

**Ascot State School**  
An Independent Public School



**Handbook**

**2023**

# Ascot State School Handbook

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<b>Leadership Team</b>	
Principal	Michelle D’Netto
Deputy Principal P-2	Cindy Keong
Deputy Principal 3-6	Simone Coogan
Head of Department: Curriculum	Bree Stitt
Head of Department: STEAM	Kristine Atkins
Business Manager	Karen Taylor
<b>Office Hours</b>	8:00am – 4:00pm
<b>Bell times</b>	School day begins 8:50am for a 9:00am start First break 11:00 – 11:45 Second break 1:45 – 2:15 School days ends 3:00
<b>School Entrances</b>	
Pringle Street	15-minute zone and 2 minute pick up/drop off zone
Massey Street	2 minute pick up / drop off zone
	Bus stop
	Supervised pedestrian crossing
Anthony Street	Supervised pedestrian crossing

*This booklet has been prepared to provide a ready source of information for our community and for families who are interested in joining our community.*

*The information is correct at the time of printing but may change as circumstances change.*

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## Principal's Welcome

Welcome to the 2023 school year. Let's embrace the year and make it unforgettable.

Ascot State School is a co-educational school from Prep to Year 6 which provides a safe and caring environment for high quality learning to occur. Our school celebrates learning, diversity and being part of a community. We believe that education develops the social, emotional, intellectual, physical and creative aspects of children. Our aim is to build on the natural curiosity of a child and instil a love for learning. We are all learners.

Our school motto, "Strive to Achieve" is evidenced in the daily teaching and learning. Ascot is a school of choice because of its commitment to excellence, love of teaching and learning, achievements, proud traditions and our belief that every student can succeed. Our priority always remains on the child, through a continued focus on student success and wellbeing.

We are committed to providing an innovative, engaging education program that empowers all our learners to be caring human beings. Our pastoral care programs ensure all children feel a sense of belonging and the health and wellbeing of each individual child is crucial for academic success.

Our expert teaching team ensures that evidence-based, best practice is at the core of our learning environment to ensure your child reaches their full potential. Ascot students demonstrate high levels of achievement. We place emphasis on increasing the academic distance travelled by each individual student. We strive to provide a balanced education and a broad range of relevant and engaging learning experiences, challenging our students to discover their unique potential and individual strengths, build on their natural curiosity and become thinkers.

As a high-performing public school, we recognise the importance of strong parent-community partnerships to enhance and support student learning. We value the important role parents play as the first educators for their children and encourage parental engagement. We are proud partners with the City Collective consisting of highly aspirational inner-city schools, both primary and secondary. We have an exceptional Music and Sporting Program and provide a range of extension and enrichment programs such as High Achievers, Debating, Robotics Club, Chess Club and Problem-Solving Teams.

Ascot State School has magnificent facilities and a lot of opportunities and within this environment, we believe that children should have time to play and be children, learn and enjoy learning and grow into caring humans.

Join us and enjoy the journey.



Michelle D'Netto

**Principal**

## School Profile

Ascot State School is located six kilometres north-east of the Brisbane city centre. As a co-educational school, students may attend Ascot from Prep to Year 6. It is central to the suburbs of Ascot, Hamilton, Clayfield, Albion and Newstead. The school was established in 1920 and has many generations of the same family attending the school.

Ascot State School has a rich history and from when it first opened its doors to pupils on 24 May 1920, it has retained many of the traditions that make it a great school. The first 124 pupils came from the surrounding schools of Eagle Junction, Hamilton, Breakfast Creek and Fortitude Valley. By the end of 1920, the school had grown to 272 enrolments. Ascot State School now has an enrolment of 680 and is enrolment managed to ensure local children have access to the strong education and diverse programs offered.

At Ascot, we cater for families from a wide range of backgrounds and countries, with over 35 different nationalities represented at our school. We also place a large emphasis on increasing the academic distance travelled by each individual student. We strive to provide a balanced education and a broad range of relevant and engaging learning experiences, challenging our students to discover their unique potential and individual strengths.

## School Vision

Ascot State School is committed to foster every child to 'strive to achieve' by encouraging a love of learning in a safe, caring and supportive learning environment. Our purpose is 'lifelong learning for lifelong success' and our vision is "happy students learning together to grow and succeed".

We believe that every child, every day should be learning and that learning should be fun. We know at the core of successful learning are the relationships between the student, the teacher and the family. We expect every teacher to build positive, caring, respectful relationships with every child and family.

### **At Ascot State School, to strive to achieve, students are expected to:**

- **Be a Learner** – Being ready to make every opportunity a learning opportunity
- **Be Respectful** - Treating others with consideration and regard
- **Be Responsible** - Being accountable for one's own actions
- **Be Safe** – Following safe practices and making healthy choices

### **At Ascot, we value being:**

- **Caring** - Ensuring everyone belongs and feels valued
- **Curious** - Encouraging the desire to learn, to understand new things, and to know how they work
- **Collaborative** – Identifying opportunities to work together
- **Citizens** – Preparing students to be engaged and effective citizens

## Independent Public School and the School Council

In 2014, Ascot State School became an Independent Public School (IPS). As an IPS school, we work in partnership with our school community to create and pursue a shared strategic direction that focuses on student wellbeing and improved student outcomes. As an Independent Public School we are part of a strong state schooling system and operate in line with the same legislation, industrial instruments, directives, whole of government policy and national agreements as other state schools.

As an Independent Public School, we are governed by a School Council. At the end of 2014, the Ascot School Council was formed with the following members - the Principal, the P&C President, two elected staff, two elected parents plus two appointed community members.

#### **A few facts about the Ascot State School Council:**

- The School Council monitors the strategic direction of the school; approves and monitors the implementation of the Annual Implementation Plan and the Investing for Success plan; monitors the annual estimate of revenue and expenditure for the school; and advises the Principal about strategic matters.
- The details of our School Council are documented in our Ascot State School Constitution.
- All members of the School Council volunteer their time and meet at least once per term.
- The School Council is open and approachable.
- The School Council does not employ or recruit staff.
- Every two years nominations are sought for the election of new staff, parents and community members.

#### **School Staff**

The Leadership team comprises the Principal, two Deputy Principals, a Head of Department: Curriculum, a Head of Department:STEAM, and a Business Manager.

We have an expert teaching team who work collaboratively to enact our school purpose, to develop Lifelong Learning for Lifelong Success.

#### **There are twenty-seven classroom teachers and a range of specialist staff including:**

- Specialist Teachers teach Japanese, Health and Physical Education, Dance and Drama, Music and Instrumental Music.
- Inclusion Specialists – staff to support students with additional needs in literacy and numeracy, English as an Additional Language teacher and special education. We are also serviced on a part time basis by a Guidance Officer and a Speech Language Pathologist.
- STEAM Educator who works collaboratively with dedicated library teacher aides and technical support.
- Office and Administration – two front office staff.
- Teaching Assistants – Teaching Assistants support learning in Prep, across classes in Years 1-6, and support learning programs and students with additional needs.
- Cleaning and Grounds Staff – four school Cleaners and one Schools Officer.
- P&C funded staff – Tuckshop Convenor, Uniform Shop Convenor.

There is strong community support for Ascot State School. The P&C Association has a number of sub-committees including Swim Club, Tuckshop, Uniform Shop, Physical Environment, Friends of Music (FoM) and a Grants co-ordinator. See the P&C Section of this booklet for further details on the P&C sub-committees and working parties.

#### **Grounds and facilities**

Three streets border Ascot State School: Anthony Street, Pringle Street and Massey Street. The main entrance to the school and the administration block is located at the top of Pringle Street. The school also has an off-site facility that provides outside school hours care offered by Camp Australia in Barlow Street. Tennis courts, leased by an external company, are on Reeve Street.

