



SCHOOL HANDBOOK



Learning, Caring, Growing, Achieving

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Welcome to Yeronga State School

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Website: www.yerongass.eq.edu.au

Principal: Mrs Eunice Webb

PRINCIPAL'S MESSAGE

Welcome to the Yeronga State School. I hope your time as part of our supportive school community is both inspiring and rewarding.

Developing and improving critical and creative thinking and literacy and numeracy standards of all students is the primary concern for Yeronga State School as we have a fundamental belief that every child must learn and be prepared for their future. We are very proud of our academic, sporting and cultural achievements and are dedicated to developing the full potential of every child. Our focus on the social, emotional, physical and cultural growth of every child means our school is a caring, supportive and inclusive community that provides opportunities for every child to be successful in our broad education program.

At Yeronga State School we believe curiosity and learning go hand in hand. Children are inherently curious and as educators it is our responsibility to encourage this natural love of learning. The school's mission is to create literate, numerate and curious learners and this is brought to life through the adoption of an inquiry stance across the school day. Teachers engage in agreed best teaching and learning practices from direct instruction to guided and supported inquiry, where student voice and visible thinking feature strongly. The school is a part of a network of Curiosity and Powerful Learning schools that exist across Metropolitan Queensland and Victoria.

We take pride in the rich history and traditions at Yeronga State School whilst being devoted to meeting the needs of modern learners and creating collaborative and caring learning environments.

We have high expectations of student behaviour and school dress uniform, which creates a strong sense of belonging, school pride and a safe school environment.

Our 2021 - 2024 strategic plan outlines a commitment to:

- Connected Individuals – leveraging digital to support authentic relationships with people and learning
- Curious Learners - culture of inquiry and innovation
- Community Minded Citizens – global citizenship and care for self, others and the environment.

My staff and I look forward to working together with you to achieve success for your children.

Eunice Webb
Principal

YERONGA STATE SCHOOL

School Vision

We are connected, curious and community minded learners and citizens who make a positive difference to our world!

School Mission

Creating Literate, Numerate, Curious and Agentic Learners

School Values

Learning, Caring, Growing and Achieving

School Profile

Established in 1871, Yeronga State School is a medium sized, inner city school with heritage listing. The school is set on 4 hectares of leafy surrounds, with distinct Junior and Senior School precincts, catering for students from Prep - Year 6. The Yeerongpilly Early Childhood Development Program, catering for pre-Prep children with hearing loss, is a third school precinct.

Our school is an enthusiastic and collaborative community of learners, proud of its long history but firmly focused on the future. School families and the local community have a strong affiliation and involvement with the school, committed to ensuring the high expectations for academic, sporting and music achievements are met through the community and school working together. Our community values effort and achievement by encouraging grit (persistence and resilience) and a growth mindset for all stakeholders. The school motto 'Service before Self' captures the school ethos of caring for each other and our global and local environments. The school surroundings create a calm and peaceful setting that connects the community and supports social and emotional well-being.

The school is an active participant in the Curiosity Powerful Learning network of schools and recently formed Riverbend Network of schools. The purpose of these collegial networks is to foster collaborative professionalism enhancing Yeronga State School signature pedagogical practices of Assessment for Learning and Inquiry Learning.

SCHOOL ENROLMENTS

Students residing in catchment can enrol at our school at any time during the school year, with the exception of Out-of-catchment enrolment applications which are considered annually on a case by case basis and according to the waiting list. Refer to our school website www.yerongass.eq.edu.au for the enrolment application and details on the enrolment process. On enrolment, proof of date-of-birth will be required, along with proof of residency. Enrolment interviews are held with a member of the School Leadership Team. Appointments can be made through the office.

Enrolment Management Plan

Our school has an Enrolment Management Plan. Please refer to the school website www.yerongass.eq.edu.au for the Enrolment Management Plan and catchment map to ascertain eligibility for enrolment. Out-of-catchment enrolments are taken when we have the capacity to do so. Proof of residency must be provided at the time of enrolment.

Change of Particulars

Please ensure that the information given at enrolment is as full and accurate as possible and that the school is notified of any subsequent changes to addresses, telephone numbers, medical conditions, emergency contacts, custody arrangements or religious denominations.

Transfers

Parents whose children are to be enrolled at another school should notify the school office of the date when the child is leaving.

SCHOOL DAY STRUCTURE

The school day structure is as follows:

8:55am	Move to class song
9.00am	First session begins
11:00am	FIRST BREAK
11:45am	Second session begins
1:15pm	SECOND BREAK
1:45pm	Last session begins
3:00pm	School day ends
3.15pm	Song reminding students to leave the school grounds as agreed with parent/caregiver

School bells are rung throughout the day and music is played to help children transition to class at the start of the school day and end of each play time. The children sit in class groups for the first fifteen minutes of each break to eat. The children are supervised in set areas for lunch and play.

At the end of the school day for the safety of all students a song will play at 3.15pm reminding all students to immediately go to one of the following as agreed with the parent or caregiver; After School Care, Pick-up Zone, walking/riding home or school office.

School Arrival and Departure Times

All students should arrive at school AFTER 8:30 AM.

Prep and Year 1 students arriving before the start of school must be supervised by a responsible adult.

A staff member is on duty from 8.30 however is not able to actively supervise students in the Prep and Year 1 areas.

Year 2-6 Students arriving between 8:15am and 8:30am must sit in the following areas and read or talk quietly with friends.

Year 2 and 3 sit on the tiered decking outside Year 2 and 3 Classrooms.

Year 4-6 Students on the seats under Year Level Buildings.

Students will sit in these areas until they are dismissed at 8:30am for before school play. Staff members are on duty to assist with supervision of students in Years 2-6.

Junior School students can play on junior playground equipment between 8:30am and 8:55am under parental supervision. Senior School students are to play quietly around the classroom area. The ovals, nature's play, tennis courts and senior playground equipment **are out-of-bounds** before school. Only handballs are permitted before school. All large balls are to remain in student bags.

Students are not permitted in classrooms before school and at lunch times unless their teacher is present.

Parents who have to drop off students before 8:15am need to enrol students in the Outside School Hours Care facility run by 'Jabiru' which opens at 7:00am.

Children remaining at school after 3:00pm must be with a teacher (e.g. sports training), their parents or attending Jabiru. If children are arriving home late for no apparent reason, inquiries should be made with the classroom teacher. Students are not permitted to leave the school grounds from the time of arrival in the morning until departure time at 3:00pm. Parents who are later than 3:15pm to pick up children will need to collect them from the school office. Please note that the school office closes at 3:30pm.

Dropping Off / Picking Up Children

Establishing a set routine for picking up children early in the year helps them to become independent. Choose either a pick-up/set down area or a car parking area. The Yeronga Park swimming pool car park has a pick-up/set down area, as well as parking spots.

Parking spaces may be available in School Road, Honour Avenue and Christensen Street. There is a two minute 'Stop Kiss and Go' area on Park Road. Please be aware of the parking rules around our school and abide by these. It is important to help keep traffic flowing and keep children safe at these busy times.

A 40 km speed limit zone around the school is monitored by the regulatory authorities. Spot checks on parking and traffic infringements are regularly undertaken by QPS and BCC.

Parents are not to park in school grounds unless by prior arrangement or accessing the designated disability parking bays.

Road Safety

For your child's safety, please encourage your child to use the patrolled crossing or the traffic lights when the need arises to cross either School or Park Roads. Children should enter school grounds via the pedestrian gates only. Parents should model this safe behaviour.

