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COLLINSVILLE STATE SCHOOL

MISSION STATEMENT

IT IS OUR MISSION TO CONTINUALLY STRIVE TO IMPROVE OUR SCHOOL ENVIRONMENT AND THE QUALITY OF EDUCATION IT OFFERS

THANK YOU FOR ENROLLING YOUR CHILD AT COLLINSVILLE STATE SCHOOL AND BECOMING A MEMBER OF OUR SCHOOL COMMUNITY
Dear Parent/Carer,

Welcome to Collinsville State School

Our aim is to provide a school environment which promotes learning through active involvement in a wide range of curriculum activities. Our values and beliefs on how this can be achieved are outlined for you in this booklet.

I trust that your association with our school will be both satisfying and rewarding. I assure you that your children will be given every opportunity to reach their maximum potential. Together we can help our children both enjoy and profit from the experience of primary school and grow up to be happy and useful citizens of the future.

Yours sincerely,

Mr Christien Payne  
Principal  
Collinsville State School
**OUR SHARED BELIEFS ABOUT CHILDREN**

*Our beliefs about the nature of children will determine the way we treat them and the kind of education we offer them at Collinsville State School.*

**Each child is unique.** Each has special needs, abilities, preferred ways of doing things, personal ways of making sense of the world.

**Children also have much in common.** They are naturally active, curious, creative, searching individuals.

**Children need love, acceptance, limits on their behaviour, challenge and success.** These all help them to grow and develop their abilities to the full.

**Play is also very important to children.** Through informal, imaginative play, they create meaning, stretch their imagination, practise social skills, try out ideas and learn how to cope with problems.

**Children need to be children.** Adults should not hurry childhood. Too many pressures, too much emphasis on using every minute productively, on achieving maximum results, can rob children of their right to live fully as children.

**Children tend to live up to, or down to, the expectations of important people in their lives.** In fact, they thrive on the expectations as long as they feel assured that making mistakes is not the end of the world but something everyone does, and that successful learning often requires considerable risk-taking.
Beliefs about how children learn, will determine more than anything else, how teachers teach and what parents expect of our school.

Learning is a meaning-making process. Children are natural meaning-makers, whose curiosity leads them to explore their surroundings, solve problems and make sense of things.

When children experience success, their self-confidence rises and they learn more effectively.

Children tend to learn well when they feel safe yet challenged.

Children learn in different ways and at different rates. Their level of maturity has a big influence on whether they are able to learn a particular skill or concept at a particular time.

Children learn by watching, joining in and imitating people. They learn from each other as well as from adults. And they deepen their understanding when they explain their thinking or demonstrate skill to others.

Children learn through play, through handling materials and through solving real life puzzles.

Talking helps children learn. They learn when they ask questions, explain things, hear different points of view or think aloud.
Our approach to schooling is strongly coloured by the values we hold, by the qualities we think are worthwhile and important. Most parents and teachers would agree on the importance of the following qualities at least and want our school to help children see them as worthwhile.

Valuing knowledge and learning. This involves a respect for the pursuit of truth and calls for teaching procedures that encourage curiosity and promotes enquiry.

Valuing reason. Reasoning is a basic tool of learning. If children are to use it well, they must be helped to become critical, to analyse, to probe and to question.

Valuing ourselves. Before we can grow into happy and mature adults, we must learn to see ourselves as individuals of worth.

Valuing others. If we truly value others, we respect their worth and deal honestly with them.

Valuing our own freedom and the freedom of others. As children, we need help to grow up to make our own decisions and do what we believe to be right, while respecting the rights of others.
OUR SHARED VISION

Collinsville State School is a learning community where children and adults feel:

- welcomed
- encouraged
- safe
- challenged
- included
- respected
- and excited

and where

- expectations are high
- learning is valued
- and there is a strong sense of hope and purpose.

A classroom at Collinsville State School is a place where:

- children are active in their learning and are encouraged to take responsibility for it
- children at different times work alone, in pairs, in small groups (with or without the teacher) or as a whole class
- there are spaces and times for co-operation and collaboration, accompanied by lots of talk, as well as for quiet, independent work
- furniture is light and portable and the arrangement of the room allows for a wide variety of activities
- there are colourful and attractive displays of children’s work, plenty of print on the walls and lots of books and other resources.
THE WAY OUR TEACHERS WORK AT COLLINSVILLE STATE SCHOOL

In working towards achieving the aims of a quality education at Collinsville State School teachers perform many tasks. Amongst them are these:

We observe the children. Skilled observation helps us to determine what children already know and can do, to identify their needs and to monitor their progress.

We respond to children’s needs. We focus on individuals and groups as well as the whole class. Some children need extra challenges; others must be taken at a slower pace.

We create a comfortable yet stimulating classroom climate. Warm and supportive relationships with children, positive feedback and an inviting, well organised room all contribute to this.

We set up routines and predictable patterns. We negotiate rules and routines with our classes, enforce them, review them periodically and discuss particular problems as they arise.

We promote high expectations and self-discipline. We seek to motivate children by stimulating their imagination and curiosity. We know that strong motivation is the key to learning self-discipline.

We use a variety of teaching strategies. All teachers use a range of very effective teaching strategies called “productive pedagogies”, designed to fully engage the students. The 20 “productive pedagogies” are based on 4 main areas - Intellectual Quality, Connectedness, Supportive School Environment and Recognition of Difference.

Strategies used include:

• children working together in small groups
• peer tutoring (children from the same class matched to assist each other in practising newly acquired or developing skills)
• conferences (the teacher reviewing work in progress with individuals or small groups)
• learning centres (areas with resources linked to a particular curriculum area or topic, where children can undertake activities of the teacher)
• contracts (a set of tasks negotiated between teacher and children and carried out by individuals or groups over a specific period).
We encourage certain types of behaviours. These include:

- perseverance
- independence
- taking responsibility
- negotiation
- cooperation
- sensitivity to the needs of others.

**We are members of a professional team.** Teachers do not work alone. We cooperate with colleagues in developing policies, coordinating programs and building up the school community.

**We continue to inform ourselves about developments in our profession.** We attend courses and meetings, read books and journals, and are members of professional associations.

**We work in partnership with parents.** This requires us to communicate clearly and win parental confidence, to provide appropriate opportunities for parents’ involvement, and to report accurately on children’s progress.

**We have a strong commitment to the use of computer technology to improve our teaching and learning.** This includes use of computers for planning and preparation, data collection, and use of the Internet to communicate with the rest of the world.
OUR CURRICULUM AT COLLINSVILLE STATE SCHOOL

The following headings define a number of broad areas of learning that our students undertake at our school:

- English
- Mathematics
- Science
- Technology
- Studies of Society & Environment (SOSE)
- The Arts
- Health & Physical Education (HPE)

A brief outline of these learning areas is described below.

