Violence - physical or verbal - threats with deliberate intent to harm&lt;br&gt;3. Smoking/Alcohol/Drugs&lt;br&gt;4. Bullying/harassment (ongoing)</td>
<td>In school suspension/Time Out area during breaks and in class time&lt;br&gt;Suspension; Behaviour Improvement Condition (BIC); Recommendation for Exclusion – According to Departmental procedures.</td>
</tr>
</tbody>
</table>

Note: This list is not exhaustive. If the consequences for correcting minor unacceptable behaviours have been unsuccessful (the behaviours continuing or being repeated), the behaviour may be deemed to have escalated into major unacceptable behaviour and may be dealt with as such.

If parents would like a copy of the *Responsible Behaviour Plan for Students* please contact the office.
Sun Safe Policy
All students must wear a hat when they are out in the sun. Excellent broad brimmed hats are available through the tuck shop. Other styles of hats that offer protection may be worn. Baseball style hats are not acceptable. They do not provide adequate protection for the ears and the back of the neck.

Students are also expected to wear a sun shirt when swimming and to use SPF30+ sunscreen when out in the sun.

Attendance
Please co-operate in the matter of regular attendance of students. The Education Act requires that students of compulsory attendance age shall attend school each day unless some reasonable excuse exists. A written note from the parent explaining the reason for the absence is preferred, but it is also acceptable if you phone the office on 46609360 or text the school on 0429117939 to explain absences, past or intending.

Late Students
Students who arrive late to school, are to go to the office to sign the "Late Arrival Register"; parents are asked to give a reason for a student being late.

Leaving the School Grounds
For safety reasons, students are not permitted to leave the school grounds unless prior arrangements have been made with the parents. If parents collect their students, it is requested that they sign the “Out of School Register”. Students who live locally may go home for lunch. However, a written request from the parent/guardian must be handed into the Office. If students need to leave the grounds for other reasons, they should report to the office.

Lunches from the shop can be arranged by completing order forms held in the teacher aides' room by 9.00am.

Behaviour On The Way To And From School
Both the school and parents share the responsibility for the good behaviour of students on the way to and from school and students will be given consequences for unacceptable behaviour as per the Responsible Behaviour Plan for Students.

Arrival and Departure Times
Students are not to arrive at school before 8.20am. Before school commences, play activities are limited to handball and quiet activities under the buildings. All school rules must be obeyed.

Most of the school buses depart by 3.00 pm and all children must leave the grounds by 3.10 pm unless undertaking an activity under the direct supervision of a teacher. Students who are not travelling home on a bus on a particular day (eg going with parent, extra-curricular activity) must report to the teacher aide marking the roll and explain their situation; a note or phone call from the parents is a requirement. Preferably parents are asked to contact the office if their child/children are not going on the bus.
Care of Personal Property
Students must accept the responsibility of caring for their own property. All property brought to school should be clearly named. Books must be neatly covered and named and kept in good condition.

Students should not bring toys or valuables (including electrical items, MP3 players and mobile phones) to school. Secondary students who have a valid reason for having a mobile phone at school should register it with the office.

Student Medication
From time to time, parents ask teachers to administer medication to their children. We are happy to carry out these requests. However, there are strict departmental guidelines that must be followed:

1. The initial request from the parent/guardian must be in writing.
2. The written instructions from the pharmacist or doctor are to be supplied, indicating specific times and dosages. (In most cases, these are on the container that would be sent to school.)
3. The medication is to be handed in to the Office in the morning so that it can be kept in a secure place.
4. School staff do not have the authority to give intravenous injections or supply non-prescribed oral medications such as aspirin or other analgesics (even if requested by the parent).
5. A record is kept on all occasions when medication is administered at the school.

When a student becomes unwell at school, he/she is referred to the Principal. If need be, arrangements are made to send the student home. In the event of an emergency, parents are contacted and the student is referred to the Bush Nurse.

Infectious Diseases
Note the exclusion period or procedure for the following conditions.

Chicken Pox - The sufferer should be excluded for seven days after the beginning of the illness or until the last lesion has healed. ("Contacts" are NOT to be excluded.)

Measles - The sufferer should be excluded for seven days from the appearance of the rash or until a medical certificate of the recovery is produced. ("Contacts" are NOT to be excluded.)

Mumps - The sufferer should be excluded for at least 14 days after the onset of symptoms. ("Contacts" are NOT to be excluded.)

Other Diseases - Contact the school.

