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Welcome to Babinda P-12 State School. I know that your child’s schooling experience will be worthwhile to their overall development and provide them with a desire to learn not just at school but for the rest of their lives.

Our school emphasises personal excellence and provides a range of opportunities to allow students to develop to their maximum potential. Traditional learning opportunities in academic and sporting areas are now complemented with a broader range of artistic activities and subjects.

Students are encouraged to take responsibility for their learning throughout their schooling. We offer a range of core subjects that are complemented by a significant number of elective subjects. Students can choose a pathway - either OP eligible or Vocational, which best suits their learning needs and aspirations. Our range of subjects caters more than adequately for both these groups of students.

Our ‘Code of School Behaviour’ sets out clearly the behaviours expected of students and has a strong focus on positive behaviours and student responsibility and ownership of their behaviour.

Babinda has a proud tradition of offering an education service which is focussed on delivering ‘Quality Behaviour’, ‘Quality Teaching and Learning’, ‘Quality Relationships’ and ‘Quality Outcomes’. We welcome parents and other community members to take part in our school because working together is in the best interest of our students and our community.

I look forward to working with you and your child in 2012.

Matt Thompson
Acting Principal
ENROLMENTS

The enrolment process consists of an interview with either the HoD or Principal. At this interview we will complete the enrolment package and discuss various aspects of school policies and procedures. A child enrolled will not start until the day after their enrolment. This gives teachers time to be notified of a new student in the class and to access any extra furniture or requirements prior to them starting in a new class.

APPOINTMENTS (Interviews)

If you wish to see the Principal or HoD, please contact the office first for an appointment. This practice allows us to plan a time suitable to both parties. Teaching staff should not be interrupted during teaching sessions. If the matter is urgent, please advise the office staff and they will contact the teacher and inform them of your message. Please send a brief note to the teacher outlining the area of concern, a suggested meeting time before or after school and a telephone contact number.

WEBSITE

Our website is regularly updated. It has general information about the school.

The URL is: www.babindass.eq.edu.au
STAFF LIST Semester 1 2012
(Staffing and class combinations is subject to enrolments in 2012)

Principal  
Julie Moore

HOD Curriculum  
Mark Stubbs

Teachers – Primary:
Deb Carrigan  Paul Simmons
Sharon Murphy  Kristine Erwood

Teachers – Secondary:
Mark Anderson  Martin Lee  Chris Savage
Peter Atwell  Sarah Lethbridge  Julie Ward
Megan Dux  Gillian Raddatz  Sam Zammataro
Matt Gillam  Amanda Rookwood  Susan Zammataro (to be advised)

Teacher/Librarian  
Chris Farrington

Learning Support Teacher  
Alison Reddicliffe

Special Needs HOSES:  
Karen Nixon

Special Needs Teacher:  
Helen Webb (to be advised)

Primary Japanese Teacher:  
(to be advised)

Primary Physical Education:  
Matt Brauer

Music Teachers:  
Lynn Rees (Primary Classroom)
  Eddie Zahner (Instrumental)

Guidance Officer:  
Bradley Modini

School Chaplain:  
(To Be Advised) & Curly Lauridsen

School Nurse:  
Jenny Hall

Registrar:  
Denise Jones

Administrative Officer:  
Tracy Harwood

Teacher Aides:
Bev Ambrum  Kay Jago  Lorraine Sheehan
Joanne Beaut  Donna Lauridsen  Paula Spokes
Pauline Bell  Lynette Massey  Lois Stewart
Robin Brown  Bernadette McCulloch  Bronwyn Watson

Janitor/Groundsman:  
Steve Gartrell

Cleaners:  
Jane Ballarino  Debra Hanson  Lynda Ridolfi  Mary Waia

Tuckshop Convenor:  
Pauline Foyle
MESSAGE FROM THE PARENTS’
& CITIZENS’ ASSOCIATION

Our Parents’ and Citizens’ Association is an active body that maintains a programme of educational, social and fund-raising activities throughout the year. All parents are cordially invited to take part in the Association’s activities, as these offer excellent opportunities to meet other parents and our staff members in a less formal atmosphere.

