

WELCOME

We are pleased to welcome you and your child to Corinda State School, a place where learning is continually promoted as our core focus.

While Corinda State School is part of the Brisbane Inner Western State School Alliance (BIWSSA), due to the cultural diversity, caring staff and family involvement the school continues to provide a unique and personal learning environment.

At Corinda State School we recognize that Education is a shared community responsibility. We recognize that children will always thrive when the school and home are working together as a team – toward common goals.

We invite you to become active members of our school community and help reinforce this value of learning. We trust that your child's education at this school will be a rewarding and meaningful experience.

Kind Regards

A handwritten signature in blue ink, appearing to read 'Nathan Eiby', with a stylized flourish at the end.

Nathan Eiby
Principal

CORINDA STATE SCHOOL

Corinda State School is situated at 330 Cliveden Avenue, Corinda. We are approximately seven kilometres from the city. The grounds area is approximately 7 hectares. The school is in a relatively quiet location being bounded by Dunlop Park and Cliveden Avenue reserve.

Corinda State School was established in 1927, however moved progressively to its current location from 1976. Currently the school consists of three Preparatory classes, 20 primary teaching spaces, open area with flexible partitions, a music block, a state of the art Resource Centre, Performing Arts Centre, Special Education Building, Before and After School Care Centre, an administration block and covered half basketball court. These facilities are complemented by an amenities block, a new school canteen and uniform shop.

The school has an oval, grassed play areas, an environmental area, tennis courts, two adventure playgrounds, basketball court, handball courts and netball courts. These facilities are utilised by most students when preparing for their participation in the inter-school sporting competitions for the autumn and spring sporting seasons. The school accesses the adjacent Dunlop Park Swimming Pool for swimming lessons in the summer months.

Corinda State School is a cluster school for Physical Impairment. All except 4 teaching spaces are wheelchair accessible. The school also hosts a Head of Special Education Services (HOSES) position for the Oxley Road Program (across Graceville, Sherwood, Corinda and Oxley State Schools) to support students with a verified disability (including Intellectual Impairments, Speech Language Impairment and Autistic Spectrum Disorder). This allows students to be supported while attending their local school.

Corinda is highly sought after as a family oriented school. The school population is drawn from more than 39 suburbs and includes over 40 nationalities. Enrolments are currently 570 students from Prep – Year 6. The school operates under an Enrolment Management Plan which ensures that the enrolment is maintained at a sustainable level. The student enrolment capacity is recognised as 594 students.

In addition to 23 classroom teachers, our school has specialists in Music, Physical Education, Teacher Librarian and French. A full-time Support Teacher for Literacy and Numeracy, and English as a Second Language (ESL) teacher, visiting Guidance Officer and Speech Language Pathologist are available to assist children. A Chaplaincy program operates in the school to support families with both physical and emotional needs 2 days a week.

Parent and community participation in the school is strong, through involvement in the Parents' and Citizens' Association and related activities including volunteer work in classrooms and other school activities.

The school enjoys close links with Corinda State High School, Rotary Club – sponsoring the Junior Rotarian program in Year 6, the local RSL, PCYC, Oxley United Football Club, local churches and businesses.

Our school has a flexible committee structure which focuses on the strategic and management operations of the school. Genuine partnerships with students, parents and the community have successfully resulted in the spirit of co-operation existing in our school.

OUR SCHOOL PHILOSOPHY

Statement of Purpose

The motto of our school is “*Catering for the Individual*”.

This is realized through our school creating and maintaining a safe, tolerant and disciplined learning environment within which our students prepare to become active and reflective Australian citizens with a disposition to lifelong learning. They will, in time, be able to participate in and shape community, economic and political life in Queensland and the nation. They will be able to engage confidently with other cultures at home and abroad.

(Based on Statement of Purpose QSE 2010 page 12)

Beliefs and Values

Fundamental to our *Positive Behaviour Learning* systems is the understanding that all behaviour serves a purpose or a “function” for the student. By enabling the student to get what they want or escape or avoid what they don’t want, behaviour – whether acceptable or unacceptable – is “learned” – repeated often over time – by the student as a way of getting their needs met. It is therefore difficult to change a learned behaviour, unless it can be replaced with a socially acceptable or “positive” replacement behaviour that enables the student to get their needs met more efficiently and effectively than the problem behaviour.

The replacement behaviour is explicitly taught directly to the student, using standard instructional techniques, and the environment is altered in ways that facilitates the use and practice of, the replacement desired behaviour.

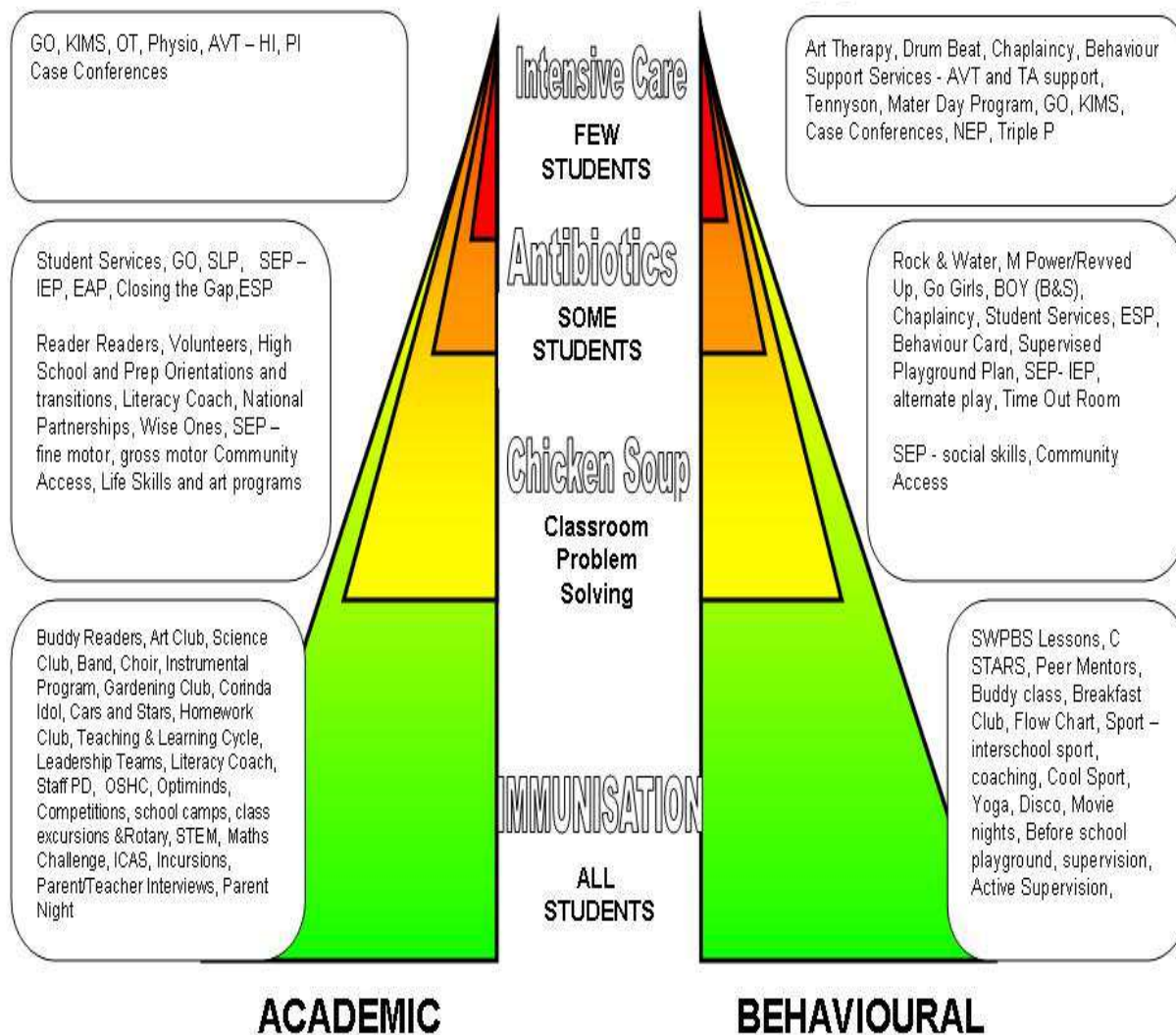
The aim of *Positive Behaviour Learning* support, therefore, is to build environments in which positive behaviour is more effective than problem behaviour enabling the student to get their needs met. This differs from traditional behaviour management in which the major focus is on the student’s problem behaviour and on stopping that behaviour through punishment.

At Corinda our *Positive Behaviour Learning* expectations are:

- C** – Consideration
- S** – Safe & Smart
- T** – Try our Best
- A** – Appreciate
- R** – Respect

Further elaboration of the C – STAR can be found in the CSTAR brochure.

What are our current supports?



The representation of Corinda State School’s support and intervention processes and programs is provided in the Academic/Behavioural Pyramid on the following page.

The green *immunization* section at the base of the pyramid provides an outline of the whole school practices and programs for ALL STUDENTS AT ALL TIMES. C-STAR lessons are designed from current behaviour records collected which is obtained within the school and an example is provided for your reference.

The yellow *chicken soup* section in the pyramid describes ‘booster shots’ for those students who need to be reminded of the C-STAR values.

The orange *antibiotics* section in the pyramid represents programs for some students who are not responding to the whole school C-STAR lessons or the ‘booster shots’.

The red *intensive care* section in the pyramid details the programs offered and interagency support provided to the few students where none of the previous interventions have been successful.