The school campus has fully air-conditioned classroom blocks, an administration building, staff room and professional learning/resource room, library, computer laboratory and Science, Technology, Engineering, Arts Mathematics (STEAM) room, activities hall, music and instrumental rooms and an art room.

The outdoor learning environment includes a large oval, three playgrounds, a covered games court, 25 metre heated swimming pool, sculpture garden and covered eating areas. Students learn through inquiry in our Loose Parts and Nature Play areas.

The Uniform Shop is located at the top of the school near the Anthony Street entrance in A block. The tuckshop is located off Pringle Street and adjoining the covered games court. The Instrumental Music Room is located off Massey Street at the rear of the school hall.

### School Curriculum

At Ascot State School we teach the Australian Curriculum. This sets consistent national standards to improve learning outcomes for all young Australians. The Australian Curriculum is designed to teach students what it takes to be confident and creative individuals and become active and informed citizens.

The Australian Curriculum develops student knowledge, understanding and skills in eight learning areas including English, Mathematics, Science, Humanities and Social Sciences (HASS), The Arts, Technologies, Health and Physical Education (HPE) and Languages. Each learning area contains content descriptions that detail knowledge, understanding and skills to be taught each year and is accompanied by achievement standards that describe what students will know and be able to do as a result of learning in our classrooms.

We work to develop the skills and abilities intended to help prepare young Australians to learn, live and work in the 21st century. Underpinning the content of the learning areas are the following general capabilities:

- Literacy
- Numeracy
- Information and Communication Technology Capability (ICT)
- Critical and Creative Thinking
- Personal and Social Capability
- Ethical Understanding
- Intercultural Understanding.

Embedded across our curriculum framework are the cross-curriculum priorities that are critical to Australia's future. These include Aboriginal and Torres Strait Islanders Histories and Culture; Asia and Australia's Engagement with Asia and Sustainability.

In Prep to Year 2, priority in the Australian Curriculum is given to literacy and numeracy development because these are the foundations on which further learning is built. The foundation for the Literacy general capability is built primarily in English; and the foundation for the Numeracy general capability is built primarily in Mathematics. However, both Literacy and Numeracy capabilities are reinforced and strengthened through learning in all areas of the curriculum.

The Australian Curriculum across Years 3–6 assists students to develop their ability to take positive action for well-being; relate and communicate well with others; pose questions and solve problems; make informed decisions and act responsibly. It engages students more purposefully with the

discipline, knowledge, understanding and skills of the eight learning areas of the Australian Curriculum.

### English

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate and build relationships with others and with the world around them. The study of English plays a key role in the development of reading and literacy skills which help young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society. The Australian Curriculum: English plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia's future.

Australia is a linguistically and culturally diverse country, with participation in many aspects of Australian life dependent on effective communication in Standard Australian English. In addition, proficiency in English is invaluable globally. The Australian Curriculum: English contributes to nation-building and to internationalisation.

The Australian Curriculum: English also helps students to engage imaginatively and critically with literature to expand the scope of their experience. Aboriginal and Torres Strait Islander Peoples have contributed to Australian society and to its contemporary literature and its literary heritage through their distinctive ways of representing and communicating knowledge, traditions and experience. The Australian Curriculum: English values, respects and explores this contribution. It also emphasises Australia's links to Asia.

### Mathematics

Learning Mathematics creates opportunities and enriches the lives of all Australians. The Australian Curriculum: Mathematics provides students with essential mathematical skills and knowledge in number and algebra, measurement and geometry and statistics and probability. It develops the numeracy capabilities that all students need in their personal, work and civic life and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built. Mathematics aims to instil in students the power of mathematical reasoning.

Ascot State School's Mathematics curriculum has at its centre the Australian Curriculum across the three strands of Number & Algebra, Measurement & Geometry and Statistics & Probability and students engage in numeracy learning through fluency, understanding, problem solving and reasoning.

Inquiries, investigations and the use of diagnostic, formative and summative assessment as well as knowledge and application of basic facts in real world contexts is a focus for the teaching of mathematics at the school. Hands-on learning and the use of manipulatives occurs at all year levels.

Opportunities for working at the students' own level are offered through inter-school competitions, on-line learning and through school based differentiated instruction using our inclusion specialists.

### Science

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. The ability to think and act in scientific ways helps build the broader suite of capabilities in students as confident, self-motivated and active members of our society.

The Australian Curriculum: Science provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science's contribution to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers.

In addition to its practical applications, learning Science is a valuable pursuit in its own right. Students experience the joy of scientific discovery and nurture their natural curiosity about the world around them. In doing this, they develop critical and creative thinking skills and challenge themselves to identify questions and draw evidence-based conclusions using scientific methods. The wider benefits of this "scientific literacy" are well established, including giving students the capability to investigate the natural world and changes made to it through human activity.

### Technologies

The Australian Curriculum: Technologies consists of the two distinct but related subjects of:

- Design and Technologies
- Digital Technologies

It ensures that all students have an opportunity to learn about, and work with, traditional, contemporary and emerging technologies that shape the world in which we live. In creating solutions, as well as responding to the designed world, students will contribute to sustainable patterns of living for themselves and others.

#### **Digital Technologies**

The Australian Curriculum: Digital Technologies empowers students to shape change by influencing how contemporary and emerging information systems and practices are applied to meet current and future needs. A deep knowledge and understanding of information systems enables students to be creative and discerning decision-makers when they select, use and manage data, information, processes and digital systems to meet needs and shape preferred futures.

#### **Design Technologies**

The Australian Curriculum: Design and Technologies enables students to become creative and responsive designers. Design and Technologies actively engages students in creating quality designed solutions for identified needs and opportunities across a range of technologies contexts. Students manage projects independently and collaboratively from conception to realisation. They apply design and systems thinking and design processes to investigate ideas, generate and refine ideas, plan, produce and evaluate designed solutions. They develop a sense of pride, satisfaction and enjoyment from their ability to develop innovative designed products, services and environments.

### STEAM – a Vision for Learning

The Australian Curriculum supports STEAM learning initiatives through the Science, Technologies, The Arts and Mathematics learning areas and through the general capabilities.

In creating Ascot's vision for STEAM learning, we consulted with our broader community and were guided by the Department's *Schools of the Future STEM strategy* to embed the mindset, toolset and skillset of inquiry within teaching and learning. Ascot State School is proud of our distinctive STEAM Education program that is embedded across all Prep to Year 6 classes.

The approach of offering a broad range of opportunities to a broad range of students is embedded in our STEAM Strategy. Teachers work alongside a Head of Curriculum: STEAM, to engage children in meaningful and relevant STEAM experiences. Our teachers integrate STEAM knowledge,

understanding and skills into learning through an interdisciplinary approach that uses Science, Technology, Engineering, the Arts and Mathematics as access points for guiding student inquiry, dialogue, and critical thinking.

STEAM education provides students with authentic learning challenges that foster:

- curiosity
- confidence
- persistence
- innovation
- creativity
- collaboration
- respect and
- cooperation

Through a problem-based or inquiry approach, to create solutions, students:

- identify issues and problems
- pose questions
- provide explanations
- draw evidence-based conclusions and
- create solutions.

Students develop deep knowledge of a subject, whilst developing their creativity, curiosity, problem-solving, critical thinking and communication skills.

Ascot has two distinct learning environments that support students with their STEAM learning – a STEAM Lab, fitted out for our junior students to engage in robotic learning, play and discovery and also a Science Lab, fitted out with flexible bench space, furniture and equipment for students to conduct scientific investigations and experiments.

Our students are privileged to access a range of current technologies to support their STEAM learning, including 3D printing; use of virtual reality headsets to design and construct their own 3D worlds; flying and coding tello drones; and access to a range of educational robotic devices and software for both junior and upper primary students, including beebots, Dash robots, Spheros, Scratch programming and Microbits.

Students have access to our STEAM Lab and Makerspace during their lunch breaks to explore and develop their curiosity further. Our Year 6 elected STEAM Seniors are pivotal in assisting our younger students in this space during this time.

