

2022 PREP-YEAR 6
PRIMARY PARENTS'
HANDBOOK

St Margaret's



**Listening to country
as the first storyteller**

Painting donated by Year 6 2021

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St Margaret's



January 2022

Welcome to new families joining the Primary School and old families returning for another year. In particular, the key information for new parents on page 11.

As a staff, we are committed to providing a well-rounded education so that your child experiences growth in the cognitive, physical, social, cultural, and spiritual domains of learning. We have been busy organising classrooms and cooperatively planning to ensure your child will receive an education that is suited to his/her individual needs within the school community.

I hope you will take the time to read this handbook as the research has found parental interest is the most potent influence on children's learning success. Students at any year level do better in school, feel better about themselves as learners, set higher goals and dream bigger dreams, when parents are knowledgeable about, supportive and encouraging of, and involved in their child's education.

We wish all students a successful and happy year. We are sure that they will enjoy making new friends and achieving their personal goals.

I look forward to meeting you on 9 February 2022 at the Primary Parent Information Evening. I know our partnership will be strengthened as we work together for the best educational outcome for your child.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Angela Drysdale', with a horizontal line extending to the right.

Angela Drysdale
Head of Primary School

ST MARGARET'S WAY

St Margaret's Way is a whole school and community approach to a way of feeling and acting. It is based on the belief:

"We appreciate others and are aligned with and accountable for the St Margaret's ethos. Honesty, authenticity and positivity are all part of The St Margaret's Way."

The key focus areas are:

- Appreciate and Acknowledge (each other, students, parents)
- Aligned and Accountable (to ourselves, to each other, to the vision of the school)

Each day we encourage the girls to ask, "How do I want to feel every day when I come to school?" and "What am I doing to ensure others can feel this way?"

DAILY ROUTINE

School begins and ends as follows and attendance for the whole of this period is required as from 24 January 2022 (online) and 7 February (in person).

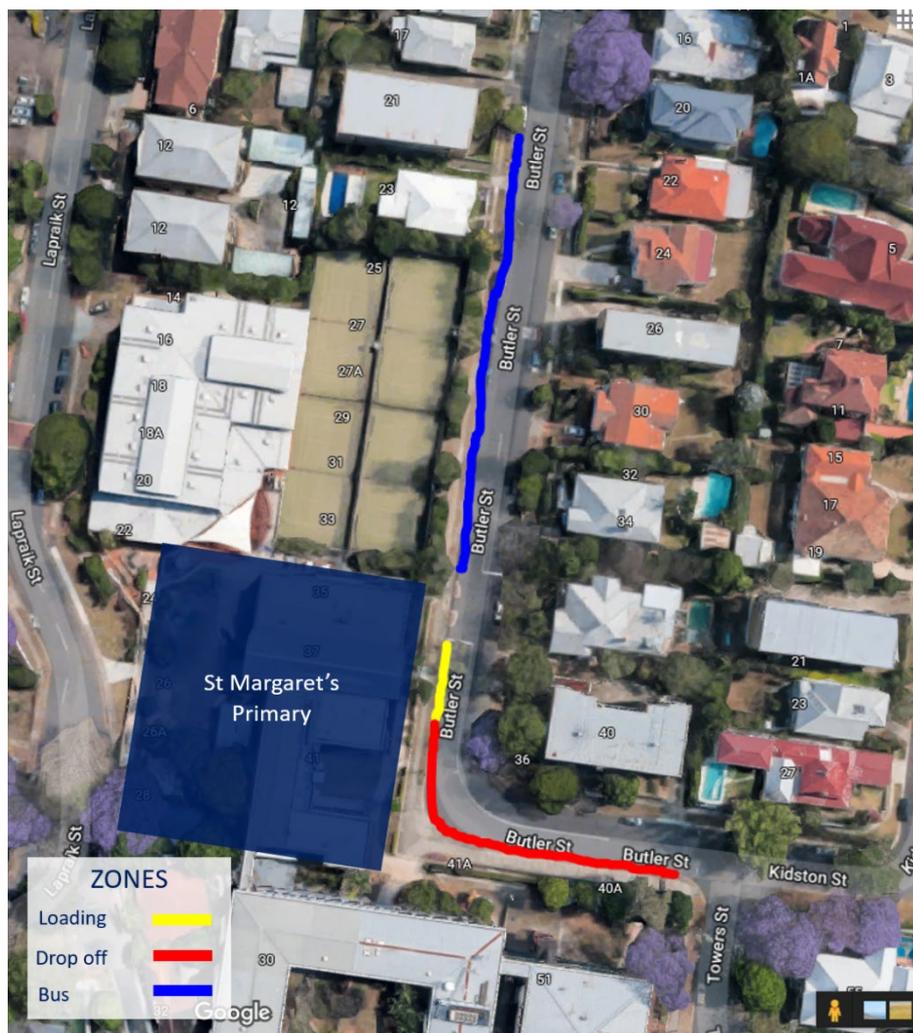
Students arriving before 8:20am are to assemble in the Atrium. A teacher will be on duty in the Atrium from 8am.

Class timetables are provided by the class teachers.

	Classroom Opening	Monday – Thursday	Friday
Pre-Prep	8:20am	9:00am – 2:30pm	9:00am – 2:30pm
Preparatory	8:20am	8:20am – 3:00pm	8:20am – 3:00pm
Years 1-2	8:20am	8:20am – 3:20pm	8:20am – 3:00pm
Years 3-4	8:20am	8:20am – 3:20pm	8:20am – 3:00pm
Years 5-6	8:20am	8:20am – 3:20pm	8:20am – 3:00pm

Term Dates 2022	
Term 1	Monday 24 January – Thursday 31 March (10 weeks)
Term 2	Tuesday 19 April – Thursday 16 June (9 weeks)
Term 3	Tuesday 12 July – Thursday 15 September (10 weeks)
Term 4	Tuesday 4 October – Thursday 24 November (8 weeks)

DROP OFF / PICK UP



Our Primary drop-off and pick-up zone.

Morning Drop Off

Staff are on duty in the Atrium in the morning from 8.00am.

Parents are requested to drop their child in **loading** or **drop off** zone (see map above).

Children need to walk from the car to the Atrium and wait until the bell at 8.15am. The Prep teacher aide will support the Preps movement to the Atrium during Term One.

Afternoon Pick Up

A teacher is on gate duty in Butler Street from Monday to Thursday until 3.40pm, please arrive *after* 3:25pm to pick up your daughter/s, and Friday after 3:10pm. Please note there are no teachers on duty in Lapraik Street.

Two Minute Drop-off Zones (**loading** and **drop off** zones on map)

The 2-Minute Zone is a set down and collection point only.

Do not park here or in the **bus zone**.

It is illegal to leave your car in these areas.

Importantly, please respect our neighbours and do not park across or in their driveways.

Late Pick Ups

Students will be supervised at the gate in Butler Street from Monday to Thursday until 3.40pm, and Friday until 3.30pm. Students who are not picked up by this time will be escorted to the office to check for messages. If no contact has been made by the nominated 'pickup' adult, the student will be checked into Outside School Hours Care (OSHC). Parents will be charged at the full afternoon school care rate.

Pick Up / Drop Off Process:

1. Arrival for pick up, Years 1 - 6 no earlier than 3.20pm (Monday to Thursday), 3.00pm (Friday).
2. Parents of students in Years 1-6 are kindly requested to not park in this area, please meet your child outside Gate 4 or in the pickup line.
3. Please remain in your car. On rare occasions, you may need to assist your child into her car seat but where possible please stay in the car.
4. For safety purposes, we request that children and adults are not to go to the rear of the vehicle to load bags. Bags are to be placed inside the car.
5. Do not allow your child to enter or exit the car on the street side of the vehicle.
6. It is dangerous to do a u-turn from the pick-up zone as cars often race around the bend in the road.
7. Staff and students will wait at the end of the pick-up zone near Gate 4.

Pre-Prep Parking

Four parking bays are allocated to Pre-Prep parents for drop off and pick up for a **maximum of 10 minutes**. We request only Pre-Prep parents park in these bays with their permit on display in the car. Please be aware that you are not permitted to drive up to the chapel. The area beside the chapel is the parking area for the school buses and cars so there are vehicles constantly coming and going.

Lapraik Street

If you are dropping off your child in Lapraik Street, please be aware that there are no staff members on duty in that street. We cannot be responsible for their safety. If you need to drop your child off on the opposite side of the road, please ensure that you cross with your child. Cars race along that street and with the sharp bends, drivers are not able to see people crossing. In the event of wet weather, please ensure you communicate pick up arrangements with your child.

These arrangements are in place to help reduce the congestion at the school crossing.

If you wish to park, please consider parking on Kidston Street or Upper Lancaster Road and walking the short distance to St Margaret's.

Mobile Phone Use

All mobile phones brought to school by students in the Primary School must be placed in the allocated box at the beginning of the school day. This box will then be stored in the Primary School Office. Mobile phones not submitted for storage at the beginning of the school day and/or inappropriate use will result in confiscation of the phone. The confiscated item will be labeled with the student's name and handed in at the Primary School Office at the first possible opportunity, to be collected at the end of the school day. Any negotiations for earlier return of the confiscated item are to be conducted only with the Head of Primary School. Guidelines for mobile devices are outlined in the student diary and consequences for misuse are outlined in the Behaviour Action Plan.

Smart Watches

Mobile phones are deposited in the class phone box and sent to the office every morning. Students do not have access to their phone until the end of the school day. Smart watches, which have the same capabilities as mobile phones, can be worn in the Primary school, providing that the ability to send and receive messages is switched off. If this cannot be done, the smart watch must be placed in the phone box until the end of the school day or simply not worn to school.

OUTSIDE SCHOOL HOURS CARE (OSHC)

St Margaret's offers high quality before and after school care as well as a vacation care program for school-aged children - Pre-Prep and upwards.

Hours

Before School Care: 7:00am-8:15am	- Breakfast served between 7:15am and 7:45am
After School Care: 2:45pm-6:00pm	- Afternoon tea is provided
Vacation Care (subject to numbers): 7:00am-6:00pm	- Breakfast is provided

Please direct any queries to the OSHC Coordinator, Palu Ingram:

Tel: 0423 547 653 | **Email:** oshc@stmargarets.qld.edu.au

Please note that the following dates are final at the time of publication but may need to change due to factors beyond our control. Sufficient notice will be given of any changes.

KEY DATES IN 2022 - SEMESTER I

TERM 1	
24 January	School Commences (remote learning)
7 February	Onsite learning commences
9 February	PP-6 Parent Information Evening 6:30 - 8:30pm
10 February	Years 5 & 6 New Parent & Class Parents Representatives' Morning Tea 8:30 - 10:30am PP-3 Twilight Service 6:00pm
11 February	School Portrait Photos
15 February	Year 6 Leaders Induction 8:30am
17 February	Parent/Teacher Interviews 3:45 - 6:00pm
18 February	Parent/Teacher Interviews 1:15 - 6:00pm
23-25 February	Year 4 Camp
23 February	Years 3 & 4 New Parent & Class Parents Representatives' Morning Tea 8.30 - 10:30am
7 March	Andrews Cup Swimming, Sleeman Sports Centre, Chandler
11 March	St Margaret's Women's Luncheon 11.30am - 3.00pm Free Dress Day
15 March	Andrews Cup Tennis, UQ Tennis Centre, St Lucia Andrews Cup Touch, Owen Park, Southport
30 March	Years 1-6 Interhouse Swimming Carnival 8.15am – 3.20pm
31 March	School Concludes 3:00pm
TERM 2	
19 April	School Commences
22 April	ANZAC Day Service
25 April	Anzac Day – Public Holiday
27 April	Years 4-6 Family Service & Admission to Communion 6:00pm
29 April	PP-2 New Parent & Class Parents Representatives' Morning Tea 8:30 - 10:30am
2 May	Labour Day – Public Holiday
3 May	Student Free Day
6 May	St Margaret's Primary Breakfast, Celebration for Mothers' Day 7:00 – 8:15am
10-13 May	NAPLAN
27 May	Free Dress Day
31 May	Andrews Cup Cross Country, Kearneys Spring, Toowoomba
30 May – 3 June	Year 5 Camp
7 June	Andrews Cup Soccer, Highfields Sports Park, Highfields Toowoomba
13-16 June	Library Bookfair
16 June	Grandparents Morning 8:30 – 11:30am Primary Interhouse Verse Speaking Primary Interhouse Ball Games End of Term 3:00pm

KEY DATES IN 2022 - SEMESTER 2

TERM 3	
12 July	Term 3 Commences
22 July	St Margaret's Day
27 July	Andrews Cup Netball, Downey Park, Windsor
29 July	Primary Sports & Misc Photos
2 August	Crazy Hair Day
9 August	PP-6 Interhouse Athletics Carnival, Windsor Park 8:20am – 3.20pm
10 August	EKKA Show Day – Public Holiday
18 August	Andrews Cup Athletics. QSAC, Kessels Rd, Nathan
23 August	PP-4 Book Week Parade 9:00am
26 August	Primary Arts Spectacular
1 September	St Margaret's Primary Breakfast, Celebration for Fathers' Day 7:00 – 8:15am
2 September	Student Free Day
13 September	Colour Fun Run
15 September	School Concludes 3:00pm Primary Parent Teacher Interviews 3:30 – 6:00pm
TERM 4	
3 October	Queen's Birthday – Public Holiday
4 October	Term 4 Commences
6-7 October	Year 3 Camp
10 October	Primary Mother Daughter High Tea 3:00 – 5:00pm
11 October	Speech Night - QPAC
13 October	Primary CPR Morning Tea / Meeting
19 October	Andrews Cup Cricket, Valley District Cricket Club, Ashgrove
20 October	Orientation Day 8:45am – 2:30pm Music Auditions 2:30 – 3:00pm
25 October	Day for Daniel
28 October	Prep Orientation Day 8:45am – 2:30pm
31 October	Welcome to New Parents 4:30 – 6:30pm
3 November	PP Orientation Morning 8:30 – 10:30am
3 November	Andrews Cup Artistic Gymnastics, Somerville House, South Brisbane Andrews Cup Basketball, Coomera Indoor Sports Centre, Coomera
14-18 November	Primary Book Fair
15 November	Year 3 Awards & Strings Celebration Year 4 Awards & Strings Celebration
16 November	Year 5 Leadership Celebration & Band Morning
18 November	P-2 Nativity Play & Book Presentation
22 November	Year 6 Chapel Service & Morning Tea 8:30 – 11:00am Acknowledgement Assembly Year 6 Disco 1:30 – 3:00pm
23 November	Primary Activities Day PP Chapel Service
24 November	Final Day of School, School Concludes 3:00pm

Each year, the Primary school undertakes to fundraise for various worthwhile causes. Please find the 2022 Fundraising Calendar below.