Over the years, our P&C Association has played a vital role in providing a wide range of excellent sporting equipment, general playground equipment and air-conditioning for classrooms. In recent times, the role of the school’s community has taken on a new and significant meaning, with regard to decision-making at the school level. Participative planning, which draws upon the experience, the knowledge and skills of groups and individuals from within the community is an essential tool in the school’s Annual Operational Plan and Responsible Behaviour Plan. We invite all parents to offer their support to this important decision-making process.

Naturally, the strength of our P&C Association lies in the support it receives from parents at the regular monthly meetings. These are held in the main office block every fourth Monday of the month, commencing at 7.00 p.m. We encourage you to come along.

TUCKSHOP

The tuckshop operates throughout the year as a sub-committee of our P&C Association. This Committee is responsible for the organisation of the tuckshop and ensures that our students have a wide range of healthy food available.

Our tuckshop operates each Friday only, under the guidance of its convenor. It is staffed by volunteer helpers. As you can imagine, many helpers are required to maintain an effective roster. If you feel that you can help, perhaps once per month, please let the convenor know at the commencement of the school year.

An ordering system is in place across the whole school. Orders for food are to be placed before 9.00am. This will ensure that

a) students eat what they prefer
b) waste is minimised

Bags are provided at the tuckshop.
Curriculum

The Babinda P–12 State School curriculum has been specifically designed to meet the needs of our students.

As a summative comment, the school teaches a common curriculum to Year Eights in Semester 1. After this students select a semesterised course of study for Semester 2, Year 8 and Years 9 and 10, that are intended to provide a core of learnings appropriate to a general education.

Classes are multi-aged after semester 1 Year 8, to allow for a greater choice of subjects to cater to all ability levels and to maximise the most effective use of teaching staff and resources.

In Years 11 and 12 a range of academic QSA Authority subjects and QSA Authority Registered subjects are offered. Access to TAFE is also an integral part of our curriculum for Year 11 and 12 students, as are school based traineeships /apprenticeships and Structured Workplace Learning (SWP).

Vocational Education Options

A number of vocational education options are available to students at our school. These include Vocational Education and Training (VET) qualifications, School-based Apprenticeships/Traineeships (SATs), access to TAFE courses, Work Experience and SWP.

VET in schools aims to provide students with employment related skills, an understanding of the work environment, career options and pathways for further education, employment and lifelong learning.

VET Curriculum / Subject Areas include

- Information Communication & Technology Studies
- English Communication
- Hospitality Practices
- Industrial Skills
- Marine and Aquatic Practices
- Physical Recreation
- Prevocational Mathematics

The aim of the school-based apprenticeships / traineeships programme is to allow students to start and in some cases complete, a vocational qualification while still at school. This contributes to the completion of the apprenticeship.

Year 11 and 12 students have the options of accessing TAFE courses on days determined by TAFE. Structured Work Placement is compulsory for at least one week for all Year 10 students. Year 11 and 12 students are also given the opportunity to participate in the program during the year. Year 10 students can gain valuable work experience through SWP.

Work placement for other students may be negotiated with the school administration.
DAILY ROUTINE

Students should not be at school before 8.00 a.m. and parents are asked to support this request. All students are expected to leave the school grounds before 3.30 p.m., unless they are engaged in an activity authorised by a member of staff (eg. tutoring, sports training).

During morning recess, students are to stay at school. Students will be permitted to leave the school (for extenuating reasons) with written permission from a parent. At lunch time students are to remain at school during this period for social and sporting reasons. Again written permission must be provided for students wishing to leave the school grounds. Students must sign out in the “School Exit Book”, kept at the main office, before leaving the grounds.

A Special “Lunch Pass” will be issued to students whose parents wish them to go to their own home for lunch. Passes will not be issued for students to purchase lunch in town. Students are to renew Lunch Passes each year.