Each year, Ascot hosts an annual STEAM Week, where we celebrate STEAM education across the whole school. All students participate in incursions, class activities and lunch time activities where we highlight the importance of Science, Technologies, Engineering, The Arts and Mathematics. In addition, Ascot provides a range of extra-curricular opportunities and experiences for students who exhibit excellence or interest in pursuing this area of learning further. We provide opportunities for students to participate in STEAM competitions such as First Lego League; Fuse Cup; Lunchtime Minecraft and Coding Clubs; and cluster opportunities with nearby schools.

Through STEAM education, our students are encouraged to take thoughtful risks, engage in experiential learning, persist in problem-solving, embrace collaboration, and work through the creative process. These are the innovators, educators, leaders, and learners of the 21st century!

### eLearning (Information & Communication Technology)

In empowering our community of learners, Ascot State School believes firmly in the importance of embedding technology into learning. Technology plays a vital role in this interaction and has the potential to provide scope for students to make their thinking visible, to be creative and collaborative, to personalise their learning and to be empowered to make an impact on the world around them.

The Australian Curriculum shapes our approach to digital literacy with the ICT General Capability providing five interrelated elements (Investigating with ICT; Creating with ICT; Communicating with ICT, Applying social and ethical protocols when using ICT and Managing and operating ICT) which support students to prepare to participate in a knowledge-based economy and to be empowered within a technologically sophisticated society now and into the future.

At Ascot, we run a multi-platform environment, providing access to iPads and Windows based laptops and desktops. Housing enough computers for whole class access, the computer lab is an integral part of the Library. P-2 classes are timetabled in the lab on a weekly basis. Years 2-6 make regular use of the school owned class sets of laptops. Students do not bring their own devices to our school.

Our classrooms have large interactive panel touchscreens, wireless network access, laptops and digital tools and devices to provide anywhere, anytime access to ICT.

Students have access to a wide range of functional and creative software across the Microsoft platform, including Teams and OneNote applications. All classes have access to banks of iPads and general apps to support learning, including SeeSaw in the early years.

All students in Prep to Year 6 engage in the explicit learning of digital citizenship and internet safety, including the Alannah and Madeline esmart schools program for our Year 5 and 6 students.

For additional information in regards to online safety in schools please consult:

[https://www.qld.gov.au/data/assets/pdf\\_file/0028/145756/online-safety-in-qld-ss.pdf](https://www.qld.gov.au/data/assets/pdf_file/0028/145756/online-safety-in-qld-ss.pdf)

Please note that this policy works in conjunction with the Ascot State School Student Code of Conduct and Student Internet Agreement signed upon enrolment.

### Humanities and Social Sciences (HASS)

The humanities and social sciences are the study of human behaviour and interaction in social, cultural, environmental, economic and political contexts. The humanities and social sciences have a historical and contemporary focus, from personal to global contexts, and consider challenges for the future. In the Australian Curriculum, the Humanities and Social Sciences learning area includes a study of history, geography, civics and citizenship and economics and business.

Through studying HASS, students will develop the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change. Thinking about and responding to issues requires an understanding of the key historical, geographical, political, economic and societal factors involved, and how these different factors interrelate.

The HASS subjects in the Australian Curriculum provide a broad understanding of the world in which we live, and how people can participate as active and informed citizens with high-level skills needed in contemporary society.

### The Arts

In the Australian Curriculum, The Arts is a learning area that draws together related but distinct art forms. While these art forms have close relationships and are often used in interrelated ways, each involves different approaches to arts practices and critical and creative thinking that reflect distinct

bodies of knowledge, understanding and skills. The curriculum examines past, current and emerging arts practices in each art form across a range of cultures and places.

The Australian Curriculum: The Arts comprises five subjects:

- Dance and Drama
  - Taught by a specialist teacher from Prep to Year 6
- Media Arts
  - Taught by the classroom teacher
- Music
  - Taught by a specialist teacher (see below)
- Visual Arts
  - Taught by the classroom teacher and supported by our Artist-in-Residence for targeted learning experiences

### Dance and Drama

The Dance and Drama program allows for all students in Prep to Year 6 to learn through a creative outlet. Students participate in 1 X 30-minute Dance/Drama lesson per week. The Dance and Drama units are designed to closely align with the curriculum taught in the classroom to further support students in gaining a deeper and richer learning experience. Students are provided a safe, supportive and inclusive space where they can explore and further enhance creative and critical thinking skills.

In both areas of Dance and Drama, students learn the processes of devising/choreographing, performing and appreciation. Students have to make, perform and respond within both subject areas, enabling students to express and communicate experiences through their creation and responses.

### Classroom Music

The Ascot State School Music Program provides a wide range of high-quality musical experiences for the children both in the classroom and in extra-curricular activities.

Choral festivals, music competitions and musical productions cater for the gifted musicians and encourage the pursuit of excellence. This provides an opportunity for students to develop their full musical potential.

### Instrumental Music

Children from Years 3–6 have the opportunity to participate in the Instrumental Program. The Department of Education provides funding for half hour lessons that are conducted during class time by instrumental teachers for:

- Years 3–6: strings
- Years 4–6: woodwind, brass and percussion.
- A private woodwind and brass program is available for Year 3

All instrumental students play in a band or ensemble appropriate to their level:

- String Ensemble
- Senior Concert Band, Intermediate Concert Band, Junior Concert Band

## Choral Music

Choral Music is an important aspect of the school Music Program.

- Students may participate in a non-auditioned choir:
  - Ascot Piccolos – Prep/Year 1
  - Ascot Singers – Years 2/3
  - Ascot Chorale – Years 4/5/6

Performance opportunities such as assemblies, Choral Fanfare, Music on Sunday, ANZAC Day, Music Evenings, community events and carols occur throughout the school year.

## Japanese

Learning a second language enhances creative and analytical thinking and improves listening, problem solving and memory skills. Second language acquisition often has a positive impact on first language literacy and helps develop intercultural capabilities and respect for diversity and difference.

Students in Years 1 to 6 study Japanese language and culture. Years 1-4 have a 30 minute lesson, and Years 5 and 6 study Japanese for 90 minutes each week, with equal emphasis on the development of all four language skills - reading, writing, listening and speaking. Hiragana script is taught during Year 5. Students participate in a variety of learning tasks including short plays, songs, games and group challenges. Assessment includes both formative checklists and set tasks.

## Health and Physical Education (HPE)

Students are taught two strands of the HPE curriculum: personal, social and community health, and movement and physical activity. The health curriculum is taught by classroom teachers and includes targeted lessons based on our whole school behaviour focus for the week.

Specialist Physical Education (PE) teachers deliver the movement and physical activity curriculum. Prep-Year 4 classes participate in 2 x 30 minute PE lessons per week. Years 5 and 6 classes have one 30 minute PE lesson per week.

## School Swimming Lessons

- Classes are timetabled for swimming lessons each week in Terms 1 and 4.
- Each student must provide togs, sun shirt, towel and plastic carrying bag. Girls are to wear one piece togs.
- Bathing caps are to be worn by all swimmers.
- Towels, togs and all articles of clothing are to bear the child's name.
- Children are not permitted to enter the water wearing hair clips, rings, bangles or other ornaments which may come loose in the water.
- Children suffering from any kind of infection, sores, skin complaints or wearing band aids will be excluded.
- If a child cannot attend a swimming lesson, a note to the teacher is required.
- Parent volunteers are needed for each class to assist with adult supervision requirements.

## Gala Sport – Years 5&6

Ascot State School participates in interschool sport within the City District on a seasonal basis. Students compete in three Fridays for Summer sport and three Fridays for Winter sport. Most teams travel by bus to their venues and a sport fee is payable. This fee covers transport, equipment and consumables (e.g. first aid for sport) and is included in the semester accounts. All students need a permission note to play and travel on Gala Days.