PRIMARY FUNDRAISING CALENDAR

Term	Date	Who is involved?	Who is organising it?	Event	What is required?	Recipient
One	Term 1	PP-6	Primary	Primary Raffle	Raffle prizes	Projects in the Primary school
	Mar 11	Whole school	SRC	Free Dress Day	Gold coin	Bush Ministry Fund
	By Mar 31	PP-6	SRC	Easter egg drive	Easter eggs	Children in Foster Care
Two	May 6	PP-6	Primary	Primary Breakfast -raffle	Raffle tickets	Projects in the Primary School
	May 25	Whole School	SRC	Giving Day	Gold Coins	St. Margaret's
	May 27	Whole school	SRC	Free Dress Day	Gold coin	Women's Health
Three	July 22	Primary School	SRC and House Fundraiser Leaders	St. Margaret's Day	Toiletries	Anglicare
	July 30	Whole School	MAYO Committee	MAYO Festival	Year level stall contributions	Art acquisitions for the school
	Aug 02	PP-6	SRC	Crazy Hair Day in conjunction with the Ponytail Project in the secondary school	Girls can wear crazy hairstyles to school on this day	Ponytail Project
	Aug 19	Whole School	SRC	Free Dress Day	Gold coin	Anglicare
	Sept 01	PP-6	Primary	Primary Breakfast – raffle	Raffle tickets	Projects in the Primary School
	Sept 13	PP-6	SRC	Colour Fun Run	Sponsorship from friends and family	Primary School projects
Four	TBC	Whole School	SRC	Free Dress Day	Gold coin	Archbishop's November Appeal
	By Nov 24	P-6	SRC	Toy drive	Toys	Foster Care children

Children in Foster Care - the Easter eggs and Christmas presents are distributed by Children's Services to those children in foster care.

Smith Family Child - the Primary school has sponsored a child through the Smith Family Foundation for several years

Ponytail Project - is a Cancer Council Queensland fundraising initiative [begun by St. Margaret's secondary students] engaging Queensland schools to register teams and help stop cancer. Our secondary school students have their ponytails cut off. The Primary girls support them by having a Crazy Hair Day with all proceeds going to the Cancer Council.

Zephyr Education Foundation - is a local charity which provides schooling needs for children in domestic violence situations.

One Horizon – is a charity that supports slum schools in Nairobi, Kenya. The founder, an Australian, has visited our school and spoken to our students. The money raised helps to feed and clothe the children.

Anglicare and the Archbishop's Appeal – the money raised goes towards the Anglican Church's charity appeals.

WHO TO CONTACT

Head of Primary	Mrs Angela Drysdale – 3862 0722 adrysdale@stmargarets.qld.edu.au
Assistant Head of Primary - Curriculum	Mrs Kate Frewin – 3862 0875 kfrewin@stmargarets.qld.edu.au
Assistant Head of Primary - Wellness and Operations	Ms Annette Box – 3862 0889 abox@stmargarets.qld.edu.au
Chaplain	Reverend Jazz Dow – 3862 0716 JDow@stmargarets.qld.edu.au
Activities (Sport)	Ms Morgan Rowe – 3862 0754 mrowe@stmargarets.qld.edu.au
Activities (Music)	Ms Regina Brennan – 3862 0782 rbrennan@stmargarets.qld.edu.au
General Enquiries	Mrs Nicole Weinert – 3862 0722 primaryreception@stmargarets.qld.edu.au
Student Absentees	Primary Absentee Line – 3862 0729 or primaryabsentees@stmargarets.qld.edu.au

KEY INFORMATION FOR NEW PARENTS

Primary School Events

- Grandparents' Day – Concert and morning tea
- Special breakfasts – the Primary school celebrates Mother's and Father's Day - they are celebrated on the Friday morning before these events
- Chapel services / House meetings
- Open Day – held on a Saturday morning in Term 1 – compulsory for all students
- Free Dress Day – these are held once per term
- Pupil-free days – these are normally held at the beginning and end of each term. There is one other held in the month of May which allows day girls the opportunity to go home for a weekend with boarders
- Speech Night – for Years 5 & 6 students
- P-2 Nativity Play
- Years 3 & 4 Awards and Strings Celebration
- Year 5 Leadership Celebration & Band Morning
- Year 6 Chapel Service and Morning Tea
- Year 6 Disco
- Primary Activities Day
- Pre-Prep Chapel Service

Administration Information

- Flexischools – tuckshop and events
- POD – Communication
- Fundraising calendar is sent home at the beginning of the year so that parents are aware of what we plan to do during the year

Musical Performances

- Arts Spectacular – this event is for parents in Years 5 and 6 only.
- Open Day: Amati Strings and Beath Quartet, all choirs are involved including Serenata, Belle Voci, Primary Chorale, Chaseley Concert Band.

Sporting Information

- Andrews Cup – what is it, who is in it, [p44]. QGSSSA – secondary competition. CD and Met North - students are notified by Activities Coordinator if they have been selected.
- Club netball – April-August - Saturday Sport –[p53]
- Primary swim camp -p47
- Interhouse activities –competition is run regularly between the houses throughout the year - swim, athletics, ballgames, choral, verse-speaking. The Interhouse Cross Country is secondary only
- Please note that all sporting information can be found on the Primary Sport POD page

Other

- ICAS – parents may elect to have their child complete external tests for Writing, English, Science, Maths (user pay)
- Year level camps - camp costs are included in the school fees
- P&F Father's breakfast is secondary students only

ABSENCES

When a student is absent, the School must be notified on the morning of the absence before 9:00am, but preferably before 8:20am - **Primary Absentee Line - 3862 0729. The absentee line is also available in the school app so you can contact us directly from within the app.** It is important that all parents advise of a student absence through contacting the absentee line or by emailing primaryabsentees@stmargarets.qld.edu.au. Records of absentees are maintained by the staff in the Primary Office, and as such, Office staff need to be aware of any absentees. You are welcomed to include your child's class teacher on an email advising of their absence from school, but it is imperative that you address the email to primaryabsentees@stmargarets.qld.edu.au to ensure our records are accurate. The School will contact parents/guardians if we have not been informed of your daughter's absence.

All must recognise that there are certain legal responsibilities involved in attendance at the School. In particular, a student may not leave the school grounds for any purpose during the school day without a note from her/his parent/guardian or the Boarding House, stating the reason, which must be countersigned by her/his class Teacher. The student must sign out at the Primary Office. Leave of this type would normally only be for important medical reasons and appointments should be made carefully to ensure minimal time is lost.

Departures during the Day

- Class teachers are informed of the appointment details via a note or email from parents.
- The student will be sent to Primary Reception to wait for collection by parents.
- Parents must sign the student out in Primary Reception.
- Appointments should be made outside school hours wherever possible.

Student Leave

Parents are strongly encouraged to assist the school by ensuring that students attend school up until the last day of term. If due to extenuating circumstances, students have to leave before the end of term, requests for leave should be made through a letter or email addressed to the Head of Primary.

Student Results and Leave

If students are absent during term time and miss work leading up to an assessment, or if they are absent for an assessment, this may result in an NR (not reported) appearing on continuous reporting in Years 5 and Year 6. Depending on the number of lessons and assessment missed, results appearing on the end of semester report cards may also be graded NR (not reported) if there is insufficient evidence to make a judgement. We would like to emphasise that 'NR' is not a 'fail' and will not impact on the final semester

result. It simply denotes the student was not able to be evaluated on the assessment piece, on the given day. However, teachers will have formative evidence in various forms, throughout the semester, to inform the final grade awarded.

UNIFORMS

Year Level	Terms	Uniform
Pre-Prep and Prep	Term 1	HPE uniform and brown, blue, or white sandals, play hat
	Term 2	School tracksuit over HPE uniform, brown socks, sandshoes and play hat NO TIGHTS
	Term 3	School tracksuit over HPE uniform, brown socks, sandshoes and play hat NO TIGHTS
	Term 4	HPE uniform and brown, blue, or white sandals, play hat
Year 1 & 2 Students must wear the middy uniform with brown socks and shoes on official days e.g., photo days, special assemblies.	All year	Panama to be worn to and from school Play hat to be worn during play time at school
	Term 1	HPE uniform, brown socks, brown shoes Sandshoes to be kept at school Monday – Friday
	Term 2	Middy, brown socks, brown shoes HPE uniform on HPE days
	Term 3	Middy, brown socks, brown shoes HPE uniform on HPE days
	Term 4	HPE polo shirt, HPE shorts, brown sock, brown shoes Sandshoes to be kept at school Monday – Friday
Year 3	All year	Panama to be worn to and from school Play hat to be worn during play time at school
	Term 1	HPE polo shirt, HPE shorts, brown sock, brown shoes Sandshoes to be kept at school Monday – Friday
	Term 2	Middy, brown socks, brown shoes HPE uniform on HPE days
	Term 3	Middy, brown socks, brown shoes HPE uniform on HPE days
	Term 4	Middy, brown socks, brown shoes HPE uniform on HPE days
Year 4 & 5	All year	Panama to be worn to and from school Play hat to be worn during play time at school
	All year	Middy HPE uniform to be brought on HPE days
Year 6	All year	Panama to be worn to and from school Panama to be worn during play time at school
	All year	Middy HPE uniform to be brought on HPE days

UNIFORMS



**** Please see Uniform & Hair Policy on page 39 for detailed information**

SCHOOL PHOTOS

Throughout the year, there will be official school photos taken. In the week preceding these photos, a newsflash will be sent to parents giving details of the photos to be taken and the uniforms required on that day.

February	These are the first official photos of the year. All students are required to wear their correct uniform on this day. Pre-Prep and Prep: school polo shirt, shorts, and sandals. Years 1-6: middy and brown shoes.
May	Extracurricular music photos and leadership photos Any students in these photos will require their middy and brown school shoes.
July	Extracurricular sports photos, leadership photos and Children of Old Girls' photo. Any students in the sport photos will require their HPE shirt, shorts, and brown school shoes. Leadership photos and Children of Old Girls' photo Years 1-6: middy and brown shoes. Pre-Prep and Prep: school polo shirt, shorts, and sandals.
October	Final extracurricular sports and miscellaneous photos Sporting photos will require HPE shirt, shorts and brown school shoes. All other photos will require middy and brown school shoes.

ACADEMIC AWARDS

YEARS 5 and 6

HONOURS AWARD

These are awarded to each year level (Years 5-6). These will be presented to those students who received the highest overall grade calculation across subjects based on a weighted 15-point scale. Students receiving an Honours Award need to have achieved nothing less than an overall grade of A- across Terms 1, 2, and 3 in both English and Mathematics and nothing less than a B- in all other subjects. Calculations of Honours Awards involve the weighting of subjects relevant to the number of curriculum hours allocated. Students are ranked according to their overall grade calculation and Honours Awards are presented to students who achieve the highest result calculation. These awards also include Honours memorial prizes. Students receiving an Honours Award are ineligible for a Commendation Award.

DETERMINATION OF THE DUX AND PROXIMATE ACCESSIT OF THE PRIMARY SCHOOL

The Dux of the Primary School is the most prestigious Honours award and shall be presented to a Year 6 student who has attained the highest, overall grade calculation, as per the Honours Awards calculation (nothing less than an overall grade of A- across Terms 1, 2 and 3, in both English and Mathematics and nothing less than a B- in all other subjects). The Proxime Accessit to the Dux of the Primary School is the Year 6 student who is second to the Dux, having attained the next overall grade Honours Awards calculation in the Year 6 cohort. The recipients of the Dux and Proxime Accessit shall remain confidential until the presentation on Speech Night.

COMMENDATION AWARD

Commendations are awarded in recognition of exceptional engagement in learning across the range of subject areas to students in Years 5 and 6. Students who achieve the highest overall Attitude to Learning results across all subject areas on Student Reports are considered for Commendation Awards. Calculations of Commendation Awards involve the weighting of subjects relevant to the number of curriculum hours allocated.

All students are ranked in their year level and an appropriate cut-off point is determined.

THE SPIRIT OF ST MARGARET'S AWARD

Teachers from each year level and Specialist Teachers individually nominate a student in each class whom they believe would be a worthy recipient for this Award. The Spirit of St Margaret's Award is granted to a student in each class in Years 5 and 6 who is most outstanding in exemplifying the school values and the philosophy of St Margaret's Way – spirit, faith, respect, integrity, courage, and passion at all times.

Awards are also presented for sport and musical achievements.

CELEBRATION OF ACHIEVEMENT AWARDS – YEARS 3 AND 4

Students will receive a certificate which identifies one Key to Success that the girls' teachers believe each has demonstrated throughout the year. In addition, the 'Conscientious Effort' award is granted to girls who have received the highest possible score for their attitude to learning on student reports across all subjects. Calculations of Conscientious Effort awards involve the weighting of subjects relevant to the number of curriculum hours allocated.

ACCEPTABLE USE OF TECHNOLOGY POLICY

Purpose

To ensure that all technology used by individuals when associated with the school is used in a way that provides access to the benefits of the technology while protecting and enhancing both the teaching and learning environment and the wellbeing of all members of the school community.

Policy Scope

This policy covers all students, staff, contractors, and volunteers at the school.

Policy Content

This policy sets out the guidelines and conditions for the use of digital technology at St Margaret's. The established guidelines and principles are first and foremost based on the impact (positive or negative) to the teaching and learning environment and the wellbeing of students. Such technology might include, but is not limited to:

- Computers
- Mobile phones
- MP3 players
- Cameras and audio recording devices
- Other digital devices that may or may not have the ability to access and use the internet
- Digital media storage devices e.g., USB drives, external hard drives.

The policy also sets out the guidelines and conditions for the use of technology when accessing (either on-site or remotely) the school network or online tools and resources. Such resources include, but are not limited to:

- Photo sharing applications
- Email
- Blogs
- Forums
- Wikis
- Chat rooms
- Social networking – e.g., Facebook
- Instant messaging programs
- Content download programs
- Games (educational or other).

For the purposes of this document, the word 'school' applies to both the physical location and the digital/online environment.

General Guidelines

The following general guidelines and principles apply to the use of digital technology at the school:

- Courtesy, consideration, and respect for others are always paramount.
- Technology and what can be done with it is now a part of normal life. It should not be viewed as special. If something is not acceptable to do or say in the real world, then it's also not acceptable in the digital world.
- Technology activity must always be consistent with the moral and ethical principles of St Margaret's.
- Use of school resources for educational purposes always has priority over other (recreational) uses.
- No technology use can deliberately disadvantage others (e.g., monopolising equipment or network traffic).

Failure to follow these guidelines will be considered inappropriate behaviour and be dealt with in a manner consistent with the relevant school policy (e.g., Anti-Bullying Policy).

Specific Guidelines

The following specific guidelines should not be read as a complete list. Appropriate use should always be referred back to the General Guidelines.

School-Owned Hardware, Software and Network

Individual and school security is paramount. This means that:

- All students must protect and not share passwords at any time. If a student suspects that their account has been breached, they must advise the technology department immediately.
- Students must not attempt to by-pass or reduce school network security. This includes the use of VPNs.
- Unauthorised files or programs must not be stored on/ in school-owned resources.
- Efficient and effective use of school-owned resources is essential. This means that:
- The physical set-up and location of hardware must not be changed. Only authorised people are to assemble, disassemble, move, or otherwise maintain machines.
- Computer settings must not be changed. This includes (but is not limited to) screen savers, wallpapers, desktops, menus, standard document settings, security settings etc.

Internet Use

The internet contains a vast array of learning material and activities of varying quality and content. The school will exercise all care in protecting students from inappropriate material (age appropriate), but the final responsibility must lie with students in:

- Not actively seeking out such material
- Acting appropriately should inappropriate material be accidentally viewed
- Ensuring students do not reveal personal information and images.
- Users will not deliberately enter or remain on any site that has any of the following:
 - Nudity
 - Obscene language or
 - Sexual discussion intended to provoke a sexual response
- Violence
- Encouragement to commit a crime
- Information on making or using weapons, booby traps, dangerous practical jokes or ‘revenge’ methods
- Material which encourages or enables the breaking of copyright.

If a student encounters any such site, they must immediately turn off or close the screen (not the computer itself) and notify a teacher. When using online resources that are not owned by the school, students must not reveal personal information or images about themselves. Students must not establish or maintain anonymous social networking pages that break the site’s ‘Conditions of Use’. Pages that harass, bully, claim to be someone else or contain inappropriate material (see General Guidelines) may not be set up.