Bicycles

The bicycle racks are situated beside the tennis courts at the senior school and beside the carpark at the junior school. Bicycles are not to be ridden inside the school grounds. Helmets must be worn when riding. Students should secure bicycles to the racks and take helmets to their classroom for safety.

Students Leaving the School Grounds During the Day

Parents and students are reminded that it is school policy on any given day that students who have to be picked up early or during the day, must be collected personally from the school office. Please inform teachers ahead of time if possible, if you need to collect your child early. Students being taken out of the school during a teaching day must be signed out through our administration office. Once students are at school they are not allowed to leave the school grounds by themselves.

SCHOOL OPERATIONS

School Office Hours (8:00am – 3:30pm)

The school office is open from 8.00am to 3.30pm during each term. We are unable to answer any queries outside these hours. Please leave a message and we will contact you as soon as possible.

Assembly

School Assemblies are held at 9:00am on alternating Fridays in the school hall. Prep-Year 2 on Friday of even weeks of the term and Year 3–Year 6 on Friday of odd weeks of the school term. Parents are very welcome to attend.

Class Size and Groupings

Classes at Yeronga State School are either single year levels or multi-age classes, depending on enrolment numbers at Day 8 of the school year. Every class, no matter the structure, is focused on the individual child and providing a wide range of learning experiences appropriate to the child's stage of development. Prep – Year 3 classes have an optimum size of 25 students or less whilst the Year 4 - 6 optimum size is 28 students or less.

Class placements at Yeronga State School are carefully planned each year through consultation with classroom teachers, support services staff, school leadership team and feedback from parents/caregivers. We consider many factors when distributing classes, including a child's learning needs, peer relationships, behaviour and attitude to ensure our classes are evenly balanced in terms of student ability and need. At Yeronga State School class allocations are published to parents in the week prior to the start of the school year. This allows for any unforeseen changes to enrolments over the summer holidays and to minimise any changes to staffing and class configurations at the start of the academic year.

Staffing

The School Leadership team consists of the Principal and two Deputy Principals, Head of Inquiry Learning, Head of Curriculum, Head of STEM and Library Services, Head of Special Education Services and the Business Manager. The number of classroom teachers will vary each year depending on student enrolment numbers. Specialist teachers who specialise in Inclusive Education, Visual Art, Music, Spanish, Social and Emotional Learning and Physical Education are included on our staff.

Instrumental Teachers of Music visit the school at set times during the week. A full-time Guidance Officer and part time Chaplain are based at Yeronga SS. Additional staff are employed according to identified needs of the student body for literacy and numeracy support and extension, as well as social emotional well-being.

The Business Manager manages our dedicated support staff, consisting of teacher-aides, janitor-groundsman, administrative officers and cleaners.

Volunteering at Yeronga State School

We encourage people to volunteer in our classrooms, resource centre, tuckshop and at general school events. Teachers who require class volunteers have a full understanding of volunteer obligations and duties and can brief new volunteers if in doubt. Volunteers who are not parents of YSS students require a Blue Card.

All volunteers are required to sign-in at the administration office. Volunteer badges will be provided and must be worn at all times. Badges are available for collection when signing in. Volunteers who are included in photos or video taken as part of teaching and learning are required to sign a consent form.

Student Dress Code

Yeronga State School maintains a student dress code; this policy is supported by the P & C as it actively promotes the objectives of the Education (General Provisions) Act, in that it:

- promotes a safe environment for learning by enabling ready identification of students and non-students of the school and allows safe participation in all school activities
- promotes an effective teaching and learning environment by eliminating the distinction of competition in dress and fashion at the school
- promotes a supportive environment at the school by fostering a sense of belonging
- promotes good order, discipline and public confidence.

Formal Uniform – Monday, Wednesday, Thursday

Boys: Navy blue shirt with yellow piping on the sleeves and pocket
Grey shorts
Grey socks
Black shoes

Girls: Blue and white checked blouse and navy culottes / shorts
or
Blue and white checked dress
White socks
Black shoes

Unisex: Either one of the above uniform combinations

School Hat: School wide-brim slouch hat or school bucket hat

Sports Uniform – Tuesday, Friday

All students: Polo-style navy shirt with trim in house colour
Evans – red Lawson – blue Kendall – green Paterson – yellow

Navy culottes/shorts, white socks and black or white joggers

Winter Uniform: Navy track suit pants and school jumpers with the school emblem or plain navy jumpers with no branding, stripes, hoods etc. No other jumpers are acceptable with school uniforms.

Correct Uniform Wearing Practice

Our school prides itself on our student dress code. Some of the finer points to be observed in student presentation include:

- formal uniform shirts are worn tucked in and the collar folded over in neat, correct position
- sports uniform shirts are worn tucked in for both boys and girls
- boys school shorts are to sit no longer than the bottom of the knee
- Year 6 senior shirts can be worn every day in place of the formal/sport shirt. The school formal uniform is still to be worn for formal occasions and the sports uniform when appropriate
- Closed black shoes such as sports shoes or leather school shoes are to be worn with the formal dress uniform. Black or white joggers are the preferred colour of joggers for the sports uniform. Laces must match the shoe colour. All instrumental music players require plain black shoes for all performance occasions
- Socks must be above the ankle in length (e.g. tennis socks) - ankle socks and knee length socks are not acceptable
- The wearing of a school hat is essential for sun safety. Hats are not worn inside any buildings but must be worn for outside lessons and playtime
- Navy school jumpers and navy track pants are the winter school uniform. Jumpers are to be worn or carried, never tied around the waist or neck
- In cold weather children may wear plain blue or white skivvies or shirts under their uniform and girls can wear navy blue tights or full-length leggings. Some children choose to wear singlets or t-shirts under their uniforms for extra warmth. These must be navy blue or white in colour and are not to be visible
- Students' hair is to be neatly presented and tied back if longer than shoulder length, using blue or gold hair accessories for formal uniforms and the appropriate sports colour for the sports uniform.
- Nail polish, make-up and fake tattoos are inappropriate at school. Wherever possible, students will be asked to remove the offending items
- Culturally appropriate clothing such as hijabs needs to be plain navy blue or white
- The only acceptable jewellery items to be worn at school are watches and one set of sleepers or studs worn in the ear only. This ruling is for safety reasons particularly during sporting and physical activities. No responsibility is taken for the safekeeping of any form of jewellery worn to school by children
- Clear sunscreen only to be worn.

Instrumental Music/ Choir/ Formal Occasions/ Excursions

Students are to wear formal school uniform with black shoes for music performances, including choir and band, excursions and formal occasions such as Anzac Day parade.

School Hats

The school has a 'no hat - no sun' policy. Children are required to wear a wide-brimmed school hat when at outdoor play and physical education. Failure to wear a hat will require the child to remain inside or under cover under during play time. Please ensure your child has a school hat every day at school.

Sports Houses

Children are allotted to one of the four houses at the school upon enrolment. Sports uniforms can be purchased at the Uniform shop.

Evans (red)	Kendall (green)
Lawson (blue)	Paterson (yellow)

Uniform Shop

The uniform shop is located on the ground level on F Block. It is open on Monday from 8.30am-9.30am and Thursday from 2.30pm-3.30pm.

All uniforms can be purchased through the uniform shop or via your child's Flexischools account. To register for Flexischools, please go to <http://www.flexischools.com.au>.

A uniform price list is available on the school website or from the uniform shop.

Note: All clothing needs to be marked with the child's full name and class

Sun Protection Policy

Yeronga State School recognises that winter sun also contributes to skin damage. The implementation of the policy will therefore be conducted throughout the year. The purpose of the Sun Protection Policy is to ensure that all children attending our school are protected from the harmful effects of the sun throughout the year. Our commitment is to inform parents of the Sun Smart policy when they enrol their child.