### School sporting competitions

Each year, inter-house Cross Country, Athletics and Swimming competitions precede the District, Regional and State Carnivals. School competitions assist in selection of students to move on to further competition. Children attend these events in their house colours. All sporting uniforms in house colours are available from the Uniform Shop. All inter and intra sporting events are well supported by our school community.

### Sports Houses

Your child/children will be allocated to one of four sporting houses. Members of the same family are allocated to the same house. The four Houses and their significance are:

- **Henderson (Gold)** - named after the foundation head teacher, Mr Thomas Henderson (1920-1939).
- **Lilley (Blue)** - named after a former Premier of Queensland, Sir Charles Lilley, who was also a Justice of this State. Sir Charles was one of the architects of our education system.
- **Meibusch (Green)** - named after the second head teacher, Mr Robert E. Meibusch (1939-1956).
- **Ryan (Red)** - named after a former Premier of Queensland, Mr Thomas Joseph Ryan, who was also a lawyer responsible for the establishment of the Arbitration Court.

### Student Success and Wellbeing

Student success and wellbeing is underpinned by our whole school positive behaviour for learning program, where focus our efforts on understanding what our school expectations look like in practice. We work with children to help them learn strategies to manage themselves, their learning, their interactions and their organisation. As part of the wellbeing program, the school hosts a therapy dog.

### Assessment and Reporting

#### Assessment

Assessment and moderation processes take place throughout the year in many forms. To decide a final grade for reporting purposes, your child is involved with a series of assessment tasks. There are different types of assessment with which our students and teachers engage:

- **Standardised Assessment** is designed so that the questions, conditions for administering, scoring procedures and interpretations are consistent and administered and scored in a predetermined, standard manner, e.g. National Assessment Program — Literacy and Numeracy [NAPLAN] and the Progressive Achievement Tests in Reading [PAT-R] Maths [PAT-M] and Vocabulary [Pat-V]
- **Diagnostic Assessment** is designed to identify areas of weakness and strength. Diagnostic assessment may include: checklists, running records, continua and formal assessment tools. It measures a student's current knowledge and skills for the purpose of identifying a suitable program of learning and setting goals for student learning.
- **Formative Assessment** is used to map/monitor learning progress during a unit of work. Formative assessment provides ongoing feedback to teachers and students. The assessment provides information on progress, and identifies and addresses areas that require further development e.g. writing folios, work conferencing, teacher questioning, learning journals, portfolios, digital portfolios, reading logs, observations, interviews, and continua.
- **Summative Assessment** is completed at the end of a unit of work to document the level of achievement. Summative assessment may include: written tests, oral presentations, concept maps, problem solving activities, project work, essays, formal assignments and exams. This assessment can provide feedback to the teacher about the effectiveness of the unit of work.

It provides evidence of student learning against the relevant achievement standard for each learning area or subject.

- **Moderation** ensures consistency of teacher judgment we rely upon consistent interpretation of assessment tasks and an understanding of how the standard is demonstrated in student responses. Across each year level, our teachers implement processes, such as moderation, to support consistency of teacher judgments and comparability of reported results. They ensure that there is a common understanding about the process for developing assessments, making judgments and determining overall levels of achievement across each year level.

### Reporting

At the end of the semester in Terms 2 and 4 report cards are emailed to parents. The teacher makes an on-balance judgement about the student's overall level of achievement for the achievement standard. This judgement is based on the evidence of student performance in the assessment folio. It takes into consideration the most recent evidence.

### Celebrations of Learning

Each term, parents are invited to the classroom for students to showcase their learning. This is an opportunity for families to share their child's learning success.

### Learning Progress Meetings

Learning Progress Meetings are held in Terms 1 and 3. This dedicated time is a valuable opportunity for parents/carers and teachers to share information. An online booking system is used for parents/carers to book their preferred interview time. Advance notice is given via the school newsletter.

### Class Information Evening

Early in first term, Class Information Evenings are arranged. Families are invited to meet their child's teacher and learn how the class activities will proceed for the year.

### Supporting all students

All teachers provide differentiated instruction to respond to the particular learning needs of all students as a regular part of curriculum provision. Informed by student performance data and validated research, teachers vary what students are taught, how they are taught and how students demonstrate what they know. Teachers purposefully plan a variety of ways to engage students, assist them to achieve the expected learning, and to demonstrate their learning.

### Highly capable students

Ascot State School is committed to high quality educational outcomes for all students. Additionally, we acknowledge the diversity of our student population and as such, we strive to provide an appropriate curriculum to cater to the learning needs of all students. Students who are highly capable are entitled to a curriculum provided at a pace, degree of abstraction and complexity: and level consistent with their abilities so that they are identified and supported with appropriate strategies and are not educationally disadvantaged.

We:

- recognise that students who are gifted and talented in one or more domains are present in every school.
- recognise that students who are gifted and talented vary in achievement, that achievement may vary over time and that some gifted students underachieve or experience difficulty translating their gifts into talents.

- aim to provide identified gifted and talented students with relevant and engaging learning opportunities drawn from the Australian Curriculum and aligned with their individual learning needs, strengths, interests and goals to engage, stimulate and develop their potential.

We support student learning by providing quality differentiated teaching which incorporates an increasingly focussed and personalised approach aimed at improving the achievement of every student. Teachers use data and ongoing monitoring to differentiate what students are taught (content), how they are taught (process), how students demonstrate what they know (product) and the learning environment. For highly capable students this increasingly personalised approach involves focussed and intensive teaching, extension and enrichment.

It is our vision to enhance every student's opportunity to progress and achieve. Our objective for all students is that they feel valued in a learning environment, which is both challenging and supportive. In addition, we endeavour to provide students with a number of enrichment and extension programs to help encourage and develop their critical and creative thinking and skills.

### Excursions/Incursions

Students from Prep to Year 6 may participate in a range of learning experiences on or off campus for educational, cultural, social or wellbeing reasons. Opportunity is taken to involve the community in school activities and to extend our students in educational experiences beyond the classroom.

Included in these activities are visits to orchestral concerts, plays, environmental centres, places of historical interest and the local landmarks. Teachers may also book programs held at school.

Students in Years 4-6 also attend overnight camps ranging from two to four nights.

### Library

Our library is home to a large collection of quality children's literature, information texts and teacher resources. Use of the library provides all students with the opportunity to develop literacy skills and a love of reading. All classes have weekly timetabled borrowing times with their classroom teacher. Students can borrow four library books independently as often as they wish. Independent borrowing times are before school from 8.30-8.50am and during every lunch break. Students are encouraged to use a waterproof library bag that is available for purchase from the school Uniform Shop.

### Extra-Curricular Activities

Opportunities are provided to students in a variety of extra-curricular activities. Some are offered by teachers and others by external companies before and after school. At the commencement of each term the Community Education Calendar is circulated with the *Digest*. Companies also advertise in the Community Notices section of the *Digest*.

#### **School offered programs (year level dependent):**

- Debating
- Environment Club
- Coding Club
- First Lego League
- Maths competitions
- Ascot's Got Talent

**Other optional, user-pays opportunities include but are not limited to:**

- Swim Squad – run by an external company
- Swim Club – run by the P&C on Friday nights in Term 1 and 4 (see swim club information further on in this handbook)
- Tennis Coaching – run by an external company on school courts in Reeve St, Ascot
- Chess
- Before and after school sport – range of sports and martial arts
- Young Engineers
- Speech and Drama

## School Procedures

### Enrolments

In all Queensland schools, Prep is compulsory. Children must be five years old by 30 June in the year they start Prep. As an inner-city school, there is an enrolment management plan in place. Please contact the office to enquire about eligibility for automatic entry. Proof of residency is also required.

### Family Information

Upon enrolment, information is recorded for use in emergencies, e.g. address and telephone numbers for immediate contact. Parents and carers have an obligation to keep enrolment information accurate including contact numbers, email, address and any changes to personal information regarding your child including court orders or medical details. All families must provide an emergency contact number other than your own personal details.