CONTACT PERSONNEL

Principal:	Nathan Eiby
Deputy Principal:	Rod Iffinger
HOSES:	Kristina Jonkers
Business Services Manager:	Julie Fowler
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Home page:	http://www.corindass.eq.edu.au

DATES FOR 2017

Term 1 <i>Public Holidays:</i>	Monday 23 January – Friday 31 March <i>Australia Day Holiday – Thursday 26 January</i>
Term 2 <i>Public Holidays:</i>	Tuesday 18 April – Friday 23 June <i>ANZAC DAY – Tuesday 25 April</i> <i>Queen’s Birthday – Monday 1 May</i>
Term 3 <i>Public Holidays:</i>	Monday 10 July – Friday 15 September <i>Royal Queensland Show (EKKA) – Wednesday 9 August</i>
Term 4 <i>Public Holidays:</i>	Tuesday 3 October – Friday 8 December <i>Labour Day – Monday 2 October</i>
2018	The School year will begin on Monday 22 January 2018

BELL TIMES

8:30	CLASSROOMS OPEN <i>(BEST DAY OF MY LIFE)</i>
8:50	INSTRUCTION BEGINS <i>(TONE)</i>
8:50-9:30	SESSION 1
9:30-10:10	SESSION 2
10:10-10:50	SESSION 3
10:50	FIRST BREAK EATING TIME <i>(HAPPY)</i>
11:05	FIRST BREAK PLAYTIME BEGINS <i>(TONE)</i>
11:35	FIRST BREAK PLAYTIME OVER <i>(CAN'T STOP THE FEELING)</i>
11:40-12:20	SESSION 4
12:20-1:00	SESSION 5
1:00-1:40	SESSION 6
1:40	SECOND BREAK PLAYTIME BEGINS <i>(HAPPY)</i>
2:05	SECOND BREAK PLAYTIME ENDS <i>(CAN'T STOP THE FEELING)</i>
2:10-3:00	SESSION 7
3:00	SCHOOL FINISHES <i>(HAPPY)</i>
3:30	UNSUPERVISED STUDENTS ON SCHOOL GROUNDS MUST REPORT TO OFFICE <i>(TONE)</i>

CURRICULUM AND PEDAGOGY

Corinda State School offers a large range of distinctive curriculum offerings that enhance the eight Key Learning Areas.

We cater for these Key Learning Areas in an engaging and stimulating integrated curriculum that connects to our students' lives and interests, and provides each student with the capacity to reach his or her potential. Corinda caters for all students, regardless of abilities, providing quality support for students with special needs and offering extension activities for those with gifts and talents in most areas of the curriculum.

Instructional Design and Delivery: At Corinda, Teachers utilise the *Corinda Explicit Instruction Model* to help ensure student engagement in learning.

The Corinda EIM interpretation promotes the use of daily warm-ups in Reading, Writing and Maths to build student understanding in learning concepts (recite, recall and apply); requires teachers to use measures to continually elicit student responses, to determine the level of student understanding and quality of teaching instruction (including verbal and physical responses); involves teachers providing opportunities that continue to reflect a Gradual Release of Responsibility in learning, inclusive of the cueing and prompting guiding student thinking and learning, to the collaboration and conferencing that ensures deeper levels of student understanding.

Every student at Corinda State School will continue to access a personal whiteboard throughout instruction time to support the

efficient and effective cycle of teaching and learning.

Corinda – Explicit Instruction Model



D.I.R.T

Dedicated Improvement and Reflection Time

Teachers work with each child setting and tracking a personal goal that builds proficiency in reading. The goal for each child will be displayed in the classroom on a Reading Framework (that has been developed by the Corinda teachers). The framework will be a visual reminder to the child and teaching staff of the focus at any particular time. *Parents can also see on the framework what their child is focussing on when they visit the classroom.*

The other dimension of DIRT focuses on children having the opportunity to re-do an aspect of learning, taking on the feedback that their teacher has provided regarding that work. Through this additional information (feedback) from the teacher, children have the ability to take their learning to a new level of accomplishment. This complements the notion that collaboration and conferencing enhances student understanding of learning (as confirmed in the Corinda EIM).

ENGLISH

The goal of the English syllabus is to develop the children's ability to compose and comprehend spoken and written English - fluently, appropriately and effectively - for a wide range of personal and social purposes.

Language is the key to learning in all curriculum areas, for success in later education and in everyday life.

Corinda State School's English program is aligned to the new Australian Curriculum and appreciates the significance of involving children in using language for real purposes thus enabling them to become fluent and effective users of the English language.

We strive to provide programs which are both comprehensive and flexible in order to develop the children's ability to compose and comprehend spoken and written English for a wide range of personal and social purposes. As we work towards the goal of developing children's abilities to use language effectively in a sophisticated and rapidly changing information age, we are ever-mindful of the need to work within a framework which emphasises the importance of processes, skills, attitudes and knowledge.

Pedagogical Coaches work across the school supporting teachers and students in the development and progress of literacy and English.

MATHEMATICS

The teaching of Mathematics involves the following concepts, processes and affects:

- Students develop interconnected concepts from both the numerical and spatial domains of mathematics.
- Students develop a broad range of mathematical processes including general thinking processes and problem solving.
- Students develop a positive frame of mind, which encourages initiative, co-

operation and the application of mathematical concepts and processes in a logical and thoughtful way.

- They will also develop an appreciation of the place of mathematics in our culture and its widespread application in society.

Application and problem solving:

- Students develop the ability to use mathematical concepts and processes in situations ranging from familiar to novel, and in both practical and theoretical contexts.

Teachers have been trained in First Steps Mathematics which assists in the teaching and diagnosis of mathematical problems in order to support student mathematical development in a sequential and comprehensive way.

SCIENCE

The Australian Curriculum in Science has been taught from 2012. The Corinda State School Science Program has five elements:

1. Process Skills - enable children to pose and answer questions in a systematic way (Prep to Year 6) and to combine two or more of these skills in more complex processes (years 5 to 6);
2. Manipulative Skills - the physical skills of using equipment and handling specimens are an essential part of science;
3. Positive Attitudes - which include creativity, interest and curiosity in the world around them, open-mindedness to data and an awareness of the responsibility they have to the environment;
4. Concepts - gaining knowledge and understanding of the five science areas of life, energy, matter, earth and space;
5. "Hands-on" Activities - first-hand experiences provide a basis for children to develop process skills, to discover concepts and to grow in their interest and awareness of the world around them.

HISTORY

Corinda introduced this Australian Curriculum subject in 2013.

History is taught in all year levels from Prep to Year 6. The skills are developed across the years in a hierarchical fashion: beginning with child-centred ideas and growing outwards to local Community, Regional, State, National and Global concepts.

The teaching of History involves more than just Content, there are two main strands:

- The teaching of **Historical Knowledge and Understandings**
- The teaching of **Historical Skills** using the Inquiry approach

The big ideas we teach through **Historical Inquiry** are:

- Continuity and Change – *Some things stay the same and some things change*
- Cause and effect – *The relationship between a set of factors and consequences.*
- Perspectives – *Each event is seen differently according to people's points of view*
- Empathy – *Encouraging children to 'Walk in the shoes of another.'*
- Significance – *The importance that is assigned to particular aspects of the past.*
- In the upper school, children learn about **Sources** and determine the **Evidence and Contestability of Information.**

GEOGRAPHY

In 2014 this Australian Curriculum subject was implemented at Corinda. Geography integrates knowledge from the natural sciences, social sciences and humanities to build a holistic understanding of the world.

The teaching of this subject follows a similar pattern to History, in that it begins with

child-centred concepts and broadens as children progress through the school, to Global understandings.

The teaching of Geography will focus on the concepts of: Place, Space, Environment, Interconnection, Sustainability, Scale and Change.

HEALTH & PHYSICAL EDUCATION

The Health and Physical Education Syllabus incorporates the elements of Human Relationships Education together with Health and Physical Education.

The three main areas of learning are:

Promoting the Health of Individuals and Communities

States of Health

- Factors influencing health
- Health-promoting behaviours of individuals and groups
- Strategies to promote personal and community health

Challenge, Risk and Safety

- Behaviours that promote personal and group safety
- Safe, unsafe, risky and challenging behaviours
- Preventive, protective and treatment actions in emergencies

Nutrition

- Relationship between food, growth and development and health

Health resources

- Issues related to the selection of health products, services and information

Social and physical environments

- Health effects of human behaviours on social and physical environments including home, work and recreation
- Creation and maintenance of environments that promote and protect health

Developing Concepts and Skills for Physical Activity

Movement skills

- Fundamental movement skills
- Specialised skills for movement

Movement concepts

- Components of movement
- Principles of movement
- Skills acquisition
- Exercise physiology

Safety

- Safe behaviours in physical activities

Strategic awareness

- Strategies for individual and team games, sports and other physical activities

Health-related fitness

- Relationship between health, physical activity and fitness

Sociocultural perspectives

- Factors that influence attitudes towards, and participation in, physical activities

Enhancing Personal Development

Identity and relationships

- Aspects of identify
- Relationships in families, friendships and groups
- Factors influencing identity and relationships

Cooperation and communication

- Interpersonal skills

Growth and development

- Aspects of growth and development

Each class has weekly contact with a Physical Education teacher. Children are taught swimming, athletics, dance, games skills and fitness throughout the year.

The P&C Association has historically subsidised the Personal Development classes for Years 5 & 6 students offered by a trained facilitator. All children are encouraged to attend these sessions as part of the HPE program.

For any child to be excused from physical education classes they must have a parental note or doctor's certificate.

SPORTING ACTIVITIES

Children at Corinda have the opportunity to participate in a wide variety of sports.

Inter-School Sports

Teams from Years 5-6 compete in baseball, softball, basketball, AFL, netball and soccer against local schools on Friday afternoon. Students compete in athletics, swimming and cross country and may advance to district, regional or state representation.

Intra-School Sports

Children compete in three houses.

Dunlop	Blue
Francis	Gold
Moffat	Red

Sports House Competitions are held in athletics, swimming and cross country. House shirts are not compulsory, but are available for purchase from the Uniform Shop. Currently all students are invited to wear their house shirts on a Thursday.

Swimming

Swimming is a part of the school curriculum with classes attending lessons at Dunlop Park pool in Term 4. Information is sent home to the particular classes at the start of the season. Dunlop Park Pool is adjacent to the school. There is an admission charge to the pool.

THE ARTS - MUSIC

Our program presents the opportunity for every child to understand the contribution music makes in one's life.