Headlice - Parents have the responsibility for control, detection and treatment of headllice among students. It is also the parents’ responsibility to ensure that their children do not attend school with untreated headllice. Current information on recommended treatment is available from Queensland Health or Chemists.
DRESS CODE - Swimming
Sun safety changes
Queensland has one of the highest rates of sun cancer in the world so it is vital we are taught the dangers of sun exposure from an early age.

Late 2007, the Premier announced improvements to Education Queensland’s Sun Safety Strategy, making it compulsory for primary school children in state schools to wear sunshirts or T-shirts during school water-based activities.

“Rashie” shirts will become part of the primary school uniform code from next year to extend sun protection for children. The Sun Safety Strategy also requires all primary and secondary schools to provide a broad-spectrum, water-resistant sunscreen of SPF 30 or better for students to apply on uncovered areas of the skin such as the face and back of the hands when they are outdoors.

The school uniform takes into account local climatic conditions and student activities. It is an expectation that all students should wear the chosen uniform neatly and cleanly, thus bringing pride to the whole school. Parents are therefore asked to ensure that students wear the school uniform each day. If students do not adhere to the Dress Code, consequences can be imposed as per the Responsible Behaviour Plan for Students.

Uniforms are available through the tuckshop - orders for Prep and new students can be placed during November or early December. The School Colours are green and gold.

General Information
All students must wear a broad-brimmed hat when out in the open. Caps are not acceptable. Because students are playing games and are in a learning situation, no jewellery (except watches, ear sleepers and religious items) should be worn. Make-up, including nail polish, is NOT to be worn.

Girls are to wear one piece swimsuits to swimming classes. Printed sweatshirts, polo shirts, skorts and shorts (for girls) green socks, hats and cloth badges are sold at the tuck shop by the Ladies Auxiliary. Metal school badges are available from the Office.

Suitable footwear must be worn. (Thongs are not suitable for school.) For safety reasons, Secondary students must wear black leather school shoes (for the Laboratory, Home Economics Room, Agriculture and the Manual Arts Room). For Primary students, black lace-up shoes are the school uniform. Totally black joggers are acceptable. Bike pants are not acceptable clothing.

As an extra option, a green and gold Taslon Tracksuit is available by order from the Tuckshop during Term 2.

Secondary Girls' Uniform
The Secondary girls have a choice between 2 uniforms for everyday wear, the formal uniform or the sports uniform. The formal uniform for Secondary girls is an Overblouse in green and white check material with V-neck and pointed collar. Gathered onto waistband, has 6 buttons down front, short sleeved with sewn down cuffs and pocket on left side with trim top-stitched in place. Skirt in bottle green cesarella material. Length of skirt is to be just below the knee with inverted pleats either side in the front and back. The skirt has a zip on one side and a pocket on the other. Green socks (available at the Tuckshop) are to be worn with black leather shoes, low heeled and laced. State Industrial Requirements state that leather shoes must be worn in the Home Economics Room, the Science Laboratory and the Manual Arts Building.
The ready-made uniform and/or material is available at Hannas, Toowoomba. (We share the Centenary Heights High School Uniform.) Bottle green skorts may be worn as an alternative to the skirt on days when P.E. activities are scheduled. The hem must be no more than 15 cm off the floor when kneeling.

Winter Uniform (Secondary Girls)
A bottle-green sweatshirt (available from the Tuck shop) is to be teamed with the normal summer uniform. On days when P.E. activities are scheduled or weather conditions require it, bottle green track pants may be worn. Alternatively a Green and Gold Taslon Tracksuit may be teamed with the normal summer uniform. The tracksuit can be ordered at the Tuckshop.

Sports Uniform (Secondary Girls)
Bottle-green sports skirt, skorts or microfibre rugger style shorts, regular length teamed with bottle green polo shirt with gold collar and trims on sleeves and a tab-front. (Shirts, skorts and shorts are available at the tuckshop). Green athletic briefs must be worn under the skirt. This uniform is to be worn on sports days and is optional wear on days when P.E. activities are scheduled. Green socks (available at the Tuckshop) are to be worn with black sports shoes.

Secondary Boys’ Uniform
The formal uniform for Secondary boys is a Chambray green short sleeved shirt with buttons to the collar and an action back. (Available at Hanna’s Toowoomba.) College grey trousers, long or short, are to be worn. Socks are long grey with green stripes on turn downs to be worn with black leather shoes. State Industrial Requirements state that leather shoes must be worn in the Home Economics Room, the Science Laboratory, Agriculture and the Manual Arts Building.

