



ELIMBAH STATE SCHOOL

PARENT HANDBOOK

2026



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Welcome to Elimbah

PRINCIPAL'S MESSAGE

Welcome to Elimbah State School, and thank you for choosing our school for your child's place of learning. Our school holds a vision and commitment that student learning comes first at all times. As a true learning community, we are dedicated to the following ...

- high expectations for all students, staff and families
- engaged learning and excellent classroom teaching
- a team approach between all members of the school community
- living and breathing our school motto that "only our best is good enough". This means that as a school we are committed to our continuous improvement.

Our school achieves its success because of our people. We value positive and productive partnerships between students, staff and parents. Parents are encouraged to maintain regular contact with their child's teacher and contact the school whenever concerns exist.

I believe it is vital that every child achieves some personal success and is positive about coming to school. We therefore offer a well-rounded curriculum that allows children the opportunity to shine in their own areas of strength, whether these be in academic, sporting, music or cultural pursuits.

We continue to place a curriculum emphasis on teaching and learning in English, Maths and Science, with increased integration of digital technology into student learning. We implement a consistent approach across the school in the teaching of numeracy, reading, writing and spelling and aim to provide learning opportunities for parents in these areas, so they partner work with their children at home to support them.

I trust that your child will benefit greatly from being a member of our school community and will enjoy a great deal of quality learning during their time in our care. Please feel welcome as a part of our Elimbah School Community.

Shelley Butcher

Shelley Butcher
Principal

VISION

Our vision is to cultivate a learning environment that collaborates closely with families, nurturing learners to become:

- critical and curious thinkers with a strong moral compass and a view to having a positive impact on society;
- inclusive, compassionate and routinely demonstrate kindness to self and others;
- confident and collaborative communicators who value and sustain positive relationships;
- flexible problem solvers with the mindset to risk-take and determination to overcome challenges;
- sufficiently literate and numerate to empower the pursuit of a life of choice.

Our evaluative lens – ‘*Did we care enough?*’

VALUES AND BELIEFS

We value wellbeing.

We believe that students and adults learn and perform best when they feel valued and supported.

We value high Standards. **Raising the bar**

We believe we have a moral purpose to set aspirational targets for student learning and to advocate for all students and their families to experience success.

We believe that, given the right supports, every child can learn and every teacher can teach to a high standard.

We believe teachers are equipped to achieve high standards when provided with quality opportunities to gain clarity around teaching and learning.

We value unconditional positive regard. **Just be kind; Upstanders**

We believe in treating everyone with unconditional positive regard and commit to promoting and modelling this through the concept of kindness.

We value inclusion. **Everybody belongs**

We believe our school is a reflection of our local community and everybody should feel welcome, engaged and safe.

We believe all children in our school community should have the opportunity to learn and grow without barriers.

We believe in providing a unique and personalised learning journey for every child.

We value quality partnerships. **It takes a village to raise a child**

We believe that students thrive when there is strong home, school and community collaboration.

We believe students learn best when they experience strong relational connections with educators and peers.

We value the balanced provision of High Yield Pedagogy Essentials. **HYPE**

We believe that students learn best when exposed to a variety of pedagogies that embrace learning needs and styles.

We believe that assessment literate students, teachers and leaders ensure students are equipped to drive their own learning journeys.

We believe students and adults learn through effective and timely feedback from multiple sources including the 3rd teacher ‘the classroom environment’.

We believe students learn by doing and should be actively engaged in real life and hands-on learning.

We believe students learn through effective questioning and collaboration with teachers and peers and engagement with current and future technology.

We believe that making errors is a valuable part of learning and developing resilience.

SCHOOL CREED

This is our school, let peace be here;
Let the rooms be full of contentment;
Let love abide here,
Love of learning, love of Mankind,
And love of life itself.
Let us remember that as many hands make a house,
Also many hearts make a school.

CONTACT INFORMATION

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Facebook: <https://www.facebook.com/elimbahss>

Leadership & Community

SCHOOL ADMINISTRATION & MANAGEMENT

The administration and management of the school is the responsibility of the Principal. Our school leadership team consists of the Principal, Deputy Principal, Head of Department-Curriculum, Head of Special Education Services and Business Manager, who work in partnership to coordinate the operations of the school, each with their own areas of responsibility.

The curriculum leadership team includes Principal, Deputy Principal, Head of Curriculum and Head of Special Education Services. This team is led by the school Principal and determines the direction of curriculum programs, teaching pedagogies within the school and behaviour management processes.

Our school believes that parents and classroom teachers have a vital partnership in ensuring the social, emotional and academic success of all children. We expect that where possible, concerns about children's education, or specific incidents be first addressed with the classroom teacher. If an issue remains unresolved after speaking with the classroom teacher, the Principal and Deputy Principal will be available to meet upon request, if required.

STUDENT CODE OF CONDUCT

Our Student Code of Conduct is available via our school website and outlines the core values for students as the following:

We are Safe

We are Learners

We are Respectful

PARENTS AND CITIZENS ASSOCIATION

All members of the school community are actively encouraged to become members of the P & C Association.

All are most welcome to attend every meeting, but apart from the ANNUAL GENERAL MEETING voting is restricted to those who have applied for membership. Applications for membership can be made at the Annual General Meeting, or at a General Meeting, by completing an application form and submitting this to the Executive Team.

Meetings are friendly, structured and aim to be concluded within 1.5 hours, as we understand that time is valuable for all families.

Committed parental involvement in groups such as the P & C assists the school in continually upgrading resources to meet our students' changing needs. Parents have the opportunity to join with others in working towards a common goal.

The Elimbah P & C Association usually meets on the 2nd Tuesday of each month. Meetings are held at 6:30pm. Please check the school website, calendar of events and the school calendar communicated via the school newsletter.

The ANNUAL GENERAL MEETING is held before the end of March each year.

STUDENT COUNCIL

At Elimbah State School, we are proud to have a vibrant and dedicated Student Council, supported by a member of the leadership team and teachers. The Student Council is made up of student representatives from Years 3 to 5, who are nominated by their peers and rotate each term. In addition, our Year 6 Student Council Leaders are appointed through the school's leadership selection process, giving them the opportunity to take on an important leadership role within our school community.

Representatives play a key role in gathering ideas and feedback from their classmates, presenting these to

the Council, and then sharing outcomes back with their peers. Along the way, students are guided in using proper meeting procedures and protocols, helping them develop confidence, leadership, and strong communication skills.

Beyond their role in meetings, our Student Council is committed to making a difference. They dedicate their time to organising lunchtime activities, creating positive changes for students, and fundraising to support and improve our school.

Enrolment & Orientation

2026 SCHOOL DATES

| | |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Term 1 | Tuesday 27 January to Thursday 2 April—10 weeks |
| Term 2 | Monday 20 April to Friday 26 June—10 weeks |
| Term 3 | Monday 13 July to Friday 18 September—10 weeks |
| Term 4 | Tuesday 6 October to Friday 11 December—10 weeks |
| Pupil Free Day | Friday 4 September—1 day |
| Public Holidays | 27 January - Australia Day 3 April - Good Friday 6 April - Easter Monday 25 April – ANZAC day 4 May - Labour Day 5 October – King’s Birthday |

ADMISSION AND ENROLMENT PROCEDURES

Children entering Prep must have attained the age of 5 by 30th June of the year they are enrolling for Prep. Prep is recognised as the first year of schooling.

