Welcome To
RICHMOND HILL STATE SCHOOL
EST. 1895
“Everyone Successful Every Day.”

Richmond Hill State School Handbook
At Richmond Hill

I am Safe

I am Respectful

I am a Learner

Our School Wide Positive Choices
Richmond Hill School proudly supports and implements the Values For Australian Schools. These values underpin all actions of our school and we share these so you may also be aware. These values are embedded in the ethos and operational aspects of education at Richmond Hill State School.

**Values For Australian Schools**

**Care and Compassion**
Care for self and others

**Doing Your Best**
Seek to accomplish something worthy and admirable, try hard, pursue excellence.

**Fair Go**
Pursue and protect the common good where all people are treated fairly for a just society.

**Freedom**
Enjoy all the rights and privileges of Australian citizenship free from unnecessary interference or control, and stand up for the rights of others.

**Honesty and Trustworthiness**
Be honest, sincere and seek the truth.

**Integrity**
Act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds.

**Respect**
Treat others with consideration and regard, respect another person’s point of view.

**Responsibility**
Be accountable for one’s own actions, resolve differences in constructive non-violent and peaceful ways, contribute to society and to civic life, take care of the environment.

**Understanding, Tolerance and Inclusion**
Be aware of others and their culture, accept diversity within a democratic society, being included and including others.
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Welcome to the Richmond Hill State School Family. We are proud Richmond Hill State School has been chosen to guide your child through the primary years of their formal education as lifelong learners.

Our core values at Richmond Hill State School embrace Respect, Excellence, Productive Partnerships, Accountability and Safe Environments. The school motto of “Everyone Successful Every Day” focuses on the key actions of Getting Along, Confidence, Organisation, Persistence and Resilience which is achieved by working together as a school family. Also linked to our motto is our positive schoolwide behaviours:

- I Am Safe
- I Am Respectful
- I Am A Learner

In 2017, Richie Hill begins its newly revised Responsible Behaviour Plan for Students. Copies of this new plan can be collected from the office and is also available on the school website.

Strong supportive relationships between school, staff, parents and the broader community is a tradition that has been forged year after year to nurture parental involvement and community engagement through the weekly Early Learning Program at Richie, Aboriginal and Torres Strait Islander Parent Group, P&C, Chaplaincy Program, Adopt-a-cop and Student Leadership Program.

The school teaching team always focuses on connecting beyond the school gate between home, school and community to improve ways to build our collective responsibility in supporting our students with a specific focus on Reading, Writing and Mathematics.

Successful year level teams enhance staff collaboration, staff knowledge, explicit instruction, coaching to enhance teaching and learning, moderation and the provision of differentiation to support student learning in the implementation of the Australian Curriculum.

Curriculum offerings also include a Swimming Program (P-6), LOTE (Japanese) Years 5 & 6, Instrumental Music Program (4-6), School Choir (P-6), Interschool Sports and a School Support Team for Students which includes involvement from Principal, GO, STL@N, Deputy Principal, Chaplain, BST, SLP.

Successful academic, cultural and sporting achievements in 2016 have included; Charters Towers Athletics Champions, CT Primary School Concert Band Winners, Eisteddfod Winners, CT Netball Winners and Under 11’s ARL Challenge Winners and CT Cross Country Champions. A winning entry of the RAAF Hot Air Balloon Competition for Townsville area. All these achievements highlight both individual and team successes over the years by Richie Hill students.

The school plays an important role in the Charters Towers community through opportunities and celebrations such as NAIDOC events, Charters Towers Eisteddfod, ANZAC Day, Volunteers Day, CT Show, Country Music Festival, Remembrance Day, Richie Hill Fete, Education Week as well as National Literacy and Numeracy Week, Charters Towers combined schools Year 6 Brisbane Trip and Successful Start to Prep Transition.

Our open door policy means our friendly staff are always available to discuss any issues about your child’s education. Our Responsible Behaviour Plan also emphasises teaching students correct behaviours on a weekly basis.

Thank you once again for choosing our school to get the best out of your child.

Our 2017 focuses will be Reading, Quality Teaching and Learning (QTL) and Differentiation in planning and learning.

Mark Brady
Principal
Welcome to Richmond Hill State School. We are proud to have been chosen to guide your child through the primary years of their education.

Children at Richmond Hill have access to a wide range of learning opportunities provided by a strong network of highly skilled and dedicated staff. Leadership, You Can Do It and Flexible Learning programs enhance our curriculum, providing your child with strong foundations for success as a life-long learner.

Our core business aims to engage students in real and meaningful learning with a key emphasis on Literacy, Numeracy and ICT (Information Communication Technologies) knowledge and skills through integrated units of work. Importantly, gathering information to design learning pathways to meet the needs of every child.

Every child is considered important to us and all children are supported and encouraged to reach their potential. Although the core skills of literacy and numeracy are central to our curriculum, the programs are designed not just for academic achievement, but also to develop the children’s emotional, social and physical well-being.

Within the community, Richmond Hill has built a strong reputation for caring for its students and for creating strong links to the community. Local and State community groups and sporting associations collaborate with our staff members to provide the children with many and varied learning activities. Children are given opportunities to excel in areas of interest both within the school and wider communities.

We would like these traditions to continue with our own involvement in school life. We value your input and enjoy sharing the success of every child.

We invite you to join us, so together we:

Derek Brady       Lisa Pitt
Principal        Deputy Principal

Richmond Hill State School
PO Box 317    Charters Towers. Qld. 4820.
Phone: 47562222 Fax: 4787 4646
Website address: www.richhillss.eq.edu.au
Email: the.principal@richhillss.eq.edu.au

Office Hours: 8:00am to 4:00pm
School Day - 8:55am till 3:00pm

Office and Classified Staff

Mr. Mark Brady
Principal

Ms. Kerri Forno
Business Services Manager

Mrs. Belinda Brown
Administrative Officer

Miss. Lisa Pitt
Deputy Principal

Mrs. Kate Hodgetts
Admin. Support

Ms. Tash Masso
Indigenous Liaison Officer
### Workforce - Staff List

**ADMINISTRATION**

- Principal— Mr. Mark Brady
- Deputy Principal— Miss Lisa Pitt
- Business Services Manager— Miss. Kerri Forno
- Admin. Officer (AAEP) - Mrs Belinda Brown
- Admin. Assistant— Mrs Kate Hodgetts
- Indigenous Liaison Officer— Ms Tash Masso

**CLASS TEACHING STAFF**

<table>
<thead>
<tr>
<th>Mrs. Terri-lea Phillips</th>
<th>Miss. Stephanie Eldridge</th>
<th>Mr. Peter Turner</th>
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<tr>
<td>Ms. Shai Launer</td>
<td>Mrs. Penny Niebling</td>
<td>Mrs. Heidi Montgomery</td>
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<tr>
<td>Mrs. Zoe Collins</td>
<td>Mrs. Leanne Scott</td>
<td>Mrs. Belinda Hourston</td>
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<td>Mrs Deborah Edmonds</td>
<td>Ms. Hannah Marriott</td>
<td>Ms. Darlene Cooke</td>
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<td>Mr. Tomas O’Sullivan</td>
<td>Mrs. Helen Brooks</td>
<td>Ms. Rebecca Crow</td>
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**SPECIALIST TEACHERS**