It aims to develop the child's

- awareness of music
- response to music

- self expression in music
- knowledge and skills in music

The school program has three elements:

Classroom Music Program

- singing - movement
- listening - creating
- playing instruments

Choral Music Program

- Senior Choir Year 4 – 6
- Junior Choir Years 1 – 3

Instrumental Music Program

- Percussion, strings, woodwind, brass
- Performance ensembles and bands

The school music program aims at presenting opportunities for every child to participate in and enjoy musical experiences. A music teacher implements the program and two visiting specialists provide small group instruction in strings, woodwind, brass and percussion instruments.

All children are involved in classroom music which is based on an aural singing program. Every child from Year 4 learns to play the recorder. The school also offers a Uekele Club for Years 3-5 and Year 6.

All children learning an orchestral instrument are involved in one or more of the following playing groups: Senior, Junior or Beginner Concert Bands, Senior, Intermediate or Beginner Strings Ensemble. Groups practise weekly and may perform at concerts and in the annual Festival of Music Competition.

All students in Year 4 learn to play a musical instrument. This introductory year of tuition is free of any charges. Students will have one, half hour lesson each week.

Some instruments are available on loan from the school but parents **are required** to purchase instruments for their children after a 12-month period.

THE ARTS

Through art, children realise their full potential as human beings and are involved in the thoughtful observation and understanding of their cultural heritage.

Whether children are making, displaying or responding to their own or others' artwork, they are developing sensibilities that are central to art - aesthetic sensibilities. These have a significant role to play in children's personal development and in their quest for discriminating and satisfying lifestyles.

Our art program aims to:

- Develop the understanding and skills necessary for children to make, display and respond to works of art;
- Focus on the development of children's aesthetic sensibilities;
- Introduce children to and develop their understanding of Australia's cultural traditions, institutions and practices, and to world culture at large;
- Foster the development of each child's individuality.

DANCE AND DRAMA

Dance and drama are an integral part of the Arts and assist in the development of student's skills. At Corinda, our Dance and Drama program offers:

- Positive interest in performing, rehearsing and developing dramatic skills
- Opportunity to perform in front of different audiences
- An enriching dimension to the schools Arts program
- Self-confidence and expression in students
- Opportunities for community and parental participation within the school

Dance and Drama are fundamental to creative, intellectual and emotional development. The practise of dance and drama can develop imagination, self-

confidence and awareness of how our bodies move and how to take care of our bodies and improves coordination and memory.

The program allows the opportunity for students to work towards a final production throughout a term through sequential development of skills and a sense of accomplishment with the end result.

PREPARATORY YEAR **The Early Years' Programme**

The Preparatory Year is a full time quality educational program, which aims to:

- Encourage active learning, problem solving, effective communication skills, creativity, social skills and participation.
- Celebrate the diversity of life experience and cultural heritage that shapes a child's life.
- Have the lifelong learner as a central focus.
- Reflect the core priorities of literacy, numeracy, and life skills defined in the Early Years Curriculum.
- Encourage strong partnerships between children, parents, schools and community.
- Make use of a flexible learning environment using indoor and outdoor areas and the wider community.

Additionally, the Early Years curriculum is play based. Through play, children learn the basic rules of communication, sharing and cooperation, as well as being free to experiment with ideas and materials.

Prep children will also participate in music, physical education and library specialist lessons. They will attend school events and functions including assemblies, book week

parades, and ceremonies and participate in programmes such as 'buddying' with children in the upper grades.

Everything your child does within our school has a purpose for learning. The following factors have been identified to contribute to success in learning:

- Social and emotional competence with a focus on social/personal learning.
- Health and physical wellbeing, particularly in making healthy choices, and large and small muscle development.
- Language learning and communication focusing on oral language and literacy.
- Early mathematical understandings with emphasis on early numeracy.
- Active learning processes with a focus on thinking, investigating, imagining and responding
- Positive attitude to learning.
- Research shows that children gain academically when their parents become interested and involved in their child's school, be it through general assistance, working bees, committee involvement or tuckshop assistance.

From 2017 the Preparatory Year (Prep) will be considered part of the compulsory participation phase of schooling.

Pre-Prep Playgroup

A Pre-Prep Playgroup is held in Term 4 for those children in-catchment (either by residential location or sibling rule).

The program will run from Weeks 3 to 7 (5 weeks) from 9.00am to 10.30am each Friday. The program is no cost to participating families.

The playgroup is staffed by current teachers and teacher aides. It will be play-based by nature and situated in the PAC (Performing Arts Centre). Participating children will need closed-in foot wear, hat, morning tea and can bring a security toy/etc.

One of the legislative requirements for Playgroups is that parents/caregivers are to remain on-site at all times with their children.

For us this presents as an opportunity to welcome our new students, and to share information with parents, to help build positive and productive relationships between home and school.

The parents will be based in the LOTE room (adjacent to the PAC) discussing a range of important matters about Prep and Corinda State School. Tea and coffee will be provided for parents.

L.O.T.E.

(LANGUAGES OTHER THAN ENGLISH)

The aim of this program is to promote the French language to students in Years 2 and 6.

The major goal is communicative, with emphasis primarily on speaking and listening skills in the first year of study, extending to include writing and reading skills in the subsequent years.

Students are made aware of the steps involved in using and understanding another language which will give them a deeper understanding of the functions of language in general.

Students also gain an understanding of French culture which will enable them to develop an appreciation and respect for other cultures.

Technology is used extensively in the LOTE program. The school received a District Showcase Award in this area in 2001.

ICTs

Information & Communication Technologies

Computer literacy is a valued competency in today's global society. At Corinda we equip our students to meet this competency through the provision of appropriate computer software and hardware combined with a computer skills program. Students learn through their knowledge of computers, strategies they can use to effectively address learning situations now and in the future.

Corinda State School provides for students a range of modern computers and printers in each classroom and through the technology laboratory cater for the skill development of students.

Digital cameras, laptops and pods of 6-8 iPads are available for each class. Electronic white boards are installed in each room and a blue screen is used for movie making in the Resource Centre. Cable and Wireless Internet access is provided across the school enhancing the global nature of learning.

The professional development of teachers is ongoing. A computer / student ratio of 1 computer to 5 students has been achieved. The Resource Scheme contributes towards ICT support to enable all students' use of information and communication technologies in all locations and in all subject areas.

TECHNOLOGY

Technology is the creative process through which new products and processes are designed and developed to meet peoples' changing need and wants. It involves new ways of doing things, combining creative thinking and practical problem solving.

Technology education involves students working individually or in teams to solve problems and design products appropriate to their interests and capabilities. To do this, students:

- Investigate issues and problems
- Generate ideas and viable solutions
- Produce a range of products and prototypes
- Evaluate their effectiveness and appropriateness of their designs.

Students use these processes when responding to a design challenge, which can be generated by the teacher independently or collaboratively with students.

PARTICIPATION IN CURRICULUM ACTIVITIES BY ISLAMIC STUDENTS

Corinda State School offers a complete teaching and learning program aligned with the requirements of the Australian Curriculum which is being adopted by all states and territories across the nation. Included in this are studies of the Arts and Health & Physical Education.

An increasing number of Islamic students are advising their teachers that they cannot participate in all areas of the curriculum due to the beliefs and practices of the Islamic faith. Examples of this include non-participation in Music, Dance, some elements of the Visual Arts including painting and drawing and Swimming.

We appreciate that Corinda is a very multicultural school and make every effort to adhere to and respect the religious beliefs of all students. However, as a regular government school we must offer a full and balanced curriculum. Non-participation in specific activities by students does create some problems for us as part of a state-wide system. In addition, we have noticed a lack of consistency by some students in their degree of participation in such activities.

If parents wish for children to not participate in certain curriculum activities for faith based reasons they are requested to notify the Principal in writing giving details of specific activities they must not take part in.

This request should be made at the enrolment interview or as soon as possible after this. In addition, parents need to understand that we cannot make alternative arrangements for supervision of your children during these lessons. They will need to attend the lessons but sit and do other work assigned by their class teacher.

If this preference is not acceptable to these families the other alternative available is for these parents to come to school at these times and supervise your own child. We will provide a suitable area for you to provide this supervision.

RELIGIOUS INSTRUCTION

Corinda 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.

In the case of Religious Instruction, all students (except Prep students) are placed in either religious instruction or other instruction according to the information provided on the Application for Student Enrolment unless parents have provided other written instructions. Subsequent changes to your preferences around participation in Religious Instruction can be made in writing at any time and forwarded to the Principal.

Queensland state schools provide religious instruction in accordance with Chapter 5 of the [Education \(General Provisions\) Act 2006](#) (EGPA) and Part 5 of the [Education \(General Provisions\) Regulations 2006](#) (EGPR) by making available up to one hour per week for the provision of [religious instruction](#) to students (except Prep students) who are members of a [faith group](#) that has approval to deliver religious instruction at the school.

Members of the Anglican, Catholic and Uniting Churches combine to provide a co-operative interdenominational program in class groups. The “Connect” Program is approved and used by these participating denominations. Children that access the Religious Instruction program are supplied with a workbook for these lessons, at a cost of \$10.00 for the year. Two workbooks are used during the year, one for each Semester.

Islamic Instruction is also offered in multi-age groups in Year 1-3 and Year 4-6 when approved instructors are available. Resourcing costs for this program are confirmed by the instructor as required.

Currently the school conducts a 40-minute Religious Instruction lesson each fortnight on Friday during the first session of the day. Those children that do not participate in the Religious Instruction lesson are supervised by teaching staff in alternative locations throughout the school. These students undertake a revision of their class work, consistent with our DIRT mindset, or engage in independent reading activities.

SUPPORT FOR LEARNING

In all schools there are children with special needs who may require support over and above that provided by the classroom teacher. These needs may be because of physical, intellectual, hearing or visual impairments, or behavioural, emotional, social or learning differences. Additional support for children with special needs is available from a range of specialist personnel.

GUIDANCE SUPPORT

A Guidance Officer visits the school on a regular basis to assess and counsel children and parents referred through the school.

Parents who wish their child to see the Guidance Officer should first discuss the need with their child's class teacher, who will refer the student on the Student Support Services forum, if required.