THE SCHOOL DAY:

Primary School commences at 8.50 a.m. Students arriving after this time must report their presence (with a note explaining their lateness) to the office where a late slip will be issued. School finishes at 3.00 p.m.

<table>
<thead>
<tr>
<th>Session</th>
<th>Time</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>8.50</td>
<td>11.00</td>
</tr>
<tr>
<td>Morning tea</td>
<td>11.00</td>
<td>11.45</td>
</tr>
<tr>
<td>Session 2</td>
<td>11.45</td>
<td>1.15</td>
</tr>
<tr>
<td>Lunch</td>
<td>1.15</td>
<td>1.45</td>
</tr>
<tr>
<td>Session 3</td>
<td>1.45</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Secondary Warning bell at 8.50a.m. Form class commences at 8.55 a.m. Students arriving after this time must report their presence (with a note explaining their lateness) to the office where a late slip will be issued. If a child does not have a note from their parent or their parent has not called the school they will be issued with a detention for their lateness. School finishes at 3.00 p.m.

<table>
<thead>
<tr>
<th>Period</th>
<th>Time</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bell</td>
<td>8.50</td>
<td></td>
</tr>
<tr>
<td>Parade/Form</td>
<td>8.55</td>
<td>9.05</td>
</tr>
<tr>
<td>Period 1</td>
<td>9.05</td>
<td>10.05</td>
</tr>
<tr>
<td>Period 2</td>
<td>10.05</td>
<td>11.05</td>
</tr>
<tr>
<td>First Break</td>
<td>11.05</td>
<td>11.30</td>
</tr>
<tr>
<td>Period 3</td>
<td>11.30</td>
<td>12.30</td>
</tr>
<tr>
<td>Period 4</td>
<td>12.30</td>
<td>1.20</td>
</tr>
<tr>
<td>Second Break</td>
<td>1.20</td>
<td>2.10</td>
</tr>
<tr>
<td>Period 5</td>
<td>2.10</td>
<td>3.00</td>
</tr>
</tbody>
</table>
TEXTBOOK AND RESOURCE SCHEME 2012

Babinda P–12 State School operates a Textbook Hire Scheme. Education Queensland defines a hire scheme as “a scheme in which parents / caregivers contract to have the temporary use of certain goods in return for a specified payment.”

A supplementary contribution is defined as “a voluntary payment by parents / caregivers at a school in order to raise supplementary funds for the school or to provide additional resources for students.”

Babinda P–12 State School uses supplementary contributions to provide further resources for students.

As a guide, supplementary contributions for primary students are $20 to a maximum of $60 per family.

Parents are urged to meet the cost of these contributions as it is these monies that enable us to provide the additional resources such as subsidised travel, computers, technology services such as e-mail, internet and sports equipment.

Please Note: Under new Court Legislation students are expected to pay for their textbooks before they can participate in any excursions or school functions that attract a cost. The compulsory levy must be paid before the child can attend these activities.

ARRANGEMENTS FOR PAYMENT

All students will be invoiced at the commencement of each semester in 2012.

All monies for Semester 1 need to be paid by the end of February 2012 and for Semester 2 by the end of week 4. Payment can be made either by cash or cheque.

If there are financial difficulties, arrangement for part payment can be organised through a meeting with the Principal.

EXCURSION PAYMENTS

Excursion costs are calculated in accordance with the number of students participating. Therefore no refunds will be given unless exceptional circumstances exist. These circumstances will need to be discussed with the Principal.

UNIFORM PURCHASES

These can be made at the school on:

- Monday to Friday during Term 4 2011 9.00 am – 11.00 am
- Thursday 19 January 2012 9.00 am – 12.00 pm
- Friday 20 January 2012 9.00 am – 12.00 pm
THE CODE OF SCHOOL BEHAVIOUR

At Babinda State School we are committed to following Education Queensland’s Code of School behaviour. The code defines the responsibilities that all members of the school community are expected to uphold and recognizes the significance of appropriate and meaningful relationships. All members of school communities are to abide by the Code of School Behaviour in accordance with the following standards.