Following each of the outlines of the broad learning areas are some ideas for you to consider taking up at home. They are intended to build on the school curriculum and help provide a climate of informal inquiry and discussion.

As for homework - generally you can expect that your children will have more as they get older, but there will be variations from teacher to teacher. You can help by finding them a quiet spot to work and encouraging them to do their best. Give them all the positive support you can - ask questions, demonstrate a skill (e.g. using a dictionary) - but resist the temptation to do the work for them. Remember, too, that learning progresses at an uneven pace and guard against becoming impatient or overcritical.

Curriculum Organisation

All learning outcomes from the HPE, Science, SOSE, Technology, and The Arts key learning area are developed through integrated units of work, bringing them all together into one big unit each term. These units are combined with individual programs in English and Maths and specialist programs in HPE and Music.

The curriculum is based on a series of ‘Essential Learnings’, which the students strive to achieve in each unit.

All units of work are based on the following organisers:

1. Life Pathways and Social Futures (Who am I and where am I going?)
2. Multi literacies and Communication Media (How do I make sense of and communicate with the world?)
3. Active Citizenship (What are my rights and responsibilities in communities, cultures and economics?)
4. Environment and Technologies (How do I describe and shape the world around me?)
This learning area, has a unique position simply because every other learning area depends on constant use of the English language.

Primary teachers have many different ways of describing the aims of English teaching. However, they can be reduced to three strands:

1. **We want children to be able to speak, listen, read and write confidently, effectively and appropriately.**
2. **We want them to have a useful knowledge of the English language and how it works. And we want them to be able to apply this knowledge, especially in speaking and writing.**
3. **We want them to enjoy using language, to enjoy reading and hearing stories, poems and non-fiction texts, to think clearly, to express opinions, and, in general, to possess language as a tool for becoming more competent and fulfilled human beings.**

**How English is taught**

Children do not come to school ignorant of language, even if English is not their first language. They arrive already able to express their wishes and feeling. Many consider themselves able to write, and although adults may not be able to read their messages, this belief in their ability to write is important and should not be discouraged. These days, too, quite a number have already laid some firm foundations of reading.

Teachers build on these competencies. We know that children learn language by using it. We therefore teach English:

- by encouraging children to express themselves orally — in pairs, in groups, in front of the class, to adults
- by providing activities and surroundings that will stimulate children to talk, listen, read, write and view with enjoyment, and at the same time challenge them to develop their understanding of language and effective communication
- by demonstrating appropriate ways of talking and writing, and by teaching the conventions of using language — acceptable pronunciation, punctuation, grammatical usage, spelling and handwriting
- by explicitly teaching the skills children need to become competent speakers, listeners, readers, writers and spellers
- by providing children with good models of writing, including a wide range of fiction and non-fiction texts
- by creating a climate in which the English language in all its forms is enjoyed and valued.
Teaching reading
Today’s reading teacher sees learning to read as learning to make sense of print. The stress is on meaning.

The teacher’s task is to help the young reader to search for meaning using a variety of clues, to keep the flow of meaning going and to know what to do when meaning breaks down. Children are able to make sense of written text when they can:

- draw on their experience of the topic and the flow of language to predict the meaning of new words;
- call on their memory of the shapes of words or parts of words; and
- apply their knowledge of the ‘sounds’ of letters or combinations of letters.

Teachers also know that the more children read for sheer enjoyment, the more competent readers they will become. So the encouragement of reading for its own sake is one of the most important strategies of any teacher of reading.

Teaching writing
There are two major strands in the teaching of writing today:

1. The process of writing. From the beginning of school, children are helped to think about their ideas before drafting them. They may then discuss their drafts in ‘conferences’ with their classmates and/or teacher and revise them. They are also encouraged to ‘publish’ some of their writing for others to read. The skills of spelling and grammar are taught in the context of the writing process, as well as being drilled separately.

2. The many forms that written texts may take (often called ‘genres’). Children are led to understand that the form of writing depends very much on the author’s purpose and situation. They still write imaginatively (e.g. to provide instructions, report facts, recount past events, explain a process or argue a position).
**HOW PARENTS CAN HELP WITH ENGLISH**

Here are some of the things you can do to support your children’s experience of English at school.

- Encourage family conversations; tell stories; invite your children to express ideas and feelings; play games together.
- Read to your children from the earliest age. Later encourage them to read to you, but continue bedtime reading to them for as long as they wish you to.
- Take your children to libraries; give books as presents, buy bed-lamps and encourage reading before lights-out.
- Be seen as a reader yourself. After all, why should your children value reading if you don’t?
- Talk about what your children have written and praise their achievement. Ask about anything that puzzles you and perhaps suggest they rethink a word or a sentence.
- Display everyday writing at home; get a kitchen noticeboard for lists of things to do, invitations and so on.
- Avoid negative comments about children’s spelling. Instead encourage them to read their written work looking for possible errors and, when in doubt, to use a dictionary or ask someone else.
- Remember that spelling belongs to writing and so spellings are best written down. You might try the look-cover-write-check method of learning new words:
  
  LOOK at the word and say it to yourself
  COVER it; close your eyes and ‘see’ it
  WRITE the word down
  CHECK to see if you are correct — if not, repeat the steps.

- At national level, viewing is seen as part of the English curriculum. Encourage your children to become critical and discriminating viewers of TV and videos. Talk about likes and dislikes, stereotyping, and the assumptions that programs and advertisements make about their audiences.
Today mathematics is perhaps even more important than ever. It has been influenced by new technologies, and the mathematical demands of everyday living are increasing. As a result, school mathematics has changed over recent years and this has left a lot of parents anxious and confused.

Many parents remember that their own maths lessons emphasised ‘doing sums’ — basic calculations using addition, subtraction, multiplication and division.

While accurate calculation is still an important part of mathematics, it includes knowing (or being able to work out) what calculations need to be done to solve particular problems. This is one aspect of leading children to think mathematically about the real world — to look for patterns and relationships expressed in terms of number. In doing so, they must learn to:

- estimate
- measure
- classify
- order
- manipulate objects
- make sense of results

These are amongst the mathematical skills learnt in primary school.