Safe Use of Technology – Going Online

How Parents Can Reduce the Risks

There are specific things that parents can do to reduce the risks associated with online activities. By taking responsibility for your daughter’s online activities, parents can greatly minimise any potential risks of being online. The following are suggested guidelines for parents:

1. Be aware that excessive, unmonitored use of technology can be harmful. Excessive use has been linked to increased risk of obesity, repetitive-strain injuries, impaired vision, addiction, declines in social interaction and feelings of loneliness and depression. It is recommended that parents limit the time children spend using technology and monitor the content of the sites their children visit or online games they play.
2. Set reasonable rules and guidelines for technology use by your child. Discuss the rules with your child and then post them in a highly visible place as a reminder. Decide upon the time of day that she/he can be online and the appropriate areas she/he can access. Monitor her/his compliance with these rules, especially when it comes to the amount of time she/he spends on the Internet, especially late at night, as this may be an indicator of potential problems.

3. Keep Internet-connected computers in a communal area of your home with the screen facing outward. One of the most important ways to protect your child is to ensure that any such computer or games machine is not located in an isolated area of the house. Ideally, it should be placed somewhere in the house, which is commonly used by everyone, that is, where it is quite normal to pass through and notice what is happening.
4. Be clear about what you consider to be unacceptable online information or communication. Consider creating an acceptable use contract that you and your child agree on with stated penalties for misuse.
5. Become an Internet user yourself and get to know any services your child uses. You will then have a better understanding of the way the technology works, and it will not seem unusual that you are interested in her/his online activities.
6. Instruct your child not to respond to messages or bulletin board items that are suggestive, obscene, belligerent, threatening or make her/him feel uncomfortable. If she/he receives such a message, forward a copy of the message to your Internet Service Provider (ISP) and ask for their assistance.
7. Encourage your child not to access any links that are contained in emails from persons she does not know. Such links could lead to inappropriate websites, viruses, and Trojans.
8. Explain to your child that passwords, addresses, pin numbers, credit card details, phone and email details are all private and should never be given to anyone via the Internet, particularly if that person is only known online.
9. If your child has her/his own email address, it is advisable that she/he does not give any indication of age or gender.
10. Get to know your child's 'online friends' just as you get to know all her/his other friends.
11. Contact your ISP if your child encounters any inappropriate content or is subjected to any unsolicited contact by strangers online. Ask your ISP to find out what child-safety measures they offer. In addition, there are filtering features built into the popular Internet browsers that empower parents to limit their child's access only to those sites that have been rated appropriate for children.

Regardless of what filtering software is used, the best way to assure that your child has positive online experiences is to stay in touch with what she is doing.

Safety Tips for Students – to be discussed with your child

The following safety tips for students should be adhered to at all times:

- Be careful: People online may not be who they say they are.
- Hang on to your personal information. Never give out your email, home address, phone numbers or the name of your school.
- Never send a person your photograph or anything else without first checking with your parents.
- Never meet anyone you have met online unless you are sure who they are and have your parent's permission.
- Tell your friends or an adult if you find something online that makes you feel uncomfortable.
- Never download files from strangers or people you may not know well or trust.
- The use of 'Proxy Sites' to access otherwise blocked websites is prohibited by school policy. If these sites are accessed outside the school environment, care should be taken not to transmit sensitive information (e.g., usernames and passwords, bank details, etc). Proxy sites may steal such information by using key-logging technology.

The following websites offer practical advice on Internet safety, parental control, and filters for the protection of children, students and families.

- Stay Smart Online – www.staysmartonline.gov.au
- The Office of the Children’s eSafety Commissioner protects Australian children when they experience cyberbullying. The website contains excellent resources for parents. This is a Federal Government website – www.safety.gov.au

CHILD & YOUTH PROTECTION POLICY

St Margaret’s is committed to: - promoting and striving to provide a safe, supportive, and ethical environment for the wellbeing and holistic development of students; and – providing a safe secure nurturing environment in which all its students may grow and learn.

Student Protection Officers are persons designated as liaison people to whom students may refer if they are not feeling safe; or to whom they make complaints of harm, inappropriate behaviour, or physical/sexual abuse.

The St Margaret’s Student Protection Officers are:

- Karen Gorrie; Deputy Principal
- Lesa Fowler; Head of Boarding
- Angela Drysdale; Head of Primary School
- Kate Frewin; Assistant Head of Primary – Curriculum
- Nikki Townsend; Dean of Students
- Sharon Stone; Guidance Counsellor

This policy can be found on the St Margaret’s School website at:

<https://www.stmargarets.qld.edu.au/discover-st-margaret-s/student-protection>

The Child Safety After-Hours Service Centre (formerly Crisis Care) is a 24-hour state-wide service that provides after hours responses to clients of the department, members of the public and staff from government departments and community agencies in relation to child protection matters.

Free call: 1800 177 135 (Queensland only)

Telephone: (07) 3235 9999

<https://www.communities.qld.gov.au/childsafety/protecting-children/contacts>

Queensland Police Service

Address:

200 Roma Street
BRISBANE QLD 4000

Postal Address:

GPO Box 1440
BRISBANE QLD 4001

Telephone: (07) 3364 6464 or +61 7 3364 6464

Facsimile: (07) 3236 2359 or +61 7 3236 2359

TTY: + 61 7 3364 4655

<https://www.police.qld.gov.au/forms/contact.asp>

HEALTH CENTRE POLICY

The Health Centre is primarily for the use of boarders and to provide emergency care in case of accident or injury. The Health Centre is staffed by qualified Registered Nurses and is open Monday to Friday from 6:30am – 9:00pm and on Weekends from 4:00pm – 8:00pm. There is a nurse on call outside of these hours. Day students who become unwell at school and are unable to remain will be sent home once parents/guardians are able to collect them from the Health Centre or the Primary Office as per verbal communication with parent/guardian.

Parents are asked to advise the School of any **medical conditions or allergies** their daughters may have.

- Primary students will initially go to the Primary office for assessment. If required, they will then be sent to the Health Centre.
- All students (day and boarding) who are feeling unwell should only be going to the Health Centre during breaks unless they feel very unwell. In all cases the classroom teacher **must sign** the student's diary permitting them to attend the Health Centre.
- Any student who is unwell during either Morning Tea or Lunch must also have a teacher sign their diary. Students should **not** be going to the Health Centre at the end of either Morning Tea or Lunch.
- Panadol cannot be given out to any students by teaching staff.
- Students who are ill should not be attending school as they will potentially infect others and will find their own recuperation longer and more difficult.

CURRICULUM – CORE PLUS CLUSTER

The Core Plus Cluster Program is a manifestation of our commitment to Differentiation and evidence-based practice. Highlighting the concept of teaching 'stage not age', learning at our school acknowledges the different developmental progress of each student. It accepts individual differences and focusses on the development of the whole child as an intellectual, physical, spiritual, social and emotional being. There is also commitment to exemplary teaching and to empowering students to set and monitor their own learning through reflection, goal setting and feedback. Core Plus Cluster comprises of two components, the Core program is the year level program and dominates the timetable. In the Cluster program, students can be grouped across the year level and in vertical groupings. These groupings are flexible.

This curriculum is informed by the Australian Curriculum with the following subjects being studied from Prep:

- English
- Mathematics
- Science
- Humanities
 - History and Geography (Years P – 2)
 - History, Geography and Civics and Citizenship (Years 3 – 6)
 - History, Geography, Civics and Citizenship, and Business and Economics (Years 5 – 6)
- Health and Physical Education
- The Arts – Music and Visual Art
- Modern Languages (Mandarin and French)

Our students also engage with studies in Religious and Values Education and our Pastoral Care program.

The Core Plus Cluster Program is delivered by class teachers and specialist teachers. In different year levels teachers are responsible for particular subjects. This allows students to benefit from deep subject level specialty knowledge and teaching strategies.

This is more significant for students in Years 5 and 6 as the students will have teachers from their year level teach and develop a particular subject in preparation for Secondary School as identified in the following overview.

Year Level Core Programs

Years	Subjects taught to form classes by form teacher	Subjects taught to form classes by form teachers across year level	Subjects taught to form classes by specialist teachers
Prep - 2	English, Maths, Humanities, Science, Pastoral Care, RVE		HPE, Visual Arts, Music, Modern Languages, Library
Years 3 - 4	English, Maths, Humanities, Science, Pastoral Care, RVE	Humanities, Maths	Visual Arts, Music, HPE, Modern Languages
Year 5	English, Pastoral Care and RVE	Humanities, Science, Maths	Visual Arts, Music, HPE, Modern Languages
Year 6	English	Humanities, Science, Maths, Pastoral Care and RVE	Visual Arts, Music, HPE, Modern Languages

A tiered approach to providing targeted learning experiences is supported by the Core Plus Cluster program. Staff monitor student progress which guides decision making about increasingly focused teaching strategies and levels of support. In summary, the cluster program is:

- Taught to students in vertical groupings P-2, 3/4, 5/6 and across year level groupings
- Focus of Cluster is determined by literacy and numeracy developmental stage of student and prior knowledge and achievement
- Groupings are flexible and informed by ongoing assessment

2022 focus is outlined below:

Primary School Cluster Literacy and Numeracy Programs

Years	In Year Level Cluster	Across Year Level Cluster
Years 1 - 2	Mathematics (Semester 2)	Literacy – Reading focus
Years 3 - 4	Mathematics (8 x periods per week)	Reading -Guided Reading - Literature Circles - Reciprocal Reading
Years 5 - 6	Mathematics (8 x periods per week)	Reading -Guided Reading - Literature Circles - Reciprocal Reading

Numeracy and Literacy Development

Numeracy and literacy development is enhanced and supported by specialist staff. The mathematic specialist teacher is a fulltime role which includes teaching and coaching. The literacy coach has a focus on reading and writing. The coaching role includes student data analysis, provision of resources, lesson development and model teaching of explicit relevant strategies. The specialist mathematics teaching role includes responsibility (teaching and reporting) for a year level group (extension and/or support) and the development of assessment tasks. These staff are members of the curriculum committee. This committee analyses student data and prepares staff professional development.

Specific Literacy and Numeracy Programs

Literacy PP – P

PreLit Program – phonological awareness

Literacy P – 2

Getting Reading Right – Phonics, phonological awareness.

Explicit teaching of reading strategies – enhance fluency, comprehension, vocabulary

Big Write

VCOP: V (Vocabulary) C (Connectives) O (Openers) P (Punctuation)

Spelling Mastery (Year 2)

Literacy 3 – 6

Accelerated Reader

Spelling Mastery 3 – 6

Big Write

VCOP: V (Vocabulary) C (Connectives) O (Openers) P (Punctuation)

Numeracy P – 6

Prime Mathematics

Problem Solving in Mathematics

Problem solving is the central focus of Mathematics. Solving word problems provides a basis for students to apply mathematical concepts in different situations and supports the development of problem-solving skills.

In P – 6, the bar model method is one of the many strategies that students can use to solve problems. It is a structured way that students are taught to draw their solution to a problem. This pictorial model represents mathematical quantities (known and unknown) and their relationships (part-whole and comparison) given to the problem. An outline of the problem-solving process we use from Prep to Year 6 is outlined below. Strategy (e) provides an example of the bar model.

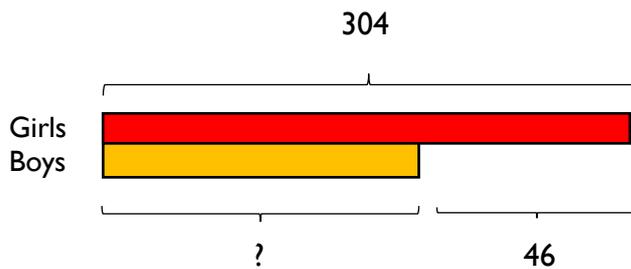
PROBLEM-SOLVING PROCESS

1. **Understand the problem**
Describe the problem in your own words. Decide what information is needed.
2. **Plan what to do**
Think of what you can do to help you solve the problem.
3. **Work out the Answer**
Solve the problem using your plan in Step 2.
4. **Check**
Check that your answer is correct or reasonable.

Problem-Solving Strategies

Students can use different strategies to *plan what to do* (point 2 above) when solving a problem.

- a) Act it out – by carrying out the task.
- b) Draw a Picture/Diagram – to represent the given information.
- c) Make a List – to find all the different possible answers.
- d) Guess and Check – what the answer is and then check if your answer is correct.
- e) Draw a Bar Model – to represent the given information.



- f) Look for a Pattern – using the given information and extend the pattern.

HOME LEARNING EXPECTATIONS

The purpose of home learning in the primary school is based on researched evidence which shows that it is most effective when it takes the form of short, frequent learning experiences.

Homework comprises two approaches that evidence indicates are effective for learning:

- Multiple exposures / Spaced Practice
- Previewing [Home Preview]

Multiple exposures / spaced practice presents the student with more opportunities to experience, connect with and elaborate on skills and knowledge to enhance mastery and fluency. Students have access to a range of online digital resources which provide interesting and effective ways to practise and master English and mathematical skills. These digital resources provide students with immediate feedback allowing them to accurately monitor their progress.

Previewing – Home Preview is preparation at home, preparation where the student previews the next topic to be studied in class either tomorrow or the next week. Students might be required to find three interesting things about the topic and/or identify two questions. **Big Talk** is discussing and modelling the use of vocabulary, ideas and understanding in relation to the writing stimulus.

Home Preview and Big Talk are perfect opportunities for adults to engage in discussions about writing tasks and/or topics of study. The adult's role is to foster questioning and encourage dialogue. It does not have to be a set time: it could be at the dinner table or in the car. By engaging in this dialogue with your child, you are helping them to be prepared for their classroom learning.

Prep (10 minutes nightly)

Students are required to read their Home Reading book which is provided at their independent reading level. This means that the text is able to be read fluently, that is, with at least 95% accuracy. This form of reading enables students to develop fluent reading habits, not struggling reading habits. Students should read for ten minutes each night.

Years 1 and 2 (15 minutes nightly, plus additional time for reading)

Home learning includes literacy [spelling and reading] and numeracy [number facts] practice which elaborates on knowledge and skills learnt in class. Home reading books are provided at a student's independent reading level. This means that the text is able to be read fluently, that is, with at least 95% accuracy. This form of reading enables students to develop fluent reading habits, not struggling reading habits. Students should read for 10 minutes each night.

Accelerated Reading Program [AR]

All students in Years 3-6 use this program which assists teachers to monitor student's comprehension of texts read, records minutes per day that students are reading and also provides data which outlines the number of words read. This program enables students to access books at their readability level and can also motivate students towards attaining term goals related to the amount of reading. In order to achieve the goal, set each term, students are required to engage in 15 – 20 minutes of AR reading each day.

Years 3 and 4 (20 minutes nightly, plus additional time for reading and necessary musical instrument practice).

Weekly: literacy and numeracy mastery homework tasks are set and are to be completed along with subject specific revision work when required.

Nightly: AR home reading is compulsory.

Musical Instrument: students are required to practise their musical instrument to ensure mastery of learned instrumental skills.

Years 5 and 6

(30 minutes nightly, plus additional time for reading and necessary musical instrument practice).

Weekly: literacy and numeracy mastery homework tasks are set and are to be completed along with subject specific revision work when required.

Nightly: AR home reading is compulsory.

Musical Instrument: students are required to practise their musical instrument to ensure mastery of learned instrumental skills.

In preparing students for the academic rigor of secondary school, students in Years 5 and 6 who fail to complete any aspect of homework will be issued with a presentation slip. If a child receives 3 or more presentation slips for homework, parents will be notified as per the Behaviour Action plan.