- Mrs Kerry Brady (HOC-Head of Curriculum)
- Ms. Eileen McMahon (Music)
- Mr. Stephen Crow (Librarian/ Behaviour Teacher Support)
- Mrs Ann Christiansen (GO)
- Mrs. Raeline Ugarte (STLaN, Literacy & Numeracy Coach)
- Elaine Hueber (Instrumental Music)
- Mr. Paul Miller (H.P.E.)
- Ms. Wendy Sherman-Bryson (LOTE)
- Mrs Deborah Forward (SWD)

**DISTRICT RELIEF TEACHERS**

| Ms Ashleigh Ham | Ms. Kylie Bush | Mrs. Cindy Wallis |

**TEACHER AIDES**

- Ms. Sarah Santo
- Mrs. Anne Clark
- Mrs. Tracey Wehrman
- Mrs. Janeen Pugh
- Mrs. Pamela Coffison
- Mrs. Cindy Casson
- Mrs. Desley Fittock
- Mrs. Alison Cowan

**CLEANERS**

- Mrs. Judy Ford
- Mrs. Patricia Brazier
- Mrs. Tracey Lawlor
- Mrs. Coraline Lowe

**SCHOOLS OFFICER GROUNDS**

| Mr. Mark Wilson | Lydia Griffiths (Chaplain) | Mrs. Carol Lamb |

**WELFARE SERVICES**

| Miss Robyn Hollett | Mrs. Jo Webb/Mrs. Joanne Baker | Ms. Deb Johinke |

**TUCKSHOP CONVENOR**

| Ms. Sarah Santo | Ms. Eileen McMahon | Ms. Deborah Forward |

**CROSSING SUPERVISORS**

| Miss Robyn Hollett | Mrs. Jo Webb/Mrs. Joanne Baker | Ms. Deb Johinke |
Our School Day

8:00am to 8:30 Staff are on duty in CPA to supervise quiet activities. Children arriving before 8:30 am must assemble in the CPA. Breakfast Club/Walk Around Australia.

8:30am — 8:50am Students to be at school by this time to prepare for the day. Students should not enter classrooms or congregate on verandas unless staff are in classrooms providing supervision. Handball

8:55am Bell rings to commence the school academic day. Students should be prepared for the day by this time.

9:00am to 11:00am Academic Session One

11:00 to 11:15am (HEART) Healthy Eating At Richie Time—Children sit for first 15 minutes for Lunch

11:15am to 11:45am Playtime in supervised play areas

11:45am to 1:15pm Academic Session Two

1:30pm to 1:45pm (HEART) Healthy Eating At Richie Time—Children sit for first 15 minutes for Afternoon Tea

1:45pm to 2:00pm Playtime in supervised play areas

2:00pm to 3:00pm Academic Session Three

3:00pm Children dismissed. Bus children line up under teacher supervision.
Our sense of community and achievement is always premised by our school motto:

“Everyone Successful Every Day”

We also encourage our students to live, learn and achieve by adopting and demonstrating our goals, values and beliefs, rights and responsibilities.

**Richmond Hill School Creed**

(chanted proudly on parade each Friday morning after the National Anthem)

Richmond Hill wears the golden crest. 
We use the keys to achieve our best.  
**Organisation** will help me begin.  
**Persistence** will see me win.  
**Confidence** comes with what we share.  
**Getting along** will show we care.  
At Richie we are a diverse team.  
Come on all lets live the dream.
Vision
To work in partnership with the community to prepare our students for further education and citizenship.

Values
Getting Along  Confidence  Organisation  Persistence
Resilience
Beliefs
We believe that children learn best when:
• They attend school regularly, with a positive 'have-a-go' attitude.
• The curriculum is aligned, negotiable and helps prepare children for the future. The environment is safe, supportive, well maintained, caring and nurturing; and meets their needs, interests and challenges.
• They are actively engaged, motivated and emotionally resilient.
• They participate in interesting and challenging learning experiences which are supported according to their learning needs and styles.
• Teachers work collaboratively to form relationships with students in a caring, professional and understanding manner.
• We all accept responsibility for what we do through the values of equity and social justice.
• Our school team provides continual support and promotes regular improvement.
• Parents and community are motivated together to support the schools goals, through honest and open communication where all participants are valued.
• Effective and efficient management of resources support the development of a respected curriculum via a love of learning.
• Participation and consultation ensure productive partnerships that allow us to stay focused on and achieve our goals
• We foster the notions of excellence, social and emotional intelligence, high self esteem and encouragement to perform at maximum levels

Goals
Our school will ensure that each student is able to access quality schooling through...
• Programs that cater for individuals, current educational initiatives and societal expectations;
• Processes that cater for individual differences as required for successful learning;
• Supporting teachers in their development across a range of professional competencies;
• Access to developmental programs that incorporate social, emotional, physical and academic elements;
• Programs and processes that reflect the realities of our world in terms of vocational and life long learning needs;
• Flexible curriculum which fosters each child’s learning potential;
• Caring staff who offer positive role models for their students;
• Strong communication and links between parents and teachers;
• Involvement of parents in aspects of their children's development;
• Total commitment by staff and parents to the welfare of each child;
• Strong participatory decision making.

Future Outlook
Our school will continue to provide contemporary education for students to succeed in the future society. We will continue to embrace an inclusive curriculum structure, with strong links to Literacy and Numeracy in a highly technological environment. Resource provisions are paramount in providing opportunities for our students and a great deal of effort will be expended to ensure resource levels are high.
Thinking and problem solving skills will be promoted as valuable tools for citizens of tomorrow to manage the rich tapestry of information flooding the global community.
COMMUNITY PARTNERSHIPS

Links are established with many organisations to support educational opportunities for our students. The valued partnership and alliances undertaken by state schools within this community include those with:

- Department of Families,
- Department of Health,
- Charters Towers Regional Council,
- Community Yarning Circle
- Community Development Employment Program,
- Charters Towers Neighbourhood Centre,
- NQPEA (North Queensland Public Education Association),
- Queensland Police,
- Flexible Learning Opportunities also exist through work with various networks including: NRL Cowboys, CT PCYC, JCU, Adopt-a-Cops, Dalrymple Trade Training Centre.

Parents are involved in a range of school based activities including:

- Tuckshop
- Reading Groups
- Volunteers in classrooms
- P&C Association
- Homework Program
- Christmas Fete
- Working Bees activities
- School parades
- Graduation/Merit Awards Nights
- Leadership Ceremonies
- A range of consultative committees
- Sporting events
- Cultural and Community events such as:
  - Anzac Day
  - Country Music
  - Remembrance Day
  - Fete
  - Discos
  - Show
  - Eisteddfod

Anzac Day
UNDER 8's Day Fun
Eisteddfod
Fete
Richmond Hill State School has a proud tradition of being supported by a generally small but dedicated group of parents and citizens who actively seek support for the school.

Meetings are held on the third Thursday of each month, February to November, at the school commencing at 5.30pm in Staff Room in the Admin Block.

All parents are welcome to attend.

The Association makes a valuable contribution to our school, especially in the way of providing amenities and in making the general community more aware of educational activities. Sub-committees of and representatives of the P & C Association cover areas including: the Executive, Facilities, Workplace Health and Safety, Local Consultative Committee, and the Fete Committee. Each sub-committee/representative performs a valuable function in promoting the school, consulting on school projects and directions and raising much needed funds to supplement Government Grants.

The P & C is always seeking community volunteers and input of ideas. Especially at our school annual fete more helpers make the day a huge success!