**The importance of confidence**

Both research and everyday observation show how important it is for children to feel confident in themselves as mathematicians if they are to learn as they should. Of course, confidence is vital in any learning, but there’s a long-standing tendency to regard maths as a special case where you may have a ‘blind spot’. Hence the necessity of developing positive attitudes towards maths, of stressing understanding as a basis for correct procedures, and of giving children plenty of experience of success, along with encouragement to take risks, as they work towards greater competence.
Here are some of the things you can do to support your children’s experience of mathematics at school.

♦ Build confidence. Express positive attitudes towards mathematics and praise your children’s efforts.

♦ If helping with maths, make it fun — and always remember the importance of understanding. You’ll probably find that demonstrating with solid objects (matches, buttons, lengths of string, etc.) will help younger children to grasp a point.

♦ Especially with younger children, try to cultivate a sense of number, size, volume, area, weight, time and distance in everyday life. Join them in estimating, counting and calculating.

♦ Let your children see you using mathematics. Show how you decide on the different quantities you buy at the shops or how you check your bills; measure a piece of material or wood in preparation for a household job; work out your car’s petrol consumption . . .

♦ Encourage the use of a calculator as a useful tool of mathematical problem-solving, not as a substitute for thinking. Bear in mind that understanding what needs to be done and why is more important than the mechanics of calculation.

Before helping with calculations, check on what methods are being taught at school to avoid confusing your children. We understand that many parents learnt mathematics using a different method and whilst there is no incorrect method we don’t wish to confuse children.

Teachers are available to teach parents the “new maths” methods if desired. Please make an appointment with your child’s teacher.
The study of science leads children to inquire into the natural and constructed world and search for explanations of natural phenomena. As they observe and reason, as they build and test theories, they are taught scientific ways of thinking and problem solving and develop their ability to distinguish between evidence and personal opinion.

Primary school teachers stress the importance of developing scientific ways of investigating as an essential element of every child’s education. Science programs cultivate certain key attitudes and values:

• an openness to new ideas
• a respect for evidence and objectivity
• a commitment to reasoning and clear thinking.

Children are helped to think and work scientifically in the five strands of:

- Science and Society
- Life and Living
- Earth and Beyond
- Natural and Processed Materials
- Energy and Change

These content areas are treated at the children’s level of maturity and presented in such a way as to capture their interest and imagination. The school uses “Primary Investigations” as its core program.

Natural curiosity is fostered as the class is led to discuss and experience scientific issues. Appropriate questions lead to the sharing of hunches and the testing of ideas — for example:

Do all living things need food?
Does the presence of cloud mean that it will rain?
Do magnets work on everything? Through paper? Through metal?
What are the life stages of frogs? Of flowering plants?
How have certain animals adapted to their habitats?
What can we discover about the behaviour of liquids such as honey, cream or water?
Here are some of the things you can do to support your children’s experience of science at school.

- Encourage curiosity about why things happen. Draw attention to changes in the weather, different types of soil and vegetation, different landforms, the rise and fall of the tide, the weathering of buildings.
- Pay family visits to places that will stimulate scientific interest: museums, zoos, national parks, observatories, rock pools on the seashore, natural bushland, science exhibitions.
- Give presents that will prompt investigations, such as a magnifying glass, microscope, telescope, thermometer, mirrors, magnets or some elementary science equipment.
- With your children, watch some of the better nature and science programs on TV. Ask them to share their thoughts and observations with you.
- Buy books on nature and science (the ocean, the insect world, animals, space, etc.) and encourage your children to borrow them from the library.
- Share an interest in pets or gardens with your children. Talk about what pets need to enjoy healthy lives. Show how plants can be helped to grow in the garden: explain the importance of watering, drainage, sunlight, fertilisers, a compost bin.
- Display or draw attention to news items about environmental changes, scientific breakthroughs, cyclones, floods and droughts, and the human adaptation of nature.
This learning area is combined with science at Collinsville State School.

If today’s children are to cope effectively in the modern world and be productive citizens, they will need to understand technology and be confident and capable users of many of its different forms.

Four main strands are taught in the new technology programs at Collinsville State School.

**Technology Practice.** This strand challenges children to develop ideas and imaginative solutions to problems. They may make simple models and drawings or complete and test constructions and then make judgements about their effectiveness.

**Information.** Children may explore the various technical means by which information is gathered and stored. This could lead them to consider such information technologies as television, telephones, computers and video games, and may involve the operation of a simple keyboard as well as video and audio equipment, or accessing the Internet or downloading their E-mail.

**Materials.** Here children may investigate the characteristics and uses of everyday materials (metals, plastics, wood, cardboard, fabrics, lino, string). They may examine the nature of natural and synthetic materials and consider their contribution to everyday living.

**Systems.** In this strand children may investigate systems encountered in daily life — bar codes, automatic telling machines, timing devices, irrigation systems, ordering mechanisms, etc. — and discover how they work.
HOW PARENTS CAN HELP WITH TECHNOLOGY

Here are some of the things you can do to support your children’s experience of technology at school.

♦ Foster curiosity about technology; discuss how things work.
♦ Involve your children in using some household technology with you (but don’t confine girls to the kitchen and boys to the workshop). Encourage them to explain what they know: e.g. how to set a VCR, a digital clock, a microwave oven. . . .
♦ Share some technical interest or expertise you have, perhaps with engines, computers or sewing machines; it can be very rewarding.
♦ Give presents that will develop an interest in technology, such as Lego, Meccano and other construction kits, or well-illustrated books on technical topics.
♦ Provide younger children with a box of materials that can be used for designing and constructing: include glue, paper, foil, pins, fabrics, a stapling machine, wood, plastic, pegs, thread, etc. Make sure the children use them safely.
♦ Make your children aware of how resources can be reused to avoid waste (e.g. by recycling aluminium cans, glass, cardboard, paper, plastic containers, milk and juice cartons).
♦ Give your children responsibility for maintaining some items of technology that they use (e.g. bicycles, roller blades).
♦ Encourage your children to think about the uses of technology. For example, discuss how technology can be used to people’s advantage without damaging the natural environment.
In this learning area children study the way people relate and have related to each other in various places and at various times; they also study their natural and built surroundings.

The enquiries they make and the experiences they have will help them to develop as informed citizens, actively participating in their society and in the world as a whole.

The following strands are amongst those studied during the primary years.

**Systems, Resources and Power.** The children study the processes and human experiences associated with citizenship, government, economy and business. They may learn about ecology and other systems and issues of power associated with them. They actively participate in decision making.

**Time, continuity and change.** The telling and hearing of stories could be highlighted here, perhaps by a focus on the recent past (through personal or family stories) and on more distant pasts and places (through stories taken from the heritage of other peoples).