REPORTING AND ASSESSMENT

Assessment is a critical component of the teaching and learning cycle. There are several different forms of assessment for different purposes. The assessment processes and schedule in the Primary School align with the reporting procedures in order to provide a comprehensive overview of student achievement and to track progress over time, along with enhancing ownership of learning and goal setting.

Formative assessment is often referred to as assessment FOR learning. It is assessment that occurs daily, weekly, and termly to inform the next steps in learning. This assessment takes many forms and informs both teachers and students of their next learning goals and targets. Summative assessment generally occurs at the end of a unit of work or at set intervals during the year in line with School Policy, which remains at school and cannot be taken home. Access to test papers can be organised with the class teacher and only viewed at school.

Standardised assessment is assessment that has been designed by educational organisations such as ACER (The Australian Council of Educational Research) or Academic Assessment Australia. These tests have been given as large-scale tests administered to large populations of students in order to establish stanines or percentiles. This makes it possible to compare the relative performance of individual students against national norms for grade or age.

At St Margaret's, students receive the following formal reports each year:

Prep – Year 4 End of Semester (Terms 2 and 4)

Students receive formal reports at the end of Term 2 and 4. Prep to Year 4 reports are available online in the Parent Lounge via the POD.

Prep to Year 2 progress reports are guided by the Australian Curriculum. The Australian Curriculum provides an Achievement Standard for English, Mathematics, Science and Humanities. Five levels of achievement are used to indicate a student's progress.

These are:

Extending	extending with depth beyond achievement standard
Advancing	working beyond the achievement standard
Demonstrating	demonstrating the achievement standard
Developing	working towards the achievement standard
Emerging	beginning to work towards the achievement standard

The Achievement Standards indicate that a '**Demonstrating**' standard for a student means the criteria required for the year level has been met at this time. It would also indicate that the student's academic development is exactly where it needs to be and is age appropriate. An 'NR' grade is reported for students with insufficient evidence to make a judgment.

Year 3 – 6 Reports

The Year 3 – 6 students' reports include:

Subject Detail

- Subject teacher's name.
- Semester subject overview

Academic Learning – Features

- The relevant criteria for each subject area are reported via a five-point standard which is graded from A – E.
- An 'NR' grade is reported for students with insufficient evidence to make a judgment.
- Overall result - the criteria results are calculated to determine the student's overall result for the subject. They are as follows:

- A The student consistently demonstrates a very high level of knowledge, skill and understanding and is able to apply them independently in a wide range of contexts.
- B The student demonstrates a high level of knowledge, skill and understanding and is able to apply them independently in most contexts.
- C The student demonstrates a sound level of knowledge, skill and understanding and is able to apply them, in some contexts.
- D The student demonstrates limited knowledge, skill and understanding and is able to apply them with support, in some contexts.
- E The student demonstrates very limited knowledge, skill and understanding.
- NR Insufficient evidence to make a judgment.

Achievement Levels for the Year Level in this Subject

- Students' overall results for that subject are tabulated for the cohort to show the distribution of A – E results.

Attitudes to Learning

- Indication of the student's attitude to learning is based on a broad four-point scale – Excellent, Very Good, Satisfactory or Needs Improvement.

Interim Reporting

- New students who have attended St Margaret's for less than a semester will be issued an Interim Report at the end of that semester.
- An Interim Report is an overview of the student's attitude to learning for each of the subject and general comment about their academic transition.

Year 5 – 6 Continuous Reporting

Continuous reporting provides opportunities for parents to view with their daughter feedback on each piece of summative assessment. Teachers will upload results and comments for each assessment piece once it has been marked. At the end of the semester, a results summary will be produced as the Term 2 or Term 4 End of Semester Report. This will provide an overall achievement grade for each subject, along with a form teacher general comment. The overall grade for each subject strand is assigned based on the assessment tasks undertaken. The tasks are NOT all equally weighted, and the overall result for each subject is based on the grades achieved and the weighting assigned to specific tasks and strands in respective subjects. The rationale for this approach lies in the educational research which indicates that feedback is highly significant in student achievement (Hattie, 2009). The ongoing feedback aims to assist parents and students to set targeted goals for improvement regularly each term.

Parents receive notification during Term 1 detailing the processes involved in accessing the feedback. In summary, parents will be required to follow the steps below.

- Log in to www.stmargarets.qld.edu.au
- Under Quick Links (at the top of the screen) you will find the Member Portal
- Sign in using your Username and Password
- Click on Parent Lounge link
- On top header, click on 'Student Details'
- Then click on 'Curricular Activities'

Student results and leave

If your daughter is absent for any assessments during this time of leave, every effort will be made to make up that assessment, on her return to school, which may include missing a lesson of a different subject. However, if this is not possible a 'NR' (No Result) will be recorded on your daughter's continuous reporting. This 'NR' is due to insufficient evidence being available to make a fair and valid judgment about your daughter's learning, for that point in time. We would like to emphasise that 'NR' is not a 'fail' and will not impact on the final semester result. It simply denotes the student was not able to be evaluated on the assessment piece, on the given day. However, teachers will have formative evidence in various forms, throughout the semester, to inform the final grade awarded.

Parent/Teacher Interviews

Reporting is supplemented by Parent/Teacher interviews which are held each year, approximately mid-way through Term 1 and Term T3, Boarder parents who are unable to attend Parent/Teacher interviews are invited to make use of Microsoft Teams, email, or phone calls to gain feedback on their daughter's progress.

Term 1 Interviews:

These 15-minute interviews are held with each student's form teacher. The purpose is for teachers and parents to share information about their child and for teachers to share information including assessment data, cluster groupings, discuss referral to Learning Enhancement if required and to set goals related to literacy and numeracy.

Term 3 Interviews:

These interviews enable parents to meet with their child's English and Math teachers, as well as some specialist teachers in Years 3 – 6 in order to discuss achievement, progress and to set goals for the semester ahead.

Open Classroom Invitation

As an acknowledgement of the learning that has occurred throughout the year, our teachers hold an **‘Open Classroom’** during Term 4, from 3:20pm – 4:30pm. This will be an opportunity for students to share the work they have been doing throughout the year as well as allowing the girls to give parents a tour of their classroom. Please be aware that this time will be an informal occasion for you and your child to share what has been learnt at school. Teachers will be available to talk about learning experiences and purposes of particular activities. However, please note, this is not a time for a ‘parent teacher’ interview.

LEARNING ENHANCEMENT

Learning Enhancement in the Primary School is informed by the needs of the students. It encompasses intervention, enhancement and diverse learning opportunities. Student needs are identified through various standardised, summative, formative and diagnostic assessment and responsive intervention and enrichment programs are engaged to support student development.

Learning Enhancement, which focuses on literacy and numeracy, takes many forms and can include, but is not limited to:

- In class differentiation of tasks, assessments, content or processes. This encompasses the Core Plus Cluster Program which responds to school and class wide assessment data to ensure learning intentions are targeted to meet and extend each students’ current level of competency.
- In-year-level or across-year-level cluster groups enable more intense and more frequent scaffolding of students in order for them to meet set learning intentions. These in-year level or across-year level Core Plus Cluster groupings also provide opportunities for students identified as benefiting from extension opportunities.
- Targeting specific literacy and numeracy skills through small group intervention programs.
- Intensive small group or individual intervention which may include the support of the Learning Enhancement staff or other allied health professionals.
- Diverse learning enrichment and learning extension opportunities offered through Challenge Club, Core Plus Cluster differentiation, co-curricular activities and extra-curricular activities, along with subject or year level acceleration support identified students.

The school provides targeted intervention programs and students are selected to enter these programs based on their needs. Placement each term of students into intervention programs is a collaborative endeavour between classroom teachers, Learning Enhancement staff and the members of the Primary Leadership team who meet as a Learning Enhancement Committee. This committee meets regularly to decide student inclusion in intervention programs. Depending on student needs and intervention programs being run, students may be provided with support through inclusion into a targeted intervention program for a term, or semester. Student progress is monitored and reviewed termly.

STUDENT WELLBEING

At St Margaret's Primary School, we believe the emotional health and wellbeing of students, staff and families are important priorities. Through a holistic approach, we aim to develop the social and emotional competencies of individuals in addition to enhancing the various relationships of students. This is developed through six areas of wellbeing.

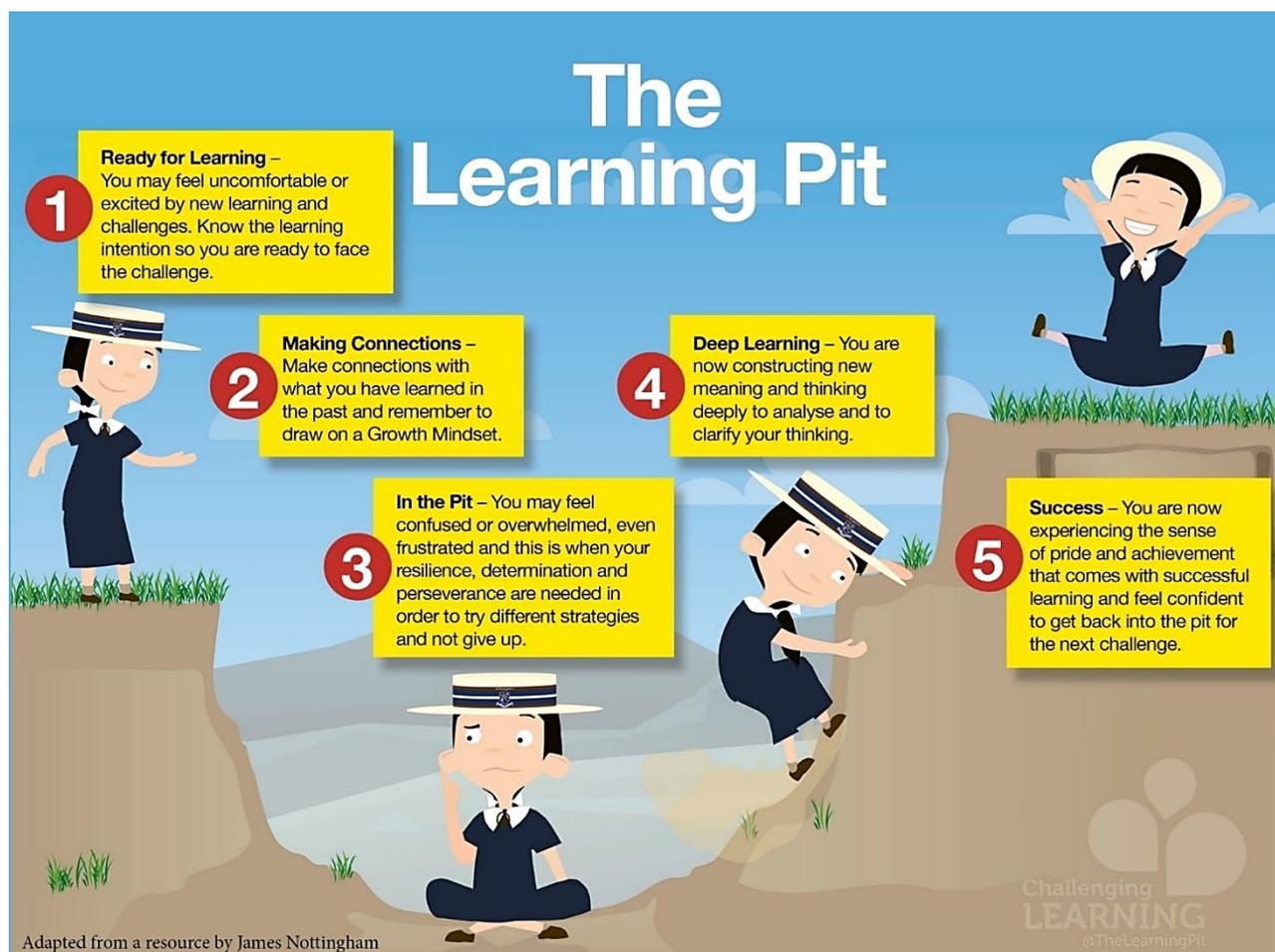
Primary School Student Wellbeing Overview



INTELLECTUAL WELLBEING

The Learning Pit helps students to see learning as a process. It is a way to build a student's capacity for learning through the development of dispositions;

- Optimism (Growth Mindset)
- Perseverance/Persistence
- Responsibility (for learning) and actions.
- Motivation to take on challenges
- Independence
- Self-regulation/self-question/self-verbalise
- Resilience



VOCATIONAL WELLBEING

- Career Week
- Entrepreneurship
- Financial Literacy

SPIRITUAL WELLBEING - Enhance and support the Christian values which form the bedrock of our school's foundation.

As a school, we have clearly articulated values: respect, passion, faith, spirit, courage and integrity which aim to promote and foster a positive way of living. These values are about building character, equipping students with specific values and helping students to understand and to apply appropriate behaviours. They are a very strong component of our school community. Children who demonstrate the school values are rewarded with a sticker when they are “caught” by a staff member, living the value. Students who receive a value sticker in a week are acknowledged in Chapel.

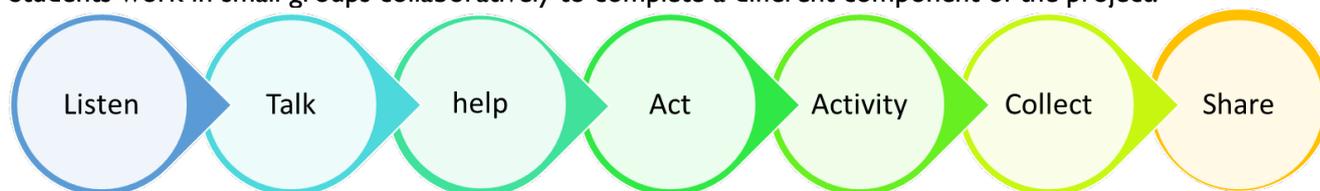
Each term the Student Representative Council (SRC) conducts assemblies based on the St Margaret's Way. At these celebrations, students share their musical talents, what they have been learning in their year level and reports from leaders. A student from each class receives a certificate acknowledging her/his display of a school value and the St Margaret's Way.

SOCIAL WELLBEING - Develop selfless global citizens who show empathy with their world in which they live.

The service learning is diverse and benefits the local, national and international communities. This community engagement is embedded as part of our school ethos and learning. It aims to develop a sense of social responsibility in our students. Our service program is addressed through the Leadership Through Service passport (Year 4 – 6), Cornerstone Project, House Charity and Year Level Service Learning Projects. The cornerstone project is conducted in Year 6 and the aim of the project is for students to plan and conduct a project that contributes to the wider community. Each year level is involved in a service learning project in Term 4 that is reflective of their understanding and is used as a tool to enhance and enrich classroom learning.

- Year 4: Gift of Giving
- Year 5: Cohort Service to Others
- Year 6: Individual Service to Others

Cornerstone Project - The aim of the project is for students to plan and conduct a project that contributes to the wider community. As a year level the students investigate and identify a community group in need (guided by the Archbishop's new year message). A plan is made, each class is responsible for a different aspect. Students work in small groups collaboratively to complete a different component of the project.



LEADERSHIP ROLES IN THE PRIMARY SCHOOL

In the Primary School, we provide a variety of environments and opportunities to fulfil leadership potential. An effective group of student leaders helps set the tone for the school. Some show potential on the sporting field while others show leadership in classroom and other settings.

The Primary School Leadership Program endeavours to give the students the opportunities to be resourceful and develop their own personal leadership capabilities. Our leadership program is based on the philosophy of 'leadership by service', therefore the most important aspect of leadership lies in serving others.