Exceptions may only occur when a child has already been enrolled in formal schooling in another state or country, and the school Principal is satisfied that it is in the best interest of the child’s development. Children entering Year 1 in Primary School must be 6 by 30 June of the year they are enrolling.

Upon enrolment

- For children enrolling in year 1 or Prep for the first time, **documentary evidence of date of birth is required**. This may be a Birth Certificate, a Baptismal Certificate or Hospital Card.
- A Transfer Certificate from the child's previous school if applicable.
- The child’s latest Report Card or similar document from the previous school to indicate level of achievement.
- Phone numbers of contact persons in cases of emergency when you cannot be contacted.
- Primary Proof of residency e.g. rates notice, rental agreement. Secondary Proof of Residency: utility bill.

An enrolment management plan was established in 2004. All students who reside within the local catchment area and are eligible for enrolment in the educational program offered by the school have a right to enrolment at the school. Enrolments from outside the local catchment area will be managed to ensure the school’s current built capacity is not exceeded. The boundary for Elimbah State School catchment area can be obtained from the school office or website.

CLASS ARRANGEMENTS

At Elimbah State School, a range of class structures is implemented to reflect and respond to the diverse needs of our students. This may involve a combination of multi-age and single year-level classes, providing flexibility and ensuring that class groupings are tailored to the characteristics of each cohort. In some cases, double teaching spaces are employed, enabling teachers to engage in collaborative and cooperative practices that further enrich student learning experiences.

At the commencement of each school year, comprehensive information about each student is collected to guide decisions regarding class placements. This process ensures that academic, social, and developmental considerations are carefully balanced. The final decision regarding the placement of each student rests with the Principal.

SCHOOL HOUSES

Sporting competitions between our three houses — **Bandy Bandy (Red)**, **Brolga (Blue)**, and **Banksia (Green)** — are always keenly contested and form an important part of school life at Elimbah State School. Our house system encourages teamwork, resilience, and leadership, while also promoting a strong sense of identity and belonging among students.

Throughout the year, students proudly represent their houses in a range of carnivals and sporting events, including athletics days and cross country. Prep – Year 2 participate in an Athletics Rotation Day and their own cross-country event. These occasions not only provide opportunities for students to develop their physical skills and fitness, but also foster school spirit and camaraderie across year levels.

The house system is central to building positive connections within the school community, as students celebrate achievements, encourage one another, and work collectively towards shared goals.

Bandy Bandy
Brolga
Banksia

Red
Blue
Green

All children from the same family are allocated to the same sporting house.

BOOK LISTS

A list of requirements for the year level for the following year is distributed to parents in November.

The school utilises the services of a supplier for pre-packaged school requisites. Suppliers are given the opportunity to tender every few years. The school receives commission on orders placed through the supplier. This is a preferred option but not compulsory.

Items such as exercise books, glue, pencils, pens etc., are expendable and need to be replaced regularly during the school year. Please keep spare stationery on hand for this purpose.

Teaching, Learning & Curriculum

CURRICULUM OVERVIEW

At Elimbah State School, our curriculum is built around the **Australian Curriculum (Version 9.0)** and is designed to support every child's learning needs, styles, and abilities. Our teaching teams, guided by the Head of Department – Curriculum, work together to provide high-quality differentiated, engaging learning experiences that set students up for success from Prep through Year 6.

LITERACY

We are committed to delivering **consistent, research-based literacy programs** that reflect the **Science of Reading**. Our approach includes:

- **Decoding through phonics** – building strong phonic knowledge to support accurate word recognition.
- **Fluency** – developing automaticity and confidence in reading.
- **Comprehension** – supporting students to make meaning from texts through explicit teaching of strategies, aligned with **Scarborough's Reading Rope**.
- **Writing development** – supporting students to grow as writers through the use of **modelled responses, learning walls, and opportunities for guided and independent practice**.

The Head of Department – Curriculum, Head of Special Education Services and Support Teachers work alongside teachers in classrooms to strengthen literacy instruction and ensure every child has the opportunity to thrive as a reader and writer.

NUMERACY

Numeracy at Elimbah State School is developed through daily routines and explicit teaching that promote both skills and understanding. Our approach includes:

- **Rich routines** such as *Decode, Decide, Defend*, encouraging students to reason, explain, and justify their mathematical thinking.
- **Explicit instruction and practice** of core concepts and skills.
- **Structured inquiry and open exploration**, where students apply mathematical understanding to real-world contexts.
- **Hands-on resources and problem-solving opportunities** to make learning meaningful and engaging.

This balanced approach ensures students not only learn mathematical processes but also build the confidence to apply them beyond the classroom.

INDIGENOUS PERSPECTIVES

At Elimbah State School we endeavour to embed Aboriginal and Torres Strait Islander perspectives across all areas of the curriculum in order to develop a better understanding of, and respect for, Indigenous cultures. We value our First Nations families and seek input through our First Nations Parent and Student Advisory Groups.

DIGITAL TECHNOLOGIES (ICTs)

We prepare students to be active and creative participants in a digital world. ICTs are integrated across all curriculum areas, supporting learning, assessment, and communication. Students have access to a range of devices, interactive technologies, and digital platforms, while teachers receive ongoing professional development to ensure ICTs are used effectively. Our goal is for students to become not just users but creators of digital technologies.

MUSIC

Our music program, delivered through The Arts curriculum, provides opportunities for all students to engage in both vocal and instrumental experiences.

- **Prep – Year 3:** Students explore beat, rhythm, pitch, melody, and a range of percussion and tuned

instruments through songs and games.

- **Years 4 – 6:** Students extend their knowledge by applying musical concepts and building performance skills.

INSTRUMENTAL MUSIC

Our Instrumental Music Program involving brass and woodwind instruments with percussion is available for students in Years 4-6. Tuition takes place during school time (one lesson per week).

Students are invited to nominate for this program in Term Four each year. While an Education Queensland Instrumental Music Teacher provides tuition, parents have an option to either hire or purchase instruments.

PHYSICAL EDUCATION

We promote health, wellbeing, and lifelong active lifestyles through the **Health and Physical Education (HPE) learning area**. Students participate in:

- **Physical Education and Health lessons** focus on movement, health, and wellbeing.
- Swimming lessons are delivered in Term 1 & 4 per year to all year levels in addition to HPE lessons.

Our safe and supportive environment helps students develop physical skills, teamwork, and healthy habits that will benefit them well beyond primary school.

INTERSCHOOL SPORTS

Students in Years 5 and 6 have the opportunity to participate in Interschool Sports. Elimbah State School is part of the Glasshouse District. The selected sports take place at the central venues of Glasshouse or Beerwah where students play a number of sport matches. All teams travel by bus to the venues.

In all sports, students have the opportunity for selection at District, Regional and State levels. Students compete at a District Swimming Carnival, as well as selection trials in a variety of sports.

Whilst younger children do not compete in interschool sport, they are involved in swimming and athletics, and remain at school to play modified and developmental games.