**Place and space.** Children may begin by studying the local area and later consider communities and societies far from home.

**Culture and Identity.** Amongst the many learning strategies children may use in this strand will be interviewing or surveying a variety of different cultural groups.
HOW PARENTS CAN HELP WITH STUDIES OF SOCIETY & ENVIRONMENT

Here are some of the things you can do to support your children’s Studies of Society & environment at school.

♦ Encourage an interest in people from all over the world, a respect for their dignity as human beings and an understanding of their different ways of doing things.

♦ Give your children a real interest in Australia — its geography, its past, its various people and their way of life, its contribution to and place in the world.

♦ Explain how in Australia people of many cultures have come together as one nation.

♦ Foster an understanding of Australia’s first inhabitants and their traditional way of life. Make your children aware of the injustices Aboriginal people have endured, and of their contribution to modern Australian society.

♦ On special occasions (such as multicultural festivals) give presents of books on how different groups of people live.

♦ Encourage your children to value and cultivate such qualities as tolerance, cooperation, generosity, compassion, open-mindedness and respect for legitimate authority. Point out such qualities when you see them demonstrated at home or in society at large.

♦ Watch and discuss with your children suitable TV programs that explore current social issues or historical events.

♦ Ask grandparents and other older family members to share their stories with the children. What are their most vivid memories? Where have they lived and worked? How were things different in the past?

♦ If your family has migrated to Australia in recent times, share your story with the children; talk about where you grew up and what it was like.
There are five strands in this learning area: dance, drama, media, music and visual arts (including craft and design). Through them children can exercise their imagination, express their thoughts and feelings, and grow in understanding of themselves and their culture.

Here are some examples of what children might do in each strand:

**Dance**
- learn simple dance movements and formations
- play dramatic roles

**Drama**
- use such familiar dramatic forms as improvisation, mime or puppetry
- learn basic theatre skills related to presentation, costumes, sound accompaniment and scenery

**Media**
- use sound, vision, words and graphics to tell a story
- experiment with different media to better understand how ideas and moods can be conveyed

**Music**
- perform a repertoire of songs appropriate to the age group
- explore, describe and distinguish between sounds of different pitch, duration, tone colour, dynamics and texture

**Visual Arts**
- draw, paint and construct to interpret the imagination, record observations, express feelings and thoughts
- design, make and arrange works for a specific audience or purpose
Here are some of the things you can do to support your children’s experience of The Arts at school.

- Show a real appreciation of the creations that your children bring home from school (especially when they are very young) and leave them on display for a while.

- From the earliest age, encourage your children to play imaginatively, to draw and paint, to make music and dance.

- If possible, provide a place where children can draw, paint, make things, dress up and put on performances without always being concerned about making a mess.

- Provide appropriate materials: paper, paint, clay, chalk, crayons, brushes, scissors, wire, thread, scraps of material, cardboard cartons . . . Encourage your children to experiment with different kinds of material and praise unusual and inventive creations.

- Invite younger children to sing and make music with such simple instruments as coconut shells, toy drums, blocks and tambourines. As they get older, encourage them to take up an instrument, to join school ensembles and choirs, to practise and perform.

- Share your favourite tapes, records and CDs: teach your children to sing some of the songs you enjoyed as a child.

- Share your own artistic skills. There can be a tremendous feeling of satisfaction in passing on your skills to your children.
The concepts of the key learning areas are organised into strands. Each of these strands makes an equivalent contribution to the Health & physical Education key learning area. Students develop their understanding of the fundamental concepts in the strands throughout the compulsory years of schooling.

There are three strands in the Health and Physical Education key learning areas:

- Promoting the Health of Individuals and Communities:
- Developing Concepts and Skills for Physical Activities:
- Enhancing Personal Development.

Promoting the Health of Individuals and Communities
This strand acknowledges that health has a number of dimensions – physical, social, emotional, mental and spiritual – and that health is maintained and enhanced by both individual action and the combined actions of community members. The strands focuses on:

- Acquiring information, developing skills and implementing strategies to promote personal, group and community health and safety:
- Examining issues related to the selection and use of health products, services and information;
- Investigating how health is linked to individual behaviours and to the interaction between people and their social, cultural and physical environments.

Developing Concepts and Skills for Physical Activity
This strand highlights the acquisition of understanding about physical activities, and the motor skills required for participation in them. It focuses on:

- Enhancing physical performances in games, sports and other physical activities through:
  - monitoring and evaluating movement sequences;
  - applying basic movement concepts:
- improving strategic awareness in games, sports and other physical activities.

The strand examines a range of factors that influence attitudes towards, and participation in, physical activity. This strand also provides opportunities for participation in activities that develop understandings and skills in relation to health related fitness.
Enhancing Personal Development

This strand acknowledges that personal identity, relationships, and growth and development are key aspects of an individual’s development and that these influence health. It focuses on developing:

- personal and interpersonal skills needed to function in a range of groups and settings;
- strategies to promote positive relationships;
- knowledge and understandings necessary to enhance growth and development.

This strand also examines how personal development is influenced by a range of physical, social and cultural factors.

HOW PARENTS CAN HELP WITH HEALTH & PHYSICAL EDUCATION

Here are some of the things you can do to ensure that your children develop as healthy, well-balanced human beings.

- Use personal warmth, unconditional acceptance and specific praise to foster your children’s self-esteem, confidence and courage to reach out and accept challenges.
- Encourage personal fitness by means of outdoor games and exercise; join in informal play.
- Discuss and enforce sensible safety standards, especially for bike and skateboard riding and swimming. Keep a balance between the claims of safety and acceptable challenge and risk.
- Stress the importance of a healthy diet. Talk about the contribution that certain foods make to growth and energy levels. Involve your children in planning and preparing healthy meals.
- Show how basic habits of hygiene (e.g. handwashing after using the toilet) help us to avoid infection and keep well.
- While encouraging your children to do their best, avoid promoting a destructive win-at-all costs mentality.
- Discuss the effects of social and anti-social behaviour: how we keep friends; the causes and consequences of selfishness, teasing and bullying.
- Try to make your own lifestyle a model: be a loyal friend; enjoy a life where work and recreation, activity and rest are balanced; look after your body by eating good food and exercising regularly.
Parents naturally want to be given details of their children’s progress at school. Increasingly, too, governments are demanding details of what children have learnt because of the amount of public money being spent on school education.

Equally, every successful teacher sees the importance of gathering information and making judgements about his or her pupils’ strengths, weaknesses, abilities, achievements and needs. Such assessment is used in planning the next set of learning experiences.