To read the full Sun Protection Policy, please refer to Appendix A.

Book List / Stationery Packs

Booklists for the following year will be emailed out to families towards the end of term 4. Families can either purchase these items personally, or can order online to be delivered to student homes in preparation for the start of the year. We ask that prep orders be ordered separately from all other year levels so that prep resources can be delivered to the classrooms.

Religious Instruction

Queensland State Schools, according to legislation, can provide up to one hour of religious instruction each week for Year 1-6 students. Religious instruction is provided to students who are members of a faith group that has approval to deliver religious instruction at the school and/ or parents have indicated that they wish their children to participate in the available program.

Religious leaders who wish to provide religious instruction to students of their faith group apply to the Principal in writing to establish a single (one faith group only) or cooperative arrangement (more than one faith group working together). At Yeronga State School, a Christian cooperative arrangement is available. Upon enrolment parents are asked to complete a form indicating their preference for religious instruction for the child. Parents can change their choice at any time by notifying the school office in writing.

Students who are not participating in RI are provided with other instruction in a separate supervised location. Other instruction must relate to part of a subject area already covered in class and may include, but is not restricted to:

- personal research and/or assignments
- revision of class work such as creative writing or literacy and/or numeracy activities which could include online programs currently accessed by the students of that school (i.e. Mathematics, Reading Eggs)
- wider reading such as independent reading appropriate to the student.

Emergency Procedures

Emergency procedures are conducted with whole school evacuation drills and lockdowns being practised regularly. Preparation for possible emergency situations is essential to ensure that staff and students remain calm in the event of an actual emergency.

In the event of an emergency occurring close to the 3:00pm bell (e.g. severe storm, hail, civil disturbance etc.) children will remain inside the classroom under supervision of the teacher until the danger has passed. If you are on the school grounds during an emergency, please ensure you follow staff instructions.

Tuckshop

The tuckshop is open from Tuesday through to Friday and is run by volunteers. Information on volunteering is included in the school newsletter. The menu is available on the P&C website (<https://yerongasspandc.org.au/>) or Flexischools.

The preferred method of ordering is via Flexischools. Please go to www.flexischools.com.au to register. Alternatively, you may place an order over the counter before 8.50am. Envelopes/Lunch bags must be clearly labelled with the student's name, class, 1st or 2nd break, order total and money. Hot food is only provided at first break (11am). First break orders are collected by Tuckshop Monitors and taken back to the classroom. If an item is ordered for 2nd break, a red sticker is placed on the lunch bag which children can then take to the tuckshop to collect the item. No cash sales are permitted for Prep and Year 1.

Please refer to the Prep Information Handbook for tuckshop information for Prep students.

Outside School Hours Care Service – Jabiru OSHC

The OSHC service operates between the hours of 7:00am – 8:45am and 3:00pm – 6:00pm Monday to Friday at the rear of the Hall. Care can be provided every day or on a casual basis (pending availability) but all children must be registered. Vacation care is available during school holidays including pupil free days from 7.00am to 6.00pm. It is closed during the Christmas and New Year period.

Prep and Year 1 students are walked to classrooms in the morning and collected in the afternoons by Jabiru OSHC staff.

Information on the program can be obtained by phoning 3426 0361 during the above hours. This service is managed by Jabiru.org.au and all enquiries must be made directly with the centre.

Lost Property

A lost property box is located in the central stairwell in A Block and under L Block (Year 1) in the junior school. Please check these if your child has lost any clothing or belongings. Items of value are held in the office. Please ensure all your child's belongings are clearly marked with his/her full name (not initials) and class.

Excursions

During the year, excursions are arranged for the children to educational venues. These trips are part of the planning for units of work and all children are encouraged to attend. For students to attend these activities letters are emailed home outlining information along with travel, costs, permission and consent information.

Invoices will be sent separately and will be emailed from rbenn127@eq.edu.au. Both payment and permission must be given for your student to attend the excursion.

Incursions

Performing groups and subject specific groups come to our school e.g. maths, drama, music, at various times throughout the year. Incursions are activities that take place on the school grounds during school hours. For students to attend these activities letters are emailed home outlining information along with the cost. The school views the full payment of the invoice as permission from the parents/caregivers. The invoice must be paid in full for your student/s to attend the incursion. The majority of incursions on the school site will not require individual consent/permission forms. If the activity is deemed too high risk or of a sensitive nature an individual consent/permission to participate may be required.

School Camps

Yeronga State School has an excellent school camping program, ensuring children have the opportunity to participate in outdoor education learning opportunities from Year 4. School camps are a great opportunity for children to develop social skills, resilience, self-belief and participate in leadership and team building activities. Details of these annual camps are published regularly throughout the school year, including costs and any additional requirements. Children have to demonstrate an ability to follow the school Responsible Behaviour Plan to ensure they are permitted to participate in school camps.

SCHOOL POLICIES

Student Attendance Policy

Every day matters to a child's learning. It is compulsory for students to attend school and any pattern of irregular attendance will be followed up by the Leadership Team. Please contact the school office if you have any concerns regarding your child's attendance.

Late Arrival and Early Departures

Late Arrival - All students arriving after 9.00am must first report to the office to collect a late slip then head down to class. The late slip must be presented to the classroom teacher.

Early Departure - If your student needs to leave school early before 3.00pm all parents must come directly to the office first to collect an early departure slip. Students in Prep and Year 1 are to wait for their parent to collect them from class and the parent is to hand over the early departure slip to the teacher.

Students in Year 2 – 6 will be called up to the office once the parent has come to the office to collect their early departure slip.

Absences from School

Parents are asked to advise the school using the Student Absence Line (07 3426 0366) or QParents before 8.30am, should their child be late or absent from school. Records of all absences are kept by the school office and these calls are best made as soon as possible. Keeping the school informed of all absences ensures that the school knows the whereabouts of your child at all times. **All unexplained absences will be followed-up by the office via the school text messaging service by 9.30am.**

Student Access during School Hours

During school hours all inquiries regarding your child are to be made through the school office. This procedure is necessary to ensure the safety and safe keeping of all students. Children who need to be collected from school during school hours must be signed out and collected from the school office.

Mobile Phones

Students are encouraged NOT to bring mobile phones to school due to the risk of theft and/or misuse of the mobile by self or others. Students are not to lend or share their phones and they will be held responsible for any inappropriate action where their phone is involved. As such students must have phones turned off and not visible during class time, must not use the phone during school hours and any phones brought to school remain the student's responsibility. Failure to comply will result in the phone being held at the office until a parent/caregiver can collect the phone. Inappropriate use of the mobile phone at school will incur consequences as per the Yeronga State School Student Code of Conduct

All Smart watches must be set to aeroplane mode at the commencement and duration of the school day.

Medication

There are state-wide regulations governing the practice for school personnel to administer medication to students.

If your child should need short-term medication at school:

- a medication form, available from the office, will need to be completed or a letter indicating the child's name, the type of medication and dosage
- medication must have a pharmacy label, be given to the teacher in its prescription container and will be administered according to the doctor's instructions
- Education Queensland regulations prohibit students carrying their own medication at school
- a school register is kept of all medication issued
- over the counter medications (Panadol, cough mixture) should not be brought to school and will not be administered by school staff unless part of a prescribed course of medication

For an ongoing medication condition, parents/carers must provide:

- a written medical practitioner letter notifying the school of a health condition requiring ongoing medication at school
- a written request to administer prescribed medication
- a written guideline for the school personnel from medical practitioner including potential side effects or adverse reactions

- medication in **original pharmacy labelled container with student's name, dosage and time to be taken**, and ensure medication is not out-of-date
- the school with information when a change of dosage is required. Any instruction will need to be accompanied by a letter from a medical practitioner

Parents will need to collect medication when it is no longer required at school.