Children are expected to represent Elimbah State School with pride, wearing the correct school sports uniform on all occasions when they engage in sporting activities.

LANGUAGES PROGRAM – SPANISH

At Elimbah State School, students in Years 5 and 6 study **Spanish**. Our program includes language learning alongside cultural studies, where students explore Spanish-speaking traditions, celebrations, art, music, and daily life. Culture is a central theme, helping students to understand the connections between language, people, and identity.

Many of our students transition to **Beerwah State High School**, where **Spanish is also offered**, allowing them to continue and extend their study of the language through to Year 12.

Why learn a language?

Learning another language provides students with a wide range of benefits:

- Builds **communication skills** and strengthens understanding of how language works.
- Enhances **memory, concentration, and problem-solving** skills, supporting overall academic achievement.
- Develops **cultural awareness and empathy**, encouraging students to be open-minded and respectful of different perspectives.
- Creates pathways to future **career, travel, and study opportunities** both within Australia and internationally.
- Reinforces skills in **English literacy** by deepening students' knowledge of grammar, vocabulary, and expression.

By learning Spanish, students gain not only a new language but also a broader view of the world and valuable skills for their future.

RELIGIOUS INSTRUCTION

Religious Instruction is not currently offered at Elimbah State School. If this situation changes, parents will be notified immediately.

EXTRA-CURRICULAR ACTIVITIES

At Elimbah State School, we believe learning extends beyond the classroom. We offer students a wide range of **extra-curricular opportunities** that allow them to explore their interests, build confidence, and develop new skills.

Some of the activities available to our students include:

- **Instrumental Music** (brass, woodwind, percussion, guitar ensembles)
- **Choir**
- **Interschool Sports**
- **Lip Sync Battle**
- **Student Council** (student leadership and voice)
- **Lunchtime clubs** (dance club, arts club, lego club etc)
- **Solid Pathways** (extension opportunities for Aboriginal and Torres Strait Islander students)
- **Containers for Change Recycling Program** (student-led sustainability initiative)

We are proud to offer such a diverse range of activities to encourage our students to get involved, discover their passions, and contribute to our school community.

HOMEWORK AND HOME READING

Homework at our school is designed to consolidate classroom learning, foster independence, and strengthen the partnership between school and home. Teachers use our school's homework policy to guide the type and amount of homework set for each year level. Homework is most effective when it is:

- purposeful and relevant
- matched to your child's learning phase and capabilities
- connected to classroom learning
- supportive of developing independence and responsibility
- varied, engaging, and clearly explained.

At the beginning of each year, teachers will outline homework expectations for their class.

Daily Reading – The Foundation of Learning

Daily reading is one of the most important parts of our homework routine. Our school follows the evidence-based reading development processes, which show that children become successful readers by building skills in:

- **Phonics and Decoding** – recognising the sounds that letters and letter patterns make, and using this knowledge to “decode” unfamiliar words.
- **Fluency** – reading with accuracy, speed, and expression.
- **Vocabulary** – learning the meaning of words and how they are used.
- **Comprehension** – understanding and making meaning from what they read.

To support this, we ask parents and carers to set aside 10–15 minutes each day for reading. This may be:

- **Listening to your child read** – encouraging them to sound out and blend words (decoding).
- **Reading to your child** – modelling fluency and expression while building vocabulary and comprehension.
- **Sharing discussion** – asking questions and talking about the story or information to deepen understanding.

This daily practice is the single most effective way to help children progress as readers.

How Parents and Carers Can Help

You can make a big difference by:

- Listening to your child read regularly and praising their efforts.

- Encouraging them to use phonics strategies (sounding out, blending, re-reading).
- Talking about the meaning of words and asking questions like *“Why do you think that happened?”* or *“What might happen next?”*.
- Making reading enjoyable – celebrate effort, choose books that interest your child, and show that you enjoy reading too.
- Supporting homework tasks by discussing key questions and guiding them towards resources.
- Involving children in real-world activities like cooking, shopping, or playing games, which all strengthen vocabulary, problem-solving, and critical thinking.
- Helping them balance homework, screen time, sport, and recreation.
- Contacting the teacher if you have any concerns about homework or reading progress.

ASSESSMENT

Assessment provides opportunities for students to demonstrate evidence of what they know and what they can do with what they know.

Assessment at Elimbah takes many forms including National Assessment Programs Literacy and Numeracy (NAPLAN), school-based and standardised testing along with ongoing classroom observations. The quality of assessment is assured through moderation, a process where teachers discuss student work. All assessment is an integral part of the teaching and learning cycle.

REPORTING TO PARENTS

The school recognises that parents need to be fully informed of their child's progress at school. Parents may receive information regarding student academic performance, behaviour and peer interactions. To achieve this, reporting to parents occurs on multiple levels.

- (1) A formal parent/teacher interview is held for all students in Term 1 and Term 3.
- (2) Report cards are issued at the end of each semester for Prep to Year 6. Written reports provide a general indication of progress – parent/teacher interviews provide the necessary detail.
- (3) Parent/teacher open nights and information afternoons are used to explain general classroom initiatives, procedures and methods. These are generally arranged by an individual teacher or at the request of a group of parents to fulfil a perceived need.
- (4) At P&C meetings, topics of a general nature are often discussed with regard to, the overall school environment. This is not an appropriate venue for specific concerns to be raised and discussed, and parents are encouraged to contact the school directly if concerns involve specific learning progress or school managed routines.

LIBRARY/RESOURCE CENTRE

Students are invited to participate in the use of the school's library facilities. We consider the library/resource centre to be an integral part of the learning process and strongly encourage children in its use. A wide range of book and non-book resources are available for borrowing by students and teachers.

The library is available as an additional teaching and learning space for all classes. It consists of a mini-auditorium, computer area, as well as general library space. The bank of computers are available for student use during class and lunch times. All classes access the library on a regular basis to borrow library books.

The library is open each lunch break for student access to computers, books and quiet activities.

Student Support & Inclusion

OUR PHILOSOPHY

At Elimbah State School, we are committed to providing a safe, supportive and inclusive learning environment where every student is valued, respected, and supported. This means that all students, regardless of their abilities, backgrounds, or challenges, have equal access to quality education. Our goal is to create a learning space that fosters diversity, celebrates individual strengths, promotes mutual understanding and promotes a sense of belonging.

Our educators effectively adapt their teaching to provide differentiated learning experiences and make adjustments as identified to ensure classroom environments meet the diverse needs of all learners. Our staff work collaboratively with students, specialists, and families to ensure that every child can participate fully in school life and achieve their full potential. Elimbah State School strives to build a school community where:

- all students feel a strong sense of belonging
- all students learn to interact respectfully with others
- all students learn to understand and appreciate diversity, and
- all parents and carers in the community have an active role in their child's education

At Elimbah State School we adopt a Multi-Tiered System of Support (MTSS) to ensure a wholistic approach is delivered in supporting engagement, wellbeing, behaviour and social emotional learning. The ESS Support Team consists of knowledgeable educators who collaborate with students, teachers, specialist teachers, families and external providers. Support Teachers are aligned to Academic, Social Emotional Learning, Wellbeing and Engagement support and interventions P-6.