Teachers use a range of assessment procedures, including:

- recording their observations of children’s learning
- keeping daily records
- occasional administration of progress tests designed to suit a particular group children
- maintaining checklists
- collecting samples of children’s work.

Many teachers bring together the observations and work samples to build up student profiles or portfolios that reflect each child’s progress over a long period.

Over the next few years it is likely that teachers will make increasing use of ‘learning outcomes’. These have been developed on a national basis and are intended to help assess children’s competencies at different levels.

**Reporting to parents**

One of the more important challenges facing teachers is to communicate helpful and accurate information about individual children to their parents. Written reports are the traditional way of doing this and they still have a useful role to play, especially if they describe what the child can do. At Collinsville State School, we supplement these with face-to-face interviews, where parents and teachers share their knowledge and discuss strategies for helping the child.

**HOMEWORK**

Homework is set by each individual teacher and will comply with the prescribed totals below. Each teacher is responsible for their own style/method of setting homework.

<table>
<thead>
<tr>
<th>Prescribed levels of homework for different age groups</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep Year</td>
<td>Generally students will not be set homework</td>
</tr>
<tr>
<td>Years 1, 2, 3</td>
<td>Could be up to — but generally not more than — an hour each week</td>
</tr>
<tr>
<td>Years 4 and 5</td>
<td>Could be up to — but generally not more than — 2 —3 hours each week</td>
</tr>
<tr>
<td>Years 6</td>
<td>Could be up to — but generally not more than — 3 —4 hours each week</td>
</tr>
</tbody>
</table>
Sharing concerns and problems

Some parents find it almost impossible to voice to Teachers or the Principal concerns they have about their children’s education. Others are perhaps too ready to express strong opinions without first asking questions or trying to get a full understanding of what is going on. **Neither of these extremes is in the best interests of children.**

A sensible approach is to identify as clearly as possible what it is you are concerned about and then make an appointment with your child’s class teacher or principal to discuss it. During the discussion ask questions, stay calm and remember that teachers are human and may be nervous too. We are happy to explain what we are doing and why.

Teachers welcome any information you can provide that will help them better understand and work with your children. It is particularly helpful to share any problems evident at home that may be affecting a child’s performance or behaviour at school.

We at Collinsville State School are continuously evaluating what we do and try to respond to positive criticism from parents about school policies or practices.

In the first instance complaints should be directed to the teacher, if you feel the matter is unresolved please make an appointment with the principal. If you still feel as though the matter is unresolved to your satisfaction you may contact our district office on 4951 6805. Our preference is to resolve issues at a local level.

Parent participation

In Australia, the level of parental participation in school life varies considerably from state to state and school to school. **However, as we have seen, it is widely acknowledged that learning is enhanced when parents and teachers are recognised as partners in education, exercising different roles and responsibilities in pursuit of a common vision.**

A lot of research has been done worldwide on parent participation. As a result seven ‘essential elements’ have been identified:

1. Written policies can clarify the purpose and scope of parental involvement, as well as providing for regular reviews.

2. A partnership approach depends on an underlying attitude, reflected in such activities as joint planning and goal setting. It enables staff and parents to develop a common sense of ownership and pride in the school.

3. Two-way communication is evident when parents feel comfortable in coming to the school, sharing ideas and voicing concerns. Staff welcome parent input and use it. There is climate of openness where information is provided, responses are invited and differences of opinion respected.
4. Administrative support can come from education systems and individual schools. The system can provide support by way of policy, resources (e.g. booklets, newsletters) and coordination (e.g. be employing facilitators). The individual school can give a key staff member responsibility for maintaining the impetus of parent participation.

5. Training should be directed at both parents and teachers and focus on the development of partnership skills. Programs or workshops can be conducted separately, but some of the best training programs have parents and teachers learning together.

6. Networking means that school communities link with each other and share information, resources and technical expertise. Networking is valuable within schools too. Joint programs involving parents and teachers from two or more classes can make a major impact on the culture of a school.

7. Evaluation should take place at key stages as well as at the end of a particular project. It is valuable in helping teachers and parents to develop their approaches in ways that strengthen the partnership.

**HOW PARENTS CAN HELP IN OUR SCHOOL**

The extent to which parents become involved in the life of our school will depend on several factors:

- the time they can give to our school, particularly during school hours
- the skills they can offer and the tasks they feel comfortable with
- the opportunities which our 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:
  - Attending parent-teacher meetings where you have the opportunity to speak with your child’s teacher.
  - Attending special school celebrations: Book Week, multicultural days, Easter and Christmas celebrations, concerts, sporting carnivals, picnics....
  - Participating in surveys that are part of the development of school policies and statewide data collection.
  - Helping with fundraising.
  - Helping in the school canteen and/or on working bees.
• Accepting an invitation to help in the classroom:
  - by reading to a small group or hearing a child read
  - by sharing a skill or hobby with a group
  - by preparing teaching resources
  - by writing or typing some of the younger children’s stories, which then become reading material.
• Making a short term commitment to help with a specific project.
• Helping in the library.
• Acting as a resource ‘person’ (e.g. if you have some occupational or cultural background relevant to the curriculum).
• Helping to organise social functions at which parents and teachers can get to know each other informally.
• Serving on school policy-making committees.
• Becoming an active member of the school’s Parents and Citizens’ Association

There are also a number of initiatives parents might take to build on practices already established:
• Suggesting that the school or P & C sponsor a parent education program dealing with such issues as child development, health, curriculum changes and modern teaching practices.
• Encouraging invitations to guest speakers to address P & C meetings.
• Suggesting the establishment of a discussion group, perhaps on a grade basis, where parents and teachers can learn with and from each other.
• Suggesting the setting up of a “parents room” (with facilities for making tea and coffee), so that parents will see school as a place where they are welcome; a couple of shelves of reference books and magazines for parents could be included.
YOUR PARENTS AND CITIZENS ASSOCIATION

It is usual for people with similar interests to band together for the benefit and common good of the group, but the P & C concept is somewhat unique in that the benefit is conferred on the overall school community, usually by the work of a very active few.

The real strength of the Association, however, comes from the support of the parents.

Your support, through attending meetings or assisting in various activities would be appreciated. The P & C Association meets each month at a pre-advertised time and venue (in the school newsletter and facebook page).

2016

During the year the P & C will be involved in many fundraising ventures which may include raffles and other activities that you, as a member may be able to suggest. Book Fairs and donations will help to provide resources for our library. With the running of Book Fairs and donations of books, The P & C has provided many resources for our library. We are currently fundraising for a new playground for our school.