### New students

At Ascot State School we value relationships and creating a sense of belonging. All classes in the school have a buddy class whom students meet on a regular basis to share stories, personal experiences and learning experiences. In addition, each class teacher allocates host children to welcome new children, show them around the campus, help them make friends and settle in quickly to the school routine.

### Attendance

**Notifying the school about student absence**

The safety and wellbeing of students are of the highest priority, and when home and school work together, student safety will be increased.

**Absence line**

Each day that child/ren are absent from school, parents are required to leave a message about the absence and reason on our school student absence line – 3326 9360. We ask that you call on each day of the absence, as we cannot assume that children are still ill. You can call this number at any time.

It is important to notify the office, rather than class teachers, about absences. This means that the information can be centrally recorded. It also avoids your message being missed if, for example, the teacher is away from school that day. This is also easier for you, as you can make one call if the absence relates to all of your children.

**Long absences**

For planned absences, for example, a holiday of more than 10 days, please request an exemption form from the office for Principal approval. This allows the absence to be recorded appropriately.

#### **Arriving on time**

- Classrooms are open from 8:50am, with instruction commencing at 9:00.
- Arriving at the classroom 10 minutes beforehand means that students are settled in class to hear all instructions and messages for the day ahead.
- Being on time is vital for students to be ready to learn.
- Teachers mark the roll at 9:00am and instruction is scheduled to begin at 9:00am. Specialist lessons for the day also begin at this time.

#### **In the event of arriving late / leaving early**

- Students who arrive after 9:00am are considered late and must sign in at the office. This allows us to correctly record their attendance on the roll. Office staff give students a late slip to hand to their teacher when they arrive at their classroom. This process ensures that students are recorded as present.
- Early departures also require students to be signed out at the office. Parents and carers must sign students out and the office will call the classroom for the student to be sent to the office for collection. To minimise adults moving around the school, please come to the office for assistance rather than collecting your child yourself.
- In the interests of teachers leading calm classrooms and students able to fully attend to their school work, it is important to prioritise being at school and on time for learning.

#### **Arrival and Departure**

At all times, Ascot State School children are expected to show respect, be responsible and be safe whilst arriving and departing from the school premises.

Parents are advised that students should not arrive at school before 8:30am as playground equipment is out-of-bounds during this time and students left at school unsupervised by parents are the parents' responsibility. The school provides before school care from 7.00am daily at our Camp Australia Outside School Hours Care facility located on Barlow Street, Ascot.

Students who arrive at school from 8:30am are permitted in three areas to engage in physical activity or quiet reading. These areas include the oval, the covered games courts and the library. Students are supervised by school staff at this time. At 8:50am the start bell commences and children should then make their way to their classrooms and be ready to begin work by 9.00am.

After school, students move to their respective pick-up areas. No students are permitted to remain in the school grounds after 3:20pm without adult supervision. If your child is attending an after school club, they must go directly to the venue after class.

Students going to our outside hours school care facility in Barlow St assemble under I Block. Camp Australia supervisors collect Prep students from their waiting areas. Parents who have work or other commitments and require supervision for their children outside of school hours can contact Camp Australia at [www.campastralia.com.au](http://www.campastralia.com.au)

Students using buses are to go as quickly as possible to their respective bus stops on Anthony or Massey Streets.

Students riding bicycles to school must leave their bikes in the bike cage on the oval. Bikes need to be chained for security.

In the event of storms at 3:00pm, children will be kept on the covered games court (Pringle Street) or in the Hall (Massey Street) until it is safe to be outside.

#### Drop off and pick up zones

Students collected by car are to go immediately to Pringle Street or Massey Street. Parents are issued with a family name card to be displayed on your passenger visor of your vehicle. This allows the supervising adults to have children ready to be collected. The passenger zones in Pringle and Massey Streets are 2-minute drop-off and pick-up areas. These are supervised by school staff. Please follow the council regulations with regard to safe use of these zones.

Please note that there is no parking between 7:00am and 9:00am and 2:00pm and 4:00pm on school days on the school side of Pringle St, between the games court and the end of the school oval.

This area is a drop off/pick up zone (like a quick moving taxi zone at the airport).

#### To use the 2-minute zone correctly:

- Plan your trip to avoid arrival at peak times
- Place your name card on the passenger visor
- Move up to the head of the queue
- Pick-up or drop-off children via the car's curbside doors
- Move out safely
- If your children are not at your arranged spot, go around the block and try again.

#### Do not:

- Leave your car
- Double park
- Stay more than two minutes
- Arrive early in the afternoon and sit in the zone.

Parking inspectors often check for compliance with zone regulations. This is not a school matter.

At 3:20pm, children who are not collected from the Massey St zone will be taken to the Pringle St zone.

At 3:30pm, all students who have not been collected are taken to the school office.

#### School Crossing Supervisors

A school crossing supervisor scheme is in operation at the following times:

- Massey Street – 8:00am - 9:00am and 2:55pm - 3:25pm
- Anthony Street – 8:15am - 8:45am and 2:55pm - 3:25pm

Parents are asked to ensure that children use these supervised crossings if they are walking to school. Wait until the whistle has blown before crossing the road and always cross at the crossing. The crossing supervisors are employed and trained by the State Department of Transport.

#### Assemblies

Assemblies are conducted by the school captains. Parents and extended families are always welcome to attend our assemblies to celebrate student learning and achievements. Families are also notified by the class teacher or specialist teacher when their child is receiving a special award.

Assemblies are held in sectors in the school hall:

- Prep to Year 2 – Mondays at 9.00 am
- Years 3-6 – Mondays at 2:15pm

### Book Lists

Students in Prep are invited to participate in a student resource scheme that involves payment of a \$120.00 levy. This allows the Prep teachers to purchase resources in bulk for children as the need arises throughout the year.

Students in Years 1-6 are provided with a list of requirements prior to the end of the school year to ensure that children are fully prepared for the commencement of the new year. A service is provided by the school in Term 4 whereby these requirements can be ordered and delivered to your home.

### Homework

Reading is the most important aspect in the school curriculum and one of the easiest to supervise and encourage at home. We expect all students to read every night and students in Years 1-6 will have spelling words. Our homework guidelines can be found in the appendix.

### Student Code of Conduct

The school has a *Student Code of Conduct* that outlines available support to help children manage their own behaviour. Children are entitled to learn in a safe, disciplined and supportive environment where relationships which promote mutual respect are fostered. All students have both rights and responsibilities to ensure that we promote a positive culture. All students are required to adhere to the school's expectations at all times, both within and outside the school. The Code encompasses face to face and online activity.

Through consistent modelling and teaching, we continue to nurture the foundations of respect, the use of manners and the skills and attitudes associated with becoming successful problem solvers in life.

School expectations are:

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

A copy of the Student Code of Conduct is provided with your enrolment materials.

### Mobile Devices Policy

Ascot State School has a Mobile Phone and Electronic Device Policy which requires all children to have a permission note signed by parents in order to have a mobile phone/device/smart watch at school.

Permission is sought from the Principal for the phone/device/watch to be at school. There are very strict guidelines which apply to this permission. Failure to abide by the guidelines will result in permission being withdrawn. Permission forms are available at the office.

### Religious Instruction

Ascot State School embraces a multitude of cultural, religious and non-religious beliefs and encourages students to grow and develop as a whole person, in particular, in beliefs, values and attitudes. We respect the background and beliefs of all students and staff by not promoting, or being perceived as promoting, any particular set of beliefs in preference to another.

In accordance with Chapter 5 of the *Education (General Provisions) Act 2006 (EGPA)* and Part 5 of the *Education (General Provisions) Regulations 2006*, we provide thirty minutes of Christian based religious instruction to consenting families for students in Years 1 to 6. The visiting Religious Instruction providers are approved by the Principal and a coordinator is appointed whose role is to manage and monitor the religious instructors and the delivery of the authorised program in a school. Parents will be requested to pay a fee each semester for religious instruction resources.