School staff will not administer prescription medications, unless the above criteria have been met.

For life-threatening medication, please discuss with your child's teacher. This medication must be kept with the student at all times, however some medication (i.e. EpiPen) must be stored where other children cannot access. Individual Health Plans must be provided with the medication.

For asthma-relieving medications such as Ventolin, parents/caregivers are to notify the school in writing if their student has been prescribed this medication by a medical practitioner. Students can keep asthma medication in their bag or in their classroom.

Please do not hesitate to contact the school should you need clarification on any of the above. Your help with following the above guidelines is appreciated.

Sickness Policy

Some medical conditions require exclusion from school to prevent the spread of infectious diseases among staff and children. Please use the link below to check on the recommended minimum exclusion periods for infectious conditions and assist the school to meet the requirement of the Public Health Act 2005. If your child is sick please do not send them to school as this impacts on the health of others.

www.health.qld.gov.au/ph/documents/cdb/timeout_poster

'Immunisation is a simple, safe and effective way of protecting people against harmful diseases that can cause serious health problems in the community. Immunisation not only protects individuals from life-threatening diseases, but also dramatically reduces transmission in the community. The more people who are vaccinated, the fewer opportunities a disease has to spread. The Australian Government's Immunise Australia Program implements the National Immunisation Program (NIP) Schedule, which currently includes vaccines against a total of 16 diseases. These include routine childhood vaccinations against diseases that were once widely fatal, such as measles, diphtheria and whooping cough (pertussis), as well as more recently developed vaccines, such as Human Papillomavirus (HPV) and the meningococcal C vaccine.'

Department of Health – Immunise Australia Program

Reports of sickness will be dealt with at classroom level at the discretion of the teacher/s.

Procedure:

- observe the child and send them to the office if he/she continues to express discomfort and parents will be contacted to take the child home
- if sickness occurs during recess the child will report to the teacher on playground duty first and then if necessary be sent to the office
- if sickness occurs at the end of recess, the child will report to his/her class teacher.

Accident Policy

Schools do not have recognised medical facilities or medically trained staff with the qualifications to diagnose or provide specialised care to students. School staff are trained in the administration of individual student emergency care plans, general first aid and CPR until emergency services or the parent/carer arrives.

Whenever your child is picked up during school hours by a parent or friend as a result of an accident, sickness etc. you must sign the register at the office. In this way we can keep track of student movements and ensure that only the appropriate person picks up the child.

All students are covered through the Queensland Government's Ambulance Policy. This cover includes excursions and camps away from the school.

Injuries (Serious) - All suspected head and spinal injuries will be deemed as serious. All head knocks however minor will be reported to the parent/caregiver.

Procedure:

- if judged necessary by an accredited First Aid certificate holder, an ambulance will be called. A parent will be notified of the injury

- an accident report will be filed
- if injury occurs during a recess the class teacher/s will be notified by the office (as soon as possible).

Homework Policy - Please see Homework Policy in Appendix B

Complaints Policy

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 the school or classroom teacher is not alerted to them. The Department of Education Queensland is committed to ensuring that all parents have their concerns dealt with within 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. Further concerns can be directed to the Deputy Principal or Principal. If the problem cannot be resolved within the school, parents may contact community members School Community Liaison Office Ph. 3028 8166.

Parents/caregivers may also wish to contact the Queensland Council of Parents and Citizens' Associations (QCPCA) Ph. 3352 3900 or visit their website www.qcpca.org.au for help and support. Both the QCPCA and District Office have access to the Office of State Schooling, which administers the operation of all Queensland State Schools, to further resolve issues if required.

FINANCIAL

Payments

Invoices are emailed and the accepted method of payment is listed on the bottom of the invoice. BPoint payments can be done by clicking on the link on the left-hand side of the invoice. Payment can also be made using the QParents App. QParents is a preferred method of payment (in addition to BPoint) and will enable you to pay multiple invoices in one transaction. Payments will also be accepted at the school office between 10:00am and 2:30pm.

QParents

QParents is a free and secure program, which enables parents to update student information, make payments, provide permission, print report cards and advise of student absences. An invitation to join QParents is sent once a student has commenced school.

Refund Policy

At Yeronga State School, we are committed to providing a safe and supportive learning environment for students, staff and volunteers. This commitment includes the health and safety of staff and students when conducting curriculum activities in the school or in other locations.

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.

State schools are able to charge a fee for:

- an educational service including materials and consumables not defined as instruction, administration and facilities for the education of the student;
- an education service purchased from a provider other than the school where the provider charges the school
- a specialised educational program.

Participation of students in an excursion or camp is indicated through payment of the excursion or camp fee and provision of a consent/permission form completed by the parent/ carer.

In the event of non-participation in an excursion or school camp by a student who had previously indicated they would attend and who has paid fees accordingly, refund of the fees is discretionary. Fees may be refunded in full or in part or not at all having regard to the expenses already incurred and the circumstances of the student's non-participation.

If a parent wishes to apply for a refund due to their child's non-participation in an activity, they may do so by emailing the school at admin@yerongass.eq.edu.au. Where possible, the request should include the receipt relating to the payment for which a refund is being sought.

Refunds will be made as a credit against the student's account at the school, and used to offset any future charges. Department of Education and Training policy references:

Education (General Provisions) Act 2006

SCM-PR-002: School Excursions

FNM-PR-019: State Education Fees

Student Behaviour

Our school has high expectations of student behaviour and behaviour expectations are explicitly taught and communicated. The Student Code of Conduct outlines behaviour expectations and processes for Yeronga State School. This document is available on the school website and is also distributed as part of our enrolment package.

The fundamental belief of our school is that everyone has the right to be safe at school, all children have the right to learn and teachers have the right to teach. Our classrooms are supportive and caring learning environments and we are persistent and consistent in addressing behaviour concerns to ensure this is maintained. We do understand that changing circumstances impact on a child's behaviour and take into consideration factors such as age, home environment and disabilities when considering consequences for behaviour.

Class teachers and the Leadership Team will contact parents where necessary if behaviour is of significant concern. Children who are having difficulty managing their own behaviour may be placed on an individual behaviour plan for the classroom and/or playground. Serious behaviour infringements may result in external suspensions or exclusions.

Parents who have any concerns about student behaviour are encouraged to contact the class teacher to discuss the issues. Children will often report concerns about another child to their parents before sharing with the class teacher and it is only through raising awareness that concerns can be addressed.

HOME-SCHOOL COMMUNICATIONS

The school always endeavours to make parents feel welcome when visiting or telephoning the school to discuss matters of interest or concern. Please feel free to take advantage of the opportunity to contact the school whenever the need arises. Where possible please try to plan communication before or after school, or during the lunch breaks.

Class communication

Each teacher uses various tools to communicate information to parents/caregivers. We strongly encourage you to keep in touch with your child's teacher using the various communication methods that their teacher makes available.

Schoolzine App

This mobile phone app has many functions that can be used to communicate with our school community (i.e. calendar, newsletter, surveys, notes sent home uploaded, targeted push notifications as alerts and reminders).

Website

The school website is the platform to answer questions community members may have about our school by 'opening the window' to our school through the provision of current information about our policies and procedures.

School Newsletter

A fortnightly newsletter is produced every alternate Thursday. Please read carefully as it gives details of forthcoming events and other important information about the effective running of the school, of which parents should be aware.