All appointments for Guidance are made through the Support Teacher and/or the Principal. A formal referral form must be completed and signed before an appointment is made.

SCHOOL CHAPLAIN

A chaplaincy program is an optional service to provide students, staff and parents with support which may have a social, emotion and/ or a well-being component. Chaplaincy services provide an additional adult role model in schools.

A school's chaplaincy program complements other support services in the school such as those offered by the Guidance Officer.

A chaplaincy service is not a counselling service. Chaplains do not refer to external agencies. Chaplains do report issues of concern to the principal and the principal is responsible for external referral processes.

Local community support is required for the continuation of a chaplaincy program to a

school. Currently the School Chaplain role is funded 2 days a week through Federal funding and Local Community funding.

The Chaplaincy program is managed by a Local Chaplaincy Committee which meets monthly to organise fundraising events and oversee the programs offered to the school community.

The Chaplain organises the 'Breakfast Club' one morning per week, lunch time activities, food hampers for families in need. The Chaplain attends all school events. Appointments with the Chaplain can be made through the school office or by phoning 0458 179382.

SUPPORT TEACHER – LITERACY AND NUMERACY (STLaN)

Our Support Teacher – Literacy & Numeracy assists the class teachers with both direct and indirect support for children experiencing difficulties. Access to the learning support service is through the classroom teacher, who will first discuss the child's learning needs with parents, and will refer to the Student Support Services forum.

The STLaN may also conduct parent workshops to help parents know how to tutor their children at home. Volunteer aides are also trained by the STLaN to provide help for children with learning needs.

Should you be able to offer some time for assisting these students, we would be very appreciative.

OTHER SUPPORT

Other staff who visit our school and assist parents and teachers to meet children's needs include:

- a Speech Language Pathologist; and a teacher aide to support individual speech needs;
- an Oral Language Program is run by a trained teacher aide to support Prep and

Year 1 students' oral language development;

- Advisory Visiting Teachers (AVTs) for visual, hearing and physical impairments visit Corinda State School on a needs and referral basis;
- Teacher Aides are employed to provide individual and small group intensive support in Literacy & Numeracy.

ENGLISH AS A SECOND LANGUAGE (ESL)

An English as a Second Language teacher is based at the school. This teacher not only assesses language skills of newly-arrived migrant students but also devises language teaching programs for their individual needs.

These students are taught individually and in small groups and receive considerable support as second language learners in the mainstream of the educational process.

Like many schools, Corinda State School has a growing percentage of children who come from other language and cultural backgrounds. The school has many procedures to assist the students and their families to gain as much as possible from their education.

EXCURSIONS

To supplement the classroom learning, teachers take their classes on excursions to highlight some aspects of the program currently being studied.

Tours are mainly in the metropolitan area and are of half-day or full-day duration. They are regarded by the school as an essential part of the classroom program.

Incursions are also supported by the school, where teachers access programs and consultants with expertise to work with the students in the school.

Tours, incursions or excursions will typically be held in weeks 7 to 10 each term.

OUTDOOR EDUCATION PROGRAM

Outdoor education in the form of day excursions, overnight camps, or camps extending over several days, assists in the physical, social, emotional and intellectual development of the child. As such, it is an integral part of learning and the curriculum.

Camps may be conducted for children in Years 5 and 6 beginning with short experiences and leading up to several days in length. Please note that not all these year levels will have a camp each year.

The cycle of camps varies according to a number of factors including the units of work being studied in a particular year. All children will have the opportunity to attend some camps during their time in Years 5 – 6. The school has accessed a variety of bush and beach residential camps, all based on work currently being done in the classroom. The camps help children build confidence and team skills.

Specific information regarding camp programs, cost and permission notes are sent to families as part of the planning process.

To assist with the cost of camps, a saving scheme is also operated by which students may pay for the camp by instalments during the weeks prior to the activity.

LIBRARY/RESOURCE CENTRE

The aim of the Corinda School library is to enable children to develop information skills, search strategies and a love of literature. This should assist them to become informed decision-makers and life long readers and learners.

The development of these skills across the school is achieved through Cooperative Planning and Teaching between teachers, the Teacher-Librarian and Specialist Teachers.

Opening hours:

Before School (as a Homework Club and Readers' Club); First and second break and after school (reading, board games and computer lab purposes).

Borrowing:

Children may borrow 2 items from the Fiction and 2 items from the Non – Fiction collection. Borrowing is for 2 weeks (with the option of extending the loan if returned by the due date). Some Reference books are available for overnight borrowing.

Parents Please Note:

To make it easy for children to be responsible for their loans, encourage them to keep library books in ONE place at home and remind them to return books each library day.

Overdue Loans:

Overdue notices are handed to children, in class each week. If after a month students have not returned their loans, a letter will be sent home.

Lost or Damaged resources:

If books have been lost or damaged, they will need to be paid for or replaced. An average cost would be \$10.00 for Fiction books or \$20.00 for Non-Fiction.

Using the Catalogue:

The library has a computerised catalogue that provides students with easy access to the resources that best suit their needs. If students are unsure, they only need ask a staff member for assistance.

Remember that reading to your child each night increases their vocabulary, improves their reading strategies and is a lovely way to end the day.

PAYMENTS

BPOINT is now the preferred payment method for all student invoices at Queensland State Schools.

On the bottom of each invoice that you receive, the BPOINT payment method symbol will be displayed with a website link for you to visit and process your online payment (very similar to internet banking that many of you currently utilise).

You can use a credit or bank debit card to make a payment with BPOINT.

You do not need to register for BPOINT, you simply visit the link detailed below and enter CRN (Customer Reference Number), Invoice Number, Student Name and exact amount of individual invoice.

More information about BPOINT can be provided by the school office if required.

EFTPOS facilities are also available at the school office. For EFTPOS payments, money can be paid each day of the week, between 8.15am and 3.15pm. A receipt will be given for each payment.

A locked box is located in the office foyer, and is often used for a variety of payments for the P&C Association initiatives.

It is the school's policy that School Resource Fees, Instrumental and Swimming Fees **MUST** be paid up to date before the student can participate in camps, incursions or excursions.

When a camp or excursion is planned, every child in the class is billed for the amount of the camp or excursion. If you do not wish for your child to participate, you do not have to pay.

Part payments may also be made. In this way, you can pay off the amount owing over a period of time. You can check at the office at any time to inquire as to whether you have any money outstanding.

REFUND POLICY

If you pay for an excursion, incursion or camp and your child does not attend, you will receive a credit for the amount you paid

less the deposit. The credit can be used as payment for a future excursion or activity. **No cash refunds** are given until your child leaves the school in Year 6 or transfers to another school.

STUDENT WELFARE

In the interest of promoting a safe and caring school environment all students, parents and staff will adhere to the CSTAR values and report to the necessary authority any concerns for students.

A Student Support Services forum supports students where identified needs are referred, the Chaplaincy program provides food parcels and emergency supplies for needy families and the office provides emergency sandwiches for students without lunches.

ATTENDANCE POLICY

Rationale

All schools in Queensland are committed to providing safe and supportive learning environments for all students which address their educational needs.

Corinda State School expects that every student will attend school every day of the school year unless prevented by reasonable circumstances from doing so.

Corinda State School Attendance Policy aims to maximise participation in learning programs by all students.

School Community beliefs about the importance of attending school

It is important that students, staff and parents/carers have a shared understanding of the importance of attending school. Corinda State School:

- Is committed to promoting the key messages of *Every Day Counts*.

- Believes all children should be enrolled at school and attend school all day, every school day.
- Monitors, communicates and implements strategies to improve regular school attendance.
- Believes truanting can place a student in unsafe situations and impact on their future employability and life choices.
- Believes attendance at school is the responsibility of everyone in the community.

Expectations of School Staff

At Corinda State School we expect:

- That all staff will mark rolls diligently and accurately every morning and afternoon or activity (e.g. sport, music lessons etc) that they are responsible for throughout a normal school day or during a camp/ excursion to ensure student attendance can be recorded in our system promptly and parents can be notified of unexplained absences.
- That class absences are recorded and reported electronically.
- That contact is made with parents/ guardians by SMS for any unexplained absences, typically before 11.00am each day.
- That contact is made with parents/ guardians by administration if a pattern of absence is noted or a student is absent for three consecutive unexplained days.
- That students who are found to be truant for any part of a school day, are reported to parents/ guardians immediately by the school administration with appropriate consequences established.
- That pro-active & supportive strategies are employed with students who demonstrate an unwillingness to attend school.

Expectations of Students

At Corinda State School we expect:

- That every student will attend every day of school throughout the year. Research clearly shows that students who attend very regularly achieve much better results across the long term.
- That if coming to school late i.e. after 9.00am, they report to the office where they will be recorded in One School and provided with a late slip for their teacher. They should present a note from a parent/ guardian explaining lateness. Persistent lateness without parental involvement or awareness may lead to detentions and contact with home.
- Students remain at school the entire day and only depart prior to the end of the school day through the office with a parent/ guardian who sign them out and with approval by school administration.
- That students ensure their parents/ guardians provide them with a note or phone call explaining absences.
- Students will actively and promptly follow up with their teachers after all absences to ensure they have all the required work to continue successfully in their classes.

Expectations of Parents

At Corinda State School we expect:

- That parents/guardians actively support the school in ensuring their child(ren) attend school every day of the year.
- That parents/ guardians provide a note, phone the office or send an email if their child(ren) are late for school.
- That parents/ guardians provide notification prior to any planned early departure from school and remind their child(ren) that they still must report to the office where they will be signed out before their departure.

- That parents/ guardians inform the school of all absences as soon as possible (preferably on the day of the absence).
- That parents/ guardians give forewarning of known future absences, in particular long term absences (see Exemption for Attendance).
- That parents/ guardians will actively and promptly instruct their child(ren) to follow up with their teachers after all absences to ensure they have all the required work to continue successfully in their classes.
- That parents/ guardians make informed decisions about appropriate absences from school, remembering that every absence requires the student to organise catch-up work.
- That parents/ guardians support the school in applying detentions for students who truant during any school day.