As well as fundraising, the P & C members have been represented on many committees that provide our parent body with the opportunity to be involved in decisions that affect the overall life of our school.
QUEENSLAND SCHOOL YEAR 2016

SEMESTER 1
TERM 1: 27th January-24th March
(EASTER CELEBRATION)
TERM 2: 11th April -24th June
WINTER VACATION

SEMESTER 2
TERM 3: 11th July – 16th September
SPRING VACATION
TERM 4: 4th October – 9th December
SUMMER VACATION

ADDITIONAL HOLIDAYS
AUSTRALIA DAY HOLIDAY  26 JANUARY
ANZAC DAY  25 APRIL
LABOUR DAY  2 MAY
QUEENS BIRTHDAY  5 OCTOBER

PUPIL FREE DAYS
Parents will be notified
PFD are usually held once per term

QUEENSLAND SCHOOL YEAR 2017

SEMESTER 1
TERM 1: 23rd January-31st March
(EASTER CELEBRATION)
TERM 2: 18th April -23rd June
WINTER VACATION

SEMESTER 2
TERM 3: 10th July – 15th September
SPRING VACATION
TERM 4: 3rd October – 8th December
SUMMER VACATION

ADDITIONAL HOLIDAYS
AUSTRALIA DAY HOLIDAY  26 JANUARY
ANZAC DAY  25 APRIL
LABOUR DAY  1 MAY
QUEENS BIRTHDAY  2 OCTOBER

PUPIL FREE DAYS
Parents will be notified
PFD are usually held once per term
SCHOOL ROUTINE

8.00am………………….. Ready Steady Read in the Library
8.25am…………………… Start of Morning Session.

10.30am to 11.10am MORNING RECESS

11.10am..................... Start of Middle Session

1.00pm to 1.30pm LUNCH

1.30pm..................... Start of Afternoon Session
2.30pm..................... End of school day.

GENERAL NOTES - SCHOOL ROUTINE

1. Whole School Assembly - A whole school assembly is held every Friday morning at 8.30am and from time to time for special events, visits etc. Parents are most welcome to attend our assemblies.

2. Where changes to the normal school day routine are necessary e.g. Arts Council visits, Sports Days etc., parents will be advised via our school newsletter - “The Collinsville Courier”.

GENERAL INFORMATION

- Personal belongings should be clearly marked with the child’s name - especially during swimming season and winter months.
- For reasons of safety, jewellery should not be worn. Children with pierced ears should wear sleepers or small studs.
- Valuable toys, walkmans, phones etc. pose a security risk at school. Please remember that the school cannot accept responsibility for losses that may occur if such items are brought to school. If the children bring their things to school for class activities, it is strongly recommended that the items be left with the teacher for safekeeping.
- Children should be aware of the traffic laws and the dangers of loitering to and from school.
- Children are not to leave the school grounds during the day without the written authority of their parent/carer and the permission of the Principal.
- Bicycles should be wheeled, not ridden into the school grounds and must be parked in the racks provided near our library. The wearing of a helmet had been enacted in legislation for all cyclists and so all cyclist must wear a helmet.
ACCESS TO STUDENTS

Should you require access to your child/children during school hours, it is policy that all enquiries be made through the school’s administrative assistants, whose office is located in the Administrative building. This procedure is necessary to ensure the safety and safe keeping of all students.

REPORT OF PROGRESS

Report cards are sent home towards the end of each semester. Parents are invited to the school for a conference with teachers about the progress of their child/children at that time. If your child’s teacher does not request an interview, but you feel one is necessary this can be arranged. Simply telephone the school or send a note to arrange a time.

There are many times throughout the year when informal discussions will take place. If you have any concern, please contact the teacher and arrange a mutually convenient time for a conference.

ABSENCES

Children are required, by law, to attend school regularly. If a child is to be absent from school at any time, we need to be advised by a note or a phone call of that reason. The School monitors absences via its School Management System. Parents will be contacted in the event of “unexplained absences”. This process is time consuming and your cooperation is sought by writing or phoning in an absence.

RELIGIOUS EDUCATION

Ministers of religion and accredited lay teachers visit the school during the week to conduct Religious Education.
Parents may request that their children attend or be excused from these classes by indicating their wishes on the school enrolment form.
Children may, with written permission of their parents, attend a denomination different to their own religion.

TUCKSHOP

The school tuckshop provides hot and cold lunches and morning tea on Thursdays. To order, please write the child’s name, class and order on a paper bag, include the money (correct change helps) and hand into the tuckshop before school.
A list of food sold and their prices is available from the school.
Our tuckshop is provided for the enjoyment and convenience of our students and families. Please support this service by volunteering to help on the roster throughout the year.
RECESS BEHAVIOUR
Students are required to sit down for 10 minutes at the start of each break to eat their lunch, and are then released to play.

LOST PROPERTY
A problem at any school is the accumulation of lost property. If parents could mark clothing with the child’s name or initials, teachers would have a means of identifying lost property. It is surprising to realise that many senior students do not recognise their own belongings, and trying to find owners for lost property is both time consuming and usually without result.

A lost property box is held at the school and parents may wish to look for lost articles in this box. On the final day of school term this unclaimed lost property is taken to a charitable organisation.

TRANSFERS
Should your child need to transfer from our school, the parent/carer must notify the school so that arrangements can be made for a Transfer Form and a Student Progress Report to be completed. Please assist by giving notice of your intentions a week or two in advance.

DATABASE RECORD SYSTEM
A database record of each child is maintained at the school. It contains vital information concerning address, telephone, emergency contact (this is extremely important), etc. and instructions from parents relating to any health problems. Parents are urged to keep our records up to date by advising of any change in details promptly. Such information is treated in the strictest confidence and is well secured on School computer systems.

INTERVIEWS
Parents requesting interviews with the administrative staff should make an appointment through the office to avoid waiting. It is not always possible to stop work in hand for an immediate interview. Administrative staff are always pleased to interview but are very busy people so the cooperation of parents would be appreciated.

Parents wishing an interview with teachers should make arrangements with the teacher but should be mindful of keeping interference to teaching time to a minimum.

STUDENT COUNCIL
An active Student Council operates at Collinsville State School. The Council works under a formal structure of meeting procedure and provides all students with input and opportunity for school organisation and resource acquisition.

Students elect their peers into executive and representative roles on the council, and meet regularly during the School year to organise extra-curricular activities (e.g. discos, fun days) and fundraising ventures.
The Student Council provides the students at Collinsville State School with the opportunity to experience leadership and decision making processes under the supervision of the Principal and maintain financial accountability through fundraising etc.