Winter Uniform (Secondary Boys)
A bottle green sweatshirt (available at the Tuckshop) is to be teamed with the normal summer uniform. On days when P.E. activities are scheduled or weather conditions require it, bottle green track pants may be worn. Alternatively a Green and Gold Taslon Tracksuit may be teamed with the normal summer uniform. The tracksuit can be ordered at the Tuckshop.

Sports Uniform (Secondary Boys)
Bottle green rugger style shorts or microfibre bottle green shorts are to be teamed with green polo shirt with gold collar and trim on sleeves and tab-front. (Shirts are available at the Tuckshop). Green socks to be worn with black sports shoes. This uniform is to be worn on sports days and is optional wear to the everyday grey shirt/shorts on days when P.E. activities are scheduled. Green socks (available at Tuckshop) are to be worn with black sports shoes.

Primary Girls Uniform
The Primary girls have a choice between 2 uniforms for everyday wear; a green check dress or a green polo shirt teamed with either shorts/skorts/sports skirts. Green socks available at Tuckshop.

Dress: Princess-line in green/white check with sleeves, collar and front/back opening optional. Pockets may be in front on side-seam. Material available at Hannas Toowoomba, Anthony’s Dalby and Thrifty Fabrics Dalby.

Green Shirt and Shorts/Skorts: A bottle green polo shirt with gold collar, trim on sleeve and tab-front may be teamed with bottle green shorts/skorts (available at Tuckshop) or a bottle green sports skirt. Green socks are to be worn with black leather shoes.
Winter Uniform (Primary Girls)
A bottle green sweatshirt (available at Tuckshop) may be worn with either everyday uniform or teamed with green track pants as weather conditions require it. Alternatively a Green and Gold Taslon Tracksuit may be teamed with the normal summer uniform. The tracksuit can be ordered at the Tuckshop.

Sports Uniform (Primary Girls)
The Green polo shirt and shorts/skirts option for the everyday uniform is to be worn on sports days (each Friday).

Primary Boys Uniform
The primary boys’ have one uniform - a bottle green polo shirt with gold collar, trim on sleeves and tab-front (available at Tuckshop), teamed with bottle green rugger style shorts. Alternatively a Green and Gold Taslon Tracksuit may be teamed with the normal summer uniform. The tracksuit can be ordered at the Tuckshop. Green socks (available at tuckshop) are to be worn with black leather shoes. Black joggers are also acceptable. These can be worn with their formal uniform, as well as a sports uniform.

Winter Uniform (Primary Boys)
A bottle green sweatshirt (available at tuck shop) may be worn with their uniform or teamed with green track pants as weather conditions require it.

Sports House Colours
All students from Years 1 to 10 will be allocated to either Russell House or Taylor House for the purpose of sporting competitions within the school. On the cross country days and sports carnival, students are permitted to wear a plain t-shirt in their house colours if desired - Red for Russell, Blue for Taylor.

Free Dress – School Code on Free Dress
Inappropriate dress refers to clothing or apparel that the student wears that is, or could be deemed to be:
   a) Offensive
   b) Likely to disrupt, or negatively influence, the normal operation of the school;
   c) Unsafe for the students or other: or
   d) Likely to result in a risk to the health of the students or others

Reasonable dress refers to clothing or apparel that would be socially acceptable although it might not conform to the student dress code.
- Shoulders covered
- No offensive print/symbols
- Sun safe and modest – in the line with design of current uniform(length)
- No make up
- Jewellery that doesn’t interfere with safe working practices
- Covered in foot wear
- Secondary students must have leather shoes for specialist Practical Subjects
MOBILE PHONE POLICY

Preamble
Mobile phones are an effective and common communication tool. They provide access to instant communication, offer a degree of security and provide ready contact for family members.

Guidelines
Students are discouraged from having mobile phones but they are permitted at Cecil Plains State School, under special circumstances, providing the following guidelines are met. Failure to meet these guidelines may result in loss of permission to have phones at school. Only students in Years 6-10 may have mobile phones at school.

A. Students should demonstrate a reason for having a mobile phone at school.
B. All phones must be registered with school administration the first time they are brought to school.
C. Phones must be turned off during school hours and are to be kept in a safe place and out of sight.
D. Phones (or personal organisers) that are capable of taking photos must not be taken into toilets or change rooms.
E. Students must not use phones to bully or harass staff, other students and school community members through voice calls or text messages.
F. Mobile phones are banned from examination sessions.
G. If a student chooses to bring a mobile phone to school, they are responsible for it: the school is not responsible for loss or damage to the phone.