TIER 1: UNIVERSAL & DIFFERENTIATED SUPPORT – ALL Students

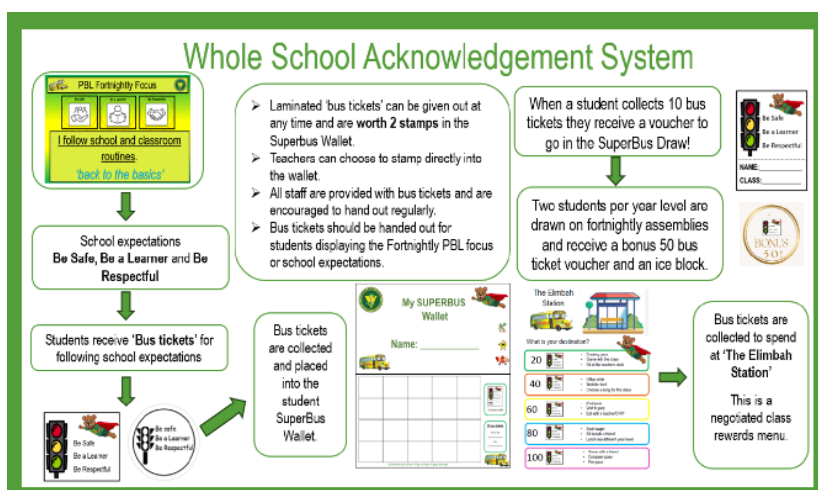
Differentiated teaching and the provision of reasonable adjustments **occurs in the classroom** for all learners supporting academic, behaviour, engagement and wellbeing needs. We deliver the curriculum through evidence-based, high impact pedagogies, providing adjustments and support to meet the needs of all students.

POSITIVE BEHAVIOUR FOR LEARNING (PBL) Our Vision

'At Elimbah State School, we believe creating a safe, respectful, and positive learning environment is **everyone's responsibility**. Through the PBL framework, we teach and model our core values — **We are Safe, we are Respectful, We are Learners** — and work together to support the success and wellbeing of every student.'

At Elimbah State School we implement a Positive Behaviour for Learning (PBL) framework. This provides high expectations, using a structured and explicit teaching approach. PBL is founded on the explicit teaching the desired behaviours and reinforcement of these behaviours in the school environment. The Elimbah State School **Behaviour Expectations Matrix** communicates behavioural expectations of '**We are Safe, We are Respectful, We are Learners**' This matrix outlines our agreed expectations in all school settings.

Our **Whole School Acknowledgement System** enables us to enact PBL effectively. At ESS we celebrate the earning of '**bus tickets**' in many different ways.



| Behaviour Expectations Matrix | | | |
|-------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | We are Safe | We are Learners | We are Respectful |
| All Areas | Right place at the right time. We keep hands, feet and objects to ourselves. We move sensibly around the school. We are responsible for our emotions and actions. We use the Elimbah high 5. | Let teachers teach and learners learn. We are prepared for our learning. We respect other people's differences. We are responsible to ourselves, others and our school. We represent Elimbah State School with pride. | First time, every time. We are polite and courteous. We respect other people's differences. We are responsible to ourselves, others and our school. We represent Elimbah State School with pride. |
| Learning Areas | We use equipment correctly and safely. We are tidy. | We follow class routines and expectations. We learn from our mistakes and have a go. | We use our learning spaces. |
| Play Areas | We are safe. We play safely when the area is open. | We include others and are co-operative. | We share equipment. We use kind words and actions. We play fair and show good sportsmanship. |
| Toilets | We are hygienic and wash hands. We use the toilets correctly. | We use the toilets at the appropriate times. We follow toilet routines. | We are private and respect the privacy of others. |
| Before and After School | We follow phone and electronics policy. We are up in correct areas. We wait for our turn. We follow road rules. We wait sensibly. | We follow before and after school routines. We report to the office when arriving late. | We communicate respectfully with our community. |

SOCIAL EMOTIONAL LEARNING

We foster a **culture of inclusivity**, compassion and confidence where students develop a strong moral compass to enable them to become **socially** and **emotionally literate**. We recognise the importance of explicitly teaching social emotional learning. We adopt elements of '**Reboot**' and '**Trauma Informed Practice**' that align to the Australian Curriculum V9. One of our signature daily practices used school wide is the '**5 face Check In**'



Please see documents in appendix 1.

TIER 2: TARGETED SUPPORT- SOME students

The Elimbah State School data plan and assessment schedule provides the data to inform additional support required. **Targeted small group intervention to identified students** is delivered and monitored. Parents and carers are informed where students are participating in interventions.

TIER 3: INTENSIVE SUPPORT – FEW students

Intensive support is informed by data and provides intensive intervention to identified students. Students requiring intensive supports are identified through a referral process after parent/carers consultation.

SUPPORT TEACHING TEAM

Dedicated Support Teachers support students in and out of classrooms and support the delivery of Tier 1 differentiated strategies and adjustments. Additionally, they deliver Tier 2 & 3 targeted programs or interventions to enhance academic, engagement and social and emotional well-being to identified students. The team analyses and monitors data to inform next steps. These interventions are recorded as **Support Provisions** and **Personalised Learning Plans** and are communicated with parents/carers.

STUDENT SUPPORT SERVICES TEAM- REFERRAL PROCESS

At Elimbah State School we have a student referral process whereby classroom teachers present their student to the Student Support Services Team (SSRT). The SST consists of the Head of Special Education Services, Guidance Officer, Speech Language Pathologist, Deputy Principal, Head of Department- Curriculum, Support Teachers and the classroom teacher referring the student. Parents/carers are consulted by the classroom teacher when referred. The student is reviewed and actions may include referral to other EQ specialists – AVTs, OT, G/O; non EQ services – Early Years Centre; further assessment or observation to gather further data.

DIFFERENTIATION

At Elimbah State School we believe that although students are at different stages in their learning and may be progressing at different rates, all students are capable of learning successfully if motivated and given appropriate learning opportunities and necessary support. The school places a high priority on ensuring that, in their day-to-day teaching, classroom teachers identify and address the learning needs of individual students, including high-achieving students. Teachers are encouraged and supported to monitor closely the progress of individuals, identify learning difficulties and tailor classroom activities to levels of readiness and need. All students in the school are involved in activities, where higher order thinking skills, creative thinking, problem solving and the development of multiple intelligences are nurtured and encouraged.

At Elimbah State School, we are committed to providing an inclusive learning environment where every student is valued, respected, and supported. This means that all students, regardless of their abilities, backgrounds, or challenges, have equal access to quality education. Our goal is to create a learning space that fosters diversity, celebrates individual strengths, and promotes mutual understanding.

Elimbah State School is committed to providing a safe, supportive and inclusive learning environment that provides educational opportunities for all our students. Our educators effectively adapt teaching methods, use a variety of resources, and ensure classroom environments meet the diverse needs of all learners. Our educators work collaboratively with students, specialists, and families to ensure that every child can participate fully in school life and achieve their full potential.