**INSTRUMENTAL MUSIC PROGRAM**

Collinsville State School has a very strong Instrumental Music Program and is one that we are very proud of in our district.

**Eligibility:**

1. Students must be Year Four or above to start the Instrumental Music Program.
2. Students are then tested in a variety of ways:
   - A musical aptitude test is given by the Classroom Music Teacher
   - Classroom teacher comments on student behaviour and parental support
   - Instrument suitability tested by Instrumental Music Teacher

**Requirements**

To begin the Instrumental Music Program, your child is required to have:

2. A music stand for home use.
3. An instrument.

An instrument may be obtained in one of three ways.

(a) owning the instrument  
(b) renting the instrument (there are many rental plans available from music stores which will allow you to rent with the option of purchasing the instrument at a later date)  
(c) Borrow a school instrument (School instruments are available for loan for one school year and are subject to availability.)
**Enrolment**

Students are offered three choices of instruments. These choices are made by simply placing the numbers 1 to 3 in the boxes provided on **“The Enrolment Form”** which is obtained at the School Office. A student may not receive their first choice of instrument because it may not be suited to them or the instrument is unavailable. All instruments are challenging and each provides its own rewards.

Places in the instrumental Program are limited. If, however, your child is found to be suitable for the program and an instrument is unavailable, they will be placed on the waiting list. Students on the waiting list are given first priority and are notified when a place becomes available.

**Instrument Loan Agreement:**

School instruments are loaned to students under the following conditions:

1. A loan agreement is filled out and signed.
2. Instruments are cared for according to instructors conditions.
3. Only the student borrowing the instrument is allowed to use it.
4. The instrument is returned to the school in good condition by the due date. Students will be asked to clean the instrument at school on the date of return.
5. If the instrument is damaged due to normal wear and tear, the school will repair the instrument. If, however, the instrument is damaged by mistreatment, the student will be required to pay for the damages.

**What is expected of the Student:**

It is impossible to learn an instrument in only a few months and for this reason, all beginning students are required to stay in the program for one school year. This allows the Instructor to assess the students full potential on the instrument. Beginning students will be asked to complete the contract.

Students are required to bring their instrument, text book, notebook and 2B pencil to every class. If students forget their instruments and/or belongings consistently, their place in the program will be revised and may be offered to someone else.

Students are required to practise consistently as this is the only way in which they will progress on their instrument.

After six months in the program, students are required to be an active participant in the school/community band/s. This includes all rehearsals AND performances.
What is expected of the Parent(s)? Carer(s):

The first few weeks of learning to play an instrument are especially important. Good practice habits need to be established at home from the beginning, and a parent(s) or carer(s) can HELP.

Help to set-up the best possibly practice facility. The area should be well-lit and free from other distractions, and should accommodate a straight chair and music stand.

Establish a regular time and routine for practise sessions. Students should begin with warm-up exercises, and then move into the week’s assignment. Troublesome parts should be isolated and worked out before the entire song is repeated. Students should end the practice session with a few favourites, just for fun!

Listen enthusiastically to your child’s practising. Recognise his or her efforts with a comment such as, “I really liked the sound of the low tones on that piece.” You are the audience your child will most appreciate.

Participate in our three-way partnership: Parent(s)/Carer(s), student and teacher working together to make playing their instrument more enjoyable and worthwhile experience. Start by reinforcing your student’s practice routine.

Costs:

Instrumental Music levy: This music levy varies from school to school. The dearest levy is currently $25.00 per student. The music levy helps to provide a more efficient and effective program. The money goes toward administration, purchasing music, and purchasing and maintaining musical instruments (not only school-loaned instruments but also percussion for the school/community band/s).

Music accessories:

For Clarinets and Saxophones - reeds are necessary to play these instruments and can be purchased through the school for $2.00 each. Beginning students are required to have 4 reeds when they begin their first instrumental music lesson. It is strongly advised to purchase a reed guard which protects the reeds. A reed guard which holds 2 reeds can be purchased through the school for $2.00.

For Oboes and Bassoons - double reeds are necessary to play these instruments and can be purchased through the school for about $10.00 each. Beginning students are required to have 2 reeds when they begin their first instrumental music lesson.
VOLUNTARY SCHOOL AIDES

In recent times, numerous educators have realised that school can no longer be an isolated institution if it is to play an effective role in the education of a child. **It is our school’s firm belief that a co-operative teacher/parent relationship is not only desirable but essential.** Indeed, because of the predominant influence of the home on a child’s development, education must become a three-way communication process, involving teacher, parent and child.

Interested parents are always welcome at our school!

In fact, many parents and carers enjoy helping as voluntary school aides. These people help teachers with preparation of materials, assisting with small groups of children, and sharing their special skill and abilities. If you would like to assist the school in this way please contact the principal or your child’s teacher.

SUPERVISION OF CHILDREN

1. **Before school**
   
   Parents are reminded that **NO formal arrangements are made for supervision before school starting time at 8.00am. Children should arrive at school in time to be ready for the start of the first session. No playing of any games is allowed before school, hence children should arrive as close to start time as practically possible.**

2. **Morning tea and lunch**
   
   Supervision is provided by members of staff at all times.

3. **After school**
   
   Children should leave the school promptly upon dismissal, unless participating in school organised activities. Children leaving the school grounds are supervised by a teacher each afternoon.

SCHOOL DENTIST

The school dentist visits the school once per year. There is no charge for this government service. The qualified dentist and assistants carry out inspections and any subsequent work.

Forms seeking approval are sent home before any dental work is carried out. It is your prerogative whether or not your child visits the school dentist or whether you see a private practitioner.
SCHOOL LIBRARY

The school library is well stocked with a variety of resources. Most of these have been purchased from government grants and P & C funds. Our library is a modern facility with a full computer-based borrowing system now in place. Our school community can also access the Internet and can communicate with the rest of the world from right here in Collinsville.

Children are encouraged to use the resources of the library to their fullest extent. Books are available for borrowing by both parents and any school children from pre-school to year 6, whether wishing to read for pleasure, research a project or prepare a lecturette. Children are encouraged to take care of the books whilst on loan and to return them in good condition. Younger children are expected to have a cloth bag or a strong plastic bag to help keep their books clean when they are carrying them to and from school. We, particularly, welcome parents who may wish to browse or borrow for their children or themselves. The borrowing period is for one week, after which the book should be returned or redated.

NEWS LETTERS

To enable parents to become familiar with school procedures, the ‘Collinsville Newsletter’ is emailed fortnightly on a Tuesday. From time to time, circumstances may necessitate notes being sent home on other days, but, usually Tuesday is newsletter day.