INFORMATION AND COMMUNICATION TECHNOLOGIES AGREEMENT

I understand that the use of Information and Communication Technology resources at Cecil Plains State P-10 School is a privilege, which involves the acceptance of certain responsibilities. I understand and agree to the following:

1. Information and Communication Technology (ICT) includes computers, printers, scanners, digital cameras, Internet and email facilities, and other associated electronic and mechanical hardware and software.
2. I will not use ICT resources to access, copy or distribute any material that is controversial, inappropriate or offensive. I will immediately report accidental access to such material. I understand that the system administrator can track and view my computer files, emails and Internet use.
3. I will not download or install any software without the permission of my teacher or the Principal.
4. I will not access the control panel, or make any changes to settings, passwords or configurations, without prior approval.
5. I will not directly access the computer file system, or move or delete any files, without prior approval.
6. I will use ICT resources only for appropriate learning tasks.
7. I will be considerate of other users. I will respect their privacy, and not seek access to files or messages intended for, or belonging to, others.
8. I will have a staff member check or supervise checking of all outside floppy disks or CDs for viruses before use, and I will not attempt to send, transfer or create computer viruses.
9. I will not be involved with electronic or physical vandalism.
10. I will immediately report any damage, errors or faults with ICT resources to my Teacher.
11. I will not reveal my personal address or phone number, or those of other students or staff, in any electronic communications.
12. I accept that breaching this agreement will result in me losing access to ICT resources temporarily or permanently, depending on the seriousness of the offence. For more serious matters, further disciplinary action may be taken.

13. I will keep my passwords secure, ensure they are changed if I suspect they are known by others and not allow anyone else to use a computer I am logged on to.

14. I will not burn or make copies of CDs without teacher permission and supervision.

15. I understand that I am not allowed to access Hotmail on the school’s computers.

Privacy & Security
I understand that I am not permitted -

- To load floppy disks into any workstation without the permission of the teacher.
- To access or use another student’s home directory or files. Students must not tamper with, delete, modify, or access files not belonging to them.
- To download software, access streaming media such as sounds, music, videos and games without teacher consent.

I understand that teachers, parents and officials have the right to access and inspect the contents of student files and emails at anytime. Random audits of student files will be carried out regularly. Students found to be violating this policy or any law will receive the appropriate consequences.

Unauthorised Computer System Access
Accessing any unauthorised section of a computer system is illegal. Students attempting to access unauthorised sections of the school computer system will be dealt with severely. There will be no exceptions to this rule.

Printing
Students must only print material related to their education.

Whilst the school takes all reasonable care and effort to ensure that students will not be exposed to any inappropriate material, the nature of Information and Communication Technologies is such that it is impossible to provide 100% guarantee that students will not be exposed to such material. As a result of these facts, the school cannot accept liability for any harm that may occur to a student should they be exposed to such material. We rely on students’ honesty and responsibility in relation to observing and following this policy and require them to notify the school immediately of any known breach of this policy.

Should a student feel they have been affected by something they have been exposed to, then the school will utilise the school’s support services for such a student.

PARENTS
I have read the above agreement, and I:

1. Do/do not give permission for my child to access, produce and communicate information on the Internet, and

2. Do/do not give permission for my child’s photograph to be displayed where appropriate, on web pages made by teachers or students, and

3. Understand that my child’s computer files and Internet and email usage will be checked by the system administrator.

4. Understand that failure to accept this agreement may affect this student’s ability to use Information and Communication Technologies at Cecil Plains State P-10 School.
TIPS FOR PARENTS IN SCHOOLS

PARENT-TEACHER INTERVIEWS

1. Sharing and Obtaining Information – the essence of effective partnership
   - Teachers are central, together with you, to your children’s education. Their understanding of your children’s strengths and needs as a learner will help you contribute to your children’s education.
   - You know your children best. Sharing this information with your children’s teachers will assist them to find the best ways to help your children to learn.

2. You Are Within Your Rights To Request A Meeting With Your Child’s Teacher, However:
   - Do make an appointment
   - Explain why you wish to have a meeting. This will allow the teacher to set aside time for meet with you and prepare any information needed for the meeting.

3. Some Ideas/Suggestions On Preparing For The Interview
   - Read carefully any written report you have received, and decide if there is anything that is not clear.
   - Make a note of points you wish to clarify and any questions you may have.
   - Discuss these points with any relevant person, including your partner and, if he/she is unable to attend, note any questions that he/she may have.
   - Talk to your child about the meeting to see if there is anything he/she would like you to talk about with the teacher.
   - Prepare any information or material that you may wish to share with the teacher, eg. Medical reports, hobbies and interests, relationships with other family members or examples of skills.
   - Arrange to have younger children looked after while you attend the interview or take something along that will keep them occupied while you are there.