The development of student leadership skills involves opportunities which encourage students to:

- act in roles of responsibility with integrity and honesty
- foster a sense of vision and purpose
- work with others to determine and achieve collective goals
- take on responsibilities and use decision making skills in order to carry a project through to a successful conclusion
- be active, reflective listeners who respond effectively
- earn the respect of others through their actions.

The leadership preparation program commences in Year 4 when the Leadership Passport [Years 4-6] is issued

Year 5

Commencement and completion of the Leadership Report Card submitted at the end of Term 3.

Year 6

All Year 6 girls are considered the leaders of the Primary School, there are three levels to the leadership program. Level 1 – Primary Captain, Level 2 – House Leaders, Level 3 – Cultural and Sporting Leaders.

Level 1

Primary Captains are **elected** to this position.

1. Year 5 girls are spoken to about the role of Primary School Captain
2. All Year 5 girls nominate five (5) girls they would like to see as the Primary School Captains
Voting Slip – girls are nominated 1-5 (with one being first choice)
3. Votes from the Year 5 are tallied, and top candidates are identified
4. The candidates are informed and have the morning session to prepare the speech and presentation
5. Girls make their presentation to Year 3,4,5,6 on the same day as preparation.
6. Votes are tallied. (Votes are weighted Teachers and Year 5 – 3points, Year 6 - 2 points and Year 3 & 4 – 1 point).
7. Results are then ratified by the Head of Primary and Principal.

Level 2

House Leaders - All Year 6 students are appointed as House Leaders. Each Year 6 student will share in the responsibility of all House activities with girls negotiating with the House teachers to identify a particular area of responsibility.

Level 3

Cultural and Sporting Leaders – These positions are limited in number and enable students the opportunity to assist with a range of extra and co-curricular activities. Students submit an application form followed by an interview. Level 3 leaders are acknowledged through a certificate, if students complete the expectations of the role.

“Leadership is action, not position” (Donald H. McGannon)

Relationships - Nurture positive relationships amongst students, staff and parents. This is developed through Leadership, our Camp Program and Routines and Expectations.

Camp Program

The Primary School camp program is a component of the relationship theme of our wellbeing program. It begins in Year 3 and is a sequential, structured program building each year on the previous year's program. The common threads each year are respect and responsibility. That is, a person values, respects, cares for and takes responsibility for herself and other people, as well as the natural world.

(See Camp Overview)

EMOTIONAL WELLBEING – *communicate and interact with others in a positive way.*

You Can Do It

The development of positive relationships is taught through the You Can Do It Program. This program focusses on 5 Keys to Success: resilience, confidence, getting along, persistence and organisation.

PHYSICAL WELLBEING – *foster self-awareness in both social and virtual interactions and in physical development.*

Students experience this through our HPE program, online safety, the Daniel Morcombe program, personal development and our extra-curricular programs.

CAMP PROGRAM OVERVIEW



Year Level	Number of Nights	Activities and Venue	Theme	Description
3	1	Mudjimba Apex Camp Australia Zoo Beach Games	Exploring the environment the fun way	We believe students should have the opportunity to play in and explore the natural environment. Students will participate in an overnight camp experience. This will offer students an opportunity to have fun in the outdoors by taking part in activities including a visit to Australia Zoo, beach games and an outdoor cinema at night time.
4	2	Alexandra Headland Bli Bli Aqua Park Alexandra Headland Beach Surf awareness and rock climbing Headland Beach Tenpin Bowling at 'Suncity Tenpin'	Away with your friends Manners and table etiquette	We believe that this experience is a progressive step for the students to become independent individuals. The Year 4 Camp program emphasises personal growth and self-management. The students develop confidence, team skills and awareness of the beach environment.
5	2	Tamborine QCCC (3 days): Team Building Activities Problem Solving and Initiative Games Creative Art Rainforest Hike Night Fire Stories School: Leadership Activities (2 days)	Beginning Leaders Manners and table etiquette	The girls are encouraged to take small steps or meet far-reaching challenges, while learning to live in harmony with the environment and other people. The girls participate in environmental education, team and individual physical challenges. This program is also the basis for the leadership program. It is important for students to develop a strong sense of the individual as a leader, as well as a deeper understanding of their potential as a team.
6	3	Canberra with visits to: Electoral Education Centre War Memorial National Museum National Gallery Questacon Australian Institute of Sport Parliament House (New and Old) National Museum and Gallery Portrait Gallery High Court National capital Exhibition Dinosaur Museum	Leadership Today	The Year 6 trip offers authentic learning as the students experience their classroom learning in context. A strong component of this trip is to engender the students' role in the community and gain an understanding of their citizenship in the democratic process.

Routines and Expectations

Students are taught and encouraged to use the following positive behaviours through good manners and the Manners Matter process.

Manners Matter - The golden rule of good manners is “consider others!”



Think carefully about how your actions could affect those around you.

- Use the magic words ‘please’ and ‘thank you’
- Greet parents and visitors properly – look at them, smile and say ‘hello’, use their name if you know it
- Be helpful without being asked
- Don’t interrupt when someone is speaking
- Wait your turn
- Listen when others are speaking.
- Hold the door open for anybody who may be behind you.
- Stand back and let people through a doorway or gateway – don’t barge through.
- “May I” sounds a lot nicer than “I want”.
- Be on time and apologise if you are not.
- When visitors come to your classroom, stand up and greet them.
- Be aware of others on the stairs.

Students who demonstrate inappropriate behaviour will be supported in the development of correct behaviour through the Behaviour Action Plan.

BEHAVIOUR ACTION PLAN – PRIMARY

Level 1	Level 2	Level 3	Level 4
Presentation - Unexpected Behaviour			
<ul style="list-style-type: none"> • Punctuality to school/class • Homework not completed • Incorrect wearing of uniform • Untidy appearance 	<ul style="list-style-type: none"> • Repeated level 1 behaviours • Consistently not having correct equipment at school 	<ul style="list-style-type: none"> • Persistent ignoring of presentation slip – no effort made to rectify 	<ul style="list-style-type: none"> • Repeated level 3 behaviours
Consequences			
<ul style="list-style-type: none"> • Blue presentation slip to class teacher 	<ul style="list-style-type: none"> • Blue presentation slip to class teacher. On receipt of three (3) such slips parents will be notified. 	<ul style="list-style-type: none"> • Parents contacted by Primary admin to assist with child’s attitude and behaviour 	<ul style="list-style-type: none"> • Parents contacted by Primary admin to assist with child’s attitude and behavior

Academic Interaction - Unexpected Behaviours			
<ul style="list-style-type: none"> • Calling out • Talking / off task behaviour • Banned belongings at school • Playing in toilets/on stairs • Littering • Playing/eating out of bounds • Misuse of play equipment • Visiting tuck shop without permission 	<ul style="list-style-type: none"> • Repeated disrespectful behavior x 3 • Not following teacher direction • Misuse of toilets/stairs • Repeated unsafe behaviour 	<ul style="list-style-type: none"> • Repeated level 2 behaviours • Disrespectful behaviour towards others • Encouraging others to disobey rules • Swearing • Refusal to complete tasks/school work • Cheating 	<ul style="list-style-type: none"> • Repeated level 3 behaviour • Verbal abuse to others • Stealing • Graffiti/defacing school property • Damage to school property/ deliberate vandalism
Consequences			
<ul style="list-style-type: none"> • Verbal rule reminder 	<ul style="list-style-type: none"> • Orange reminder slip given/parent contacted by teacher • Completion of reflection sheet/social story 	<ul style="list-style-type: none"> • Meeting with leadership member of Primary and parent contact to develop appropriate consequences 	<ul style="list-style-type: none"> • Meeting involving Head of Primary and parents to develop appropriate consequences and personal behaviour plan • Suitable consequence implemented by administration • Behaviour contract if required • Possible in-house exclusion from class
Social Interaction – Unexpected Behaviours			
<ul style="list-style-type: none"> • Disrespectful behaviour to peers • Name calling • Thoughtless language or interaction • Excluding someone from activities or games • Initiating/responding to name calling/teasing/putdowns 	<ul style="list-style-type: none"> • Repeated level 1 behaviour • Disrespectful behaviour to others • First incident of harassing behaviour • Deliberate physical contact • Threatening behaviour 	<ul style="list-style-type: none"> • Repeated level 2 behaviours • Repeated harassing behaviours • Violent acts (including physical) 	<ul style="list-style-type: none"> • Repeated level 3 behaviours • Bullying (see flow diagram)

Consequences			
<ul style="list-style-type: none"> • Verbal rule reminder – verbal and/or • written apology 	<ul style="list-style-type: none"> • Orange Reminder slip given • Completion of reflection sheet or written apology 	<ul style="list-style-type: none"> • Meeting involving Head of Primary and parents to develop appropriate consequences and personal behaviour plans 	<ul style="list-style-type: none"> • Meeting involving Head of Primary and parents to develop appropriate consequences and personal behaviour plan <p>Suitable consequence implemented by administration Behaviour contract if required</p> <p>Possible in-house exclusion from class</p>
Use of Technology - Unexpected Behaviours			
Mobile Phone/Apple Watches <ul style="list-style-type: none"> • Allowing others to use mobile phone • Not placing mobile phone in phone box • Not switching mobile phones off before placing in phone box 	<ul style="list-style-type: none"> • Repeated level 1 behaviours • Accessing emails and messages during the school day via Apple Watches, school laptops or via TEAMS • Not placing the correct phone in the phone box 	<ul style="list-style-type: none"> • Repeated level 2 behaviours • Accessing someone else's online account • Using someone else's account to send inappropriate messages/images 	<ul style="list-style-type: none"> • Repeated level 3 behaviours • Using own device to engage in inappropriate behaviour
Technology Etiquette <ul style="list-style-type: none"> • Taking photos of people without their permission • Repeatedly sending invitations to join groups 	<ul style="list-style-type: none"> • Repeated level 1 behaviours • Taking photos of girls in their school uniform • Encouraging/pressuring someone to get inappropriate apps 	<ul style="list-style-type: none"> • Repeated level 2 behaviours • Taking and/or using someone else's phone 	<ul style="list-style-type: none"> • Repeated level 3 behaviours • Taking or damaging someone else's device
Social Media <ul style="list-style-type: none"> • Watching/sharing apps using mobile phone or Apple watch with other students before or after school 	<ul style="list-style-type: none"> • Repeated level 1 behaviours • Watching apps during school time 	<ul style="list-style-type: none"> • Repeated level 2 behaviours • Watching/sharing inappropriate apps e.g. Tik Tok 	<ul style="list-style-type: none"> • Repeated level 3 behaviours • Using social media to transmit inappropriate content and/or harmful information
Online Bullying – in addition to Social Interactions - Behaviours <ul style="list-style-type: none"> • Inappropriate posts/text messages 	<ul style="list-style-type: none"> • Repeated level 1 behaviours • Excluding students online 	<ul style="list-style-type: none"> • Repeated level 2 behaviours • Posting/reposting of any photos/videos of St. Margaret's girls in uniform and/or teachers • Posting/reposting of any photo/video of people without their permission 	<ul style="list-style-type: none"> • Repeated level 3 behaviours • Repeated harassing/bullying behaviour online
Consequences			
<ul style="list-style-type: none"> • Phone or Apple watch confiscated for the day and returned at the end of school 	<ul style="list-style-type: none"> • Orange reminder slip given • Phone or Apple watch confiscated for the day and returned at the end of school 	<ul style="list-style-type: none"> • Meeting involving Head of Primary and/or parents to develop appropriate consequences with the possibility of the mobile device being banned for a mutually agreed period of time 	<ul style="list-style-type: none"> • Meeting involving Head of Primary and/or parents to develop appropriate consequences • Banning of mobile device at school for the rest of the year. • Possible exclusion from school

Please note: a reminder slip (blue/orange) is a way for a student to take responsibility for her/his inappropriate actions by informing her/his parent/s. The slip provides the detail for parents to discuss the actions together with their child. The parent is required to sign the form and the child returns it to the class teacher, so the teacher knows the parent is aware and a discussion has occurred. There is no requirement to discuss the action further with the teacher, as a discussion between the teacher and child occurred before the slip was issued. Decisions regarding consequences of behaviour may ultimately be at the discretion of the Head of Primary.

SAFE SCHOOL POLICY

I. Ethical Statement

St Margaret's Anglican Girls School is committed to maintaining an environment that: values the inherent worth and dignity of every individual; fosters tolerance, sensitivity, understanding and mutual respect; and encourages its members to strive to reach their full potential.

This commitment has its foundation in the Philosophy of the Sisters of the Society of the Sacred Advent for their schools:

*To nurture the individual within a caring community so that each will realise his or her full potential to engender Christian values, encourage high academic standards and service to others so that all will have not only one goal, but also the inner strength "to love one another as I have loved you".
(St John 13:34)*

All members of the school community must be able to pursue their goals, educational needs and working lives without intimidation or injury generated by intolerance and harassment.

The school is committed to ensuring a healthy and safe working and learning environment that is free from discrimination and all forms of harassment, which are unacceptable behaviours and will not be tolerated under any circumstances.

2. Definition

Bullying has been defined as repeated oppression, psychological or physical, of a less powerful person by a more powerful person or group of persons (Rigby, 2007).

Bullying may be overt (that is behavior visible to others) or covert (that is behavior is not visible to others).

Common forms of bullying have been categorised as:

- **Physical bullying:** including hitting, kicking, tripping, pinching, and pushing or damaging the property of another person.
- **Verbal bullying:** including name-calling, insulting, teasing, intimidating, making homophobic or racist remarks, or verbally abusing another person.
- **Psychological or social bullying:** designed to harm another person's social reputation and/or cause this person humiliation, including lying and spreading rumours, hurtful mimicking behaviour, playing nasty jokes designed to cause embarrassment and humiliation, damaging someone's social reputation or social acceptance, encouraging others to socially exclude another person, mobbing, and making negative facial or physical gestures, menacing or contemptuous looks, towards another person.
- **Online bullying:** including behaviours such as harassing another person via a mobile phone or internet-based social networking site, setting up a defamatory personal website or deliberately excluding someone from interacting within social networking spaces.

Conflict or fights between equals and single incidents are not defined a bullying.

(Australian Research Alliance for Children and Youth, 2014)

PROCEDURES

Action for staff to take

1. Watch for early signs of distress in students.
2. Report all incidents or suspected incidents to the Head of Year or Dean of Students or Head of Primary School.
3. Offer the target immediate support and help.
4. Include appropriate learning activities to counter bullying in your lessons, taking time to discuss this policy in year level or form time groups.

Action for parents/guardians to take

1. Watch for signs of distress in your child. There could be an unwillingness to attend school, a pattern of headaches or stomach aches, equipment has gone missing, etc.
2. Take an active interest in your child's social life.
3. If you think students from the school are bullying your child, contact the Head of Year or Head of Head of Primary/Dean of Students.
4. Talk openly and often with your daughter, listen to her concerns in an understanding way.
5. Contact the School for additional support and strategies that will help your daughter.

Action for students to take

1. Students are encouraged to report all incidents of bullying to a trusted teacher or their Head of Year, Form Teacher or classroom teacher, even if the student is not directly involved.
2. Students sometimes need support to deal with certain incidents that involve aggression and conflict resolution; therefore, they should speak with a member of the School's staff, in confidence.
3. Offer support to students who are being bullied and show the student/s doing the bullying that it is wrong and unacceptable.
4. Talk with your friends and foster healthy, positive relationships.

Action for the school to take if the investigation shows that the matter involved criminal liability, the school will:

1. Advise the victim and their parents of their capacity to make a formal complaint to the Queensland Police Service;
2. The school will assist fully in any Queensland Police Service investigation;
3. If the victim or their parents are reluctant to pursue criminal liability, the school will formally advise the student and their parents of school's limited powers going forward to monitor the matter.