Do you have a skill or interest which can assist the P & C?

**Volunteers in Classrooms**

Volunteers are always welcome in classrooms at Richie, however there are a few protocols that need to be adhered to:

- Parents are only allowed to volunteer in their own child's classroom.
- If you have a blue card you can volunteer in any classroom providing the teacher requires your assistance. (This includes parents with Blue Cards)
- Volunteers must undertake confidentiality while they are working in the school environment and sign a confidentiality agreement before being a volunteer.
- Volunteers must complete a volunteer agreement before becoming a volunteer at RHSS
The extent to which parents become involved in the life of a school will depend on several factors:

- The time they can give to the school, particularly during school hours.
- The skills they can offer and the tasks they feel comfortable with.
- The opportunities which the school provides for them (these may range from doing a specific job like covering library books to taking part in decision making about school policies and curriculum).

What follows is a sample of activities which many parents have found satisfying in themselves and of benefit to children and the school community generally:

- Assisting with homework tasks
- Reading to and listening to your children read daily.
- Having regular communication with the classroom teacher.
- Taking a genuine interest in the child’s learning.
- Attend parent-teacher meetings where you have the opportunity to speak with your child’s teacher.
- Attend special school celebrations: Book Week, Eisteddfod, Anzac Day, Multi-cultural Days, Easter and Christmas celebrations, concerts, sporting carnivals etc.
- Participating in surveys that are part of the development of school policies.
- Helping with fundraising—even an hour on a stall during the fete can help.
- Helping in the school tuckshop and/or on working bees.
- Helping on excursions and at sporting events.
- Accepting an invitation to help in the classroom by:
  - reading to a small group or hearing a child read
  - sharing a skill or hobby with a group or class
  - helping to repair teaching resources
  - writing / typing children’s stories.
- Making a short-term commitment to help with a specific project or serve on a task force.
- Helping in the school library.
- Acting as a ‘resource person’
  (e.g. your occupation or cultural background may be relevant to the curriculum).
- Helping to organise social functions at which parents and teachers get to know each other informally.
- Becoming an active member of the school’s P & C association.
RICHMOND HILL STATE SCHOOL

RICHIE ROCKETS & RAINBOWS PLAYGROUP

WHEN: Thursday
TIME: 9.00-10.30
WHERE: RHSS Community Room
COST: a gold coin

Our Place - Our Community

Our Family PLAYGROUP
Come along:
- To get to know others
- Play in wonderful play areas
- Support your child’s development as a learner
- Have fun

WHAT TO BRING
A HEALTHY SNACK A HAT

CO-ORDINATORS: Mrs McMahon & Miss Lisa
Richmond Hill State School is a strict uniform school. The policy is created and supported by our Parents and Citizens’ Association to promote 100% adherence to the uniform standard.

Our student dress code consists of an agreed standard and items of clothing, which we encourage to be worn proudly to honour our school every day as well as when attending or representing the school, travelling to and from school, and engaging in school activities out of school hours.

Richmond Hill State School Parents and Citizens’ Association supports a student dress code policy because it believes that a student dress code provides clothing that aims to contribute to a safe and supportive teaching and learning environment by:

- readily identifying students and non-students at school;
- fostering a sense of belonging and pride;
- developing mutual respect among students by minimising visible evidence of economic or social differences.
- promoting an effective teaching and learning environment by eliminating the distraction of dress and fashion.
- reflecting school community standards and consistency with occupational health and safety and anti-discrimination legislation.
- Meeting the school’s sun-safe policy.

Inappropriate dress refers to clothing or apparel worn by students that is deemed to be: offensive; likely to disrupt or negatively influence normal school operations; is unsafe and/or likely to result in a risk to health and safety of student or others. In circumstances where inappropriate or unreasonable dress is worn, appropriate action will be taken.

**BOYS and GIRLS UNIFORM**
- Black sports or tailored shorts or pleated skirt— straight front band, two tucks side, elastic back.
- NO bike pants or fashion shorts.
- Richmond Hill State School purple and gold polo neck t-shirt

**SENIOR STUDENTS (Year Six)**
- Students in Year Six may opt to wear a Richmond Hill State School purple and gold polo neck Seniors Shirt

**FOOTWEAR**
- Standard wear includes Sandshoes or enclosed Shoes.
- Black shoes are worn by school representatives on formal occasions.
- White socks

**HATS**
- Richmond Hill State School Bucket Hat or Wide Brimmed Hat. Prep students wear a purple hat.
- All others wear a gold hat.

**INTERHOUSE COLOURED – T-SHIRTS**
- TITLEY HOUSE – blue
- CUNNINGHAM HOUSE – green
- BURDEKIN HOUSE – red

**JEWELLERY**
- No necklaces or bangles/bracelets
- No Charity Bands (except for special occasions)
- A watch is acceptable
- Pierced earrings – sleepers or studs only.
- Medical alert bracelet or necklace (notify administration)
- Items of cultural or religious belief (notify administration).

**SCHOOL LEADERS**
- Long black slacks or trousers.
- White long or short sleeved shirt.
- School blazer borrowed from administration.
- School Akubra hat borrowed (outdoor events)
- School tie.

School hats are for sale via the School Tuckshop.
Richmond Hill School provides a quality public education for children in classes from Prep to Year Six. Our population comes from a wide range of socio-economic backgrounds featuring a sometimes transient local population. Mobility is generally tied to mining employees and transferees from the town’s service industries. The school has a 23% Aboriginal and Torres Strait Islander population.

Every child will have access to well maintained facilities including:

- Safe and well maintained areas;
- New Library Building with a computer Lab.
- Spacious, irrigated and landscaped grounds; Beautiful manicured gardens
- Classrooms which are a mixture of traditional double space and demountables;
- Air-conditioning to all classrooms;
- Technology in each classroom, including interactive whiteboards and digital cameras;
- Large sheltered play areas to meet student needs during hot weather play, school presentations and school assemblies;
- Garden seating areas. Some covered adventure playground areas

A big emphasis at Richie is on preparation for secondary schooling. We feature a high level of child access to computers in the classroom. The current ratio in years five and six is one computer per five children. Pods of Laptop computers are linked to our wireless network.

**Extensive Opportunities**

Strong positive links with Charters Towers State High School ensures support is given through their transition program.

All classroom teachers work closely with the learning support team who provides support and services to cater for children with an intellectual, speech language impairment or autistic spectrum disorder. Students identified as having hearing, visual or physical impairment receive support from Advisory Visiting Teachers based in Townsville. Staff work with Guidance Officer to enhance/support children with special needs and learning difficulties.

The school is progressing work to develop active involvement in the Gifted and Talented area. This focus is to plan and implement programs and options which extend student options. The Uno Club, Knitting Club, Lego Club as well as the Art and Craft Room are already well established in the school.
Richmond Hill State School is a learning community, focused on preparing students for life in a changing world. Richmond Hill State School’s curriculum is dynamic, innovative and focused on learning for life. We have a reading culture within the school and push the need for all students to read every day both at school and home. Students are expected to read daily with an emphasis on comprehension in reading time. We believe reading is the key to student academic success.

Richmond Hill State School implements the Australian Curriculum in English, Maths, Science and History and Geography. In 2017, Key Learning Areas will be taught as pure disciplines with opportunities to integrate across the learning areas. All students study English, Maths, Science, History, Civics and Citizenship, Economics and Business, Music, The Arts, Technology and Health and Physical Education. Students in Years 5 & 6 have the opportunities to study Japanese as their Language Other Than English (LOTE).