Instructors all work from a program authorised by the Department of Education. At Ascot this program is called *Connect*, and participating families purchase the workbooks via the booklist.

Students attend religious instruction based on information provided by parents on the completed *Application for Student Enrolment*, unless other written instructions have been provided to the school. In accordance with the legislation, parents may withdraw their child from all religious instruction by notifying the Principal in writing.

Students who do not participate in religious instruction are provided with other instruction in a separate, supervised location. They receive work to do such as revision, wider reading, or completing unfinished work.

You will be advised of any changes to the religious instruction and other instruction programs to ensure you are able to make an informed decision about your child's participation. If you have any questions or wish to make any changes to your child's participation, please see your class teacher.

## Health & Safety

### Sun safety

All students must wear the Ascot broad brimmed hat when outside. This includes before school, after school, during physical education lessons and other outdoor instruction and sporting activities. The Sun Safety Policy can be found in the appendix.

### First Aid

The health, safety and wellbeing of our students is vital for success in learning. We provide a health room and trained first aid staff to supervise this facility.

Sick or injuries at school – sometimes your child may present at first aid either feeling unwell or after a fall or incident. Staff will provide first aid and, if necessary, contact a parent to notify of the illness. All injuries involving the head will be reported and the parent contacted.

### Medication at School

If a child requires prescribed medication while at school, Department regulations state that:

- The parent or guardian must, in the first instance, make a written request to the Principal of the school. Authority forms must be completed at the school office.
- The student's medication, with the pharmacist's written instruction on the container must be lodged with the school for security purposes. Medication not labelled cannot be administered to any child. This includes over the counter medication.
- Administration of medication will be carried out by a staff member. Non-prescribed medications should not be brought to school and will not be administered by school staff.

In a school environment with many children, there is always a risk of children contacting an infectious disease. Children suffering from infectious disease (chicken pox, measles, school sores,

etc.) may be excluded from school for varying lengths of time. A full list of exclusions provided by the Health Department is available online.

[https://www.health.qld.gov.au/\\_data/assets/pdf\\_file/0022/426820/timeout\\_poster.pdf](https://www.health.qld.gov.au/_data/assets/pdf_file/0022/426820/timeout_poster.pdf)

### Emergency Procedures

The safety of our children whilst at school is a priority. To ensure that we meet Departmental Safety guidelines, fire and lockdown drills are carried out every term. The purpose is to familiarise staff and students with procedures to be followed for evacuation or lock down of the school premises.

### Emergency Contacts

Please ensure that you notify the office if you change your contact details. If you need to contact the school, please call the main school office on 3326 9333.

### Invoicing for school events

Ascot State School provides free instruction, administration and facilities for students who are Australian citizens or permanent residents or children of Australian citizens or permanent residents at our school. In order to maintain the excellent educational outcomes of our students, we invite parents/carers to pay for services, materials, consumables and any educational services purchased from a provider that supports our curriculum. We also invite parents to make a voluntary contribution to enhance the provision of instruction, administration and facilities provided at our school.

The preferred option for all payments is BPOINT. Parents who have signed up for QParents may use this payment option. Credit card payments may only be made by contacting the BPoint Interactive Voice Response (IVR) 1300-631 073. All payments will have cut off dates and if payment is not made students will not participate in the event. As always, parents are welcome to make payment plans if this will assist by contacting the Business Manager. Refunds may be applied for and are at the discretion of the school Business Manager.

The fees and service structure is provided in the appendix.

### Communication

Communication between parents and the school is vital for your young child to enjoy success at school. With a desire to promote open and harmonious relationships within the school and the wider community every effort is made to encourage worthwhile communication levels. It is hoped that parents will become acquainted with their teachers and the school administrators.

Face to face meetings is the preferred method to answer questions and resolve concerns. From time to time, it may be necessary for parents or teachers to request a discussion on matters of concern and parents are encouraged to establish contact with teachers and administrators for this purpose. You will appreciate the need to make prior arrangements for such interviews as teachers are busy preparing lessons, resources and attending meetings before and after school.

### Facebook and the Schoolzine (SZ) App

The Ascot State School Facebook page and the SZ app are our main form of daily communication with our parent community.

<https://www.facebook.com/AscotSS>

<http://www.schoolzine.com/szapp>

The QParents app allows you to notify us of absences, check your details and access report cards.

<https://qparents.qld.edu.au/#/login>

### School newsletter – the *Digest*

The main form of communication for whole school information about learning, events and successes between the school and home environment is the weekly school newsletter called the *Digest*. This informs you of school celebrations, events and educational programs and contains information from the Leadership team, class and specialist teachers, date claimers, tuckshop rosters, P&C news, articles from P&C sub-committees and groups. The *Digest* is distributed via email each fortnight by Schoolzine and is uploaded to the school website each week.

To subscribe to our eNewsletter complete the following subscription web form

<http://ascotss.schoolzineneletters.com/subscribe>

You can also access the newsletter and receive school updates via the Schoolzine app

<http://www.schoolzine.com/szapp>

You will then automatically receive the newsletter via email each Sunday. Please note all parent contact details are strictly confidential and will not be passed onto anyone else or used for other purposes. In cases where there is shared custody of a child, please ensure both parties have access to school communication. Parents may unsubscribe from the *Digest* at any time.

The school website contains a variety of information about the school and school community. Website content includes upcoming events and activities, policies, procedures, parent information, curriculum and classroom information, P&C contacts and groups, community activities, Tuckshop and Uniform Shop details, enrolment information, newsletters and school contacts.

### Appropriate use of email

Email contact may be used with the class teacher, but should be kept to a minimum as this detracts from our core business of teaching. Due to the busy nature of teachers' days, they are unlikely to access email regularly during the school day. Emails will be answered within 48 hours.

Our aim is to improve school – home communication through the use of email. However, as with all electronic forms of communication, it is important to establish a set of guidelines for communication using emails as emails leave a lot of room for misunderstanding.

- Emails should not be used to communicate urgent or critical matters. It is always best to speak with the member of staff concerned by telephone or in person. Please contact the school to arrange an interview to discuss urgent or critical matters with the appropriate person. If the teacher is unavailable due to them teaching their class, a delegated officer will be allocated to your call or a message will be taken and followed up promptly.
- When sending emails to multiple email addresses the author should always place the email addresses in the BCC box. This will not share other people's email address as they may not have given permission for this to be shared with a group. In our school this applies to parents and school staff.
- Never use email for matters of controversy or real distress. When you have a really serious matter, it is always best to meet with the teacher directly.
- Email may be useful for parents who have difficulty getting in to see the teacher. It can be used as a means to make an appointment to see the teacher.
- Due to the nature of their work, teachers spend almost all of their time in the classroom. When they are not in the classroom teachers may be in staff meetings, on excursions, planning, marking or on playground duty. As teachers have a range of duties to fulfil, it may take longer than a parent might wish for them to respond to an email or telephone call. If a

parent sends an email at 8:30am, a teacher may not see it until after their classes are over for the day. Teachers may or may not respond to an email before 8:00am, after 4:00pm or on weekends as that's when they are focusing on being a parent to their own children or dealing with other personal responsibilities. If you have not received an expected response, follow up with a written note or telephone call.