GUIDANCE OFFICER

Elimbah State School has a school-based Guidance Officer and a Guidance Officer for Student Wellbeing. Students with learning or emotional difficulties may, after consultation with parents, be referred to the Guidance Officer for assessment and support. The results of the assessment, together with information from parental and teacher interviews are used to develop a plan of action to assist students.

ADVISORY VISITING TEACHERS

Advisory Visiting Teachers (AVTs) are teachers with specialist knowledge and skills, who support the educational programs of students with low incident disabilities to facilitate quality educational outcomes. AVTs play an advisory role in the delivery of a quality education to students with disabilities.

- Hard of hearing and deaf (AVT HHD)

- Physical impairment (AVT PI)
- Visual impairment (AVT VI)

STUDENT WELLBEING OFFICER

Our Student Wellbeing Officer provides a structured emotional and social well-being support. Providing small group intervention through a values program. Student access to this is guided by the Student Support Referral Team.

BEHAVIOUR MANAGEMENT

At Elimbah we strongly believe in every child's right to come to school and to feel happy, safe and to be able to learn. For this reason, the school has a **Student Code of Conduct** that all students are expected to comply with and parents to support. Students and their families are enrolled into the school on this condition. A copy of this document can be found on our school website.

BULLYING

At Elimbah State School we explicitly teach the concept of '**bullying**'. We define bullying as ongoing and targeted. We explicitly teach and implement the '**Elimbah High Five**' strategies along with how to be an '**Elimbah Upstander**'. We encourage students to always report to their classroom teacher as the first point of contact to enable monitoring and actions. Parent/carers are encouraged to communicate directly with classroom teachers as the first point of contact regarding bullying concerns. A response to bullying is available in the Student Code of Conduct.



CYBER SAFETY

Elimbah State School has a very clear Cyber Safety policy in place. While the internet, mobile phones, online games and instant messaging are all significant ways for us to communicate, they do at times provide opportunities for inappropriate behaviour, bullying and harassment to occur. Cyber bullying is when technology such as email, mobile phones, chat rooms and social networking or gaming sites are used to personally or socially harass, threaten or ridicule another person against their wishes. At Elimbah we encourage the safe use of technology. We believe cyber bullying is just as harmful as regular bullying. The Cyber Safety policy is a strategy used by class teachers particularly in the technology classes. It outlines specific consequences for inappropriate behaviour. The policy is available on the school website.

Routines & Procedures

SCHOOL SESSION TIMES

| | |
|-----------------|-------------------|
| Commence School | 8:55am |
| Lunch break | 10:55am – 11:40am |
| Afternoon Tea | 1:30pm – 2:00 pm |
| School Finishes | 3:00pm |

Children should **not be present** at school **before 8:30am**. Before school, teachers are engaged in planning and professional duties. No supervision is provided before 8:30am and it is the parent/carer responsibility to organise before school care.

At 8:30am Elimbah State School chooses to provide Teacher Aide supervision for students in designated line up areas where they are required to sit patiently until 8:55am.

ATTENDANCE

Regular attendance by each child is necessary for satisfactory progress to be made; therefore, parents must assume the responsibility for the regular attendance of their child/ren. At Elimbah State School we adopt a variety of initiatives to encourage students to attend **ALL DAY, EVERYDAY**.

Prep is the first year of school and provides the **foundation for your child's education**. It is compulsory for Queensland children to undertake Prep prior to Year 1. Prep is a full-time program in primary schools and has a defined curriculum. Children attend Monday to Friday, from 8:55am to 3:00pm.

Parents should:

- ensure their child arrives at school or commences their educational program on time every day
- ensure their child attends school or their educational program every school day
- minimise disrupting their child's school day so their child has the best opportunity to learn
- contact the school prior to any planned absences
- provide an explanation for each absence in accordance with the school's communication processes. This may take the form of:
 - a medical certificate
 - a written explanation note containing the student's name, date of absence(s) and reasons for absence(s)
 - student absences can be emailed to the school on absent@elimbahss.eq.edu.au
 - QParents is an online platform where parents can enter student absences
 - a verbal explanation to the school through either a phone call or visit to the school office
 - reply to the absence SMS sent each day
 - any other form of communication agreed by the Principal
- ensure their child follows the school's recommended processes and procedures for late arrival and early departure
- notify the school if their child will be late using the school's recommended communication processes. This may take the form of:
 - accompanying the child to the school
 - phoning the school
 - providing the child with a signed and dated note.

If an absence is unexplained, parents will continue to receive daily SMS messages until the absence has been explained.

Due to changes in legislation, in 2018 we implemented a new system to notify parents if a child is absent from school and we have not been notified. If your child is absent from school and we have not been notified via a phone message or through the school's App, you will receive a text message advising you that they are not at school. You will then need to respond and provide a reason, or you will continue to receive text messages.

LATE ARRIVALS, EARLY DEPARTURES AND BEFORE SCHOOL PROCEDURE

Your child has a better opportunity to perform well if they arrive at school on time. This allows them to prepare for their school day with formal instruction starting at 8:55am. **If your child/ren arrives late, after the 8:55am bell, you are required to sign them in at the office.** The student will then be issued with a 'late slip' to present to the class teacher.

Parents wishing to collect their child/ren early from school, are required to report to the Administration Office to sign the child out in the Early Departure Register. The office staff will then ring for your child to come to the office and enter this early departure into One School for recording purposes.

TRANSFERS

A School Transfer Certificate is required when a child transfers from one school to another. These are obtainable at the school office upon request. A few days' notice is appreciated. If your child is transferring, please see that schoolbooks, library books and other property are returned to the class teacher.

APPOINTMENTS

Parents are welcome to discuss concerns or school matters with classroom teachers, support teachers or members of the Leadership Team. Please arrange appointments to see classroom teachers via the classroom teacher. For appointments with the Principal or Deputy Principal please speak with the office staff to book in a suitable time. Unfortunately, it is not possible to make appointments to see class teachers during teaching time. Similarly, arrival within class time to have a discussion with teachers is disruptive to the teaching and learning and is not in the best interests of all children.

LOST PROPERTY

Undoubtedly, each year the school will accumulate lost property.

A lost property bin is located at the back of the Administration Block to keep items of clothing, utensils or play equipment found in the grounds. Parents are welcome to check this area whenever they wish.

It is strongly recommended that all children's clothing and personal items be clearly named.

COMMUNICATION

- Classroom newsletters are provided once per term from the classroom teacher
- Whole School Newsletters are emailed out twice per term which includes a 5-week outline of the term events
- Whole school assemblies are held fortnightly on a Monday from 11:45-12:15pm
- Our school website, Facebook page and electronic sign all provide important information

SCHOOL PHOTOS

Class photographs are taken each year. It is expected that all students will proudly wear their school uniform (as outlined in our school dress code) on this day, and all other days of the year.

MONEY COLLECTIONS

All money brought to school should be secured in an envelope and clearly labelled with the child's name, class and the reason for PAYMENT.

1. Money destined for the P&C Association should be placed in the P&C Box just inside the student entry to the office.
2. Instructions for payment of invoices for school activities can be found at the bottom of each

invoice. Invoices are sent via email and can also be found on QParents. The preferred method of payment is via BPoint however payment is happily accepted via EFTPOS or cash at the school office.