Literacy is taught in all subject areas. Information and Communication Technologies (ICTs) are integrated within unit and lesson plans.

Opportunities to participate in various extra-curricula activities are provided eg instrumental program, representative sports, musical productions and academic competitions.

Our school is proud to provide quality educational programs in Swimming, Physical Education, Instrumental Music, Classroom Music, Choir, Library, Art and Craft, Special Needs Support and Sport.

Regular and comprehensive reporting is an important part of our core business at Richmond Hill State School. We are committed to providing parents and the community with readily interpretable reports on student progress. A variety of formal and informal modes of reporting are used to keep students, parents and the wider community informed on all aspects of student achievements. Teachers report on what has been learned and how well it has been learned using state-wide A-E standards. To strengthen consistency of teacher judgment and comparability of reported results, our teachers are required to engage in moderation processes at the end of each Semester using the ACARA Achievement standards and QCARF standards.

Formal reports are issued to parents twice a year, at the end of each Semester. They are guided by the ACARA and QCARF Standards and use the Education Queensland reporting formats. These reports provide a summary of student progress in a range of academic and non-academic aspects of schooling. All teachers report orally to parents twice yearly (Term 1 and 3) to inform, through conversations and data interrogation, about their child’s progress.

In 2017 our school will continue to maintain other assessment tasks including the National Grade 3 & 5 NAPLAN Tests and PAT Testing in Reading and Mathematics.
At Richmond Hill State School, we differentiate our curriculum to cater for individual learning needs. This is carried out by our class teachers who acknowledge that not all students learn in the same way or have the same interests and abilities.

Teachers plan learning experiences based on the learning needs and styles of the learners in their classes using a combination of digital as well as traditional resources and modifications in their teaching and learning with students. Once again in 2017, students who are one year below current grade level may have an Individual Curriculum Plan. This approach is discussed with parents and staff to develop and parents are encouraged to support these plans in the home environment.

Students with verified disabilities also have Individual Learning Plan which are collaboratively planned with input from Parents, Students, Teachers and Support Specialists.

In accordance with Education Queensland’s policy ‘The Framework for Gifted Education’, our school is committed to acknowledging and executing its fundamental role in the development of the gifts of students. Gifted students are those who excel, or have the potential to excel, in general or specific ability areas. As stated in EQ’s policy “Giftedness in a student is commonly characterised by an advanced pace of learning, quality of thinking or capability for remarkably high standards of performance compared to students of the same age.”

The school provisions for gifted and talented students include the following:

- A well-defined process for identification, which may be initiated by parents or teachers.
- A curriculum that is responsive to the diversity of the needs and interests of the gifted students by teaching of higher level order skills which challenge and motivate students.
- Opportunities are available for extension, enrichment and acceleration, or the appropriate combination of these, as deemed appropriate. Acceleration can involve speeding the student’s passage through school by curriculum acceleration within a year level, curriculum compression, vertical timetabling or grade skipping. Enrichment and extension involve concentration of high-level skills development, creative and critical thinking and metacognition.
All children enrolled at Richmond Hill State School have the opportunity to be involved in a range of Flexible Learning Options. The activities offered change to some degree each year due to needs and interests of the students and what is being offered by the community and other cultural and sporting groups. Some of the programs currently being offered to our children are:

- **An Instrumental Music Program** is offered to children in years 4-6.
- **Leadership** programs are held each year to prepare our senior students for their role as members of the Student Council.
- **School Performance Tours** (3 free performances throughout year) will visit Richie Hill in 2017. Performances are free to all.
- **Transition days** where our Years 5-6 can access learning opportunities at Charters Towers State High in areas of interest and aptitude.
- **Sport Coaching Clinics** in a variety of team sports are held throughout the year with students given opportunities to try out for regional and state squads.
- **Interschool Sports** programs and team competitions are also conducted.
- **Brisbane Trip** for Year 6 students.
- **High Ropes**—Adventure Based Learning—based at Millchester School
- **Art Room** for the artist and creative
- **Planned Play** for organised lunch activities (Art Room, Lego Club, Uno Club)
- **Choir** for our combined musical talents
- **Instrumental Music Program—School Band**

Student participation in these opportunities requires a completed involvement form, signed by students and parents, that outlines all requirements and expectations.

Note: Breach of expectations will result in non-participation.
STUDENT PARTICIPATION IN EXTRA CURRICULA & FLEXIBLE LEARNING OPPORTUNITIES

All children enrolled at Richmond Hill State School have the opportunity to be involved in a range of Flexible Learning Experiences. The activities offered change to some degree each year due to needs and interests of the students and what is being offered by the community and other cultural and sporting groups.

RATIONALE
It is a privilege for students to be involved in extra curricula and flexible learning experiences as a member of Richmond Hill State School community. We encourage and promote student engagement in a variety of experiences during a school year some include: Junior and Senior Choir; Interschool Sports; Showcase; Under 11’s Rugby League Challenge and Leadership Roles.

EXPECTATIONS
Students who choose to get involved in such opportunities accept certain responsibilities and support the following expectations for their ongoing participation:

Student involvement is always dependant on his/her display in all classroom learning and when working with specialists (HPE, LOTE, MUSIC, Library, Teacher-Aides during Reading Groups etc.). This includes: engagement in learning; completion of school work; completion of Homework, appropriate behaviour and interactions with peers and staff; a good attitude and giving effort.

It is the students’ responsibility to ‘catch-up’ on or follow up with classroom teacher any missed work.

It is the students’ responsibility to be organised, have all items ready and know the practice schedule for this experience.

Should a student be unable to maintain and meet these expectations, participation in such activities can be rescinded. Parents will be advised if such an action is being considered.

Students and parents sign an agreement to show that they understand the expectations and the responsibility to engage in extra-curricula and flexible learning opportunities at Richmond Hill State School.

I encourage you to take time to speak to your child about the expectations and implications of undertaking the extra curricula activity.

Please sign and/or have your child sign to agree to these expectations.

Please return this note to the staff member supervising the activity.

Yours Sincerely

Mark Brady
Principal

STUDENT AGREEMENT OF UNDERSTANDING
TO PARTICIPATE IN EXTRA-CURRICULA AND FLEXIBLE LEARNING EXPERIENCES
AT RICHMOND HILL STATE SCHOOL

Activity:__________________________________

I__________________________________________________class _________  as a student of Richmond Hill State School agree and understand the expectations I have to demonstrate as a student to participate in Extra-Curricula and Flexible Learning opportunities.

By signing this agreement I agree to:

In my classroom learning and when working with specialists (HPE, MUSIC, LOTE, Library, Teacher-aides in Reading Groups etc.) to

engage in learning
complete my school work-complete my Homework
behave and interact appropriately with peers and towards staff
show a good attitude
give effort

I will catch up on any missed work

I know that should I not show these expectations in my learning and behaviours that I will be unable to continue to participate in these experiences.

STUDENT SIGNATURE:_______________________________ DATE:______________

As a parent I also understand and support the expectations of my child’s involvement in such Extra Curricula and Flexible Learning Experiences. I have spoken to my child about these expectations.