Students are expected to:
- Participate actively in the school’s education program
- Take responsibility for their own behaviour and learning
- Demonstrate respect for themselves, other members of the school community and the school environment
- Behave in a manner that respects the rights of others, including the right to learn
- Co-operate with staff and others in authority.

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

Schools are expected to:
- Provide safe and supportive learning environments
- Provide inclusive and engaging curriculum and teaching
- Initiate and maintain constructive communication and relationships with students and parents/carers
- Promote the skills of responsible self management

Principals are expected to:
- Play a strong leadership role in implementing and communicating the Code in the school community
- Ensure consistency and fairness in implementing the school’s Responsible Behaviour Plan for Students
- Communicate high expectations for individual achievement and behaviour
- Review and monitor the effectiveness of school practices and their impact on student learning
- Support staff in ensuring compliance with the Code and facilitate professional development to improve the skills of staff to promote responsible behaviour.

This can be translated into the school CODE OF CONDUCT

LEARNER - be prepared; get involved; show initiative; strive for excellence
- work together; be thoughtful

RESPECT - care for the property of others
- respect the values, feelings and worth of others

SAFETY - practice safety. Think before you speak and act.

School rules are displayed in classrooms and promote the school’s safe and tolerant learning environment.
PRIMARY SCHOOL UNIFORM

**Boys**
- black gabardine or microfibre shorts (no motifs or brand names)

**Girls**
- black sports skirt or black gabardine or microfibre shorts (no bike pants)

**Boys and Girls**

- **shirt** blue polo shirt with screen printed school emblem (available from the tuckshop)
- **socks** predominantly white sports sock;
- **hats** the recommended black bucket hat as approved by the P & C. A bucket hat must be worn when out in the sun (No Caps);
- **footwear** enclosed footwear (no fluro colours) shall be worn at all times, preferably with a leather upper. Thongs are not to be worn and students can expect to be required to sit in the office during lunch breaks and during practical lessons to ensure their safety;
- **jewellery**- jewellery is to be kept to a minimum, that is, a wrist watch, a signet ring, a maximum of 3 sleepers or studs per ear. Necklaces or other exposed body piercing are not to be worn. For reasons of safety and as a precaution against loss or theft, it is considered inappropriate for students of our school to wear other forms of jewellery. Students may be requested to remove all jewellery for certain types of activities for safety reasons, especially in designated areas (workshops, kitchens, science laboratories) where there may be a potential hazard, or a hygiene requirement. In these areas, hair should be worn tied back.

**Dress Standards**

Students are expected to wear the uniform as endorsed by the Parents’ & Citizens’ Association and described in the School Prospectus.

All school students must wear full school uniform on special occasions ie. school outings, presentations, ceremonies, etc.

At all times, students are expected to maintain a high standard of personal hygiene and neatness.

Make-up is not acceptable. Extreme hairstyles are not appropriate for the school setting. Hair must be kept clean.

**Sports Uniform – Girls / Boys:**

- **sports shirt** - collared house shirt with house insignia;
- **sports shorts or skirt** black.

**Winter Uniform** sloppy joes or open zip jacket preferably in aqua blue, black or white. No flannelette shirts or jackets are allowed. Hoods are not to be worn during school times.
SECONDARY SCHOOL UNIFORM

Babinda P-12 State School is a uniform school and has high standards regarding attire and personal appearance. Students are expected to wear the school uniform each day.

**DRESS STANDARDS**

Students are expected to wear the uniform as endorsed by the Parents’ & Citizens’ Association and described in this School Prospectus and the Homework Diary.

All school students must wear full school uniform on special occasions i.e. school excursions, ceremonies and functions.

At all times, students are expected to maintain a high standard of personal hygiene and neatness.

Make-up is not a part of the uniform. Extreme hairstyles are not appropriate for the school setting.

**BOYS**

- black rugger shorts (no motifs or brand names. No jeans/cargo shorts).