- It is important to reflect upon the tone, timing and content of an email message before it is sent. Emails written in haste or in anger rarely help to sort out issues or problems; in fact, a poorly written or emotionally charged email will almost always have the opposite effect. Too often, harshly written and 'angry' emails result in later regret. The rules for civility in email are the same as in face-to-face meetings. Convey a positive tone in your emails which can set the stage for a cordial working relationship with teachers and other school personnel. Never say anything by email that you wouldn't want published. Any inappropriate or offensive language or comments deemed to be defamatory will be sent on to the appropriate authorities. This will not be tolerated.
- Members of staff have many different responsibilities. It is therefore important to ensure that you have made contact with the correct member of staff to be able to address your particular question or issue.
- Emails are a quick and convenient way of communicating "good news". You are encouraged to use emails to send messages of encouragement and support to the staff of the school.
- Each of our teachers has at least 25 students. Think about the volume of emails this many parents could generate. Teachers are committed to communicating with parents and want to know if a student is experiencing difficulty at home or at school. Responding to emails takes time and thought.

### Privacy Statement

#### Enrolment

The Department of Education is collecting the information on the enrolment form for the purpose of school enrolment and student management. Personal information collected by the Department is protected by the Queensland Government's information Standard 42 – Information Privacy.

However, in accordance with information Sharing Protocols and Memoranda of Understanding, some of this information may be passed on to government agencies. Some of these state government agencies include Queensland Health, Queensland Transport, Queensland Police Service and Department of Families. The commonwealth government, through Centrelink, may require information for matching purposes in relation to the payment of benefits to some students.

Personal information on the enrolment form can be disclosed to other third parties without the individual's consent where authorised or required by law.

#### Attendance/Achievement/Behaviour

While students are enrolled in and attend state schools, school staff will collect personal information about their academic performance, attendance and behaviour for the purpose of monitoring their educational progress and providing educational programs to suit the needs of the student.

Year 3 and Year 5 student names are passed on to the Queensland Curriculum and Assessment Authority for the purpose of issuing individual reports in relation to the assessment of numeracy and literacy skills of students.

This personal information can be disclosed to other third parties without the individual's consent where authorised or required by law.

### Wellbeing, Protection and Safety

During a student's attendance, the Department of Education may also collect personal information that relates to the wellbeing, protection and safety of the student. This personal information may be passed on to agencies such as Queensland Health, Queensland Police Service and Department of Families in accordance with Education Queensland's Student Protection Policy and other policies relating to student behaviour.

This personal information can be disclosed to other third parties without the individual's consent where authorised or required by law.

### Children and Young People in the Care of the State – Data Matching

The Department of Education and Department of Families conduct a data-matching program to improve school achievement outcomes for children and young people in care.

The data-matching program involves a comparison, through a unique identifier, of certain personal information of children and young people in care and those children of similar age in the general school student population, including those who have specific needs.

This personal information may include:

- achievement levels;
- retention rates;
- age;
- school year levels;
- school disciplinary absences; and
- student movement between schools.

You may obtain further information about the Queensland Government's privacy regime contained in information Standard 42 – Information Privacy at <http://www.iie.qld.gov.au/informationstandards>.

### Lost Property

Every effort is made to locate lost property. You can help by ensuring that all items that come to school are clearly named. Lost property is stored in a designated area under A Block. Lost property is cleared at the end of each term. Many valuable articles remain unclaimed because owners cannot be identified. Please name EVERY item your child brings to school. A waterproof marker pen is ideal to mark anything plastic. White out can be used to mark dark items such as the inside of hats. Small and valuable items are kept in the Office.

### Volunteers

At Ascot State School we value and encourage parent participation in many levels of school life, including our real business of providing learning programs for students. It has long been recognised that parent involvement benefits children in terms of the feelings of belonging and security such involvement can bring. We are fortunate to have at Ascot State School the diversity of skills and talents that our parents are willing to share. Some areas in which parent involvement is crucial are the class reading and assistance with swimming supervision. Most of the time no more than an hour of time commitment each week is needed.

Parents who would like to work with children as classroom volunteers are most welcome. Arrangements are made with the class teacher. Your help in this regard will be most appreciated, in

all classrooms across the school. Grandparents and other adults require a blue card before commencing volunteering.

When visiting the school to volunteer, you must sign in at the office before moving through the school.

### Gifts, Donations and Fundraising

All fundraising occurs through the P&C and its sub-committees. All donations are given to the P&C or School Principal. Gifts over the accumulated value of \$150 to school personnel must be registered via the Business Manager as per the Code of Conduct Policy.

### School Dress Code

The school uniform is accepted as the standard attire for students attending Ascot State School. Parents enrol their children at this school on the understanding that the full uniform will be worn at all times. The Dress Code is provided as part of your enrolment pack.

The uniform can be purchased from the Uniform Shop. It has a paid Convenor and is operated by volunteers. The Uniform Shop stocks all of the uniform requirements and is situated in A Block. Opening times are Mondays, Wednesdays and Thursdays 8:15am – 9:30am during term. Flexischools can also be used to order items.

### Parents and Citizen's Association

The School has an active P&C Association and General Meetings are generally held on the third Wednesday of each month in the staff room. An Annual General Meeting (AGM) is held in March each year. The P&C Executive comprises the P&C President, Vice President(s), a Secretary and a Treasurer. The Treasurer works closely with the P&C approved accountant who maintains all P&C financials.

The dates of all P&C meetings are advertised in the school newsletter. All parents are very welcome to become members of the P&C and participate fully at meetings. To become an eligible member with voting rights, an application form must be submitted, which includes a Code of Conduct and membership applications are voted upon at the Annual General Meeting and at the end of each General Meeting. To request an application form, please email [pandcpresident@ascotss.eq.edu.au](mailto:pandcpresident@ascotss.eq.edu.au)

The role of the P&C at Ascot State School is wide and varied, covering a lot more than the usual fundraising activities traditionally associated with P&C committees. The P&C Executive manages a significant budget and works with a number of P&C sub-committees. The P&C extends a warm welcome to all new parents of the school and invites you to get involved in one or more of the many P&C activities, starting with the Welcome Group.

The P&C President is automatically a member of the School Council, the governing group which monitors and endorses the strategic direction for Ascot State School. This is a requirement of the Department as we are an Independent Public School.

### P&C Sub-Committees:

- Tuckshop
- Uniform shop
- Swim Club
- Physical Environment
- Friends of Visual Art and Design
- Friends of Music

- Fete

### Class Parent Representatives

Each class has a Class Parent Representative (CPRs) to assist the teacher when requested with class activities, providing a channel of communication and promoting the involvement of volunteers in the school community. The Class Parent Representative Program also assists the school and P&C with organising volunteers for whole school events. CPRs meet with the school and P&C once per term.

### Tuckshop

The Ascot State School Tuckshop is open every day of each school term, except the last two days of the school year in Term 4. The Tuckshop employs convenor(s). To ensure it operates profitably and efficiently volunteers are required each day. Students from Prep to Year 2 should not have money at school as it may be lost and this causes undue stress and anxiety.

A complete list of menu items is available on the Flexischools website. The menu complies with the State Government's Smart Choices Healthy Food and Drink Supply Strategy.

Order on-line at [www.flexischools.com.au](http://www.flexischools.com.au). This is an online system and no cash is required.

Registration is easy and free. Go to [www.flexischools.com.au](http://www.flexischools.com.au):

1. Click Register Now! and enter your email
2. You are emailed a link to the online form. Choose your username and password and enter your contact details.
3. For each child, click "Add a student" and follow the prompts to place and order. You will be required to top-up and pre-pay your account. Visa or Mastercard is preferred and transaction fees may apply - see online.

The Tuckshop sub-committee works very hard to provide an interesting and nutritious menu for the children and relies totally on parents to assist within the Tuckshop on a roster basis. If the rosters are not filled there is a possibility that the Tuckshop may have to close. The roster is only one day per month from 9.00am to 1.30pm. Why not get a group together and make a fun day of it?

Homebake is another way that families can support tuckshop. Homebake is an important part of the menu and is also done on a roster basis. Volunteers can bake and send along cakes, slices and muffins once per month. The Tuckshop convenor can provide a list of healthy choices and recipes as Homebake must also comply with the Smart Choices Healthy Food & Drink Strategy.