PARENT SIGNATURE:__________________________________ DATE:_____________

Please return this note to the staff member supervising the activity.
The use of Information and Communication Technology resources at Richmond Hill State School is a privilege, which involves the acceptance of certain responsibilities. All parents are asked to approve and support the following:

1. Information and Communication Technology (ICT) includes computers, printer, scanners, digital cameras, Internet and email facilities, and other associated electronic and mechanical hardware and software.

2. I will not use ICT resources to access, copy or distribute any material that is controversial, inappropriate or offensive. I will immediately report accidental access to such material. I understand that the system administrator can track and view my computer files, emails and Internet use.

3. I will not download or install any software without the permission of my teacher or teacher-aide.

4. I will not access the control panel, or make any changes to settings, passwords or configurations, without prior approval.

5. I will not directly access the computer file system, or move or delete any files, without prior approval.

6. I will use ICT resources for appropriate learning tasks.

7. I will be considerate of other users. I will respect their privacy, and not seek access to files or messages intended for, or belonging to, others.

8. I will check outside disks and USB keys for viruses before use, and I will not attempt to send, transfer, or create computer viruses.

9. I will immediately report any damage, errors or faults with ICT resources.

10. I will not reveal my personal address or phone number, or those of other students or staff, in any electronic communications.

11. I accept that breaching this agreement will result in me losing access to ICT resources temporarily or permanently, depending on the seriousness of the offence. For more serious matters, further disciplinary action may be taken.
Consent To Use Copyright Materials, Image, Recording And Name

Please read this consent information carefully before authorising consent permission. By signing the form you are agreeing to allow the State of Queensland, acting through the Department of Education (Education Queensland), to use sound and/or vision of you, the student, or your work not only for the project specified in this schedule but for any other use, within the limits of item 5. However, if circumstances change in the future and you wish to withdraw your consent, it is your responsibility to contact Education Queensland in writing and inform them of your wishes.

This document gives the State of Queensland, acting through the Department of Education and The Arts (DETA), permission to use works created by students in the course of their studies, or to use sound and/or vision of the student, for purposes associated with the promotion of Education Queensland or the State of Queensland.

This does not mean that you, the student, lose ownership rights over your works — simply that Education Queensland has permission to use your works for the purposes mentioned. Please be aware that work created by you may contain the work of a third party that may be subject to copyright. Permission must be obtained before any copyright work of a third party can be published.

1. During the course of my studies provided by Education Queensland, I may create works that attract intellectual property rights (for example, copyright). These works may form part of my academic assessment or my studies generally.

2. These works might include my written work (eg stories and poems), paintings, pictures, drawings, designs, photographs, videos, films, music, performance, computer programs, web sites, sculptures, fashion or costume, metal or wood works or any other works I create.

3. Education Queensland may record sound and/or vision of my works and me whilst I am at school or taking part in school-related activities or performances. I also understand that my name may be used in connection with the works.

4. Education Queensland understands that I own the intellectual property rights for my works, my sound and my vision, and that this consent form is not meant to transfer my ownership.

5. I give permission to the State of Queensland, acting through Education Queensland, to use my works, my sound/vision, and/or my name for:
   i. the media activity listed on the accompanying schedule;
   ii. future media activities;
   iii. promoting and advertising of the State of Queensland or Education Queensland and its students;
   iv. State or Education Queensland publications; and
   v. any commercial purpose.

6. Education Queensland understands that I may choose to give this permission to other people, but I understand that such further consents are subject to the rights given to Education Queensland in this consent.

7. I understand that by giving this permission, Education Queensland can use my works, my sound and/or my vision in any way it chooses, for the purposes described above. It may reproduce them in any form, in whole or in part, and distribute them by any medium including the Internet, CD-ROM, or other multimedia uses.

8. I understand that my works, my sound and/or my vision may be kept on file for an indefinite period of time and that they may be used in the future by the State of Queensland and Education Queensland for the purposes listed in item 5.

9. I warrant that Education Queensland will not infringe the rights of any third party by exerting its rights given in this consent.

10. I understand that Education Queensland will not pay me for giving this permission.

11. I understand that Education Queensland is not bound to use sound or vision of my works or me.

12. If I decide to withdraw my permission at any time, I understand that it is my responsibility to contact Education Queensland and inform them of my decision in writing.

13. I agree that if I withdraw my permission, the withdrawal will not be effective immediately where Education Queensland has entered into contractual obligations in relation to any of my works, sound and/or vision. In such cases my withdrawal will be effective after the contractual obligations come to an end.
Our school makes these reasonable rules about the appropriate use of mobile phones and electronic devices at school.

The school office staff are always available to make calls home for emergencies.

**STUDENTS**

- Mobile phones should only be bought to school if extremely necessary.
- Mobile phones and valuable electronic equipment should be left with the classroom teacher for storage.
- No mobile calls to be made during school time.
- Mobile phones and electronic equipment are used and bought to school at their owners’ risk.
- In special circumstances mobile phone use should be negotiated with administration.

**NO LIABILITY WILL BE ACCEPTED BY THE SCHOOL IN THE EVENT OF LOSS, THEFT OR DAMAGE TO ANY DEVICE.**
PERSONAL DEVELOPMENT

Personal development education in the school assists students to perceive and value themselves and others; to enter into personal relationships; and to make practical decisions and take actions that are personally and socially responsible. Personal development is concerned with well being and personal fulfillment in everyday life. It helps students’ knowledge, skills, attitudes and values so that they can be independent and responsible; unable them to act with confidence and creativity in everyday situations be they domestic or recreational. The subject matter of personal development focuses on personal, well-being and social health; movement and fitness; home and family; and safety in the use of the roads and the outdoors.

As an adjunct to our children’s personal development, we as a school, see the arts as providing a range of stimulating and distinctive experiences for students essential to their total development. Students need to be engaged in a range of arts experiences. These include opportunities to compose, perform and listen to music; express and reflect on their experiences through dance; communicate ideas and information through symbols, plans and diagrams; and explore, express and communicate their ideas through drama. School children are given regular opportunities to express their ideas and feelings through painting, drawing, print making, sculpture and other art forms. The children are also encouraged to appreciate, respond to and reflect upon the work of others.

The school fully implements the You Can Do It program which has as its’ core the development of Social and Emotional competence.

Richmond Hill includes curriculum programs in the following personal development areas:-

<table>
<thead>
<tr>
<th>Program</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health and Physical Education Program</td>
<td>Prep to Year 6</td>
</tr>
<tr>
<td>Road Safety Program</td>
<td>Prep to Year 3</td>
</tr>
<tr>
<td>Religious Education Program</td>
<td>Year 1 to Year 6</td>
</tr>
<tr>
<td>Music Education Program</td>
<td>Prep to Year 6</td>
</tr>
<tr>
<td>Instrumental Music Program (selected students)</td>
<td>Year 4 to Year 6</td>
</tr>
<tr>
<td>Art and Craft Program</td>
<td>Prep to Year 6</td>
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<tr>
<td>Performing Arts Program</td>
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<tr>
<td>Responsible Behaviour Plan for Students</td>
<td>Prep to Year 6</td>
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<tr>
<td>Sun Smart Policy</td>
<td>Prep to Year 6</td>
</tr>
<tr>
<td>Vision and Hearing Testing</td>
<td>Prep to Year 6</td>
</tr>
<tr>
<td>Life Education Van</td>
<td>Prep to Year 6</td>
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</tbody>
</table>
During the course of your children's school years, you may have cause to make a complaint about an issue with your child's education. Richmond Hill State School is committed to ensuring that all complaints are dealt with in a fair and equitable manner. There are processes and support structures in place to enable parents/carers and students to work through any issues they may have with our school. When making a complaint, it is in the best interest of complaint resolution to ensure that you:

- provide complete and factual information in a timely manner
- deliver your complaint in a non-threatening and non-abusive manner

You should be aware that if you are making a complaint about a staff member, that in most instances the staff member will be told of the complaint and offered the right of reply. You also have the right to have a support person participate throughout the process.