Strategies

At Corinda State School we promote 100% attendance by:

- Promoting a positive and supportive school environment through the *Positive Behaviour Learning* system (PBL) and CSTAR.
- Ensuring consistent follow up of absences with parents/caregivers.
- Working with students and families to reduce absenteeism.

Same-Day SMS Contact for Unexplained Absences

Same-day unexplained absence notification is a mandatory requirement for all state schools in Queensland from the start of the 2017.

At Corinda State School we use an SMS (text) service to start the communication process

with families around managing any unexplained absences from school. Many schools are currently using this SMS process to communicate with families for such matters.

A reminder that text messages will only be sent to those families that have a child away without reason (explanation). Please keep the school informed of any absences or potential late arrivals via the admin@corindass.eq.edu.au.

Exemption for Attendance

Every parent of a child of compulsory school age or a young person in the compulsory participation phase has a legal obligation to ensure their child is enrolled and attending school.

Parents can apply for an exemption from this obligation when their child cannot attend or it would be unreasonable in all the circumstances for their child to attend school or participate in an eligible option for a period of more than 10 consecutive school days.

Simply put, students who are absent from school for more than 10 consecutive days (because of illness, cultural/ religious reasons or family holidays) require an exemption.

An *Exemption for Attendance* form needs to be completed by the family to request this exemption. These forms are available from the school office.

If your child is exempted from compulsory schooling, you are excused from your obligation in relation to compulsory schooling or compulsory participation. Similarly, the school is not responsible for providing an educational program to your child.

A reminder that from 2017 the Preparatory Year (Prep) will be considered part of the compulsory participation phase of schooling.

Other Information – Attendance

When a student is absent without explanation for 3 days or a pattern of absences has been identified, Corinda will take the following actions:

- Office staff (or class teacher) will notify the Deputy Principal.
- Deputy Principal will contact parents, verify reason for absence and record in One School.
- Deputy Principal will monitor for ongoing student absences.

At Corinda State School the consequences or impacts of unexplained or unauthorised absences might include the following:

- Detention
- Referral to regional advisory staff
- Referral to outside agencies
- Formal processes as per Education Queensland policy up to and including referral by the Director General for prosecution under the Education (General Provisions) Act.

OUTSIDE SCHOOL HOURS CARE - PCYC

Before and After School Care and Vacation Care is available. Outside School Aged Care – PCYC welcomes families to enrol their children with the service.

The PCYC School Aged Care provides care between 6.30am and 8.30am and 3.00pm and 6.00pm each school day and 6.30am to 6.00pm weekdays during school holidays and pupil free days.

Prep children are taken to class at 8.45am from Before School Care. The accredited school aged care service offers a program aimed at school-aged children providing

quality care in a safe and friendly environment.

Separate from the school, and managed by a PCYC committee, all families using the school aged care are required to adhere to the services policies and procedures. Prior arrangement must be made with the coordinator for care to be provided. And, only those children enrolled in the service will be able to attend.

For further information contact the coordinator, on (07) 3379 3379 or pick up a Family Handbook and enrolment form from the PCYC School Age Care room (Activities room in PAC).

The Web site is www.inalapcyc.org.au/

ASSEMBLIES

A Whole School Assembly is held typically in the first and last week of each term in the Half Hall area (adjacent to H Block).

Junior and Upper school assemblies are held alternate Monday afternoons from 2.20pm to acknowledge student and class achievements, show aspects of work in the school and for reports on school activities. These assemblies are held in the Performing Arts Centre (PAC).

Parents are welcome to attend any assembly.

Check the newsletter or the term calendar to confirm the details of any special parades.

BANKING

Student Banking is conducted every Wednesday by an electronic banking service with the Commonwealth Bank. Application forms to open new accounts are available from the school office.

BICYCLES

Bicycles and other means of personal transport e.g. scooters are to be "parked" in the bicycle cage. It is recommended that student lock their bikes and scooters in the cage to ensure full security. The bike cage is not locked or supervised.

It is assumed that students who ride bicycles to school have been given road safety lessons by their parents. The school promotes road safety (including pedestrian and bicycle safety and the wearing of helmets) through formal lessons and use of road safety educational materials.

School rules prohibit the riding of bicycles and scooters (or skateboards, etc) in the school grounds and on the footpath outside the school. Children are not permitted to borrow another child's bicycle.

BUSES

South-Western Suburban Transit offers transport to and from school. For details of bus routes and times, contact South-Western on 3879 4692.

Families should be aware that a specific Code of Conduct applies to children that travel on school buses to and from school. Specific details about this Code of Conduct can be obtained at

<http://translink.com.au/travel-information/network-information/school-transport/safe-travel> .

A School Liaison Officer employed by the bus company works with families and the school to ensure that all children are behaving safely and respectfully on the bus services at all times.

If your child is using the bus service, please inform the school office so that their name can be added to the bus roll. Each afternoon children line up, their names are marked off

on the bus roll and they are escorted to the buses by two supervising teachers.

COMMUNICATION

Two-way communication between home and school allows for discussion and explanation of all relevant matters. Education is a partnership between home and school, and better understandings are obtained when there is full participation of both partners.

Parents are encouraged to take an active interest in their child's learning by developing regular, open and honest communication with their child's teacher. Open communication will lead to a better understanding of your child's needs and capabilities.

PARENT INFORMATION NIGHT

An afternoon/evening session is held early in Term 1 for parents to meet with their child's teacher. At this meeting parents will receive information about the coming year.

It is not appropriate at this time for discussion of individual children's progress.

INTERVIEWS

Parents who require an interview with an administrator or a teacher, concerning their child's progress, should first arrange by note, email or phone, a suitable time.

We strongly urge parents to discuss their children's work and talk over any problems that might arise with their child's teacher first. Similarly, teachers may at times seek an interview with parents. It is not possible for teachers to provide on-the-spot interviews before or after school, as they may have other commitments.

If, however, you need to speak with the teacher regarding a serious and important matter, and the teacher is not available, ask at the school office to speak with the Deputy

or Principal, who will then make appropriate arrangements.

Research indicates that a child's progress is enhanced when parents play an active role in their child's education.

FORMAL PARENT/TEACHER INTERVIEWS

Two compulsory Parent/Teacher interviews are held at the end of Term 1 and Term 3.

Interview times are booked using an on-line program – PTO (Parent Teacher Online). Information is forwarded regarding this process through the school newsletter and paper invitation.

REPORT CARDS

Academic reporting is a key activity for us and occurs at the end of each semester.

From 2016 the school started distributing student report cards to parents electronically i.e. via email. The method proved to be more efficient both in timeliness and in reducing the school's environmental impact.

For those families who prefer to continue receiving paper copies of reports this will be available by making a written request to the school office prior to the release of semester reports.

NEWSLETTER

The school newsletter is the main form of general communication with families.

It is delivered electronically on Monday of each even numbered week of the term (Week 2, 4, 6, 8 & 10). The cut-off time for forwarding any articles or information will be the Thursday of each odd numbered week of the school term (Week 1, 3, 5, 7 & 9).

The Corinda newsletter and a school website both have a language translation feature to

support communication throughout our School Community.

Send any Community Notices or information through to admin@corindass.eq.edu.au or contact Mrs Taylor in the school office. Confirming your email address for receiving the newsletter is also achieved with contacting Mrs Taylor.

Please read the newsletter and retain for reference.

Q SCHOOLS APP – PUSH NOTIFICATIONS

We are constantly looking at ways to ensure relevant and timely information is provided to our Corinda families and local community. We recognise that this regular and accurate communication has the ability to build involvement, confidence and relationships between all stakeholders.

We use email and paper correspondence when required to convey our messages. With the onset of modern technology, we also have the benefit of information being posted in a Smartphone App (*QSchools*).

Families are encouraged to download the *QSchools App* on to their smartphones.

After downloading the App make sure you identify Corinda State School as one of your Favourite Schools. If you also set your *Push Notifications* setting to on you will then be able to receive important messages from the school when needed.

We look forward to keeping our school community even better connected through the *QSchools App*.

COMPLAINTS MANAGEMENT POLICY

Should any member of the school community wish to make a complaint it should be

directed in the first instance to the Principal or Deputy Principal. Complaints can be made in writing (including email), by telephone or in person (preferably with an appointment made through the office).

Complaints will be investigated at the first available opportunity and may, if circumstances require, be referred to the staff member/s concerned, or to Education Queensland's Regional Office, or other government agencies.

Note: The above information is a summary of our processes. The **full text** of the Education Queensland Policy & Procedures can be found at:

<http://education.qld.gov.au/schools/about/complaint.html>

DAMAGE TO SCHOOL PROPERTY

If a student accidentally damages school property or sees someone else damaging school property, the student has a duty to report the incident to a member of the school staff or administration. Payment for wilful destruction will be sought from parents.

If a student sees something being stolen, that student has the responsibility to report the incident in a similar manner.

DOGS

Dogs are not allowed on the school site.

Your co-operation in keeping your dogs at home is consistent with the Safe and Smart message promoted in the CSTAR values.

Any dogs found in the school grounds will result in the school contacting the Brisbane City Council.

ENROLMENTS

Admissions for the year are best made prior to the end of the previous year. A waiting list is held with student information as Corinda State School has an active Enrolment Management Plan (with a defined catchment area).

All applications are considered under the provisions of the Enrolment Management Plan and families are informed either at the time of enquiry or by October (for the year to come) of a placement.

Prep enrolment procedures differ in that the waiting-list for Prep enrolments is opened in January for the year ahead.

Formal letters of acceptance for the Prep Year are posted in October in order for final Prep classes to be created.

Enrolments for families residing within our defined catchment area can be made any time.

AGES OF ENTRY:

2007 saw the commencement of Preparatory classes in Queensland. Please see the timetable below as a guide.