Class Newsletter

At the beginning of the term each class publishes a class newsletter, outlining topics such as the curriculum focus for the term, homework expectations, resource requirements, parent volunteer times and coming events. Please check with your class teacher if you have not received a class newsletter in the first three weeks of term.

Facebook

The school operates an official Facebook page for the school. The purpose of this page is to celebrate success and tell our school narrative. Through Facebook we can share with our school community all the wonderful things we do that see our students learning, caring, growing and achieving. Photos of students will not be published unless we have specific parent permission.

Parent Information Night

An information evening for parents is held early in the year. This is an opportunity for parents to meet their child's teacher and to gain an insight into the learning requirements and expectations for the new year level. Information regarding these evenings are published in the school newsletter or via school communications where appropriate. We encourage all parents to attend.

Report Cards

School report cards are published each semester – the end of June and the beginning of December.

Parent-Teacher Interviews

Parent-Teacher interviews are an extremely important part of developing the parent - teacher - student support team. Parents are offered interviews in Term 1 and Term 3 and we encourage you to take advantage of this opportunity. Parents are notified when online bookings open for these sessions but should be aware that bookings only remain open for a limited time and should be made promptly.

From time to time parents may have an issue or concern they wish to raise with a teacher. Our teachers usually spend mornings preparing for the day and it is not always possible to stop the work at hand for an immediate interview. Parents wishing to talk to teachers should make appointments via email to keep interference with the teaching organisation to a minimum.

Telephone Messages

Administrative Officers handle telephone messages however should the matter be urgent, the Principal, Deputy Principal or Business Manager are available to return calls to those who wish to speak to them. Teachers are not called to the telephone. If you need to get a message to your child during the school day, the office will contact the classroom when possible.

E-mail

E-mail is a convenient way to communicate with staff. Our school staff have a choice as to whether this is a convenient method of communication for them. Teachers will advise in class newsletters if they are happy for communication with parents to take this form. If not, and a parent finds it difficult to communicate in any other way, please feel free to direct your query to the school e-mail address and the message will be passed along.

If you do not receive a prompt reply (within 48 hours), please follow-up via another communication means as staff may be absent etc. It is often best not to write e-mails when upset or angry and a great idea to have someone else read your e-mail if you are making a complaint as this ensures a positive working relationship is maintained between home and school.

We request that, if possible, at least one email address is supplied per family. This email address may be used for bulk-emails to the whole school community, or more specifically, targeted to particular year levels or classes.

Parent Rep Program

The Parent Rep network is a means of uniting the school community and enhancing the quality of the relationships within the school between teachers, parents and the children. Each class has two Parent Representatives. You will automatically be put in touch with a Parent Rep for your child's class and included in a confidential class email distribution list.

STUDENT LEARNING

Yeronga State School is committed to providing a caring, engaging learning environment that maximises learning for every student every day in every classroom. Our primary focus is on improving the literacy and numeracy standards of all students whilst developing their social, emotional, behavioural and physical health to help children reach their full potential.

Yeronga State School has a proud record of achieving excellent student results. This is due in no small part to the quality of teaching and dedication of all teaching and support staff to improve student outcomes. Collaboration between specialist support staff and class teachers, working together to develop teaching and learning strategies that cater to the diverse range of learners, is a key aspect to our school. Early intervention programs, along with individual, small group and whole class instruction based on accurate diagnostic data collection allows us to develop a quality curriculum for all.

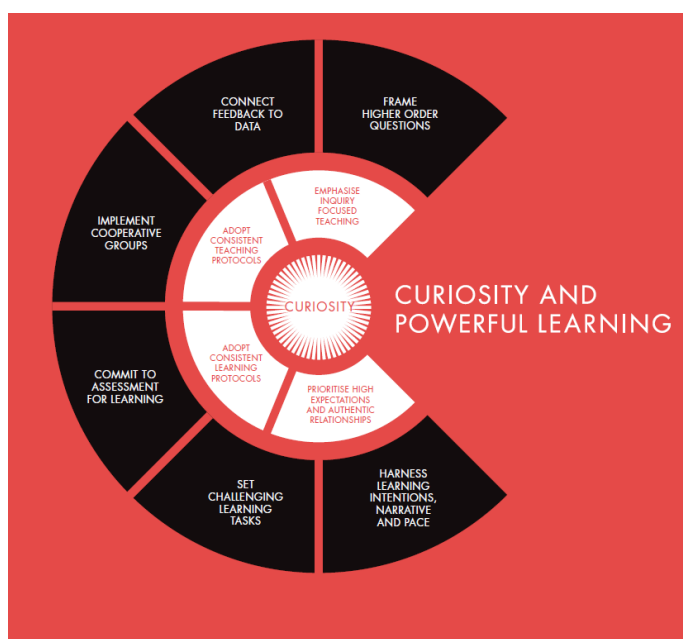
Curriculum

Our teaching and learning are guided by the Australian Curriculum and the Curiosity and Powerful Learning pedagogical framework. The Australian curriculum is composed of three dimensions as shown below. Students engage in all dimensions at various times across P-6. The subjects offered at Yeronga include:

English, Mathematics, Science, HASS (History, Geography, Civics and Citizenship, Economics and Business), **The Arts** (Music, Drama, Dance, Media Studies and Visual Arts), **HPE** (Health and Physical Education), **Languages** (Spanish) and **Technologies** (Digital and Design).



Our pedagogical framework underpins our school vision of creating literate, numerate and curious 21st century learners. It promotes student voice and active engagement in learning and helps to ensure our students develop not only content knowledge, but also the skills and capabilities necessary to be lifelong learners.



Information and Communication Technology (ICT)

Computers or iPads are used for learning activities in every class at the school. There is fibre optic cabling connecting every block that allows the school to place network points in all of the classroom teaching spaces giving access to the network resources. These resources include multimedia software, the internet, library catalogues, e-mail and reference material.

iPads are an integral partner in learning in P-1 classrooms and from Year 2 – 6 a 1:1 iPad program has been established. Historically, the 1:1 device has been a BYOD program. This is being phased out over 2022-2026 with school owned and managed devices. Our Head of STEAM and Library Services works closely with teachers to ensure our students are maximising learning through digital applications.

Specialist Teacher Programs

At Yeronga State School we believe it is important primary school aged children have the opportunity to engage with, develop skills and identify strengths and passion for a range of specialised learning areas.

For many students a life long career or personal interest is established in the formative years due to specialised learning opportunities.

Specialist Teachers teach The Arts, Health and Physical Education, Spanish Language and Social and Emotional Learning at Yeronga State School with all students in Prep-Year 6.

The Arts

The Arts is a learning area that draws together related but distinct art forms. The arts have the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging them to reach their creative and expressive potential. The five arts subjects in the Australian Curriculum provide opportunities for students to learn how to create, design, represent, communicate and share their imagined and conceptual ideas, emotions, observations and experiences.

Visual Arts

The visual arts teacher provides specialist teaching to all students in Prep -Year 6 over the course of the academic year. Additional duties include coordinating the annual Visual Art Soiree. Lessons take place in a specialised studio space.

Music Program

The Music Teacher provides classroom music to all students in Prep-Year 6. Additional duties include organising and coordinating school choir and band performances. The Music program focuses on students making music and developing the ability to think and express themselves in sound. Through a variety of experiences, the students

learn to aurally and visually identify, respond and use the elements and patterns of music. They achieve these goals by singing, playing instruments, listening, moving, improvising and composing.

The outcomes of the Music Strand of the Arts are

- Aurally and visually identifying and responding to music
- Singing and playing – using a variety of instruments
- Reading and writing music.