The following 3-step procedure may assist parents/carers, and school staff to reach an outcome that is in the best interests of the student.
1. Discuss your complaint with the class teacher
2. Discuss your complaint with the Principal/Deputy Principal then to assist by participating in informal conflict resolution
3. Contact District Office

Chaplaincy

The Richmond Hill School community seeks to provide a Chaplaincy Program endorsed by the school's Parents and Citizens' Association and available on a voluntary basis to all students. The school has formed an agreement with local scripture union to provide this service free.

Our Chaplain Miss Lydia is involved in a range of activities which happen at this school which are Free of Religious, Spiritual and/or Ethical Content. They include: counselling, support at sport events, sport coaching, additional support to participate in learning programs, leadership activities support, drama club, cheer leading, special events and one to one support.

Written parental consent is required for your child to meet individually with the school's Chaplain on a regular or ongoing basis. Should this be required a permission form will be sent home for your completion and return.
Purpose
Richmond Hill State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

This Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

Consultation and data review
Richmond Hill State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution and community meetings held during July and August in 2013.

The Plan was endorsed by the Principal, the President of the P&C and Assistant Regional Director (Schools) in November 2016, and will be reviewed in December 2017 as required by legislation.

Learning and Behaviour Statement
All areas of Richmond Hill State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan shared expectations for student behaviour are plain to everyone, assisting Richmond Hill State School to create and maintain a positive and productive learning and teaching environment, where all school community members have clear and consistent expectations and understandings of their role in the educational process. This document has also been developed to be closely aligned with the school’s Learning and Wellbeing Framework.

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour:

I Am Safe.
I Am Respectful.
I Am A Learner.

Our school rules have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland’s Code of School Behaviour. This plan outlines the expectations, rights and responsibilities for all our community members. The Code of School Behaviour defines the responsibilities that all members of the school community are expected to uphold and recognises the significance of appropriate and meaningful relationships.

Gotcha Celebrations
Recognising Great Workers
Assessment, Moderation And Reporting

Assessment is a key aspect of the teaching and learning process. Assessment builds from the curriculum: assessment tasks come from, or are embedded in curriculum tasks. (2002 Assessment and Reporting Taskforce)

**MODERATION**

Moderation is a professional development task which is embedded in our curriculum structure. The value and importance of dialogue between teachers about pedagogy, enhanced assessment, and student outcomes underpin our curriculum and our strategy to improve our teaching practices at Richmond Hill State School.

Moderation of judgements requires:

- Assessment criteria — explicitly stated
- Samples of work
- Spans/or groups of teachers working together

Richmond Hill State School P-6 engage in these moderation process via:

- P-6 Unit using work samples and Australian Curriculum standards

**REPORTING**

Our reporting framework at Richmond Hill State School is consistent and drawn on individual records which are supplemented by other evidence collated in student portfolios. It reflects data of the child's performance and journey as a learner.

**SEMESTER REPORT ABOUT THE LEARNER**

At the end of Semester 1, teachers will complete a report card about the child as a learner for the first half of the year. The Semester 2 report look at the student's progress the second half of the year.

These report cards will tell the story of the child's learning in the Key Learning Areas, Social Pathways, Behaviour, Extra Curricular, Attendance and Specialist Areas.

An A—E Rating scale will be utilised from Year 1-6. Preps have a different rating scale.

**INTERVIEWS**

Parents and Teachers have opportunities to come together for two interviews throughout the year usually in the middle of Semester 1 and Semester 2.

Our school encourages parents and teachers to communicate openly throughout the year about the learning journey of the child.
**NAPLAN—National Year 3 & 5 Testing**

National testing will be completed in years 3 & 5. The NAPLAN test in May will provide information about the performance of students in aspects of literacy and numeracy. Specifically, it provides for assessment against a standard based on the strands of the National Curriculum in the key areas of Literacy and Numeracy.

These tests while valuable systemically are not and will not be the sole determiner of student reporting. The Year 3 & 5 tests are a specifically focused analysis instrument, which compliments the range of classroom assessment which occurs throughout the year. The test needs to be looked at in conjunction with the information about students already collected through observation, consultation and other analysis techniques.

**HOMEWORK**

Homework provides students with opportunities to consolidate their class learning, pattern behaviour for life-long learning beyond the classroom and involve family members in their learning.

**TIME:**

On average the time spent on homework over 4 nights a week at each year level should be as follows:

- In the Prep Year, generally students will not be set specific homework.
- Years 1-3: Could be up to but generally not more than 1 hour per week + daily reading.
- Years 4-5: Could be up to but generally not more than 2-3 hours per week + daily reading.
- Years 6: Could be up to but generally not more than 3-4 hours per week + daily reading.

**QUALITY:**

The time spent on homework should be productive and purposeful. Homework should be completed in an environment that is comfortable and as free as possible from distraction.

**PAT TESTING**

In the areas of Reading and Maths

**HOME READING:**

Students must read every night. If this is not happening, your child will never reach their potential as a reader and will never reach their appropriate reading age. Hints on how to help your child to read come our regularly in the newsletter. The biggest way to help your child’s education is help them learn how to read. There is a reward system for home reading where students get certificates after certain milestones.

- 25 Nights Reading—Purple Certificate
- 50 Nights Reading—Bronze Certificate
- 75 Nights Reading—Silver Certificate
- 100 Nights Reading—Gold Certificate
- 125 Nights Reading—Platinum Certificate
Library

All children are encouraged to use the library's facilities. A library bag is to be used by children to borrow. Minor damage to books such as torn or loose pages is repaired by the school and not at home. Any cost as a result of irreparable damage or loss is covered in part by the family concerned.

Lost Property

PARENTS ARE ASKED TO ENSURE THAT ALL ARTICLES OF CLOTHING AND EQUIPMENT ARE CLEARLY MARKED WITH THE STUDENT'S NAME. Lost property is kept at the Administration Office. Unclaimed items/equipment will be disposed of to various charitable organisations at regular intervals.

Newsletters

Richmond Hill State School newsletter goes home every second Thursday. Copies can be collected from the Administration Office. If you require the Newsletter emailed to you, please contact the office. Alternately, the Newsletter can be accessed on the Skoolbag app.

Preparatory Year

PREP YEAR RECKONER

<table>
<thead>
<tr>
<th>BIRTH DATE</th>
<th>Child born</th>
<th>ELIGIBLE FOR PREP IN:</th>
<th>ELIGIBLE FOR YEAR 1 IN:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 July 2010 to 30 June 2011</td>
<td>2016</td>
<td>2017</td>
<td></td>
</tr>
<tr>
<td>1 July 2011 to 30 June 2012</td>
<td>2017</td>
<td>2018</td>
<td></td>
</tr>
<tr>
<td>1 July 2012 to 30 June 2013</td>
<td>2018</td>
<td>2019</td>
<td></td>
</tr>
</tbody>
</table>
Religious Instruction (RI) is provided at this school and is conducted once a week for 30 minutes in Year 1 to Year 6. The faith groups that provide religious instructors to deliver an authorized program are listed below:

<table>
<thead>
<tr>
<th>Title of Program Delivered at School - Authorised by Relevant Faith Group/s.</th>
<th>Cooperative Arrangement for Delivering Program</th>
<th>Name and Contact Details of Program’s Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ministers Fraternal</td>
<td>Catholic Assembly of God, Uniting Church, Anglican Church of Christ, Christian Outreach Centre</td>
<td>Viv Chapman</td>
</tr>
</tbody>
</table>

Students are allocated to RI based on information provided by parents on the completed Application for Enrolment unless other written instructions have been provided to the school.