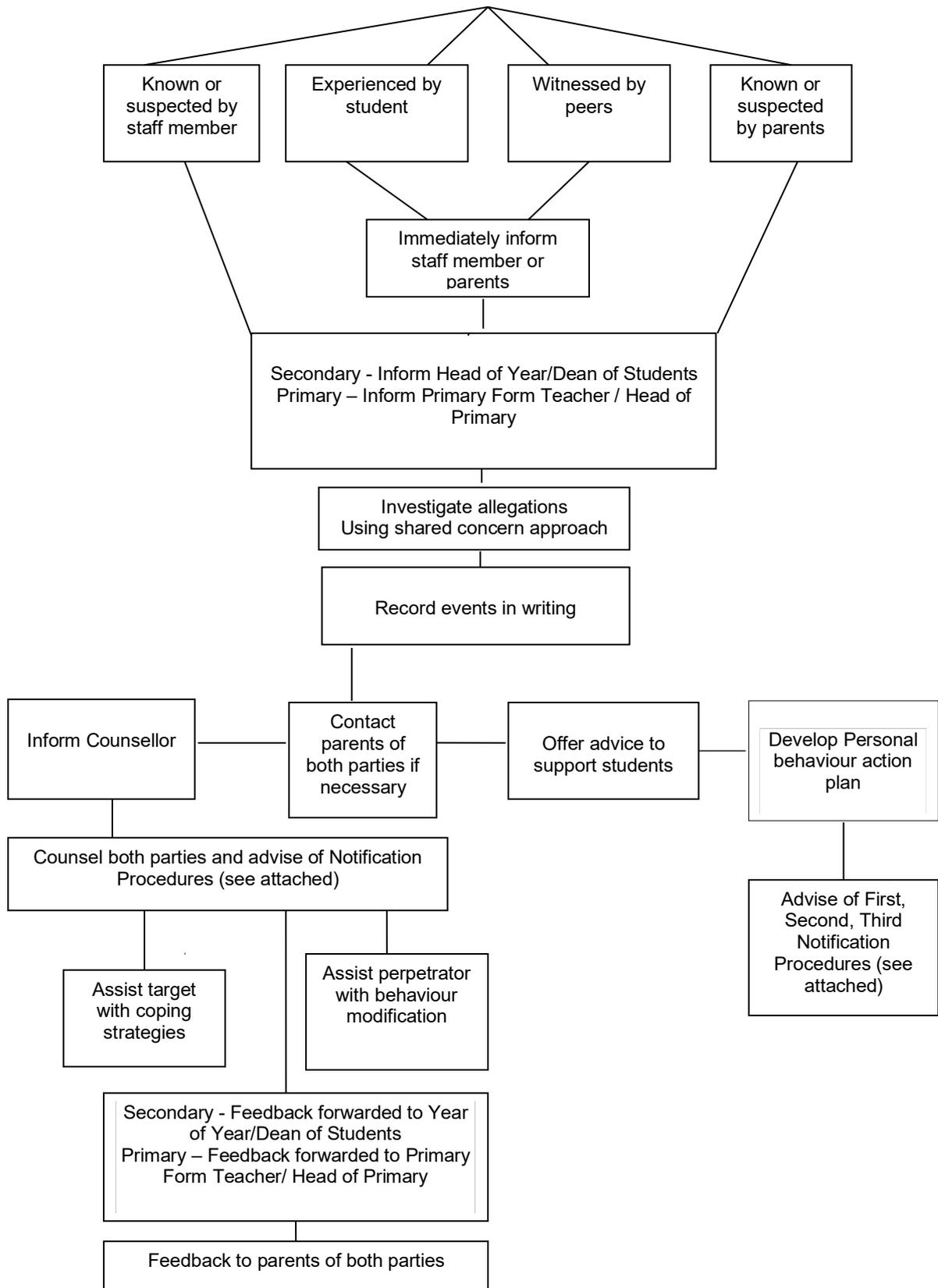
If the investigation shows that the matter involves civil liability the school will:

1. Advise the victim and their parents to retain their own lawyers for independent advice if they wish to pursue the bully.
2. If appropriate, instruct the school's lawyers for specific advices and the School's rights to pursue the matter; and
3. Advise the school's insurance broker of the possible legal action.

Upon resolution of the complaint the School will:

1. Counsel all students in the school's bullying policy, respecting the confidentiality of the victim and their complaint; and
2. Reassess the school's Supportive School Environment Policy and the Laptop Handbook.

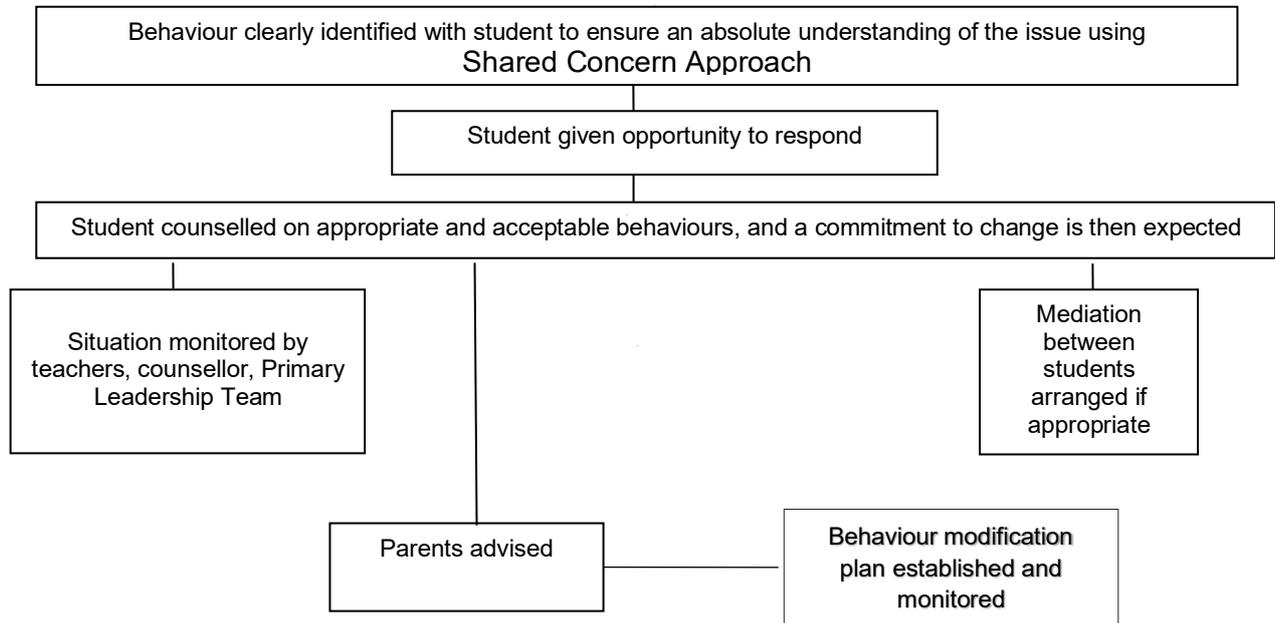
ACTION TO BE TAKEN IN RESPONSE TO BULLYING BEHAVIOUR



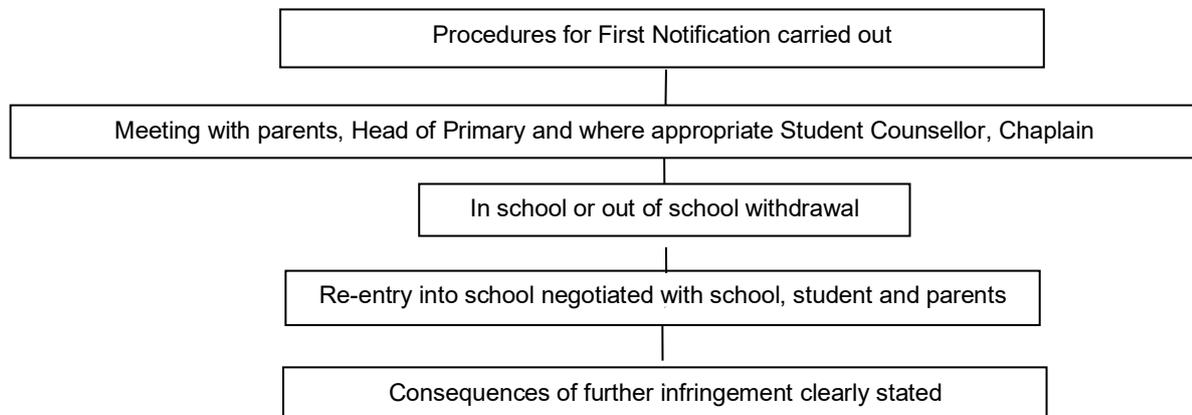
Should the initial infringement be severe, at the discretion of the Principal, it may be appropriate to bypass First Notification Procedures and implement Second Notification Procedures.

CONSEQUENCES OF BULLYING BEHAVIOUR IN PRIMARY SCHOOL

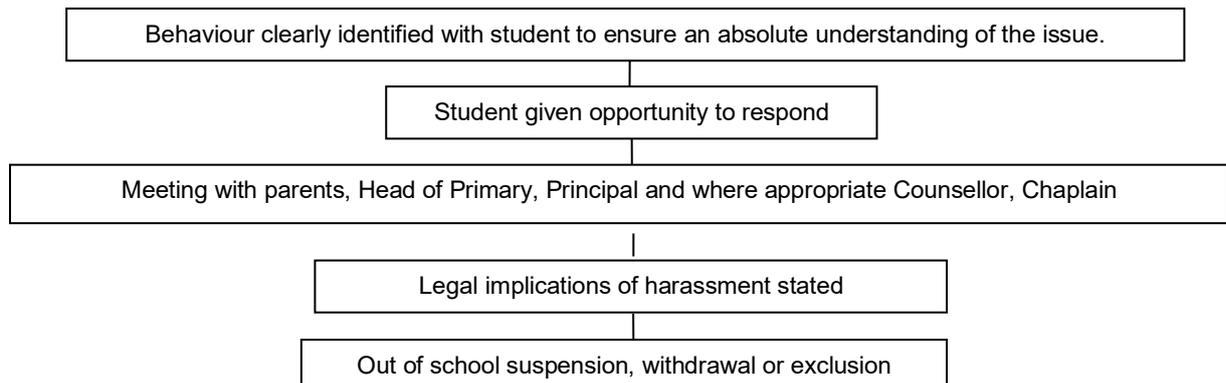
FIRST NOTIFICATION



SECOND NOTIFICATION



THIRD NOTIFICATION



PRIMARY LIBRARY AND THE EUNICE SCIENCE AND RESOURCE CENTRE

The Primary Library is located on Level One of the Dalhousie Building in the Primary School.
Opening times: Monday – Friday 8.00am – 3.30pm

The Eunice Science and Resource Centre is open to Years 6-12 students at the following times:

Monday to Thursday	7:30am – 5:00pm
Friday	7:30am – 4:00pm

Borrowing

All students from Pre-Prep to Year 6 are given the opportunity to borrow during their once a week library lesson. The library has an extensive collection of fiction and non-fiction items, including picture books and audio books. Books and resources can also be returned and borrowed before and after school and during lunch times.

Copyright

Copyright laws protect authors and publishers by giving them certain exclusive rights. These rights create a market for the products developed by the authors and publishers and allow authors and publishers to make a living from the use of their works. In addition, copyright laws provide an environment where the creative future of the nation is protected and promoted.

Unauthorised copying deprives authors and publishers of valuable income and reduces incentive to create new works. In all cases the user must only reprint, download, or copy information to fulfil academic needs. Copying or redistributing a person's work, for any purpose, without permission is a breach of copyright.

Etiquette

Food, water bottles and drinks should not be brought into the Primary Library or Resource Centre. The Primary Library and Eunice Resource Centre are places for quiet reading and research. Please have consideration for others and keep noise to a minimum.

PROCESS FOR CLASS ALLOCATION

In Term 4, each girl in Years 2 to 6 completes a friendship sociogram as part of our Student Wellbeing Program. The teachers use this information to construct class lists for the following year. The teachers value this information as it allows girls to think about friends who they can work with in a classroom setting.

The process for the development of class lists is as follows:

1. Each student completes a sociogram sheet. Students record 4 friends, 2 from each class (if two classes). Students are allocated at least one friend. All students also record names of new students they know.
2. Teacher records friends' names on a class master sheet.
3. Teacher reviews sociograms (based on social behaviour and academics) and creates form classes ensuring there is a balance between the classes.
4. Class teacher discusses with specialist teachers and Learning Enhancement.
5. Parent applications are considered.
6. Class teachers create list.
7. Parents are informed of the class and teacher of their child for the following year, during the Christmas holidays.

Early in Term 4, parents are offered the opportunity, but not encouraged to provide information that parents believe would be valuable for teachers when creating classes. As part of this process, parents are required to complete a form by the specified date as advertised in eNews. No late forms can be accepted beyond this date as teachers construct class lists near to this date and changes after this date will impact on class arrangements.

Whilst all applications will be considered, it is important to note that the submission does not provide a guarantee that application requests will be granted. These applications, along with the professional judgement of the primary staff and sociograms from the students, will be used to inform decisions about class placement.

SCHOOL SUPPLIES SHOP - OPENING TIMES

TERM TIME:

Monday, Tuesday, Thursday, Friday	8:00am - 2:00pm
Wednesday	10:00am - 5:00pm
Public Holidays	Closed

Phone: 07 3862 0776

Email: suppliesshop@stmargarets.qld.edu.au or check St Margaret's website.

SUNSMART POLICY

Queensland has the highest rates of skin cancer in Australia and exposure to ultraviolet radiation from the sun has been identified as the most important risk factor for skin cancer, with epidemiological evidence indicating that early childhood exposure is particularly significant. Exposure to the sun can be reduced through the use of sun protection clothing, application of SPF 30+ sunscreen and the use of quality shade.

As a registered SunSmart school, St Margaret's supports the promotion of sun-safe behaviour to minimise exposure of staff and students to the harmful effects of the sun.

- All students should apply sunscreen before school.
- Staff and students are expected to wear hats, protective clothing and sunscreen.
- Students must wear sun shirts when in the pool.
- Sunscreen is made available for students to use at the pool.
- The provision of protection from the sun is an important consideration when selecting or designing sport clothing and uniforms for outdoor workers.
- Staff and parents are encouraged to also model appropriate sun protective behaviours.
- Students are to wear their hat when going to and from activities and on excursions.

UNIFORM & HAIR POLICY

MIDDY

The Middy should be clean, ironed and buttoned at the waist and laces tied. The collar should be secured with the school badge. The House badge is worn on the left side of the collar. The Middy is to be worn at all assemblies, chapels, and services, regardless of any HPE lessons that may occur prior to such events.

BLAZERS

All students may wear a blazer in the cooler months, however it is compulsory for students for Years 10 to 12. When representing the school Years 10 to 12 students are required to wear their blazer in winter to and from school. The Dean of Students will announce when to wear and when not to wear the blazer.

SPORTS UNIFORM

Students may only travel in their sports uniform if being transported by car directly from home to a sports practice before 7:30am or leaving a sports practice after 4:30pm to travel home directly by car. When training, students are expected to wear their correct training gear.

HPE UNIFORM (for HPE classes)

With the exception of HPE swimming lessons, when students should change into and out of swimming gear at the beginning and end of the lesson, girls are to change into their HPE uniform in the break immediately before their HPE lesson and back into the Middy in the break immediately following the HPE lesson. Brown leather shoes are to be worn to and from HPE lessons. Joggers should be worn during HPE lessons. It is not appropriate for girls to wear 'bike pants' around the campus at any time. The sports skirt or shorts are to be worn over the top of 'bike pants' unless participating in HPE or sport.