Birth Date	2017	2018	2019
1/7/10 to 30/6/11	Year 1	Year 2	Year 3
1/7/11 to 30/6/12	PREP	Year 1	Year 2
1/7/12 to 30/6/13		PREP	Year 1
1/7/13 to 30/6/14			PREP

EVACUATION /LOCKDOWN DRILLS

Procedures have been adopted which promote a speedy evacuation or lockdown of the buildings in the event of an emergency.

Regular practice is given in these procedures. A siren is used as a warning signal.

All people in the school must respond and visitors should report to the emergency assembly area.

FIRST AID, ILLNESS AND MEDICATION

ADMINISTRATION OF MEDICATION

Education Queensland Regulations in the *Education Office Gazette* September 1988 require that medication can only be administered under a medical practitioner's directions.

Therefore the school must have:

- (i) A permission form completed by the parent;
- (ii) The doctor's instructions or chemist's label on the medication clearly stating:
 - (a) the name of the child
 - (b) the dosage and times for administration.

Please ask your pharmacist for this information when the medication is issued.

Non-Prescribed Medications:

Analgesics, cough mixtures and the like **will not** be administered without a doctor's instruction. Therefore, it is not possible for school staff to administer medication, such as Panadol, for headaches, on the request of the parent. Medication and records are held in the office.

Asthma

Children with asthma may retain their inhalers if the school is satisfied that they can administer their own medication correctly. A letter of authority must be signed by the parent.

FIRST AID

The school has facilities to deal only with minor injuries and parents are advised if a minor injury may require further medical attention.

In more serious cases the parents are contacted immediately. If they are unavailable the nominated emergency contact person is contacted. If there is no response, the QAS is called (if relevant).

The QAS is called to assist with all accidents resulting in serious injury or urgent need for medical attention.

Please ensure that current information is available at the office for emergency contacts.

ILLNESS

Children who report sick to the office will be given a short time of rest and observation. If there is no improvement, parents or emergency contact people will be contacted to take them home.

The school does not have the facility for children to remain in the medical room for extended periods of time.

Parents are reminded not to send children to school when they are sick in order to see if they get better during the day.

Education Queensland has an exclusion policy for children suffering from various infectious diseases eg Mumps, Measles, School Sores etc.

Please use the following table as a guide.

COMMUNICABLE DISEASES EXCLUSION TABLE

CONDITION	PERIOD OF EXCLUSION
Chicken Pox	Exclude for at least five days after the first appearance of the rash and the last blister has scabbed over. (Some remaining scabs are not a reason for continued exclusion.)
Conjunctivitis	Exclude until discharge from eyes has ceased.
Diarrhoea	Exclude until diarrhoea has ceased for 24 hours.
Hepatitis A	Exclude until 7 days after the onset of illness or jaundice. Readmit with a medical certificate of recovery.
Head Lice	Move so that student can continue to participate in instruction, but will

not have head contact with other children. Letter is sent home to parents for immediate treatment and letter sent home to all other class members for checking and treatment if required.

Herpes (“cold sores”) Young children unable to comply with good hygiene practices should be excluded while sores are weeping. (Sores should be covered with a dressing where possible.)

Impetigo (“school sores”) Exclude until treatment has started. Sores on exposed skin should be covered.

Influenza & influenza like illness Exclude until well.

Measles Exclude for at least four days after the rash first appears.

Bacterial Meningitis and Meningococcal infection Exclude until well.

Mumps Exclude for 9 days or until swelling goes down

Ringworm, Scabies, Exclude until day after approved treatment has commenced.

Rubella (German Measles) Exclude for at least four days after the rash first appears.

Streptococcal infection (including scarlet fever) Exclude until child has received antibiotic treatment for at least 24 hours.

Tuberculosis Exclude until well and approval to return has been given by a Public Health Unit Physician or delegate.

Typhoid Fever (including paratyphoid fever) - Exclude until well and approval to return has been given by a Public Health Unit Physician or delegate.

Whooping Cough (pertussis) Exclude for 14 days from onset of coughing or until

child has taken five days of a 7-day course of antibiotics. (erythromycin)

THE SCHOOL DENTAL PROGRAM

Metro South Health provides free dental care to school students throughout our region.

Is my child eligible?

Free dental care is available to:

- All students in Prep through to Year 10
- 0-4 year olds whose parents have a current Centrelink Card, Healthcare Card or Pension Card
- Students in Years 11 and 12 who have a current Centrelink Card, Healthcare Card or Pension Card
- 2-17 year olds who are eligible for the Child Dental Benefits Schedule

If your child is eligible for the Child Dental Benefits Schedule (CDBS) the cost will be bulk billed to Medicare. If your child is not eligible for the CDBS, they will still receive dental care at no charge until they complete Year 10.

Who needs to attend the appointment?

A parent or legal guardian is required to attend every dental appointment.

How do I make an appointment?

For all appointments, please telephone:

1300 300 850 Metro South Oral Health Hub

HOMEWORK

At Corinda State School our belief is that Homework must continue to be:

- relevant to the learning priorities at Corinda
- supportive of children’s holistic development
- supported and valued by parents and staff

The Corinda State School Homework Policy was created following a consultative process of parents and staff, led by a representative group of stakeholders.

The following guidelines are to be recognised and implemented:

1. **Consolidation:** Homework tasks will involve only **consolidation** of previously taught concepts. All homework tasks will be designed to support the developmental needs of students (i.e. differentiated homework will be applicable).
2. **Time Limit:** Any Homework tasks set by teachers **should not exceed 30 minutes each week** (excluding Home Reading/ Sight Words/ Phonics activities).
3. **Reading Development: Home Reading/ Sight Words/ Phonics activities will occur each night** (dependant on year/ developmental needs), this is consistent with the school's belief in the importance of Reading.
4. **On-Line Learning:** Teachers will **pre-set tasks in Literacy Planet and Mathletics** programs for children to complete. Any computer-based tasks not able to be completed at home can be prioritised for Homework Club or Class Lead-in time (8.30am – 8.50am) each week day.
5. **Additional Homework: Additional activities can be completed at the discretion of the child and parent** – that being additional reading time and/ or additional time on Literacy Planet and/ or Mathletics programs.
6. **Written Homework:** Written homework tasks are **not compulsory** (i.e. Teachers are not

required to set this form of homework each week, if set, children may complete as an option).

7. **Unfinished Work:** Only through **prior communication and consent of the parent can unfinished tasks be sent home** for completion (i.e. project work, rich tasks, multi-media tasks).
8. **Non-Completion: Non-completion of homework will not result in negative consequences.** Teachers should encourage and reward homework completion.

Effective Date – January 2017

If you are concerned about any aspect of homework, make an appointment to see your child's teacher.

LOST PROPERTY

It is extremely wise to name all items of clothing (hats, coats, shoes, etc) so they can be returned to owners and also to prevent confusion over ownership. School items of pencils, rubbers, rulers etc. also need labelling.

Personal items are often picked up from about the school and placed in our lost property rack found outside the Office. Many items are left unclaimed at the end of each term and are donated to charity. A check of the box every few weeks would help clear many of the lost items.

Valuable items or money do not really belong at school unless there are exceptional circumstances. However, if these items are found about the school, they are usually held at the office for collection.

MONEY AND VALUABLES

Under no circumstances should a student leave any money or valuables in school bags.

If money is brought to school it should be paid into the school office upon arrival at school or given to the class teacher for safe keeping.

The school accepts no responsibility for the loss of any money or valuables left in a school bag or inadvertently left by the owner anywhere in the school.

Large sums of money and valuable items should not come to school, this includes electronic devices such as MP3 players, iPods and DS, etc.

MOBILE PHONES AND OTHER ELECTRONIC DEVICES

It is acknowledged that students carry mobile phones for a variety of legitimate reasons however these pose particular problems in schools (such as distractions to learning, cyber-bullying, loss/ damage/ theft situations).

It is preferred that students do not bring mobile phones to school however, if they do so the following rules apply:

- Phones are to be turned off and handed in at the office on arrival at school. These will be stored in the security room and may be collected by students at the end of the school day (or at time of departure if leaving early).
- Emergency messages for students may be left at the office by ringing 3716 2333.

Students found with electronic devices in their possession will have these confiscated by staff. Depending on circumstances these will be returned on request at the end of the day, or parent contact will be made to hand the item directly back to an adult.

MESSAGES FOR STUDENTS

It is acknowledged that sometimes situations arise where messages must be relayed to students during school hours. Parents are able to phone the school office to pass the message on at their earliest convenience.

However, there is no guarantee that any messages received by the school office after 2.30pm will be delivered to the student before 3pm.

OPPORTUNITIES TO BECOME INVOLVED

Students experience the full benefits of school life by becoming involved in activities beyond the classroom.

Elements of service include participation in the Student Council, Rotary Program for Year 6 students and Peer Mediation Program.

There is a wide range of sports and athletics teams. The music program offers choral and instrumental work. Maths, English, Science & Technology competitions cater for those wanting academic challenges. Discos, and other fundraising events sponsored by the P&C provide social contact.

As in any fact of life, the more effort which students put into their time at school, the more they will get out of these opportunities.

PARKING AND TRAFFIC

Child safety is very important to all of us.

Parking in and around the school is limited.

Parents may not park on school grounds unless specifically invited to do so. Off-street parking is available behind the school, opposite Dunlop Park (entry via Hughes Lane) and on the street further down Cliveden Avenue towards Pratten Street.

Parents are to park cars in the appropriate parking bays in the rear car park and to use

the correct “entry” and “exit” points. There is no pick up area in the back car park and the area in front of the gate should not be used as such. (See page at end of prospectus showing parking and traffic conditions.)

There is a 2-minute passenger “Set Down” and “Pick Up” area directly in front of the school on Cliveden Avenue. The “Set Down” and “Pick Up” area is indicated by a green painted kerb.

Police regularly patrol the area for vehicles exceeding the speed limit and parking in ‘No Standing’ areas.

A **Crossing Supervisor** is on duty mornings and afternoons to direct children across Cliveden Avenue. The speed limit outside the school between 7am to 9am and 2pm to 4pm is 40 kilometres per hour.

In the interests of the safety of all our children, please be very careful when setting off or collecting children.