Health and Physical Education/Sport Program

The Health and Physical Education Teachers provide lessons to each class each week. Other duties include organising sport carnivals (athletics and swimming), coordinating intra and interschool sporting activities with students aged 10 years and over, attending district sporting events and meetings. To ensure maximum participation in all physical education activities students are required to have some special equipment.

- Games, athletics and dance – broad-brimmed hat, enclosed shoes (preferably sports shoes)
- Swimming (Term 1 and 4 -Year level specific) – cap, swimmers, sun-safe shirt, towel, plastic bag, goggles are needed (everything named). There is to be absolutely no jewellery (including sleepers or studs) worn in the pool at any time, as dislodged jewellery damages the pool filtration system and could inflict injury if stepped on.

All students are expected to participate fully in physical education lessons (ie. Sport, dancing and swimming) unless arranged otherwise with staff. On occasions when students are unable to participate, they should bring a note stating the reason. PE lessons are important for children to develop skills to maintain a physically active lifestyle for life. Please make sure that your child participates wherever possible by ensuring they have a school hat and appropriate footwear.

Children at Yeronga State School use the Yeronga Park Swimming Complex for swimming lessons. Swimming is part of the school physical education curriculum. These lessons are taken by the PE Specialist teacher during Term 1 and 4 at different times depending on Year Level. If your child is unable to attend please send a note explaining the reason for not participating.

Children change at school and walk to the pool with their teacher. Parents are informed of the program and admission costs involved in the first few weeks of term their child is required to participate. Parents are encouraged to attend swimming lessons where possible as parent helpers.

Languages (Spanish)

The Spanish program follows The Australian Curriculum: Languages as the framework for developing students' confidence and skills needed to interact across cultures and languages and helping them become globally competent citizens. Students in Prep through to Year 6 have 30mins per week face-to-face lessons. Home Learning for Spanish at Yeronga State School will consist of 5 minutes Spanish daily practice.

School Sport

Interhouse sporting activities include cross-country run through the grounds, athletics carnival and swimming carnival. Eligible students who meet qualifying conditions and who are 10 Years and over, compete in the district competition in cross country, athletics and swimming and from there individuals may be chosen to represent the district at a regional level.

Competitive team sport is only played by students in Year 5 and 6 against other schools in the district. District Sports Gala Days are held regularly throughout the school year for children to compete against other schools in the district. Details of these days are published in the school newsletter. The Gala Sports Day fee (comprising bus fees, insurance and upkeep of sports equipment) must be paid for children to be able to attend. Team sports may include Softball, T-ball, Cricket, Netball, Touch Football, Australian Rules Football, Soccer and Rugby League.

School Library/ Resource Centre

The school library and resource centre houses a wide range of books for use by teachers and children. It is located on the southern side of the school hall. The library is open at lunchtimes for borrowing and research.

The school has a full-time teacher library assistant who provides support to classroom teachers and students on selection of materials base on personal interest and suitability. Children are encouraged to borrow books and to treat them carefully so that money expended can be put into new books, not replacements. Make sure that your child has a bag for carrying library books to and from school. It is anticipated this bag should last right through primary school.

About Education Queensland's Instrumental Music Program

Queensland schools are the last remaining schools in Australia to receive 100% subsidised instrumental music tuition in the form of Concert Band and String Orchestra programs. Professional Instrumental Music Specialists are employed by Education Queensland (EQ) to provide small group instrumental tuition and direct and administer Concert Bands and String Orchestras.

Yeronga State School hosts Piano and Guitar lessons on a private basis after school. Contact the school administration for details of how to book private tuition lessons.

The Programs

The String Orchestra Program starts in year 3 and is recruited in year 2 with the exception of double bass. The program includes violin, viola, cello, and double bass is offered after year 3.

The Concert Band Program starts in year 4 and is recruited in year 3 and includes flute, clarinet, saxophones, trumpet, trombone, horn, tuba, euphonium, and percussion (glockenspiel and snare drum leading to a wider range of instruments).

An Ensemble Program

All EQ programs are ensemble-based. This means that students are taught using method books that lead easily to ensemble work and allow for mixed-instrument tuition groups. The program is taught in two parts - a small group lesson during school class time, and an ensemble rehearsal before school or during break time. Both are compulsory.

Throughout the year, there are opportunities for students to attend area and district ensemble days, workshops and camps and experience making music with larger groups. These are always motivating and exciting for all. All instrumental program members are expected to attend the annual YSS Winter Concert in July and the Music Showcase staged in November.

Entry

Students are offered positions by the school, according to the capacity of the programs and student attributes. There is no automatic entry into the program for any reason. An extensive information and recruiting process commences in term 3. Positions for the following year are offered in Term 4.

So the majority of students have the chance to experience the instrumental program, students who undertake string studies in year 3 are not eligible for the Concert Band Program in year 5, even if they discontinue string studies.

The Commitment

Participation in the Instrumental Program at Yeronga State School is a privilege and carries responsibilities for the whole family. While each case will be considered, it is expected that students will continue in the program for the remainder of their time at YSS. The Strings Program is a commitment of at least 4 years.

It is hoped that students will wish to continue their participation on into high school.

School Choirs

The school choirs are managed and taught by our classroom music specialist.

The groups offered to students each year vary according to staffing, time allocations, resourcing and student interest. Both Senior and Junior choir are at the core of the program and are offered each year.

Information regarding groups with offers to nominate is sent home at the start of the year and outlined in the newsletter. Each group requires commitment and is generally held before school.

SUPPORT SERVICES

Yeronga State School has a diverse student community. Our aim is for every student to maximise their successful academic and social potential throughout their years at YSS.

The student body comprises of students with additional or specialised learning needs including students for whom English is an additional language, students in out of home care, students with disability, students who are gifted, talented and or twice exceptional, student with specialised health care needs and students from a range of cultural or religious backgrounds including first nations student bringing a rich and diverse set of skills and attributes to our community. Students with specific learning needs at our school are supported by a range of specialist personnel, including:

- Inclusion Teachers
- Teacher Aides
- Advisory Visiting Teachers
- Speech Language Pathologist
- Guidance Officer
- School Chaplain
- DOE Community Liason Officers

Inclusion Support Program

At times students require additional support to access or extend their literacy and numeracy development. Classroom teachers usually refer students they believe may need extra help to the Yeronga Inclusion Team, after discussing concerns with the parent/caregiver. The Yeronga Inclusion Team under the guidance of the Head of Special Education Services is responsible for coordinating support services for all students requiring additional support. One recommendation may be to access the services of the Inclusion teacher. Access to additional support services is prioritised according to need. The Yeronga Inclusion Team assists the classroom teacher and/or the student in a small group learning situation, helping the student to learn strategies that will support their learning. Students may also receive additional support through a specified intervention program.

Inclusion teachers liaise with classroom teachers and provide individual, small group or in class support for students. They also liaise with school administration, support personnel and outside agencies as needed. The school has a number of early intervention programs managed by the Inclusion teacher and delivered through the collaboration of teacher aides and volunteers.

Diverse Learners Support Group

Our Head of Special Education Services organises regular evenings over the year for parents of students with specialised learning needs.

Yeronga Excellence Program

The school offers an Excellence Program for students who are identified as Gifted and Talented or Twice Exceptional as diagnosed by a psychologist. Inclusion teachers liaise with classroom teachers and provide individual, small group or in class support for identified students.

English as an Additional Language

English as an Additional Language (EALD) support is provided for students for whom English is an additional language. Students eligible for EALD support range from those newly arrived in Australia to Australian born students from a non-English speaking background. The EALD Inclusion teacher coordinates the identification of students requiring this support.