The Religious Instruction Program approved is Godspace. The Aims of the program include:

- To present to students the basic content of the Christian Gospel set out in the written and living Word of God and to present it in a simply and clearly.
- To present it in such a way that students not only gain Christian knowledge but see the relevance of that in daily living and are made aware of the importance of a personal response to Jesus Christ.

This resource provides:

- Individual lesson notes, lesson plans and ways to explore and make meaning of scripture verse and stories.
- Every child receives a pupil book. There are four books at four levels of understanding.
- They are Explorers Yr 1, Adventures Yr 2/3, Navigators Yr 4/5 and Voyagers Year 6.
- Each RI Teacher meet together, plan sessions and provide feedback.

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

- personal research and/or assignments
- revision of class work such as creative writing or literacy and/or numeracy activities
- wider reading such as independent reading appropriate to the student

No RI is conducted in Prep Classes at this school.

Parents will be advised of any changes to the RI to ensure they are able to make an informed decision on their child’s participation. An annual letter will be sent home to confirm student participation or non-participation in Religious Instruction.
Supervision

Children are directly supervised from 8:30am until 3:15pm. Your child's arrival at school should be no earlier than 8:30am and they should be collected no later than 3:15pm. Children arriving before 8:30am should wait in the CPA. Children who have not been collected by 3:15pm will be taken to the school office to wait for their parents. Sports practice, supervised detention and bus children are exceptions.

Telephone

The school telephone number is 47562222. Teachers cannot attend to any calls in teaching sessions, however messages can be relayed to teachers by the Administration staff. The school fax number is 4787 4646. Students will not have mobile phones on them at school unless prior arrangements have been made with school administration.

Truancy

All students should attend all days.

Any absence should be accompanied by the parent/carer contacting the school to advise of reason and length of absence.

Where a child has a period greater than two (2) days absent we are required to contact parents to seek advice. Should a child be away for extensive unexplained absence the school will seek formal explanations by correspondence. Should a child be unexplainably absent and the parents/carer is not contactable, for longer than two weeks, the child may be removed from the roll. Extensive periods of unexplained absence may see the school providing a report to government authorities.

Regular attendance provides the child with the greatest possible opportunity to achieve highly and prepare them for the future. Prep attendance is compulsory in 2017.

Transport

BUS

Children are expected to line up inside the school fence when waiting for their bus. Supervision of the children going on the bus is conducted by school staff each afternoon and a bus roll is marked.

CAR PARKING

Staff long-term parking is available off the road, near Friemann Oval on Burdekin Street. On street angle parking is available on Baker and Burdekin Street. There is a designated Drop Off Zone in Baker Street.

FOOT AND BIKE

Children who need to cross the road to arrive or leave the school must use the supervised crossing on Baker and Burdekin Street. By law all bike riders must wear helmets and use bike lanes.

Tuckshop

Our Tuckshop operates 5 days a week and is run by our Tuckshop Convenor. Volunteers are very welcome. As part of Education Queensland Guidelines, our Tuckshop follows the Healthy Food Colours.

THERE IS NO TUCKSHOP IN THE FIRST OR LAST WEEK OF THE YEAR.
Health (Medical)

Administration of medication to students during school hours. Education Queensland's policy regarding medication is as follows -

a. Only medication prescribed by a medical practitioner may be administered. This means that no naturopathic or "over the counter" lines such as Panadol or cough medicine may be given by a staff member. Instructions indicating specific times and the quantity of medication to be administered are to be written on the medication container by the pharmacist—ALL medication should come to school in the original prescription container.

b. Should medication, as described above, be required to be administered at school, a WRITTEN request is required. Specific medication forms are available from the office and are to be completed before medication can be administered by staff. This request is valid for one week. For those students requiring daily medication, a specific written request at the beginning of each year may be sufficient.

c. With written permission by the parent/legal guardian, and with the approval of the Principal, those students who use inhaler therapy for asthma may be in control of their own puff- ers. For younger children it may be more convenient if a spare puffer is stored in the Administration Block at school for use when/if required. A written request is required.

A record is kept of each administration of medication for the protection of the students and the school.

Accidents

Minor accidents are treated at the school. Professional medical personnel treat major accidents. The school will always attempt to inform parents when a major accident occurs. Upon contact, parents may then elect to convey their child to their doctor or to the hospital, or they may rely on the ambulance being called by the school to carry their child. If it is not possible to immediately inform parents of a major accident, the school will need to act quickly and hence will make the necessary arrangements.

Admissions

Proof of Age

At admission, a short extract of the student’s birth certificate is to be witnessed by one of the administration staff.

A copy of the child's birth certificate is required for inclusion on the student's file.

Headlice

From time to time infestation of head lice occurs. Parents are asked to watch out for signs and apply appropriate treatment immediately. Brochures on prevention and treatment are available at the local pharmacies. More information on following pages

Infectious Diseases

Should a student contract any of the childhood diseases such as chickenpox, mumps, measles, etc. parents may check with the school for the exclusion period from school.

The school should be advised immediately if a student has contracted any of the following:-

Chickenpox, Shingles, Measles, German Measles, Mumps, Diphtheria, Glandular Fever, Meningitis, Scarlet Fever, Whooping Cough, School Sores, Ring Worm.
Complaints about headlice are received at schools frequently. Contrary to popular belief schools do not harbour head lice. Head lice are carried by humans. The following information will help to explain about head lice. The only way to effectively reduce headlice is for everyone to investigate and treat at the same time.

The Facts  (The following is summarised from various research studies on headlice.)

- Nits (the eggs of the head louse) are small yellowish-white, oval-shaped eggs that are attached at an angle to the side of a hair shaft by glue.
- Nits must be laid by live lice. You cannot "catch nits."
- Once laid, it takes 7-10 days for a nit to hatch, and another 7-10 days for the female to mature and begin laying her own eggs.
- Head lice are clear colour when hatched, they develop a reddish-brown colour after feeding.
- Head lice are small, wingless insects which feed on human blood and do not thrive on pets.
- Head lice are about the size of sesame seeds and have six legs with claws to grasp the hair.
- Head lice are crawling insects. They cannot hop, jump, or fly.
- Head lice off of their human hosts will starve and die in 24 hours off of its human host.
- Head lice do not jump or fly and cannot survive longer than 24 hours off the host.

Where do headlice come from?
Head lice do not come "out of the air" or from the ground. They are human parasites and come from people.

Do headlice jump?
Head lice do not have hind legs to hop or jump, nor wings with which to fly - they crawl. Jump insects in hair are fleas.

How are headlice spread?
Head lice can be spread whenever there is direct contact of the head or hair with an infested individual. Lice can also be spread through the sharing of personal articles like hats, towels, brushes, helmets, hair ties and so on.