3. School excursions and camps enhance a student's learning by providing opportunities for the student to participate in activities, both curriculum-related and recreational, outside the normal school routine. All planned school excursions are approved by the Principal and endorsed by the Parents and Citizens Association.

4. Authority to approve a refund on a payment is delegated to the Principal only.

A parent/carer may wish to apply for a refund due to their child's non participation in an excursion or camp activity and they may do so by completing a Request for Refund form available from the school office.

It is preferred that refunds be made as a credit against the student's account at the school, and applied to any future invoices.

GOODS AND SERVICES TAX (GST)

Payments to the school for education related services are generally GST free. However, other payments for non-curriculum related activities e.g. camp catering are subject to GST.

Student Dress & Belongings

STUDENT DRESS CODE

The Elimbah State School uniform is endorsed by our P & C Association. School staff and members of the community agree that a consistent presence of our school's full uniform is a very powerful way to create a sense of pride in our school. Our school uniform readily identifies children when travelling to and from school and on outside school activities, such as excursions and school sport.

The P & C Association of Elimbah State School supports the Student Dress Code as it promotes the objectives of the Education (General Provisions) Act 2006, and in particular that it:

- promotes a safe environment for learning by enabling ready identification of students and non-students of the school;
- promotes an effective teaching and learning environment by eliminating the distraction of competition in dress and fashion at our school;
- promotes a supportive environment at our school by fostering a sense of belonging;
- fosters mutual respect among individuals at our school by minimising visible evidence of economic, class or social differences.

Elimbah State School and the P&C Association acknowledge that:

- all students should wear school uniform every day;
- a broad brimmed or bucket hat should be worn by students during all outdoor activities. We have a 'no hat, no play' policy.
- full school uniform is to be worn on all excursions unless specifically notified otherwise;
- parents' cooperation in supporting our Dress Code is essential and greatly appreciated;
- students represent Elimbah State School when in uniform and should uphold our values

Processes for compliance and conflict resolution:

1. Positively acknowledge students consistently wearing the full school uniform
2. Remind our school community of the importance and rationale for the uniform
3. Students not in full uniform should discuss their reasons with their classroom teacher
4. Continued non-compliance will result in students being referred to the Principal or Deputy Principal
5. A Leadership Team member will contact parents to discuss repeated non-compliance to make an informed decision before imposing any sanctions
6. Continued non-compliance will result in students being offered uniforms from a bank of uniforms held at the school. A process for conflict resolution will be implemented for individual students persistently wearing inappropriate dress
7. Sanctions may include lunch time detentions, and/or prevented participation in non-curriculum activities such as school sport or excursions if deemed necessary once all factors have been taken into consideration, with the student's welfare our primary concern

Please note:

- Student safety is our main priority, and restrictions on shoes, jewellery, hair accessories and hoodies are in place to ensure a safe environment and to minimise potential injury.
- Consideration is always given to individual students with regards to sensory or medical issues, religious and cultural beliefs.
- Provision is made for students who may be experiencing financial difficulty, and after speaking to the parents/carers, the Principal will consult with the P&C regarding ability to assist.

The dress code will be reviewed periodically for appropriateness or enhancements in consultation with students, parents and staff. It will be endorsed by the P&C Association every 2 years.

Elimbah State School – Student Dress Code Official Elimbah State School Uniform:

Summer Uniform Options

- Elimbah SS green and yellow polo shirt
- Elimbah SS green and white cotton checked shirt
- Bottle green skorts or skirt
- Bottle green shorts
- Elimbah SS green and white cotton checked dress
- Neutral coloured plain socks
- Bottle green bucket or broad brimmed hat (must be sun safe – no caps) *No hat, no play*
- Closed in, neutral coloured shoes, appropriate for running

Winter Uniform Options

- Bottle green jumper / jacket (no hoodies)
- Bottle green pants
- Bottle green tights or stockings

Year 6 students may wear their Senior shirt as an alternative to the Elimbah SS polo shirt

JEWELLERY

Students may wear a watch and small sleeper or stud earrings. A medical bracelet or medical necklace is also acceptable. Religious or cultural medallions on a small necklace/chain are acceptable if they are tucked inside the school shirt. Other jewellery such as necklaces, bracelets, rings etc. may be unsafe for the student or other students as they could become caught in play equipment or come into contact with another student causing injury. Facial and other body piercings are not permitted (even if they are covered). Make-up, fingernail polish and false nails are not permitted.

HAIR

Hair that is shoulder length (including rats tails) should be neatly tied back with appropriate neutral or school coloured hair ties. Hair styles should be neat and natural. Shaved / clipped patterns (tracks) in hair and mohawks are not appropriate for school. Coloured or dyed hair should be of natural colour. Hair styles should be neat and conservative. Hair accessories worn should be appropriate for school.

FOOTWEAR

Students should wear a flat, closed in shoe that is appropriate for running and outdoor activities. Boots or shoes that extend beyond the ankle are not appropriate for school. Shoes should be predominantly neutral in colour (white, black or brown) and have only minimal other colours on them. They should not be fluorescent, glitter, flashing etc. Shoes with built-in skates are not permitted at school.

NON-UNIFORM DAYS

On special non-uniform days such as ‘free dress days’ or on the rare occasion that the school uniform is unable to be worn, the clothes worn by students should reflect the style of our uniform. Clothing should be sun safe. Where unsuitable clothes are worn to school, parents will be contacted to bring a change of clothes or uniforms will be offered from the bank of uniforms kept at school.

UNIFORM SHOP

The Uniform Shop is onsite at Elimbah State School – open times will be communicated regularly.

Pre order forms are available from the school office and QuickCliq for online orders. Uniforms can then be sent home via the student if payment has been made or left at the office for collection and payment.

The School Uniform list is at the end of this document. **NB: School uniform prices may be subject to change without notice.**

VALUABLES & PERSONAL BELONGINGS

Valuables such as large sums of money, electronic games or devices and other special treasures **should not be brought to school**. Students are **not permitted to bring personal items and toys** from home to school. The security of these items cannot be guaranteed and the school will accept no responsibility for their loss or theft.

Health, Safety & Wellbeing

ACCIDENTS

School procedures have been established to minimize the possibility of accidents to students whilst at school. Students are supervised at all times during school hours, but this cannot be arranged before or after school. Children, including younger and older siblings of students are not permitted on playground equipment before and after school.

Sick or injured students are escorted to the health room in the administration area where they are adequately supervised until no further treatment or assistance is required. All arrivals and treatments are recorded in the Department of Education Workplace Health and Safety – Student First Aid register.

Minor scratches and abrasions are attended to in the health room. First Aid is administered by our trained staff to any accident victim, and more serious cases are referred to parents who may be advised that urgent medical attention is necessary, or to the Ambulance.

In the event of the parent/carer not being contactable, emergency contacts will be advised.

It is of utmost importance that up-to-date phone and mobile numbers are provided to school administration. It is also necessary to provide names and phone numbers of emergency contact people who will be able to respond to an emergency situation involving your child on your behalf. It is essential that our files remain current and accurate.