Guidance Service

The professional services of the Guidance Officer based at Yeronga State School are available to students, parents and teachers at the school. The following are a range of services, which may be offered:

- advocacy for the personal and educational welfare of referred students
- psycho-educational assessment of referred students
- liaison with parents, teachers, administrators and any other relevant stakeholders concerning student welfare
- writing of confidential reports which could contain assessment findings and other relevant data including suggestions for the future support of the student
- counselling individuals/groups on personal as well as educational matters
- providing advice to teachers and/or parents on behaviour management issues
- being a member of the school Yeronga Inclusion Team
- being involved in the diagnosis of difficulties and programming decisions

- being involved in the discussions regarding programming for students
- record keeping on children who have been assessed
- other duties as negotiated between the Principal and Guidance Officer.

School Chaplain

A school chaplain is a safe person for young people to connect with at school and provides a listening ear, caring presence, and a message of hope. Chaplains run positive, fun activities for students and assist in fostering supportive, caring school communities.

Scripture Union Queensland (SU) chaplains provide positive adult role models for students. Chaplains are present in schools at the invitation of the Principal, in consultation with the local community, and with the support of the P&C association.

Working with other members of the school's support team, the chaplain cares for students struggling with issues such as difficult relationships with other children or family members, poor self-esteem, family breakdown, and depression.

The chaplaincy service is available to everyone in the school community regardless of their religious beliefs. Involvement with the chaplain is entirely voluntary and students choose whether or not they want to be a part of the activities that are offered. Parents will be consulted if their child wishes to be involved in ongoing one-to-one meetings with the chaplain or in any programme or group involving spiritual or ethical content. Parents have the right to refuse permission for their child to be involved in any chaplaincy activity or event.

Private Tuition

Various activities are offered by private tutors/companies throughout the school year out of school hours. These may include:

- Chess Club
- Tennis
- Music Lessons
- Art Lessons

Further information and cost is provided in the newsletters.

COMMUNITY PARTNERSHIPS

Yeronga State School PandC

The Parents and Citizens Association (P&C) of Yeronga State School meets at the school on the third Tuesday of each month at 7.00 pm. Besides fundraising support to identified school improvement priorities, the P&C is the official forum for parents to discuss matters pertaining to the welfare and education of the students and community matters. The PandC is the official parent consultative forum for advising school administrative operations and policy. Parent support of the P&C by attendance at meetings is greatly appreciated.

The PandC are instrumental in organizing and delivery of community engagement activities and the employment of Tuckshop and Uniform shop staff and business. For further information, please email:

pandc@yerongass.eq.edu.au

Kalari

Kalari is a school-based support group made up of first nations parents and community members and non-indigenous parents and staff. Kalari is a consultative group advising the school administration and the YSS Reconciliation Action Plan.

Student Leadership Program

A comprehensive student leadership program aligned to the four contexts for learning Sustainability, Curiosity and Creativity, Wellbeing and Outdoor Learning and Play, aims to ensure all students in Years 3-6 are developing leadership skills in areas of passion and talent. School staff and parents support the leadership legacy projects undertaken by every Year 6 student in their final year of primary school. Elected student leaders are inducted at the Student Leader Induction ceremony at the beginning of the school year.

Student Awards

Students are nominated for a variety of academic, citizenship and learner asset awards each year. These awards are presented at the end of year award ceremonies and the Year 6 Graduation Ceremony.

Yeronga State High School and local government representatives are active participants and supporters of our student leadership and awards programs.



SERVICE BEFORE SELF

YERONGA STATE SCHOOL

122 Park Road, Yeronga Q 4104 Telephone (07) 3426 0333

Email: principal@yerongass@eq.edu.au

SUN PROTECTION POLICY

Rationale

Queensland has the highest rate of skin cancer in the world. Research suggests that at least two-thirds of cancerous melanomas occurring in Australia could be prevented if children were protected from the sun during their first 15 years. Evidence from Cancer Council Australia suggests that childhood exposure to ultraviolet radiation (UVR) contributes significantly to the development of skin cancer in later life.

UVR levels are highest during the hours that children are at school. Yeronga State School realises the need to protect children's skin and educate them about SunSmart behaviour.

Additionally, over-exposure during adulthood also increases the risk of skin cancer. It is equally important that all teachers and staff members are aware of their own occupational UVR exposure and protect themselves by adopting a combination of sun protection when UV levels reach 3 and above.

Procedures

Yeronga State School recognises that winter sun also contributes to skin damage. The implementation of the policy will therefore be conducted throughout the year. The purpose of the Sun Protection policy is to ensure that all children attending our school are protected from the harmful effects of the sun throughout the year. Our commitment is to inform parents of the Sun Smart policy when they enrol their child.

We will also minimise the risk of sun damage to our students by:

- maximising the use of available shade for lunchtime eating breaks and all outdoor activities
- consider sun protection when determining or reviewing school uniform designs
- requiring wearing of protective clothing, including appropriate hats, when in the sun during the school day, except where the wearing of hats may pose a risk to students' safety due to reduced visibility or interfering with activity skills (e.g. playing soccer)
- requiring students to wear swim shirts during all water-based activities, with the exception of competitions and carnivals
- providing an SPF 30+ broad spectrum water based sunscreen for students to use on uncovered areas of the skin, such as the face and the back of the hands, for all outdoor activities
- considering sun protection in relation to parents and citizens' association projects and activities
- promoting the importance of parents, teachers, ancillary staff and voluntary helpers as role models for students in relation to sun protection strategies
- reinforcing the 'no hat no sun' policy
- ensuring adequate shade is provided at sporting carnivals and other outdoor activities



Yeronga State School

Home Learning

Policy

YERONGA STATE SCHOOL HOME LEARNING POLICY

Creating literate, numerate and curious learners

PARENTS AS EDUCATORS

Yeronga State School strongly values the important role of parents as educators too. The way you talk to your children, the routines you establish around meal times and bed times, the toys and resources you provide and the activities you engage in carry strong messages to influence their growing minds. The term 'domestic curriculum' is used by Claxton and Lucas in their book 'Educating Ruby' to highlight the importance of the way you do things as parents that fosters children's confidence, creativity, communication skills, collaboration skills, craftsmanship and critical thinking. Yeronga State School has a 'home learning policy' rather than a homework policy to provide opportunities for parents to partner with their children in learning.

Why Home Learning?

Homework is one of the most polarising and divisive issues for school communities. The research can support an argument for or against homework due to the difficulty identifying what homework makes a difference, if any. John Hattie, education researcher, conducted a meta-analysis of what works in education, identifies homework as having an effect size of 0.19. This is not negligible however in education an effect size of 0.4 is the ideal. This is mostly due to the types of homework tasks and the negative attitude children can adopt towards homework if there is limited choice and over commitment of time.

Home learning acknowledges the many activities our students engage in outside school hours. Extra-curricular activities such as Art classes, Instrumental music practice, sports training, drama classes, dance classes, robotics clubs, chess clubs etc. provide great opportunities for our children to grow as learners. In addition, parents can teach children how to garden, cook, play games like Scrabble and computer games, and love history and science through visits to museums and watching documentaries etc. Yeronga State School Home Learning plan is building on this partnership.

Home learning is about providing opportunities for parents to partner with their children to learn some non-negotiables and child interest topics. The importance of rich dialogue in deepening children's understanding of different topics and allowing them to transfer learnings to different contexts is widely supported. The focus of home learning therefore is to foster students' automaticity with essential foundational skills such as Reading and Maths, as well as fostering parent children partnerships by providing learning opportunities for rich dialogue and/or fostering a child's self-regulation of learning. Student agency (voice and choice) and student engagement has been shown to increase given greater ownership of their learning.