What is the life cycle of the head louse?
Head lice can survive on a human host for approximately 30 days. Head lice generally cannot survive longer than 24 hours off the host.

Do head lice cause harm?
Head lice rarely (if ever) cause direct harm, and they are not known to transmit infectious diseases. These lice may occasionally be burdensome because of annoyance; their presence may cause itching and loss of sleep.

Why were my children sent home from school (the 'No Nits' policies)?
The no-nits policies variously drafted and adopted by school administrations aim to reduce the transmission of lice by excluding infested children from school. The scanning for the viability of head lice is best done by the child’s carer. This is the prime reason students are sent home. The school policy comes from a history of parent misconception about headlice and the demand from parents for the school to “do something”. The sending home is more a statement of action and care than a cure. Lice on children’s heads does not demonstrate ‘neglectful’ or ‘abuse’.

From whom did my child acquire head lice?
Head lice are acquired from other infested people.

What product should I use to treat my child?
There are no 'safe' pesticides, "natural" or otherwise, scientifically proven to be 100% effective against head lice, nits or nit glue. Manual removal is the safe alternative and necessary component to any head lice treatment regimen. Combing tools enable families to screen often, detect head lice early and thoroughly remove lice and nits.

This information is provided by our school in an effort to educate our community. Please support our eradication days when called.
The purpose of the policy is to ensure that all children attending this school are protected from skin damage caused by the harmful ultra violet rays of the sun.

**AIM:**
- To have all children wearing bucket or wide brimmed hats (not caps).
- To develop a positive attitude towards preventative measures for skin cancer.
- For children to be aware of the dangers of damage by the sun.

**As part of general skin protection strategies:**
- Children will wear bucket or wide brimmed hats which protect the face, neck and ears whenever they are outside (eg recess, lunch, sport, carnivals, outdoor excursions and activities).
- Children who do not have their hats during playtime will play in an area protected from the sun.
- Children will be encouraged to use available areas of shade for outdoor play activities.
- Outdoor activities will be held in areas of shade, whenever possible.
- Staff will be encouraged to act as role models by practising Sunsmart behaviours:
  - wearing protective hats and clothing for all outdoor activities.
  - using a SPF 15+, broad spectrum, water resistant sunscreen for skin protection.
  - seeking shade whenever possible.

**The School will:**
- Ensure that school hats are appropriate and satisfy Australian Cancer Society and Queensland Cancer Fund and guidelines;
- Continue to seek improvements of shelters and shade trees;
- Provide SPF 30+, broad spectrum, water resistant sunscreen for staff and student use whenever possible;
- Incorporate programs on skin cancer prevention into its curriculum;
- Reinforce regularly the Sunsmart Policy in a positive way through newsletters, parent meetings, student and teacher activities.

**When enrolling a child, parents will be:**
- Informed of the Sunsmart Policy;
- Requested to purchase a school hat or provide an appropriate hat for their child’s use;
- Encouraged to provide SPF 30+, broad spectrum, water resistant sunscreen for their child’s use;
- Encouraged to practise skin-protective behaviour themselves.

**The students will:**
- Be aware that they are responsible for their own health and safety;
- Comply with Sun Safe rules and guidelines eg wear a hat;
- Support each other and observe Sun Safe practices;
- Wear suitable Sun Safe clothing;
- Use sunscreen when required and seek shade for activities;
- Be more positive role models for others.
GENERAL RULES and INFORMATION

- Responsible Behaviour Plan – applies to all members of the school and visitors.
- All duty staff use a ‘Walkie Talkie’ - communication system for ease of access and support and wear a yellow vest.
- Noise levels around school are to be at acceptable levels in all areas – appropriate to the environment.
- Hats - to be worn for all activities (staff and students). NO HAT NO PLAY
- Shoes and socks on - for all activities (especially skipping).
- Safe play - no playing on verandas or stairs.
- Safe and sensible games - played on cement areas.
- Walk on hard areas - paths and concrete. No running except on the oval.
- Courtesy - when playing students should be aware of pedestrians and play away from them. This may mean stopping the game for a short while.
- Gardens are Out Of Bounds.
- Students are supervised during the eating period (HEART) and dismissed once area is tidy.
- Students still eating - after the start of play time are to go to CPA or under A block. Students are not to walk and eat or eat in play areas. No food or drink in MPC or on oval.
- No-contact play (hands and feet off policy applies).
- Verandas and Bag Areas – are not play areas – These areas are Out Of Bounds during recess.
- Mobile phones - if necessary must be left at the office—students should not carry them—parents must make arrangements with the office.
- Hygiene and health important - students are encouraged to wash hands and a drink to hydrate.
- Dismissal at end of day – shoes, hats etc. stay on at the end of day. Students leave school as they were dressed to attend school.

BEFORE SCHOOL

- Students may drop bag off to bag racks but not play or loiter on verandas.
- Play areas are CPA and ATT Block.

OVAL

- No tackle or contact games, except ‘tag’ (one hand).
- Use markers (where necessary). Designated play areas.
- Hat on at all times.

GAMES AREA

- Sand not to be thrown.
- No digging in Play Equipment areas.
- No chasing/running games around or on equipment.
- 5 minutes before bell – start pack up of games, washing hands, going to toilet and having drink, etc.
- No ‘hard balls’ in cricket nets unless students ‘directly’ supervised by staff. One batsman at a time.

ROSTER FOR EQUIPMENT USE

- A roster applies for students to share equipment on certain days.

LIBRARY

- Students enter only when staff are present (all rooms). Library is a quiet area. All items returned appropriately.

UNDER A BLOCK

- These are quiet play (not running) areas. No balls in these areas.

ADMIN

- These are out of bounds for play. Visit and leave - do not loiter.

EXIT AT END OF DAY

BUS AREA, BAKER STREET, PRESCHOOL GATES, ADMIN GATE / BURDEKIN STREET

- Students sit and wait quietly.
- Bus students assemble for roll call on benches.
- No playing/running. No sitting or climbing on trees, frames or fences.
- Students remain inside gate / behind fence until transport arrives and stops.
- Students must walk to waiting transport.
- At 3:15pm any students remaining are taken back to office for collection/follow-up.
- Cyclists to walk bikes through school, on paths and on footpaths

ALTERNATIVE ARRANGEMENTS FOR HOT / WET DAYS

On days where alternative lunch play arrangements are called due to wet weather or heat the following procedures will apply:

- Decision to call alternative lunch play will be made by the office prior to the break.
- Healthy eating continues each day for 15 minutes prior to play periods, irrespective of the weather conditions.
- Some locations for eating may need to change subject to the weather. Lunches may need to be consumed in classrooms.
- During ‘Games Play” quiet activities will be available.
RICHMOND HILL STATE SCHOOL
“YOU CAN DO IT”
Social and Emotional development—strong emphasis on nurturing emotional resilience within the pursuit of intellectual and emotional excellence for their journey in life. Our Program compliments “Values for Australian Schooling”.

OBJECTIVES

Achievement
Social
Emotional
Behavioural
Well-Being

EDUCATION

Curriculum, Instruction,
Programs and Services

FOUNDATIONS

Getting Along

Organisation
Persistence
Confidence

EMOTIONAL RESILIENCE

Playing by the Rules
Thinking First
Being Tolerant
Planning My Time
Setting Goals
Working Tough
Giving Effort
I Can Do It
Being Independent
Taking Risks
Accepting Myself

HABITS OF THE MIND