4. Questions You Might Prepare:
   - How is my child progressing?
   - What is meant by …?
   - Has my child shown any special interests or abilities?
   - What is my child’s attitude at school?
   - Is my child happy at school?
   - How does my child get on with you and with other students?
   - What can I do to help my child?
   - How can we work together to help my child?

5. And At The Meeting:
   - Aim for a discussion that covers strengths and difficulties. Don’t expect to solve all problems or reach total agreement in just one meeting.
   - Feel free to take the initiative in introducing yourself and opening the conversation.
   - During the interview:
     - Sit in a relaxed manner. Try not to be tense.
     - Be calm, take your time.
     - Use a warm tone of voice.
     - Make sure the teacher knows you are there to support his/her efforts on behalf of your child.
     - Notify the teacher of any medical condition that may impact on your child’s learning.
TIPS FOR PARENTS IN SCHOOLS

HOMEWORK

The five steps approach.

If these steps are taken right from the start it will make life easier as well as establishing a routine for your child. Children realise the importance you place on homework and the interest you are taking in their work.

1. Set up a daily homework time. The year your child is in and the time needed to complete the task will differ. Other activities such as sport, ballet, music, need to be taken into account when setting the schedule. Encourage students to be involved in setting their own schedule.

2. Suitable working area. A place that is comfortable (not the bed) and where they will not be disturbed. The kitchen table may be suitable for year 2 and 3 but not for older students. Also ensure the student is not near a radio or television.

With young children you need to play a large role in seeing homework is done and set schedule is adhered to. If you don’t follow up, steps one and two are a waste of time. This is why often the kitchen table is a handy place for young children who may need constant supervision to work. Some need help to get started. This does not mean doing the work for them, just asking him/her what needs to be done. Inform the teacher of any problems – a notebook is handy for this.

3. Praise your child for the effort they are putting in and again on completion of homework. Comments such as “You’re working well on your homework tonight, John” are effective. Don’t be negative even if you feel they could do better, find something to praise before giving a criticism. Criticism often leads to unnecessary power struggles with your child. Ensure TV watching doesn’t take place whilst homework is in progress.

4. Ground rules set down are not to be broken. (It is a good idea to have a copy of ground rules on the fridge or for an older child in their room or study area.) Some may like to use rewards/penalties. This is great for an upper primary child (Behavioural Contract). If your child has had difficulty with homework in the past an incentive may be necessary. A special homework chart where they earn points may work well. A total of say 36 points earns them by the end of the week $2 towards something they want.

5. **This is vital.** If they repeatedly tell you they have no homework, ask the teacher. If they constantly have problems with homework, ask for an appointment to discuss this with their teacher.
TIPS FOR PARENTS IN SCHOOLS

HELPING YOUR CHILD

1. Make sure your child has sufficient rest each night. Get him or her to bed early.
2. Make sure your child has a healthy breakfast and that their lunchbox contains healthy food to sustain energy.
3. See that your child is not rushed off to school in the morning in an unhappy mood.
4. Do not compare your child’s progress with that of other children – brothers, sisters or the child next door. Each child is an individual with his/her own particular pattern and rate of learning.
5. Be genuinely interested in the work that your children bring home. Your interest will make him/her want to do the very best.
6. Do read to your child even though they may be able to enjoy books by themselves.
7. Take your child to the library regularly and let him/her browse among the books in the children’s section.
8. Be a good listener. Set aside a few minutes each evening for the child who wants to tell you what was done at school.
9. Make your child feel that you enjoy listening to him/her read. No matter how simple the story is, show an interest.
10. Praise your child when he/she puts forth a real effort to do well.
11. Help your child to read with expression. Make sure he/she chooses stories that are easy to read aloud.
12. Make it a privilege for a younger brother or sister to hear your child read a story.
13. Share the reading aloud of a story with your children. For instance, you read one page and he/she read the next. It will help him/her to improve their expression and gain more confidence.
14. Ask questions about the story to make sure that your child understands the meaning.
15. Help your child add words to his/her speaking vocabulary.
16. Play word games – such as rhyming words, or “I’m thinking of a word”.

![Image of children swimming](image-url)
THE SCHOOL SONG
(To the tune of "Anchors A-Weigh")

School students all are we, Of Cecil Plains Primary and High. Ready to do our duty As each day goes passing by. Wearing our green and gold United we stand: We always strive to build tradition That's the finest in the land.

Come students one and all Sing the state school song, School days may soon be gone, But our school continues on. Angels we'll never be 'Though we may try; We're always proud to be From Cecil Plains, Primary and High.