Do not double park or park in prohibited areas. Watch for children who break road rules. Arrange to meet your children, especially if they are a little older, at a short distance from the school or a few minutes after 3 o'clock, when there is less congestion.

Drivers are also warned that the intersection of Oxley Road and Cliveden Avenue is very dangerous and the site of several accidents each year.

ACTIVE SCHOOL TRAVEL

Corinda State School has participated in the Active School Travel Program since 2008.

The purpose of this program is to promote health and activity and reduce traffic congestion around the school, making it not only safer but healthier and environmentally friendlier.

One of the continuing events from this program is the promotion of our Trekking Treading Thursday.

On Thursdays we encourage all students to actively travel to and from school by walking, riding, using public transport, car pooling or parking and striding. Students are provided with tickets and data is collected each Thursday.

Throughout each term incentive prizes are awarded to individuals and classes for participation and improvement.

SCHOOL ARRIVALS AND DISMISSALS

There is no supervision of play before school.

Students should not arrive before 8.30am unless involved in a supervised school activity e.g. music practice. Before School Care provides supervision of children from 6.30am to 8.30am. Fees apply for Before School Care.

Children with or without Parents who arrive before 8.30 and do not attend before school care will need to be seated in a supervised area near the Tuckshop until the first bell at 8.30am.

Children who arrive after 9.00am need to obtain a **late slip** from the office.

School finishes at 3.00pm. Once dismissed, students are expected to proceed directly home or to their pre-arranged pick-up point.

After School Care provides supervision from 3pm to 6pm. Fees apply for After School Care. If a student is not collected by 3.30pm they are to remain in the administration building and parents will be telephoned.

Once children arrive at school, they must remain on school premises until afternoon dismissal unless they have written permission from parents to leave the grounds. This permission must be counter-signed by the administration.

Parents collecting children from the school during school hours should arrange to meet them at the office located at the front of the school. Children will not be permitted to wait at the gate where they cannot be supervised. A book, located at the school office, needs to be signed by the person collecting the child early.

PREP YEAR

What is the procedure for dropping off and collecting children?

Parents or a designated responsible person must bring your child INTO the classroom at the beginning of the day and collect them from INSIDE the room at the end of the day.

Your child must NOT be left unattended outside the door before it opens at 8.45am.

Staff should be advised if there are any changes to the usual arrangements or if your child will be absent. A communication diary is available in the classroom to record these changes and any other information that needs to be noted.

CONTINGENCY PLANNING

The established routine of travelling to and from school provides children with a sense of comfort and security. When something happens to change this routine children can be easily upset and frightened.

We urge all parents to have in place a contingency plan for emergent situations. These include parents running late to collect their children or car break downs etc. It is our school practice for any child not collected by 3.15pm to report to the office so we can attempt to contact parents etc.

If you have to change any plans regarding your children's collection, please advise the school office as early as possible. Please note that on Friday afternoon it is difficult

for office staff to get messages to students due to inter-school sport.

If you have a mobile phone contact number, please make sure that it is listed at the office.

SCHOOL REPRESENTATION

Students who have the honour of representing the school through sport, music and other activities, are required to meet standards of dress and behaviour worthy of the good name of the school. Formal school uniform must be worn on these occasions.

STUDENT COUNCIL

The Student Council is comprised of class representatives from Years Five and Six. The positions of Chairperson, Correspondence Secretary, Minute Secretary and Treasurer are rotated during the year. The council meets every fortnight.

Our Student Council aims to represent and work for all students of Corinda State School on matters of student welfare and education.

As part of its mission, the council aims to raise funds for student facilities, organise social events, and to act as a channel for students to raise concerns with the teachers and administration.

RESOURCE SCHEME FEES

Corinda State School Fees and Voluntary Contribution

In 2010 all Schools were advised that financial management policies FNM-PR-018: Textbook and Resource Scheme and PNM-PR-019: State Education Fees were reviewed in consultation with key stakeholder groups.

The review resulted in three policies which took effect from 1 January 2011:

- State Education Fees
- Student Resource Scheme
- Voluntary Financial Contributions

Students Resource Scheme

- Prep \$100.00 per child (\$90.00 if paid before end of Term 1).
- Year 1 to Year 6 Student and Subject Practical Resources \$80.00 per child/year (\$70.00 if paid before end of Term 1).
- Year 3 & 4 Instrumental Music Participation Fee \$55.00 per child/year
- Year 6 Instrumental Music Participation Fee (including uniform hire) \$65.00 per child/year
- Instrumental Hire Charges for school instruments \$75.00 per child/year
- Senior Choir Uniform Hire \$10.00 per child/year

Explanation of the above:

- Prep – Year 6 Student and Subject Practical Resources – Reproduced class workbooks and worksheets and teacher prepared material which compliment and/or substitute for text books, individual student intrepica logon for the school year, student and subject resources where the core curriculum is extended through provision of practical learning experiences and materials, in excess of these provided by school grants, e.g. Art and craft supplies, cooking materials, reading texts.

Parents (who chose not to participate in the scheme) are provided with a list of materials required at the beginning of each new unit of work.

- Instrumental Music Participation – sheet music, photocopying and copyright fees

- Instrumental Hire Charges for School Instruments – hire, service and maintenance of instrument.

Financial Contribution Voluntary - \$40.00 per child/year, 2 children \$70.00, 3 or more children \$100 (pay direct to office).

Includes:

- Printer cartridges, paper, colour printing, repairs, maintenance, software programs
- Supplementary Library Resources – new resources and maintenance and repairs of current resources
- Sporting events and resources – equipment maintenance, ribbons, trophies, swimming carnival buses, supplementary funds for instruction, administration and facilities for the education of students.

Other Payments/Events

Excursions/Camps/Swimming/incursions/Personal Development/Religious Education Books etc. These will be invoiced separately as they arise throughout the year – with P & C approval.

Methods of Payment – BPoint/ EFTPOS/ Credit Card, Cheque, Cash and EFT.

Competition funded by P & C – All fees (swimming & music etc.) paid up including Voluntary Contribution by the end of July.

SUN SAFETY

Corinda State School actively promotes safe practices to protect our students from the effects of exposure to the sun's harmful rays. We are a certified "Sun Smart School".

School uniforms have been designed to ensure maximum protection and a broad brimmed hat is compulsory for all students. It is recommended that an approved hat (or Legionnaire's cap) be purchased as part of the school uniform through the school's Uniform

Shop. Baseball caps are not acceptable as they provide insufficient protection.

Children are also encouraged to apply a high SPF factor sunscreen when playing or working outdoors to further reduce the risk of sun cancer. School staff model these practices to our students at all times.

We reinforce these practices through our Health & Physical Education Program and ask that all parents support us through encouraging their children to follow these safe practices.

Our Sun Smart rule is: “No Hat = No Play!”

No borrowing of hats permitted from Sport’s room or the Office. Children without hats will be seated on the “NO HAT” seat in the under covered area.

TUCKSHOP/CANTEEN

The tuckshop aims to provide healthy foods at a low cost to children with the profits going to the P & C Association.

The tuckshop is open every Wednesday, Thursday and Friday.

Parent Volunteers are welcome to assist at the tuckshop. Out tuckshop convenor is Irene Blackford and she can be phoned on 3716 2331.

LUNCH TIME

1. The main eating time is in the first break at 10.50am to 11.05am. Children currently eat lunch in or near their classrooms for fifteen minutes. They then go out to play until 11.40am.

2. A (2) bag system operates for first break lunch orders as follows:

3. Orders for all grades for **first break ONLY** (big lunch) should be written on the outside of separate paper bags with child's name and

class (see diagrams below). Money should be enclosed. Change will be attached to the bag. Change of \$2 or more must be collected from the tuckshop.

4. Orders must be delivered to the Tuckshop in the posting box by **9.00am**. Orders not in by that time may not be able to be filled as required.

5. Orders are delivered to the room.

Example of the two bag system:

Example of HOT FOOD ONLY – BAG 1.

Joe Smith 2A	
1 Hot Chicken & Mayo Roll	\$2.60
+ Bag 2	\$1.60
TOTAL	\$4.20

Joe Smith 2A	
1 Just Juice Orange Popper	\$1.00
2 Buttered Pikelets	.60
TOTAL	\$1.60

Fold Bag 2 and place in bag 1 and place money (\$4.20) inside bag 1.

There are counter sales at each break for other items.

Price lists of items available will be distributed during the year and available on the school web site.

UNIFORMS

Corinda State School is a ‘uniform’ school and we encourage all children to wear their school uniform every day.

THE NEW CORINDA STATE SCHOOL UNIFORM COMMENCED IN 2014.

An overview has been included as an appendix in the handbook.

CULTURAL & SUNSAFE MODIFICATIONS

- Long sleeve polo shirts available from the uniform shop.
- Black or Navy tights or stockings
- Navy head dress (scarf) and shawl Hijab (available uniform shop)

SECOND HAND UNIFORMS

If you wish to sell any uniform item, it should be clean and clearly labelled with the name and phone number of the seller. One third of the selling price goes to the P&C.

Only items purchased from uniform shop can be re-sold. Take items to the uniform shop.

We also welcome donations of clothing items which are no longer needed.