**GIRLS**

- black sports skirt or “A” line skirt or black mid thigh length shorts (no motifs or brand names. No bike pants/leggings, jeans etc).

**BOYS AND GIRLS**

- **shirt** blue polo shirt with screen printed school emblem (available from school tuckshop);
- **socks** predominantly white sports sock;
- **hats** the recommended black bucket hat as approved by the P & C. However any hat (including caps) **must be worn** when out in the sun;
- **footwear** enclosed footwear (no fluro colours) shall be worn at all times, preferably with a leather upper. Thongs are not to be worn and students can expect to be required to sit in the office during lunch breaks and during practical lessons to ensure their safety;
- **jewellery** jewellery is to be kept to a minimum, that is, a wrist watch, a signet ring, a maximum of 3 sleepers or studs per ear. Necklaces or other exposed body piercing are not to be worn.

For reasons of safety and as a precaution against loss or theft, it is considered inappropriate for students of our school to wear other forms of jewellery. Students may be requested to remove all jewellery for certain types of activities for safety reasons, especially in designated areas (workshops, kitchens, science laboratories) where there may be a potential hazard, or a hygiene requirement. In these areas, long hair should be worn tied back.

**SPORTS UNIFORM – GIRLS / BOYS:**

- **sports shirt** collared house shirt with house insignia;
- **sports shorts or skirt** black.

**WINTER UNIFORM**

- sloppy joes or open zip jacket preferably in aqua blue, black or white. **No** flannelette shirts or jackets are allowed. Hoods are not to be worn during school times.
SENIOR STUDENT UNIFORM

In 2005 a Senior Student Dress Uniform was introduced.

It is intended that this uniform will be worn for all school functions, in Terms 2 and 3 and on excursions. It will differentiate Year 11 and 12 students from the junior secondary students, identifying them as Senior Leaders.

It is expected that all Year 11 students in 2012 will purchase the uniform.

The Senior Student Dress Uniform is pre-paid. Orders will be taken in term 4.

Girls  white blouse with embroidered emblem, fitted tie
        black skirt with side pleats. To be worn with black shoes.

Boys   white shirt with embroidered emblem
        black dress trousers or shorts. To be worn with black shoes.

Ties and blazers will be able to be borrowed / hired from the school at minimal cost.

Year 12 students will also have the opportunity to purchase a Yr 12 Jersey which is permitted to be worn 1 day per week. This will generally be on a Friday.
SPORTING OPPORTUNITIES

Our school is proud of its reputation for success and sportsmanship in both team and individual sporting activities. We believe that much of this success is due to the encouragement that all students receive to discover, enjoy and make the most of their ability.

All primary classes receive HPE and Health lessons weekly. HPE is an optional part of the secondary curriculum available at each year level.

An annual interhouse athletics competition between the Crocs and Cudas is fiercely contested. Students may then progress to interschool, peninsula and state competitions, according to their talent.

Lunch time and after school training is offered to all students.

The school has an enviable reputation in team sports and has demonstrated particular success in rugby league, volleyball and touch football.
SPECIAL PROGRAMS

SUPPORT SERVICES:

(a) a full time Head of Department and Special Education teacher will be involved with students with disabilities;

(b) the support of a part-time Guidance Officer is available by appointment. The Guidance Officer’s responsibilities extend over the whole P-12 school;

(c) in class support for teachers and students through the provision of teacher-aides and the supportive curriculum offerings in the senior secondary school.

INSTRUMENTAL MUSIC

The Instrumental Music Instructor will continue this program in 2012. Instrumental Music tuition is offered free during school hours to students from Year 4 (age 9) onwards. There is a charge of $65.00 for the hire and upkeep of musical instruments for the year.

Students entering the program are required to give certain undertakings in relation to participation in the Concert/Stage Band, as well as daily practice.
HEALTH PROBLEMS

At some time during your child's years at our school, he or she may contract one of the common infectious diseases - mumps, measles or chicken pox.

The National Health and Medical Research Council has set periods of exclusion for a large number of diseases and we have listed the information for the more common ones below.