In the event of a severe accident or sudden illness, ambulance transport to the Caboolture Hospital will be arranged.

MEDICATION FOR STUDENTS

Parents are advised that Education Queensland has drawn up guidelines for schools regarding the dispensing of medicine to students.

Parents should carefully note the following procedures.

If a student is to be given medicine/tablets etc. at school,

- a) The medication must have been prescribed by a medical practitioner.
- b) The parent/guardian must request in writing that medication be administered.
- c) The directions concerning when to give the medication and the relevant dose must be placed on the container by the pharmacist.
- d) All medication must be left at the office. The only exception to this is medication for asthmatics, which may be kept with the student. A letter of request concerning this must be sent to the school office staff.

Medication such as Panadol or Panadeine, may not be brought to school unless prescribed by a doctor. Should your child require such medication, please see your family doctor to prescribe such medication. The above procedures should then be followed.

Staff are directed to follow strictly the guidelines issued and **must refuse to dispense medications unless correct procedures are followed**. These procedures are to safeguard your children. If parents have queries in these matters, they are requested to contact the school office staff.

INFECTIOUS DISEASES - EXCLUSION FROM SCHOOL

| | |
|-----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CHICKEN POX | The sufferer will be excluded for six days after the appearance of the rash, unless heavily scabbed. (With chicken pox some remaining scabs are not an indication for continual exclusion.) Contacts are not excluded. |
| CONJUNCTIVITIS | The sufferer will be excluded until discharge from eyes has ceased. |
| MEASLES | A sufferer will be excluded for at least seven days from the appearance of the rash or until a medical certificate of recovery is produced. Contacts are not excluded. |
| MUMPS | The sufferer will be excluded until fully recovered. Contacts are not excluded. |
| SCHOOL SORES | The sufferer will be excluded until treatment has commenced. Sores on exposed skin should be covered. |
| HEAD LICE | Outbreaks of head lice are relatively frequent in most schools. Please check children's hair regularly for any sign of infestation, and carry out any necessary treatment. Information brochures are available from the school office. Long hair should be tied back or up as a preventative measure. |

HEALTHY EATING

Good nutrition is vital to health and well-being. It assists children's concentration, prevention and recovery from illness, and their ability to participate well in group situations.

Childhood is a time when eating habits and food preferences are formed.

For this reason, it is important that children are given a **variety of nutritious foods, in the right proportions**.

Daily recommendations: 1-2 serves of fruit, 2-4 serves of vegetables, 1-2 serves of dairy, 3-7 serves of bread, cereals and grains, and 1 serve of meat.

Children over 4 years of age should be drinking one litre of water a day, with restricted intake of juices and cordials.

BRAIN BREAK

All classes offer a 'Brain Break' in the morning session where student have the option to eat a healthy snack and take a short break from learning.

Snacks should be a food that promotes better concentration, sustained and clear thinking. Some suggested food items could include:

- Fruit
- Cheese
- Yoghurt
- Boiled egg
- Vegetable sticks
- Water (no other drinks are permitted)

You can help your child's developing brain by following these steps:

- Ensure your child has enough sleep. Allow them to wake up naturally in the morning, if the home routine allows.
- Investigate, understand and nurture your child's individual learning style, and multiple intelligence. (see your child's teacher for further information)
- Provide enriching activities in and outside the home. For example regular board-game sessions with the family.

- Promote regular physical or sporting activities (daily and weekly) as a family or part of a sporting team
- Expose your child to a variety of music genre (gentle music for sleep-time, classical for homework etc.)
- Give your child feedback using positive messages and affirmations to develop a sense of self-worth.
- Protect your child from unnecessary stresses - particularly those belonging to adults.
- Provide a nutritional diet devoid of as many processed, sugar and coloured added foods as possible. Food allergies can manifest themselves through behaviour, poor concentration etc. Some food additives may actually impair brain function. The brain runs better on a “Nibbling Diet”. Be mindful of the Brain foods when ordering or packing the school lunches.

ALLERGY AWARE ENVIRONMENT

At Elimbah we have some children enrolled who suffer from anaphylaxis – a dangerous (possibly life threatening) allergic reaction to an allergen to which they are sensitive. To encourage allergen minimisation, we ask that particular foods are not brought to school –nuts, peanuts and peanut products. Parents are strongly encouraged to support us in maintaining an allergy aware environment by sending NON-NUT/PEANUT PRODUCTS and by reinforcing that we don’t share lunches, afternoon teas and snacks at school. Hazelnuts and hazelnut products e.g. Nutella are not a problem.

Parents can access further information by ringing 1300 728 000 or visiting www.allergyfacts.org.au

DENTAL VAN

The Caboolture Community Health Centre (Ph 54338321) offers a dental clinic and mobile service providing free dental care to school aged children. The mobile dental van comes to us approximately once every 12 months.

When medical-dental forms are issued, parents/carers are asked to complete the form indicating if they do or do not wish their child have a dental examination.

If treatment other than of a diagnostic or preventative nature is required, another form will be issued advising of treatment needed. If you wish to proceed with the treatment, you will need to sign and return this form. Parents/Carers may choose to attend with their child.

If problems or concerns arise after the dental van has left the school, parents can access the service by ringing the dental van on 0409 492 379.

PARKING

Children's safety must be our first priority. Therefore, a school traffic zone is one which deserves the greatest respect from motorists, especially before and after school.

Motorists are asked to be most diligent in their compliance to the:

- school speed zone of 40km/hr
- school pedestrian crossings and crossing supervisor guidelines
- parking, drop off zones and bus zones.

When dropping off and picking up children, please park legally to ensure that the roads are clear for through traffic and that children's vision is not blocked by your vehicle. Please follow all road and traffic signage. A yellow line along the gutter indicates no standing at any time.

Pedestrian crossings are situated near the school gate and on Beerburrum Rd. It is recommended that all children and adults cross at these points. Please ensure that your child is familiar with the basic road safety rules.

Three pedestrian crossings are monitored by Crossing Supervisors from 8.15am - 9.00am and again from 2.50pm - 3.20pm.

A set down area is situated on the eastern side of School Road opposite the covered games area. From 8.30am–9.30 am and 2.30-3.30pm, this is a stop, drop, move off zone. Cars are not to be left unattended during this time.

A designated bus zone is situated on the western side of School Road. ***The bus zone is not to be used as an additional parking or set down area as this endangers the lives of our students.*** It is contravening road rules to use this as a set down area.

Motorists are also asked to respect the two angle parks marked for disabled parking.

SUN SAFETY

We are most concerned about the possible long-term effects of prolonged sun-exposure upon our children. Parents are requested to ensure their children have a broad brimmed or bucket hat or legionnaires cap. Caps without the legionnaire type flap are not allowed. We rigidly enforce our policy of “NO HAT, NO PLAY” (i.e. in the sun). To play on the oval, students must wear a broad-brimmed or bucket hat. All hats should have a name inside. Sunscreen is available at school for use during outdoor activities – e.g. sport

CUSTODY

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 has appropriate documentation to support it.