CHURCH DRESS

The Church dress must be worn for Years 7 to 12 students at Speech Night including Years 5 and 6 prize winners and optional for other Year 5 and 6 students. In addition to this the Year 12 students are required to wear the Church dress to the Thanksgiving Service as well as the Valedictory dinner. Year 6 wear their Church dress at their final Year 6 Chapel Service.

TRACKSUITS

Top and bottom can be worn separately. The tracksuit top can be worn with the sports uniform but, not the Middy. The tracksuit bottoms can also be worn with sport shirt and school jumper.

PANAMA

Are to wear the panama to and from school and during morning tea and lunch. If a student is dressed in their Middy in public (e.g., shopping centres) the panama must be worn. Panamas should be named, clean and in good condition. Students do not wear their panama after dark.

SHOES

Brown leather shoes and beige ankle socks (folded down) must be worn with the school uniform. Shoes must be fully on the foot, polished and laces done up. Joggers and beige socks are to be worn only when participating in a physical activity.

HAIR

If a student's hair falls below the collar it is to be tied back (in a ponytail or plait, no buns) with white, plain navy or plain brown ribbons. Navy blue satin headbands may be worn which should be purchased from the School Supply Shop. Only small, plain brown or navy clips should be used. Students' hair must be in a conservative style and remain a natural colour. Hair should be brushed and tidy to enable the correct wearing of the panama.

JEWELLERY

Students may wear a watch; a small religious medal on a chain, as long as it is not visible under the school uniform. One pair of small, plain gold or silver studs or the school pearl earrings, one per ear lobe, worn in the normal position on the lobe of the ear. Sleepers are not to be worn. No other visual piercings are permitted.

SUNGLASSES

Only St Margaret's sunglasses are permitted to be worn with the school uniform. These can be purchased from the School Supply Shop.

NAIL POLISH AND MAKEUP

It is not acceptable to wear nail polish or make-up with the school uniform.

FREE DRESS DAY - DRESS CODE

Students need to be sun smart and respect the ethos of the school; no exposed shoulders, midriiffs or low necklines. Hair is to be tied back for practical lessons. Footwear should be enclosed, flat-heeled shoes. No thongs. Clothing should be of a reasonable length for modesty and in good repair. Offensive logos or messages

on clothing or ripped jeans are not appropriate. Students are permitted to wear their correct P.E. uniform instead of free dress on these days and they are still expected to donate.

The Year 6 shirt can only be worn on Free Dress Days and Activities Day.

The basic principles are:

- Being SunSmart.
- Being safe.
- Respecting the ethos of the school.

This means:

- Students are not permitted to mix free dress attire with articles of the school uniform.
- No exposed shoulders.
- No exposed midriffs, low or loose necklines.
- Hair tied back for practical lessons.
- Footwear should be enclosed – flat-heeled shoes, sneakers, boots. Definitely no thongs, open toed sandals or ugg boots.
- Skirts, tailored shorts and dresses should be of a reasonable length for modesty and practicality.
- Clothing must be clean and in good repair. Ripped jeans are not acceptable.
- Shorts must be appropriately modest.
- No lycra bike pants, leggings or active wear.

Students who fail to comply with the Free Dress Day dress code will be asked to present to the Primary office where parents may be contacted.

Alternatives for free dress:

- Full PE uniform.
- Full Middy uniform.

HEALTH AND PHYSICAL EDUCATION (HPE)

The following information is provided to help you and your child gain the most from the Health and Physical Education Program in the Primary School.

Throughout the four terms, your child will cover a wide range of activities, including aquatics, lifesaving, athletics, health, dance, team sports, skill development and perceptual motor programs.

If your child suffers from any condition or ailment that could hinder his/her participation in Physical Education, please notify the school in writing. If your child is unable to participate in a Physical Education lesson through injury or illness, please send a letter with your child confirming this.

Our school HPE uniform is navy shorts and the school navy polo shirt. The school HPE uniform should be worn to all Physical Education lessons. The middie can be worn to the swimming lesson. Girls are encouraged to have their sandals at school every day. Brown school socks are worn with sandals.

All children in Pre-Prep to Year 5 must have a navy school cap. Year 6 girls may wear a school cap for HPE lessons. Girls in Years 4-6 must not wear the HPE uniform to or from school with the exception of special sports days. Girls in Years 1-3 may wear their HPE uniform for the day on HPE days.

Swimming has a large role to play in our climate and curriculum. We are fortunate to have our own 25m pool with a special shallow end for the learners. Every student must wear a House sun-shirt and sunscreen. For the younger grades, roll-on sunscreen is easier for them to use.

If your child does not bring a sun-shirt and/or bathing cap, she will not be permitted to swim. On swimming days, your child's bag should contain 7 items which should be **clearly named**:

1. Navy school togs
2. Towel (any colour)
3. Bathing cap – house coloured (two bathing caps are recommended in case one splits or tears)
4. Roll-on sunscreen
5. Sun shirt – house coloured
6. Brush or comb
7. Goggles

If you have any queries regarding Primary Health and Physical Education, please contact the Primary HPE Department on 3862 0754.

EXTRA-CURRICULAR PROGRAM

CULTURAL

Music

The philosophy of the Music Department at St Margaret's is that music makes a profound contribution to personal, social and cultural identity. It forms a unique means of expression, and of knowing and communicating experience. Students may study music at St Margaret's as a curricular subject and/or become involved in the many different extra-curricular music activities. Students who involve themselves in music are empowered by its vast capacity as a creative medium. They gain insight, discover sensibility and learn the self-discipline that leads to artistic freedom. The Music Program at St Margaret's aims to inspire students to make music an integral part of their lives, whether that be as a leisure pursuit or as a career. The school believes that through a wide range of learning experiences and a varied choice of repertoire, students may enrich their lives and develop a lifelong love of music.

Listed below is a range of musical groups your daughter may wish to join.

Primary Choirs

Choirs are available for Primary students in Years 2 to 6:

- Belle Voci Choir – Years 4 - 6 (this choir is Non-auditioned and all students may join). Thursday lunchtime, Primary Music Room
- Serenata Choir – Years 2 and 3 (this choir is Non- auditioned and all students may join). Tuesday lunchtime, Primary Music room
- Chorale – students from Years 5 and 6 who are in the Belle Voci Voices may also choose to join this showcase vocal ensemble. Students are Non-auditioned but are asked to be committed to all out-of-school performances and are required to solo-sing a song of their own choice and perform a canon with other students in the last rehearsal of the year. Rehearsal times are Tuesday's 3:30-4:30pm.

The choirs perform on a variety of occasions throughout the year, including Open Day, MAYO, Soaring Upwards Festival, Choral Night and other school functions and assemblies.

Primary Instrumental Music Program

The following instrumental groups are available for students who have been studying a musical instrument for at least one year and continue to do so. We would like to invite students to join these groups. Entry is by audition.

Groups include:

- Tutti Strings
- Amati Strings
- Beath String Quartet
- Chaseley Concert Band
- 'Highly Strung', the Primary Rock Band

Rehearsal Schedule

Tutti Strings	Tuesday	7:30am – 8:15am
Amati Strings	Tuesday	7:15am – 8:15am
Beath String Quartet	Thursday	7:45am – 8:15am
Chaseley Concert Band	Wednesday	7:15am – 8:15am
Highly Strung (Primary Rock Band)	Wednesday	3:30pm – 4:15pm
Serenata	Tuesday	1:20pm – 1:50pm
Belle Voci Choir*	Thursday	1:20pm – 1:50pm
Chorale	Tuesday	3:30pm – 4:30pm

*According to performance schedules, on occasion the girls will be required to attend two (2) rehearsals per week.

If your daughter does not join any of these groups, other performance opportunities exist throughout the year. This may include Primary school breakfasts, Grandparents Day, P-2 Celebration, Primary Arts Spectacular, nativity play, assembly, concerts, and chapel services.

International or study-experience students

Study-experience students in Year 3 and 4 will only be allocated a string instrument as part of the two-year string program if they are attending the school for a full term and will be required to hire an instrument and books from the school. This **MUST** be returned on the last week of the term. Study students who are attending for part of the school term are welcome to sit in on lessons but will not receive instructions in learning a string instrument. Alternatively, they can receive extra tuition in English.

Study-experience students in Year 5 who attend for a full school term will be provided with the opportunity to join the percussion section of the Year 5 Band Program. Study students who are attending for part of the school term are welcome to sit in on lessons but will not receive instructions in learning a band instrument. Alternatively, they can receive extra tuition in English.

Study-experience students in Year 6 will be involved in the Guitar Program and will have access to a classroom guitar in each music lesson. Students are encouraged to purchase their own guitar for practise at home, but this is **NOT** compulsory.

Private Music Tuition

Private Music Tuition is available in the Primary School for all instruments and singing. The application form is available from the Primary Office, the Music Department in the Sister Helen Orchestra Room (SHOR) and on the POD – St Margaret’s Music page.

Your daughter will be informed each week of her next lesson time by her music teacher. Students are to take their diaries to lessons so that teachers can record each week’s lesson time.

Private tuition is offered to students from Prep - Year 6 with prep students commencing in Semester 2 once they have settled in the school routine. Students in Years 1 to 3 will be collected by their music teacher each week for their lesson. Students in Years 4 to 6 are expected to move to their lesson without being collected by the music teacher. However, should a student fail to arrive within five minutes of their lesson, the music teacher will go to the classroom to collect them.

International or study-experience students

These students must attend the school for a minimum of a full school term in order to apply for private tuition lessons and are required to pay the full term of fees.

If you have any queries, please refer to the St Margaret’s Music Handbook or contact Mr Brad King, Head of Performance on 3862 0746.

Private Speech and Drama

At St Margaret’s, the Private Speech and Drama Program provides a fun, supportive environment for students to gain skills in interpersonal communication, presentation and performance. Whether your daughter loves the spotlight or experiences a little stage fright, Speech and Drama will help her develop confidence, creativity and communication skills.

Lessons include exploring poetry, prose and drama as well as mime, improvisation and a range of activities designed to develop imagination, clear speech, vocal expression and a love of literature. Depending on their year level, students participate in small groups or in pairs.

All Speech and Drama students have the opportunity to showcase their developing skills through a range of performance opportunities provided throughout the year. Students in Years 4 to 6 participate in pre-exams/exams conducted by the AMEB.

Fees can be obtained from the Fee Schedule on the St Margaret’s website or by contacting the Private Speech and Drama Coordinator on 3862 0750.

SPORT

Andrews Cup Sport

St Margaret's Primary School competes with 9 other schools in the Queensland Girls Primary Independent Schools referred to as Andrews Cup. The interschool competition includes 10 sports and sporting events are held during the school week as listed below.

Term 1	Term 2	Term 3	Term 4
Andrews Cup Core Sports			
Swimming	Cross Country	Athletics	
Andrews Cup Elective Sports			
Touch Football Tennis	Soccer	Netball	Cricket Gymnastics Basketball
Club Sports			
	Netball	Netball	Water Polo

Andrews Cup Events and Dates

Activities	Dates
Swimming	Monday 7 March
Touch Football	Tuesday 15 March
Tennis	Tuesday 15 March
Cross-country	Tuesday 31 May
Soccer	Tuesday 7 June
Netball	Wednesday 27 July
Athletics	Thursday 18 August
Cricket	Wednesday 19 October
Artistic Gymnastics	Thursday 3 November
Basketball	Thursday 3 November

Andrews Cup is the primary interschool sports competition (all year round).

Andrews Cup sports are as follows:

- Years 2 to 6 can participate in athletics, swimming, cross country and gymnastics
- Years 4 to 6 can participate in netball, tennis, touch football, soccer, cricket and basketball

Some important points to note:

- All girls are eligible to try out for these sports (voluntary)
- Selection processes are in place for all Andrews Cup sports
- Once **selected** in a team or squad, girls **must** commit to attending training sessions

St Margaret's Primary Sport POD Page

Primary sport information is accessible via the POD primary sport group pages. Additional and specific information for Andrews Cup and other sports played outside these associations, is available by joining each specific sport group page. The POD is accessible through the School App and notifications can be received via smart phone through changes to your settings under your parent profile. Information on how to do this can be found on the Parent POD Support page.

Selection Criteria for Andrews Cup

1. Full attendance is required for training before and after trials, except in unavoidable circumstances. Any absences must be notified to the Primary Activities Coordinator as soon as possible.
2. If an individual is unable to attend the nominated trials due to an unavoidable circumstance, she must provide written evidence, such as a medical certificate. In which case, past performance during Health and Physical Education lessons will be taken into consideration.
3. Selection is based on performance during trials and training sessions. This includes attitude, skill and fitness levels. Performance during Health and Physical Education lessons is also taken into consideration.
4. Squads/teams will be announced as soon as possible after the final trial.
5. If a student should have any queries regarding final selection, they should request to speak to the Primary Activities Coordinator or the Primary Health and Physical Education teacher.

Please note, once **selected** in a team or squad, girls **must** commit to attending training sessions.

Selection Process for City District Sport

For all City Districts sports, the school is **limited** in the number of students we are able to send.

The Primary Activities Coordinator and the Primary Health and Physical Education teacher are the two official selectors in the primary school.

Swimming, cross country and athletics are selected based on times/distances. These times/distances are taken from Andrews Cup competitions and trials, which are completed prior to the nomination due date for City Districts. City Districts do have qualifying times/distances that need to be met throughout all sports.

For all team sports, we take into consideration a student's level of participation in the sport outside of school. Performances during Andrews Cup training sessions and Health and Physical Education lessons are also a part of the selection process.

Interhouse Swimming/Athletics Carnival Selection Criteria for Events – Primary School

1. Times and distances for each student are recorded during Health and Physical Education lessons prior to the carnival date.
2. Students trialling for selection in the Andrews Cup swimming and athletics teams will have additional times and distances recorded.
3. Within each House and age group, students are allocated events based on times and distances recorded during Health and Physical Education lessons and Andrews Cup trials. The student with the best time/distance for an event will be selected as the 'A' competitor.
4. Results from the previous year's carnivals will not be taken into account when selecting students for the current year.

Andrews Cup Code of Behaviour

This Code of Behaviour should be brought to the attention of players, parents, coaches and spectators.

1. Winning is an important ingredient of any sporting tradition, but should not be placed more highly than the spirit and enjoyment of the game or the development of appropriate behaviour related to losing or winning.
2. Good performances from either/any team should be acknowledged. Encourage your children to clap the opposition and their own players following a good performance.
3. The basis for all sport rests with encouragement of honest effort and the development of skills.

4. Children learn best from a good example being set.
5. Children should be taught and encouraged to play by the rules as laid down and abide by the referee's/umpire's decision.
6. Positive encouragement is valuable and appreciated – ridicule and harassment is not.
7. Over-zealous and loud support is often detrimental to the performance of children.
8. **Outbursts questioning the decision of referees or umpires are unacceptable.**
9. Games are played for the fun and benefit of children, not as a demonstration of their parents' previous sporting proficiencies or inefficiencies.
10. **The needs and goals of the children should be the prime objective. If a positive, encouraging comment cannot be made – it is better to say nothing.**

Collection of Students

All girls need to be collected from the training venue by a parent or designated adult within 5 minutes of the finishing time. Students not collected by this time will be sent to After School Care or the Boarding House.

Wet Weather Notification

During the week if it is raining heavily or storms are predicted and/or looming, sport training may be cancelled. Guardians may call Morgan Rowe on **3862 0754** to check training status. POD notification will be sent at least 30 minutes before the starting time of training. If training is cancelled on the day students will be supervised in the Atrium until collected.