Should you have any queries regarding exclusion from school because of one of these problems, please don't hesitate to ask.

<table>
<thead>
<tr>
<th>DISEASE</th>
<th>PERIOD OF EXCLUSION FROM SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chicken Pox</td>
<td>the child should be excluded for at least seven days from the beginning of the illness, and until the last lesion has healed. Contacts need not be excluded from school;</td>
</tr>
<tr>
<td>Measles</td>
<td>the child should be excluded for at least seven days from the appearance of the rash or until a medical certificate of recovery is furnished. Contacts need not be excluded from school;</td>
</tr>
<tr>
<td>Rubella</td>
<td>the child should be excluded for at least seven days from the appearance of the rash or until a medical certificate of recovery is furnished. Contacts need not be excluded from school. This condition needs to be reported to the Tropical Health Unit in Cairns;</td>
</tr>
<tr>
<td>Ringworm</td>
<td>the child need not be excluded if the lesions are covered;</td>
</tr>
<tr>
<td>Head Lice</td>
<td>the child is to be excluded until the condition has been treated. With correct treatment, the period of exclusion may be as brief as the time it takes to wash your child’s hair;</td>
</tr>
<tr>
<td>Mumps</td>
<td>the child should be excluded for at least fourteen days after the onset of the symptoms. Contacts need not be excluded from school.</td>
</tr>
</tbody>
</table>

ATTENDANCE

By law, attendance at school is compulsory until the age of seventeen years.

Parents are requested to advise the school office of any absences. The usual form is a note or a personal telephone call. Should a student accumulate a number of absences without reasonable explanation, parents will be advised by letter.

The ongoing nature of our learning programs, particularly in the secondary school, makes regular attendance essential.
New Homework in State Schools Policy

The Queensland Government has released a Homework in State Schools policy that sets out guidelines for homework, including the amount of time students should spend on homework each week.

The following is to operate as a guide in determining the amount of set homework that students might be expected to undertake. It is of course open to parents to consult with a student’s teacher about additional materials or practice exercises with which parents can assist their children at home.

In the Early Phase of Learning (Prep to Year 3) many activities at home or in play can assist children to develop literacy, numeracy and problem-solving skills.

Homework tasks may include:

- daily reading to, with, and by parents/caregivers or other family members
- linking concepts with familiar activities such as shopping, preparation of food, local environment and family outings
- conversations about what is happening at school
- preparation for oral presentations
- opportunities to write for meaningful purposes.

In the Prep Year, generally students will not be set homework.
In Years 1, 2 and 3, set homework could be up to but generally not more than 1 hour per week.

In the Middle Phase (Year 4 to Year 9) some homework can be completed daily or over a weekly or fortnightly period and may:

- include daily independent reading
- be coordinated across different subject areas
- include extension of class work, projects and research.

Homework in Year 4 and Year 5 could be up to but generally not more than 2-3 hours per week.

Homework in Year 6 and Year 7 could be up to but generally not more than 3-4 hours per week.

In Year 8 and Year 9 students should be given more responsibility for their own learning. They can be required to engage in independent learning to complement work undertaken in class.
Homework in Year 8 and Year 9 could be up to but generally not more than 5 hours per week.

In the Senior Phase (Years 10, 11 and 12) the amount of time devoted to homework and independent study will vary according to the student’s learning needs and individual program of learning, determined through their Senior Education and Training (SET) Plan.

While teachers may provide students with additional work relevant to their learning which the student may undertake at home, young people during this phase should generally be independent learners exercising their own judgement as to the out-of-hours time they devote to their studies. Of course, care should be taken to ensure that a balance is maintained between the various demands of study, sporting, recreational, cultural or part-time employment activities.
The Use of Personal Technology Devices* at School

V2009.09

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

Certain Personal Technology Devices Banned From School

Students must not bring valuable personal technology devices like cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in discipline.

Confiscation

Permitted personal technology devices used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection, by parents, from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

Students who have a personal technology device confiscated more than once will not be permitted to have a personal technology device at school for at least one month, or longer if deemed necessary by the Principal.