If a change occurs, please report this to the office in person, providing the new documentation

Technology Use & Expectations

STUDENT MOBILE PHONE AND SMART WATCH USAGE

In making reasonable rules about what students can and cannot bring to school, schools can ban anything which is illegal, dangerous or is likely to cause disruption or harm to the smooth running of the school and the education of other students. the use of mobile telephones and other electronic equipment by students at school, if unmonitored, can become disruptive. in some circumstances, mobile telephones, and those with the capacity to record digital images can be appropriately incorporated into the learning program. such occasions will be rare. otherwise, except in times of genuine emergency or if the use is a sanctioned part of the educational program, mobile telephone usage is to be restricted. the school will permit students to bring mobile telephones to school for use by students whilst travelling to and from school and for safety reasons. mobile telephones and other electronic equipment are used at their owner's risk. no liability will be accepted by the school in the event of loss, theft or damage to any device unless it can be established that the loss, theft or damage resulted from the school's negligence.

SCHOOL PROTOCOLS REGARDING MOBILE PHONE USAGE – 'away for the day'

- Mobile telephones may only be brought onto the school grounds, or to a school event, by students where consent has been given by parents/caregivers and the principal. This consent is to be signed and stored on the student file in the school office.
- Unless specifically approved by the principal as a part of an educational or health-based requirement, mobile phones may not be taken into a classroom and must be checked in and out of the school office at the commencement and finalisation of the school day.
- Mobile telephones may not be used at lunchtime.
- Should students need to contact parents, or parents need to contact students during the school day, this should be done through the school office.
- Appropriate action in line with the Elimbah State School's Code of Conduct will be taken against a student should they record or distribute images of other students or staff without their consent or use a mobile telephone to harass or bully other students.
- Mobile telephones should never be used in a place where it would be inappropriate to take a camera i.e. school toilets.
- Any student who may need to access their phone in special circumstances during the school day should do so after receiving permission from their class teacher or the school principal or deputy principal.
- where a student breaches this policy the consent of the Principal for the student to bring a mobile telephone onto the school grounds may be withdrawn.

Transport & Tuckshop

TUCKSHOP

Our Tuckshop operates from Wednesday to Friday.

Menus have been developed along the “Smart Choices” Guidelines promoting healthy eating and are available from the Tucker Box or school office.

Ice blocks are available over the counter during **second break only**.

Our ordering system:

The Tuckerbox has an online ordering system (www.quickcliq.com.au). Orders for students need to be placed online by 8:45 am the day of the order.

Tuckerbox menus and price lists are available from the Tucker Box or on our school website.

We occasionally have children wanting to buy items from the tuckshop for their friends. We discourage this practice strongly and try to monitor quantities and “sharing”.

BICYCLES

Children riding bicycles to school must wear an approved safety helmet. Bike racks are provided in the school grounds near the front gate. As the racks can't be supervised at all times, it is recommended that bikes are chained, and helmets are left in school bags. All bikes should be walked through the grounds, considering pedestrians.

BUS TRAVEL

A - Operator - Coast & Country Coaches, Wamuran (Ph. 5496 6589)

This school bus runs from Caboolture to Elimbah School each morning along Old Gympie Rd, Breadsell Rd, Alcock Rd and Smiths Rd.

B - Operator - Caboolture Bus Lines, Beachmere Rd, Caboolture. (Ph. 5495 4744)

This service runs along Pumicestone Road into Platinum Road, around Fairmont Estate then through the Morris Heights Estate and along Mansfield Road.

Contact the appropriate operator for further information or to arrange a convenient pick-up spot.

Parents of Prep children, who will be using the bus, are asked to send a note to the class teacher advising when and which bus they are catching. Teachers will accompany those Preppies to the appropriate bus line.

All primary children living more than 3.2 km from the nearest state school are eligible for free transport. A “Safety Net” has been established for low-income families living within this distance. For details, please contact Queensland Transport or the school.

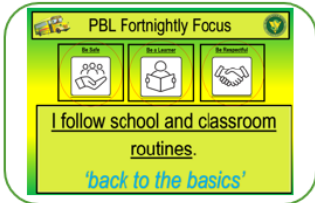
Children not eligible for assisted transport may travel on the bus upon payment of the fare set by the operator.

CONVEYANCE ALLOWANCE

Where there is no bus service available, a Conveyance Allowance is payable by the Queensland Transport to parents who must convey their children more than 3.2 km to the nearest state school.

For details and application forms, please contact the Transport Department.

Whole School Acknowledgement System



School expectations
Be Safe, Be a Learner and Be Respectful



Students receive 'Bus tickets' for following school expectations



- Laminated 'bus tickets' can be given out at any time and are worth 2 stamps in the Superbus Wallet.
- Teachers can choose to stamp directly into the wallet.
- All staff are provided with bus tickets and are encouraged to hand out regularly.
- Bus tickets should be handed out for students displaying the Fortnightly PBL focus or school expectations.

Bus tickets are collected and placed into the student SuperBus Wallet.

My SUPERBUS Wallet

Name: _____

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When a student collects 10 bus tickets they receive a voucher to go in the SuperBus Draw!



Two students per year level are drawn on fortnightly assemblies and receive a bonus 50 bus ticket voucher and an ice block.



The Elimbah Station

What is your destination?

| | |
|-----|----------------------------------------------------------------------------------------------------------------------------------|
| 20 | <ul style="list-style-type: none"> Downing gear Game with the class Sit at the teachers desk |
| 40 | <ul style="list-style-type: none"> Office chair Wobble stool Choose a song for the class |
| 60 | <ul style="list-style-type: none"> iPad game Visit to prep Eat with a teacher/CRP |
| 80 | <ul style="list-style-type: none"> Self-reg Sit beside a friend Lunch in a different year level |
| 100 | <ul style="list-style-type: none"> Come with a friend Computer game Pan-pipe |

Bus tickets are collected to spend at 'The Elimbah Station'

This is a negotiated class rewards menu.



Behaviour Expectations Matrix



We are Safe



We are Learners



We are Respectful

| | We are Safe | We are Learners | We are Respectful |
|--------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| All Areas | Right place at the right time. We keep hands, feet and objects to ourselves. We move sensibly around the school. We are responsible for our emotions and actions. We use the Elimbah High 5. | Let teachers teach and learners learn. We are prepared for our learning. We are responsible for our learning. We follow transition routines. We follow eating area routines. We use self-regulation strategies. | First time, every time. We are polite and use manners. We respect other people's differences. We are responsible to ourself, others and our school. We represent Elimbah State School with pride. |
| Learning Areas | We use equipment correctly and safely. We are cybersafe. | We follow class routines and expectations. We learn from our mistakes and 'have a go'. | We care for our learning spaces. |
| Play Areas | We are sun safe. We finish playing when the end of play bell rings. | We include others and are co-operative. | We share equipment. We use kind words and actions. We play fair and show good sportsmanship. |
| Toilets | We are hygienic and wash hands. We use the toilets correctly. | We use the toilets at the appropriate times. We follow toilet routines. | We are private and respect the privacy of others. |
| Before and After School | We follow phone and electronics policy. We line up in correct areas. We walk bikes/scooters. We follow road rules. We wait sensibly. | We follow before and after school routines. We report to the office when arriving late. | We communicate respectfully with our community. |



How are you feeling?