Contact: 3716 2332

UNIFORM SHOP OPENING TIMES

This is located in the Half Hall building (near Administration) and operates on Thursday morning from 8.30am until 9.30am. Order form is also available on CSS web site. The shop sells:

Item Available	Sizes
Unisex polo shirt – short sleeve	4 – 18
Unisex polo shirt - long sleeve	4 – 18
Unisex shorts	4 – 18
Girls skort	4 – 18
Zip front fleecy jumper (with embroidered logo)	4 – 18
Unisex sports house shirt – short sleeve	4 – 18
<input type="checkbox"/> Moffat <input type="checkbox"/> Dunlop <input type="checkbox"/> Francis	
Unisex sports house shirt - long sleeve	4 – 18
<input type="checkbox"/> Moffat <input type="checkbox"/> Dunlop <input type="checkbox"/> Francis	
Formal shirt – unisex – short sleeve	(yr 4-6 only)

8 – 18
Formal shirt – unisex - long sleeve (yr 4-6 only)
8 – 18

Formal navy shorts (yr 4-6 only)
8 – 18
Formal navy skort (yr 4-6 only)
8 – 18
Formal navy skirt (yr 4-6 only)
8 – 18
Hijab head scarf
one size
Bucket hat (reversible & adjustable)
one size
<input type="checkbox"/> Moffat <input type="checkbox"/> Francis <input type="checkbox"/> Dunlop
Slouch hat (stiff brim)
<input type="checkbox"/> 55cm <input type="checkbox"/> 57cm <input type="checkbox"/> 59cm
School backpack (25yr Warranty)
Pencil case
Library bag/homework folder (15yr Warranty)
Chair Bag – YEAR 1 to 3 - Denim Heavy Duty (1yr Warranty)
Chair Bag – YEAR 4 to 6 - Navy Heavy Duty (4yr Warranty)
Football socks
<input type="checkbox"/> 3-7 <input type="checkbox"/> 7-10
Raincoat/poncho (designed to fit over school bag)
<input type="checkbox"/> small <input type="checkbox"/> medium <input type="checkbox"/> large

USE OF SCHOOL FACILITIES

The use of school facilities by the community after school and on weekends is welcomed, provided written permission has been sought.

Permission can be obtained by completing an application to use school facilities form available at the school office.

Permission is granted providing our facilities are not abused and are left in the same or better condition than found. Those using our grounds must take full responsibility for damage and must report this as soon as possible. In the interest of other users, we do

ask that **no golf** is played on our grounds and that **dogs** are not brought to the school.

Use of Tennis/Basketball courts and areas about buildings is restricted to students and those who have gained authority for their use from the administration.

Two tennis courts are available for hire by booking via the school website.

Should a meeting or instruction room be required, an application form is available from the office detailing conditions and hire rates.

PARENTAL INVOLVEMENT

Our school needs to be an integral part of our community to achieve the best educational goals. To assist your child, your involvement in our school and its activities is both welcome and sought. Involvement can be of two means:

Classroom Assistance

Many of our teachers are very happy to involve parents in classroom and playground activities, by doing so you will be supporting your child directly and also gaining better knowledge of the learning and activities of the class. Speak to the classroom teacher to offer your services for individual arrangements.

Volunteer Aides Program

In order to provide extra support for as many children as possible who are having difficulties or need extension activities, volunteer aides are recruited and trained by the Support Teacher – Literacy and Numeracy.

Volunteers offer at least one hour per week, and work with the one child or small group of children – building up a caring relationship with them, which is both satisfying to volunteer and child.

VISITORS TO SCHOOL

All visitors are required to report to Administration upon arrival and write their

details in the Visitor's Record Book. They will be provided with I.D. for the duration of time spent within the school.

PARENTS' AND CITIZENS' ASSOCIATION

Education Queensland recognises only one parent representative body in a state school. At Corinda this is the Corinda State School Parents and Citizens Association.

All parents and citizens of the district are invited to attend meetings and help with the activities of the P & C Association.

Corinda State School is proud of the extent of parental involvement in school activities, and as the official parent body, the Association welcomes you to a progressive school and looks forward to your involvement.

The P & C is also kindly supported by Rotary Brisbane Westside, through our patron Bob Bennett.

The P&C and the school work together to identify areas of need and common goals that enhance the learning experience of students. Through this collaboration, we have achieved much in recent years, including the installation of interactive screens and sound field systems into all classrooms and the expansion of the school's music program to all students from year 4 onwards. We are currently working towards the air conditioning of all learning spaces, funded by the P & C through fundraising, grants and donations and implemented under the guidance of the school.

MEETINGS

When: Third Tuesday of the month during school terms.

Where: Staff Room – Administration Block
6.50 pm - doors open 7.00 pm - General Meeting opens and concludes by 9.00pm.

STRUCTURE

The Corinda P & C Association is organised as shown in the following diagram.

P & C ASSOCIATION

Executive

- President
- Vice President
- Treasurer
- Minute Secretary
- Correspondence Secretary

Sub-Committees

- Grounds Committee
- Trading Committee
- Grants Committee
- Fundraising Committee
- Building Fund Committee
- Tennis Committee

Contacting the P&C Association:

The P&C posts regular updates in the school newsletter. To receive the school newsletter please send your contact details to admin@corindass.eq.edu.au.

You can contact the P&C directly on: pandc@corindass.eq.edu.au

To join the P & C Facebook page, search for: Corinda State Primary School P and C Association.

SUB-COMMITTEES

A Sub-committee is a group working within the P & C framework, established to assist with the effective function of the P & C in specific areas.

Each sub-committee reports monthly to the P&C at the general meeting to enable co-ordination of efforts and the oversight of operations.

GROUND & LANDSCAPING

SUB-COMMITTEE:

The Grounds & Landscaping Sub-Committee works closely with the school in giving support for the improvement and maintenance of the grounds. Help and assistance are always

welcome from parents at working bees and doing odd jobs from time to time to maintain our grounds in a safe and attractive condition. Working Bees are held 3 - 4 times each year.

TRADING SUB-COMMITTEE:

This sub-committee co-ordinate the activities of the school tuckshop and uniform shop. The tuckshop and uniform shop have a convenor to oversee the running of these vital services. To keep costs to a minimum, assistance is needed from parent volunteers. The tuckshop operates three days a week. The uniform shop opening hours are detailed below. Notices regarding help required are posted in the school newsletter.

GRANTS SUB-COMMITTEE:

The Grants Sub-Committee work with the school to identify areas of need and potential grants to assist with projects. Over the last 5 years the grants committee has assisted with securing funds for interactive screens for classrooms, instruments for the music program, safety signage, sound field systems (to assist with hearing), and air conditioning. If this is an area that interests you, new members are always welcome.

FUNDRAISING SUB-COMMITTEE:

The fundraising team is dedicated group that work to raise additional funds to support projects of the Association through a variety of initiatives, including Fathers' Day and Mothers' Day stalls, trivia nights and a biannual festival (Festival of Nations). We appreciate your assistance with fundraising activities.

BUILDING FUND SUB-COMMITTEE:

The building fund was established in 2015 to assist with the air conditioning project. Any contributions over \$2 can be claimed as a tax deduction. All donations to the building fund are voluntary and go directly towards the air conditioning of learning spaces. Forms for donations to the fund are issued in Term 2 each year, but are available at any time on the School website.

TENNIS SUB-COMMITTEE:

The Tennis Sub-Committee was established in 2015 to oversee the operations of the tennis courts. The tennis courts are available for hire to the general public and all proceeds are used to support P&C activities. The tennis team ensure the courts are well maintained and coordinate the online bookings process.

Working Groups

The Association also establishes working groups to manage main projects. Currently there is an air conditioning working group. These work in a similar manner to a subcommittee.

If you are interested in joining the P&C Association or any of the subcommittees, please contact us on pandc@corindass.eq.edu.au.

VOLUNTARY FINANCIAL CONTRIBUTION

The P&C Association support the inclusion of a voluntary financial contribution and encourage each family to support this scheme. The voluntary financial contribution funds are used by the school to directly benefit your children.

Past years' experience has shown that when the voluntary financial contribution is well supported, the necessity for other fundraising activities is lessened. The voluntary financial contribution is in addition to, and separate from, the compulsory School Resource Fee.

The amount is: \$40.00 per child/year, 2 children \$70.00, 3 or more children \$100.00 (pay direct to Office).

The voluntary financial contribution is an important part of the school's funding arrangements.

HOW DO YOU BECOME A MEMBER OF THE P&C ASSOCIATION?

The Education (General Provisions) Act 2006 requires that voting members of the Association have their names placed on the

Register of Members, kept by the secretary. Application forms for membership are available at each general meeting (held on 3rd Tuesday of the month during school terms) and these forms are presented for acceptance by the meeting before the close of business.

A copy of the constitution is available on request from the Association Secretary.

We encourage you to have your name on our register and hope you will have much enjoyment getting to know the school through our informative and varied times together.

Attendance at P & C Meetings, working bees, tuckshop, uniform shop as well as the various school functions will provide you with added contact, not only with school personnel, but other parents. We look forward to the social aspect as well as the personal support or involvement. This enables both parents and staff to get to know each other better and appreciate the goals of our school and its teachers.

RULES

Rather than referring to "School Rules" Corinda State School uses our C-STAR values to set expectations for behaviour for our students. This reflects our *Positive Behaviour Learning* model whereby expectations are explicitly and positively taught rather than following a punishment model.

An effective reward system encourages all students to display the CSTAR values of **Consideration, Safe & Smart, Try Your Best, Appreciation and Respect.**

All students are encouraged to take responsibility for their own actions. Inappropriate behaviours are subject to a range of consequences dependent upon the type and severity of the behaviour displayed.

ROAD SAFETY

All schools experience heavy vehicle and pedestrian traffic prior to the commencement of school and just after school finishes.

Maximizing safety of pedestrians and drivers, and minimizing traffic congestion are both important to our school community. To assist in this process the Parents and Citizens Association has established a Road Safety Committee. This committee works with the Brisbane City Council Program Officer for Road Safety.

See Traffic and Parking section for more information.

HIGH SCHOOL STUDENTS

High school students collecting younger brothers and sisters from the primary school are not to go to the classrooms. If they need to access areas on our campus they must seek permission to do so at our school office.

All other high school students are not to enter the grounds unless they have a valid reason to do so and must report to the Office immediately to seek permission on these occasions.

The primary school campus is not a public thoroughfare and anyone found on the grounds without a valid reason will be asked to leave immediately. This is within

the scope of the Principal's (or delegate's) authority under the provisions of the Education Act.

Gifted and Talented Education

Corinda State School has a variety of programs that support the extension and enrichment of learning.

A pamphlet outlining the specific programs and the identification and case management process of children involved in these programs is available from the front office.

Current features of our new and varied learning programs (providing extension and enrichment) include *Super Saturdays* and *Learning Enhancement Days*. Information regarding these programs are publicised through the school newsletter.