Personal Technology Device Etiquette

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and out of sight during assemblies or classes. Personal technology devices may be used at morning tea and lunch breaks and before and after school.

Recording voice and Images

Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at Babinda P-12 State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy). Recording of events in class is not permitted unless express consent is provided by the class teacher.

A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals
or the school, for the purpose of bullying\(^1\) or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:
- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc); and/or,
- knowingly being a subject of a recording

Breach of this policy may be subject to discipline (including suspension and recommendation for exclusion).

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children), is against the law and if detected by the school will result in a referral to QPS.

**Text communication**
The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS. Students receiving such text messages at school, should ensure they keep the message as evidence and bring the matter to the attention of the school office.

**Assumption of cheating**
Personal technology devices may not be taken into or used by students at exams or during class assessment unless expressly permitted by staff. Staff will assume students in possession of such devices during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments.

**Recording Private Conversations and the Invasion of Privacy Act 1971**
It is important that all members of the school community understand that under the *Invasion of Privacy Act 1971*, ‘a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation’. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

**Special Circumstances Arrangement**
Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Head of Department or Principal.

For reasons of safety, the use of headphones with personal technology devices is banned.

* Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchis®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, IPods® and devices of a similar nature.

\(^1\) Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
Procedures for Preventing and Responding to Incidents of Bullying (including Cyberbullying)

V2009.09

Purpose
1. Babinda P-12 State School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:
   • achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
   • raising achievement and attendance
   • promoting equality and diversity and
   • ensuring the safety and well-being of all members of the school community.

2. There is no place for bullying in Babinda P-12 State School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community’s goals and efforts for supporting all students.

3. Bullying behaviours that will not be tolerated at Babinda P-12 State School may include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

4. Bullying may be related to:
   • race, religion or culture
   • disability
   • appearance or health conditions
   • sexual orientation
   • sexist or sexual language
   • young carers or children in care.

5. At Babinda P-12 State School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Rationale
6. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

7. The anti-bullying procedures at Babinda P-12 State School are an addition to our already research-validated schoolwide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on
bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

**Prevention**

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times. This will ensure that:

- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- All students know the 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
- All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
- A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

9. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a schoolwide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.

10. An initial introductory lesson is delivered, which teaches the 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.

11. The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.

12. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Babinda P-12 State School takes care to combine knowledge with practice in a process of active learning, so that students understand by ‘doing’ as much as by ‘knowing’.

13. Babinda P-12 State School uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.
SECONDARY COURSES FOR 2012

See year level “Curriculum booklets” for details of subject offerings.

SCHOOL CALENDAR

**Term 1**
Monday 23 January – Friday 30 March
Australia Day Thursday 26 January

**Easter Vacation**
Saturday 31 March – Monday 09 April

**Term 2**
Monday 09 April – Easter Monday Holiday
Tuesday 10 April – Friday 22 June

**Winter Vacation**
Saturday 23 June – Sunday 08 July

**Term 3**
Monday 09 July – Student Free Day
Tuesday 10 July – Friday 21 September

**Spring Vacation**
Saturday 22 September – Sunday 07 October

**Term 4**
Monday 08 October – Friday 14 December
Monday 22 October – Student Free Day

**Summer Vacation**
Saturday 15 December – 28 January 2013

**School Resumes**
Monday 23 January 2012

**PUBLIC HOLIDAYS:**

- **Australia Day** – Thursday 26 January
- **Good Friday** – Friday 06 April
- **Anzac Day** – Wednesday 25 April
- **Labour Day** – Monday 07 May
- **Queen’s Birthday** – Monday 11 June
- **Show Holiday** – Friday 20 July

Please Note:

- **students in Years 1 – 9** must attend up to and including the above dates;
- **students in Year 12** are required to attend up to and including Friday 23 November 2012 to be eligible for a Senior Certificate;
- **students in Years 10 and 11** are required to attend up to and including Friday 30 November 2012.