### Swim Club

Ascot Swim Club, established in 1973, operates as an amateur junior swim club. It is a club where all members are encouraged to participate at all levels and abilities. We are a club that focuses on participation, where each individual swimmer is encouraged to swim against his/her own personal best time with the opportunity to improve in a fun and supportive environment.

Club night enables the swimmers to gain a great introduction into a racing environment. It provides race practice for our junior and senior members in 25m, 50m and 100m timed events. The club also offers junior family members an opportunity to swim in a fun 12.5m event assisted by senior swimmers.

Ascot Swim Club is held every Friday night during Term 1 and Term 4 (from mid-October to late March.) These meets are held in the school swimming pool, which is a heated outdoor pool.

All family members are welcome and can enjoy a social Friday evening around the pool – with a BBQ and licensed canteen available.

The club participates in an interschool meet during the season "The Ascot Cup." This is a three way swim off between Eagle Junction, Wilston and Ascot swimming clubs.

The club awards a "Swimmer of the Week" to encourage all swimmers throughout the season. The Club Championships are held at the end of the season where our "Most Improved Swimmers" and "Overall Age Champions" are recognised.

Registrations open for the season in Term 3. Swim Club is a volunteer based club run by parents and sponsored by the local community. If you love swimming like we do, please get involved. It's so much fun and the children will love you for it!

Contact us: [swimclub@ascotss.eq.edu.au](mailto:swimclub@ascotss.eq.edu.au)

### Physical Environment

The task of the Physical Environment sub-committee is to prioritise, plan and implement building and grounds improvement projects within the school premises on behalf of the P&C and in consultation with the Principal, School Council and school community.

### Ascot State School P&C Association School Building Fund

The Ascot State School Parents & Citizen's Association (P&C) operates a School Building Fund which accepts donations from parents and the community. The P&C uses the School Building Fund solely for the acquisition, construction or maintenance of our school buildings. The School Building Fund is managed by a responsible person appointed by the P&C Executive. School Building Fund donations are only spent on projects that are approved by the P&C and in accordance with Australian Taxation Office Guidelines. Parents are invited to make contributions to the School Building Fund which are tax deductible.

### Friends of Music and the Arts (FOMA)

This group comprises teachers and parent volunteers and was formed in 1997 in order to raise funds and support the activities of the Music and Arts Department. The group provides valuable assistance in many ways, especially by organising, promoting, setting-up and moving instruments and furniture for concerts such as Music on Sunday, the annual Musical Evenings and for any community performance or competition by the choir or concert bands. The group is also responsible for providing refreshments when necessary at these events. The many Film Nights and Discos held throughout the year are organised by this group and raise valuable funds to support the excellent and highly regarded Arts programs on offer at Ascot State School.

### Uniform Shop

Situated in A Block adjacent to Anthony Street, the Uniform Shop is run by a paid convenor and is operated by volunteers.

**Opening times:** Mondays, Wednesdays and Thursdays 8:15am – 9:30am during term.

For a complete list of uniforms, please check the school webpage. Uniforms can be ordered online at [www.flexischools.com.au](http://www.flexischools.com.au) and they will be delivered to your child's classroom.

### Book Club

Book Club is run by the parents as a service to the students and a fundraiser for the school. Scholastic Australia, book publishers for over 25 years, issue four Book Clubs a year, one in each term. Books suitable for Years P-6 are offered at a discounted price to the students. The Book Club orders earn bonus points which are then exchanged for resources for the school.

To assist the parents who run the Book Club, volunteers are needed. The processing can take as little as one hour to complete with many helpers. Help is required on the day the orders are accepted and also approximately two weeks later to assist with the receiving and delivery of books to the classes. If there were one parent from each class this second stage would take approximately 15 minutes.

#### [Mother's Day & Father's Day Stalls](#)

These are run to provide a service and are non-profit making events for the P&C. They are held a few days before Mother's Day (second Sunday in May) and Father's Day (first Sunday in September).

#### [Sponsorship](#)

The Ascot State School P&C relies on the generosity and support of the broader local community to assist in delivering a balanced education and a broad range of relevant and engaging learning experiences, challenging our students to discover their unique potential and individual strengths. If you or your business wish to sponsor the P&C, please speak to the President. We ask parents to support those businesses that support our school.



## Ascot State School Homework Guidelines

### The purpose of homework

#### Homework is designed to:

- reinforce learning from the classroom;
- provide a positive opportunity for interaction between family members; and
- encourage the development of independent study habits.

#### Prep

- Daily reading – format will evolve as the year progresses
- Letter/sound relationships
- Sight words

#### Year 1&2

- Daily reading - at least 10 mins per day
- Sight words
- Basic facts

#### Year 3&4

- Daily reading
- Spelling
- Basic facts

#### Year 5&6

- Daily reading
- Spelling
- Basic facts

Teachers may include other elements such as

- Language concepts
- Mathematics

On occasion, class work such as research or investigations may be included.

#### Additional, real life home activities that may enhance learning:

- reading together regularly
- playing games
- accessing Mathematics / Reading Eggs
- money related thinking e.g. budgeting, running errands, calculating change
- cooking
- shopping
- time related conversations and problem solving
- retelling the plot of stories, TV shows or movies
- writing tasks such as lists, notes, birthday cards, postcards and emails

### Our agreement

#### Students

Accept responsibility for completion of homework

Request assistance if needed

Ensure homework is handed in on time

Accept consequences for lack of completion

#### Parents

Provide an appropriate environment with supervision, support and encouragement

Assist children to balance the range of outside school activities in which they may engage, such as family, recreation, community and cultural activities

Communicate with the teacher should difficulties arise

Sign work as required

#### Teachers

Provide homework appropriate to the work being undertaken in class and aligned to personal learning goals

Be consistent in the approach to the setting of homework and subsequent feedback

The Class Information Sheet sent home each term details the content being studied. This may assist in exploring study related topics at home.

Our homework guidelines align with the Department of Education and Training requirements

<http://education.qld.gov.au/curriculum/framework/p-12/>

## Sun Safety

As a Queensland school, it is vital that we raise awareness of sun safety issues and have in place procedures to assist staff and students to protect themselves as much as possible from over exposure to the sun.

Through the development and implementation of a shared Sun Safety Policy, we aim to:

- create a positive and proactive attitude to sun safety amongst all members of the school community
- develop life-long strategies and beliefs which will reduce the risks of skin cancer for the total school community

### Approach

1. Compulsory wearing of wide brimmed hats by all students, staff and volunteer helpers for any outdoor movement or activities where exposure to the sun is imminent and extended – lunch breaks, sport lessons, outdoor learning activities
2. Collared shirts as part of the uniform
3. Timetabling that reduces exposure to the sun in the middle of the day, wherever practical.
4. Integrate the teaching of sun safe practices where applicable within the curriculum
5. Provide SPF 30+ broad spectrum sunscreen to every classroom for use by the students, staff and volunteers
6. Encourage all school community members to utilise SPF 30+ broad spectrum sunscreens, SPF 30+ lip creams, zinc cream, etc. to all exposed areas of skin
7. Provide shaded areas for play
8. Maintain shade structures in the pool, Prep playground and oval
9. Reinforce the need for all school community members to be appropriate role models
10. Permit students to wear appropriate sunglasses to protect their eyes from UV radiation if they wish to or need to. The sunglasses must have a sun protection factor of 97% (EPF 10).
11. Remind students to drink plenty of water as they can dehydrate quickly during hot weather

### Roles and Responsibilities

#### Students

- Wear appropriate hat and the school uniform
- Wear appropriate clothing on free dress days
- Utilise sunscreen
- Play in shade areas if possible
- Strive for sun safe practices

#### Staff, parents and the community

- Teach students about sun safe practices
- Model appropriate sun safe practices
- Reinforce and encourage appropriate sun safe practices amongst other school community members, especially students
- Plan for outdoor activities with sun safety in mind (where ever practical)
- Support the implementation of sun safety strategies