EDUCATIONAL EXCURSIONS

Throughout the year, children are able to participate in educational excursions. Some of these may be of a sporting nature or a visit to places of interest around the area. On all occasions, parents are informed before hand and, if they wish they can preclude their child from attending. However, any educational excursion is planned in terms of it being beneficial for the students and their education.

Each excursion will be advertised and a separate permission form obtained for each one.

USE OF SCHOOL FACILITIES

Groups in the community are encouraged to inquire about the use of the school facilities when they are not being used for school purposes. Please contact the Principal for further information.

USE OF SCHOOL TELEPHONE

The school telephone is used by students at the discretion of the Principal for any legitimate purpose.
ILLNESS OR ACCIDENT

In the event of illness or accident, every effort is made to contact the parent/s of the child. For serious illness or injury, when a parent/carer cannot be contacted, ambulance and/or medical attention are sought. It is most important that we have emergency contacts on our database. Please assist us by informing office staff of change of details of emergency contacts and phone numbers. The school does not have a sick bay or possible supervision of such a facility. Parents will be contacted if a child is ill and requiring prolonged care. Parents need to make sure their contact numbers are always kept up to date.

INFECTIOUS DISEASE

Printed below are extracts from current exclusion tables for some of the more common childhood disease. For details relating to the rarer or more serious diseases, please contact the School.

- Chicken Pox - exclude until fully recovered
- Mumps - exclude until fully recovered
- Rubella - exclude until fully recovered
- Measles - exclude for at least 7 days from the appearance of the rash or until medical certificate of recovery is produced
- Ringworm - re-admit when appropriate treatment has commenced. (Medical certificate may be requested.)
- Scabies - as for ringworm
- School Sores - exclude until sores have fully healed (may be allowed to return provided appropriate treatment is applied and sores are adequately covered.)
DEPARTMENTAL INSTRUCTIONS

86.22.1 ADMINISTRATION OF MEDICATION TO STUDENTS

Teachers may administer medication to students where it is essential for the student’s well being. It is important that medicines be prescribed for administration during school hours only when this is absolutely necessary. In general, the medical profession is aware of this, so that any medication which is prescribed for dosage while the student is at school, is deemed vital for the maintenance of the body. For medication to be administered at school a “Medical Authority” will need to be completed by a parent/caregiver. These are available at the office. Where agreement has been reached for a teacher or other officer to give medication to a student the following guidelines should be observed.

GENERAL

a) A teacher or other officer of the school accepts responsibility to give medication at school.

b) Where a teacher is to administer long term medication, the instructions provided should be written by a pharmacist at the doctor’s direction. The teacher/staff will not accept the instructions solely of a parent/carer. The medication container needs to indicate specific times at which medication is to be administered as well as the quantity.

c) At no time will medication provided for one student be administered to another student.

d) At all times, medication will be stored in a secure place.

e) All unused medication is to be returned to the parent/carer.

ORAL MEDICATION

a) Teachers may give oral medication, provided it is given strictly in accordance with instructions by the student’s medical practitioner and is required by the parents in writing.

b) Non-prescribed oral medications, e.g. analgesics e.g. Panadol are not to be given by teachers.

INJECTIONS

a) Teachers are not permitted to give intravenous injections.

b) Other types of injections may only be given by teachers or officers who are experienced in this procedure, who are willing to do so, and only in circumstances where:
   (i.) there are full and written instructions from the doctor: and
   (ii.) an explanation is given by the doctor of possible complications arising from the giving of such injections.

RECORD KEEPING OF MEDICATION

A record is kept of all occasions when medication is administered at the school, each entry to be undertaken by the adult administering the medication.
UNIFORM

Noncompliance with dress code
(1) If a student of a State school does not comply with a dress code for the school’s students, developed under section 360, the school’s principal may only impose one of the following sanctions—
(a) detention of the student for a period mentioned in section 283(3);
(b) prevent the student from attending, or participating in, any activity for which the student would have been representing the school;

The Collinsville State School community has decided that students at this school should wear a school uniform. While the uniform has been designed for economy and safety, we believe also that it helps build a sense of belonging and team spirit. The wearing of school uniforms also assists us to readily identify any person who should not be in the school grounds.

Your co-operation in ensuring students attend school correctly dressed and well-groomed is appreciated. If for any reason, your student is unable to attend in full correct uniform on any day, please send along a note to be presented to his/her teacher.

Why wear a school uniform?
- School uniforms save wear and tear on other clothes.
- the wearing of a uniform removes the need to compete in dress, especially in the upper grades.
- the wearing of a school uniform helps to develop a school and team spirit.

SCHOOL RULE: NO SUNSMART HAT, NO SHOES, NO OUTDOOR PLAY

Collinsville State School is a sunsafe school and all students must wear a broad-brimmed hat. These are available at the school

MAROON POLO SHIRT with gold stripe/ trim and logo on front.
GIRLS may wear maroon or black skirt, skorts or shorts. BOYS to wear black shorts.
T-Shirts may be ordered at the school office.
Maroon & black skirts, skorts and shorts will be available at local retail outlets.

SPORTS UNIFORM

Devlin Devils   RED T-SHIRT with red collar and SLEEVE TRIM and BLACK school logo on front.

Moongunya Miners   YELLOW T-SHIRT with YELLOW COLLAR AND SLEEVE TRIM and BLACK school logo on front.
GIRLS may wear black skirt, culottes or shorts. BOYS to wear black shorts.
T-Shirts may be ordered at the school office.
INFORMATION TO ASSIST IN COMPLETING ENROLMENT FORMS

1. All information provided on your school Enrolment Form is strictly CONFIDENTIAL.

2. Information requested is necessary to enable our school to best cater for your child. PLEASE DO NOT WITHHOLD ANY INFORMATION.

3. EMERGENCY CONTACT - Please supply the name and telephone number of a local relative, neighbour or friend who may be contacted to act on your behalf in the event of any accident or other emergency and you are unable to be contacted.

4. HEALTH RECORD - It is important that teachers and the school health services are fully aware of any disabilities your child may have, especially where they could affect classroom performance and/or ability to participate in sports and physical activities. Please give all details.

5. RELIGIOUS EDUCATION - Please supply details of your child’s religion (if any) and indicate whether you wish your child to participate in Religious Education classes. Please nominate the religion you wish your child to attend.

6. If you know of any other information or circumstances that could affect this child and his school life and program, please give this section 6 (e.g. Family Circumstances - parents separated, custody orders etc.)

7. If you need further assistance to complete your enrolment form, please ask a member of the school staff to assist you.