What do children do for Home Learning?

Home Learning at Yeronga State School will consist of four parts:

1. Reading
2. Mathematics
3. Curiosity projects
4. Specialist subject tasks (5 minutes Spanish daily practice/ Music Collaboration project)

The first two components are compulsory and consist of 10-15 minutes of practice nightly. The third component is an elective from Year 2-5 and is key to our home learning approach.

READING

Reading to Children

Parent to Child

Reading to children is a valuable and worthwhile activity that should have an important place in your daily home routines. Children of all ages will benefit from having books read to them in a warm, supportive space. The focus of reading to children is on the sharing of a text for pleasure or to discover information.

Independent Reading with Parent Support

Getting to be a good reader is all about time on the task – the more you read, the better you get. So how do you provide the maximum amount of opportunities for your child to do this at home?

- Ensure that there is access to changing selection of quality books across a number of genres.
- Ensure that the book is the 'best fit' for the reader. The five finger test is a quick and easy way to assess whether a book is the 'best fit'
 - o Ask your child to read any page in the book and if they make more than five mistakes then that book is too hard and they should choose another book.

Time for discussion after reading is an important aspect of independent reading.

Children need to be encouraged to;

- Think and wonder
- Compare and connect with other known texts
- Predict and infer what will happen next in the text
- Summarise the text
- Extend beyond the text, discussing implications and perceptions of the text

Child to Parent reading

As your child is beginning to read 'home readers' the role of the parent is to support the process of reading.

This includes;

- Ensure that all efforts are valued and praised.
- Before reading provide time to view the book to connect prior knowledge with the text.
- During reading if miscues are meaningful, do not draw attention to them.
- During reading you may choose to do 'paired reading', each person reading a sentence or paragraph.
- During reading you may choose to do 'choral reading', the adult models the reading of the sentence and the child copies the adult.
- After reading the text, ask her/him to go through the book and tell you any words she/he knows.
- After reading choose a sentence or phrase from the text which is being read and ask the child if he/she can find the words. Then ask the child to read the words to you.

What is Self-Monitoring?

A child that is 'self-monitoring' while reading will stop reading when they realise they have stopped understanding what they read. Self-monitoring plays a crucial part in comprehension and applies to all levels of reading ability. Surprisingly children often think this only happens to beginner readers. However 'good readers' know when this happens – a voice in their head says, "Uh oh, I don't get this – problem! warning bells! flashing lights! time to stop!

Children need to be able to identify exactly where the breakdown in meaning has occurred. This could be at the word, sentence or paragraph level – "I don't understand what an estuary is" or "I don't understand the first paragraph on page 14". Once they can articulate what the problem is, student can use a fix up strategy such as rereading, reading on, stop and think, visualising or adjusting their reading rate. The bookmarks below are handy to keep with your child when reading to remind them of fix up strategies and what good readers do.



Fix-up strategies

When I get stuck I can...

- Re-read
- Read ahead
- Find out what unknown words mean
- Stop and think
- Create a picture in my mind
- Ask questions
- Make predictions
- Make connections (text to self, text to text, text to world)
- Look at pictures, illustrations, charts, and graphs

Ask for help.



MATHEMATICS

Prep – Year 2

Mathematics Home Learning, in Prep – Year 2, complements and reinforces classroom learning while developing sound study habits and time management skills. It needs to be challenging, meaningful and relevant, catering to all abilities and individual learning styles. It provides important opportunities for parents to engage and support their child’s early education, while strengthening communication between home and school.

To develop curious learners, Prep – Year 2 students will be provided a set of suggested home learning experiences, which allow for flexible and meaningful interactions between parents and child/ren. These tasks will be active and practical, easily implemented into family routines, and will be provided in a variety of ways throughout the year.

It may include:

- A “Maths Bag” containing set activities
- Activities that reinforce Numeracy such as dice games, dominoes and cards
- Building with Lego to develop early counting skills, and experiences with volume, area, quantity, symmetry and patterns
- Shopping or cooking tasks to assist in understanding money, fractions and quantity
- Problems to solve with the family
- Surveys to complete for graphing
- Mapping activities around the house or neighbourhood
- A pantry “treasure hunt” to develop knowledge of weight and capacity
- Stories or pictures to stimulate questions and curiosity around Mathematics
- Ideas of how to use general household items to create simple number stories and problems.
- Informal learning activities such playing with containers and water, and other experiences that will broaden student’s understanding of Mathematics concepts, and the world in an enjoyable way.

Year 3-6

Mathematics Home Learning, in Years 3-6, complements and reinforces classroom learning while developing sound study habits and time management skills. Home learning is an extension of the classroom and therefore focuses on developing student’s proficiency in mathematics, specifically students understanding, fluency, problem solving and reasoning.

For year’s 3-6 students, the mathematics home learning will be implemented through the use of either Mathletics or Signpost Math’s textbook. The activities assigned through these two sources will link directly to the material taught in the classroom and therefore students will have a base understanding and knowledge of the content. This should make the home learning experience less stressful for parent and student.

CURIOSITY PROJECTS

Curiosity projects are an opportunity for children to choose to investigate one or more suggestions provided by their class teacher during each term, which will support and deepen their understanding of subject content and skills. Students in Year 2-5 can choose whether or not to complete a project and also choose how they will share their learnings with the rest of the class, at a time negotiated with their class teacher. Parents are encouraged to discuss their children's plans with them and are welcome to help (not take over!) if they want to.

Principles of Curiosity Projects

1. No assessment - Non-assessment of curiosity projects is a deliberate attempt to allow children the opportunity to develop the habit of lifelong learning.
2. Elective- The ability to choose to complete a curiosity project allows children to work out whether their schedule allows time to complete these over the term. Teachers will advise when curiosity projects will be presented each term and each child can decide whether they will engage in this learning and how they might present it.
3. Presentation – 5 minute maximum. Children can choose to present their curiosity projects in any format however cannot exceed the 5 minute presentation time limit (or the alternative time limit set by the class teacher) to allow everyone to participate.

Year level expectations for Curiosity Projects

Prep- Year 1 Curiosity projects in Prep and Year 1 will take the form of Bring and Brag or Show and Tell where children will develop oral language and presentation skills. The children will be timetabled for these and are expected to present as per term timetables.

Year 2-5 Curiosity projects are elective and will involve topics that the teachers will publish each term/ semester. Students can present projects to their peers to share their learnings. They will receive peer feedback on their projects however projects will not be assessed. Parents and children can negotiate time they wish to put towards the curiosity project (if any) and what works well with family commitments.

Year 6 - Curiosity projects in Year 6 will be compulsory as we are looking at developing children's time management and organisation skills as they prepare for the transition to high school and the responsibility for assignment submission. Year 6 class teachers will set the curiosity projects each term and negotiate due dates, provide criteria sheets etc.

SPECIALIST HOME LEARNING

Music – Compulsory Year 4-6 Collaborative project once per semester

Spanish – 5 minutes daily practice where possible

EXCEPTIONS

1. NAPLAN – Class teachers in Year 3 & 5 may set additional homework to support test familiarisation in preparation for NAPLAN
2. Targeted Learning Goal support- Class teachers may encourage individual students and their parents to practice literacy or numeracy skills to support a child's individual learning goal.
3. Unit or curriculum specific homework tasks- class teachers determine that particular learning tasks need additional home support. They will adjust expectations for home learning accordingly.