Term 1 Andrews Cup Sports

If your daughter is in Year 2 to 6 and is interested in training and trialling for Cross Country or Swimming, please sign up for the Andrews Cup Swimming and Andrews Cup Cross Country POD pages. For girls in Years 4 to 6 interested in playing Tennis or Touch Football, please sign up for the Andrews Cup Touch Football and Andrews Cup Tennis POD pages.

Swimming Years 2 to 6

The Andrews Cup Swimming team will be selected based on times taken at camp, swimming training and at Metro Meets.

The training sessions are run in age groups, not year levels. **Andrews Cup competition events are determined by the age the girls are turning this year.** All girls must train with their age group. Please see table on next page for training times.

A limited number of students are selected for the Andrews Cup swimming squad. If your daughter is not selected, she is still able to train with the Andrews Cup squad.

More information and updates will be provided on the Andrews Cup Swimming POD page.

Swimming Camp – (Years 2 - 6 Day Camp)

Students who wish to trial for the Andrews Cup swimming squad should attend the primary swimming camp in the holidays on Tuesday 18 January. More information will be posted on the Andrews Cup Swimming POD page.

Touch Football Years 4 to 6

Touch football trials will commence in Term 1, Week 2. Trials will run for two weeks (four sessions).

Teams will be announced during Term 1, Week 4.

Touch football training will take place at Crosby Park. Afternoon training students meet the teachers in the Atrium at 3:20pm and walk down to Crosby Park. Girls should be collected directly from Crosby Park after

training at 5:00pm. Morning training sessions, students will need to be dropped to Crosby Park 5 minutes before their training session commences. Following the training session, girls will walk up to school with the teachers.

More information and updates will be provided on the Andrews Cup Touch Football POD page.

Please note: Girls can only participate in **either** touch football or tennis as the Andrews Cup carnival for these sports is held on the same day.

Tennis Years 4 to 6

Tennis trials will commence in Term 1, Week 1. Trials will run for one week (two sessions). Teams will be announced during Term 1, Week 2.

Tennis training information will be available as soon as possible.

More information and updates will be provided on the Andrews Cup Tennis POD page.

Please note: Girls can only participate in **either** touch football or tennis as the Andrews Cup carnival for these sports is held on the same day.

Cross Country Years 2 to 6

Students should be dropped at Phillip Harris Gym at 6:15am. School bags should be dropped in the Atrium prior to 6:15am. Please ensure a teacher is present before leaving your daughter at the Phillip Harris Gym.

If you would like to run with your daughter's age group, please let Miss Morgan Rowe know.

More information and updates will be provided on the Andrews Cup Cross Country POD page.

Term 2, 3 and 4 Andrews Cup Sports

Soccer Years 4 to 6

Soccer trials will commence in Term 2, Week 1. (Please note this date is subject to change.) Trials will run for two weeks (four sessions).

The Andrews Cup soccer teams will be announced during Term 2, Week 3.

Training will take place for all teams at Windsor Park. For morning sessions, students will need to be dropped to Windsor Park 5 minutes before their training session commences. Following the training session, a bus will drop the girls to school. For afternoon sessions, students meet the teachers in the Atrium at 3:20pm and catch the bus down to Windsor Park. Girls should be collected directly from Windsor Park after training.

More information and updates will be provided on the Andrews Cup Soccer POD page.

Netball Years 4 to 6

Netball trials will commence in Term 2, Week 6. (Please note this date is subject to change.)

The Andrews Cup netball teams will be announced during Term 2, Week 8.

Training will take place for all teams at Windsor Park. For morning sessions, students will need to be dropped to Windsor Park 5 minutes before their training session commences. Following the training session, a bus will drop the girls to school. For afternoon sessions, students meet the teachers in the Atrium at 3:20pm and catch the bus down to Windsor Park. Girls should be collected directly from Windsor Park after training.

More information will be provided with regards to netball closer to the netball season.

Athletics Years 2 to 6

Athletics training will commence in Term 2, Week 4

Athletics training will take place for all members of the squad at Windsor Park. For morning sessions, students will need to be dropped to Windsor Park 5 minutes before their training session commences. Following the training session, a bus will drop the girls to school. For afternoon sessions, students meet the teachers in the Atrium at 3:20pm and catch the bus down to Windsor Park. Girls should be collected directly from Windsor Park after training.

More information and updates will be provided on the Andrews Cup Athletics POD page.

Cricket Years 4 to 6

Cricket trials will commence in Term 3, Week 7. (Please note this date is subject to change.) Trials will run for two weeks (four sessions).

The Andrews Cup cricket teams will be announced during Term 3, Week 9.

Training will take place for all teams at Windsor Park. For morning sessions, students will need to be dropped to Windsor Park 5 minutes before their training session commences. Following the training session, a bus will drop the girls to school. For afternoon sessions, students meet the teachers in the Atrium at 3:20pm and catch the bus down to Windsor Park. Girls should be collected directly from Windsor Park after training.

More information and updates will be provided on the Andrews Cup Cricket POD page.

Gymnastics Years 2 to 6

Andrews Cup gymnastics is run by the Delta Gymnastics staff at Kedron.

The Andrews Cup Gymnastics trials will commence in Term 3, Week 5. (Please note this date is subject to change.)

More information and updates will be provided on the Andrews Cup Gymnastics POD page.

Basketball Years 4 to 6

Basketball trials will commence in Term 3, Week 6. (Please note this date is subject to change.)

The Andrews Cup Basketball teams will be announced during Term 3, Week 8.

Training will take place for all teams at Windsor Park. For morning sessions, students will need to be dropped to Windsor Park 5 minutes before their training session commences. Following the training session, a bus will drop the girls to school. For afternoon sessions, students meet the teachers in the Atrium at 3:20pm and catch the bus down to Windsor Park. Girls should be collected directly from Windsor Park after training.

More information and updates will be provided on the Andrews Cup Basketball POD page.

PRIMARY SPORT TRAINING SCHEDULE – TERM 1 – 2022 *(subject to change)*

Venue	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
New Pool	Swimming Sapphire 6.00 – 7.30am Bronze 2 6.30 – 7.30am	Swimming Sapphire 6.00 – 7.30am Bronze 2 6.30 – 7.30am		Swimming Sapphire 6.00 – 7.30am Bronze 2 6.30 – 7.30m		Swimming Sapphire 6.30 – 8.00am Bronze 2 6.30 – 7.30am Bronze 1 6.30 – 7.15am Ruby 7.15am – 8.00am
STM Tennis courts	Tennis Year 4 – 6 6.15 – 7.30am	Tennis Year 4 – 6 6.15 – 7.30am				
Crosby Park		Touch Years 4 – 6 6.30 – 7.30am				
PHSC			Speed and Agility Prep – Year 6 6.30 – 7.30am			
PHSC	Cross Country Year 2 – Year 6 6.15 – 7.30am		Cross Country Year 2 – Year 6 6.15 – 7.30am		Cross Country Year 2 – Year 6 6.15 – 7.30am	
Undercroft		Skipping Prep – Year 2 7.00am – 7.40am		Skipping Year 3 – Year 6 7.00am – 7.40am		
LUNCH						
New Pool		Swimming Bronze 1 3.30 – 4.30pm Sapphire 3.30 – 5.00pm Bronze 2 4.30 – 5.30pm		Swimming Sapphire 3.30 – 5.00pm Bronze 1 3.30 – 4.30pm Bronze 2 4.30 – 5.30pm	Swimming Ruby 3.15 -4.00pm Bronze 1 4.00pm – 5.00pm	
HPE Classroom	Little Moves Dance Prep – Year 2 3.20pm – 4.00pm	Yoga and Mindfulness Prep to Year 3 3.30 – 4.15pm	Little Moves Dance Pre- Prep 2.45pm – 3.15pm Prep – Year 2 3.20pm – 4.00pm			
Crosby Park	Touch Years 4 – 6 3.30 – 5.00pm					

PRIMARY ANDREWS CUP TRAINING SCHEDULE – TERM 2 – 2022 *(subject to change)*

Venue	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Windsor Park	Athletics All Events Year 2 – Year 6 6.15 – 7.30am		Athletics All Events Year 2 – Year 6 6.15 – 7.30am		
Windsor Park	Soccer Year 4 – 6 6.30 – 7.30am				
PHSC	Cross Country Year 2 – Year 6 6.15 – 7.30am		Cross Country Year 2 – Year 6 6.15 – 7.30am		Cross Country Year 2 – Year 6 6.15 – 7.30am
Windsor Park		Athletics All Events Year 2 – Year 6 3.30 – 5.00pm	Soccer Year 4 – 6 3.30 – 5.00pm		
Netball Courts (Windsor Park)				Netball Year 4 – 6 3.30 – 5.00pm	
HPE Classroom	Little Moves Dance Prep – Year 2 3.20pm – 4.00pm		Little Moves Dance Pre- Prep 2.45pm – 3.15pm Prep – Year 2 3.20pm – 4.00pm		

PRIMARY ANDREWS CUP TRAINING SCHEDULE – TERM 3 – 2022 *(subject to change)*

Venue	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Windsor Park	Athletics All Events Year 2 – Year 6 6.15 – 7.30am		Athletics All Events Year 2 – Year 6 6.15 – 7.30am		
HPE Classroom					
Delta Kedron		Gymnastics Year 2 – Year 6 6.30am – 7.30am			Gymnastics Year 2 – Year 6 6.30am – 7.30am
Undercroft		Skipping Year 3 - 6 7.00am – 7.40am		Skipping Prep - 2 7.00am – 7.40am	
Windsor Park	Cricket Year 4 – 6 3.30 – 5.00pm	Athletics All Events Year 2 – Year 6 3.30 – 5.00pm	Cricket Year 4 – 6 3.30 – 5.00pm		
Netball Courts (Windsor Park)				Netball Year 4 – 6 3.30 – 5.00pm	
HPE Classroom	Little Moves Dance Prep – Year 2 3.20pm – 4.40pm		Little Moves Dance Pre- Prep 2.45pm – 3.15pm Prep – Year 2 3.20pm – 4.40pm		
Petrie St Court				Basketball Year 4 – Year 6 3.30- 4.30pm	

PRIMARY ANDREWS CUP TRAINING SCHEDULE – TERM 4 – 2022 *(subject to change)*

Venue	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
New Pool	Swimming Sapphire 6.00 – 7.30am Bronze 2 6.30 – 7.30am	Swimming Sapphire 6.00 – 7.30am Bronze 2 6.30 – 7.30am		Swimming Sapphire 6.00 – 7.30am Bronze 2 6.30 – 7.30m		Swimming Sapphire 6.30 – 8.00am Bronze 2 6.30 – 7.30am Bronze 1 6.30 – 7.15am Ruby 7.15am – 8.00am
Delta Kedron		Gymnastics Year 2 – Year 6 6.30am – 7.30am			Gymnastics Year 2 – Year 6 6.30am – 7.30am	
HPE Classroom						
Undercroft		Skipping Prep – Year 2 7.00am – 7.40am		Skipping Year 3 – Year 6 7.00am – 7.40am		
LUNCH						
New Pool		Swimming Bronze 1 3.30 – 4.30pm Sapphire 3.30 – 5.00pm Bronze 2 4.30 – 5.30pm	Water Polo Year 5 and 6 5.00pm – 6.30pm	Swimming Sapphire 3.30 – 5.00pm Bronze 1 3.30 – 4.30pm Bronze 2 4.30 – 5.30pm	Swimming Ruby 3.15 -4.00pm Bronze 1 4.00pm – 5.00pm	
Windsor Park	Cricket Year 4 – 6 3.30 – 5.00pm		Cricket Year 4 – 6 3.30 – 5.00pm			
PHSC				Basketball Year 4 – Year 6 3.30- 4.30pm		
HPE Classroom	Little Moves Dance Prep – Year 2 3.20pm – 4.00pm		Little Moves Dance Pre- Prep 2.45pm – 3.15pm Prep – Year 2 3.20pm – 4.00pm			

Sport	No Cost/ User paid	Term Available	Pre prep	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Andrews Cup Athletics	No Cost	2 and 3								
Andrews Cup Basketball	No Cost	3 and 4								
Andrews Cup Cricket	No Cost	3 and 4								
Andrews Cup Cross Country	No Cost	1 and 2								
Andrews Cup Gymnastics	No Cost	3 and 4								
Andrews Cup Netball	No Cost	2 and 3								
Andrews Cup Swimming	No Cost	4 and 1								
Andrews Cup Tennis	No Cost	1								
Andrews Cup Touch	No Cost	1								
Andrews Soccer	No Cost	1 and 2								
AFL	No Cost	TBC								

Clubs	No Cost/ User paid	Term Available	Pre prep	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Debating	No Cost	2 and 3								
Garden Club (D)	No Cost	1,2,3 and 4								
Japanese Club	No Cost	2								
Robotics	No Cost	TBC			Term 1	Term 1	Term 2	Term 2	Term 3	Term 3
Strategy Club (D)	No Cost	1 and 4								
Writing Club (D)	No Cost	3 and 4								
Strength and Agility Training	User Paid	1,2,3 and 4	Term 2							
Chess Club	User Paid	1,2,3 and 4								
Club Netball	User Paid	1,2 and 3								
French	User Paid	1,2,3 and 4								
Learn to Swim	User Paid	1,2,3 and 4								
Little Moves Dance	User Paid	1,2,3 and 4								
Magnettes Netball	User Paid	4								
Mandarin	User Paid	1,2,3 and 4								
Rise Tennis	User Paid	1,2,3 and 4								
Skipping	User Paid	1,2,3 and 4								
Yoga and Mindfulness	User Paid	1								
Swim Club	User Paid	1,2,3 and 4								
Water Polo Club	User Paid	4 and 1								

Club Netball

Please Note: **St Margaret's Club Netball Information and Registration Letter 2022** has been emailed out to all parents. This letter contains all relevant information for registration, as well as FAQ's. The Head of Netball – Gayle Coutts is the first point of contact for anything regarding Club Netball. Ph 0403262840 or email gcoutts@stmargarets.qld.edu.au Please contact her with any questions or if you have not received the **St Margaret's Club Netball Information and Registration Letter**.

Other After School Activities

Students may also participate in the following activities after school by private arrangement with the following organisations:

Rise Tennis

Miss Bec Meares
Telephone: 0488 166 162
Email: beck@rise.com.au
Website: www.rise.com.au

Learn to Swim

Email: Aquatics@stmargarets.qld.edu.au

Swim Club

Email: Aquatics@stmargarets.qld.edu.au

Club Netball

Miss Gayle Coutts
Telephone: 0403 262 840
Email: GCoutts@stmargarets.qld.edu.au

Magnettes Netball

Miss Gayle Coutts
Telephone: 0403 262 840
Email: GCoutts@stmargarets.qld.edu.au

French (private lessons)

Rodolphe Coudre
Telephone: 0435 598 458
Email: rodcoutre@yahoo.fr

This

Mandarin (private lessons)

Elli Zhang
Telephone: 0405 073 523
Email: elli.zhang@gmail.com

Little Moves Dance

Susie and Maddie
Email: susie@littlemoves.com.au

Skipping

Luke Boon
Email: luke@jumpforceint.com

Chess

Gardiner Chess
Email: info@gardinerchess.com.au

Speed & Agility

Matt Scott
Telephone: 0407 021 047
Email: info@speedagilitytraining.com.au

HEALTHY EATING

We encourage healthy eating and request parents pack healthy food in your child's lunch box and limit sweet items to one. We encourage lunches to be packed in reusable containers on all days but especially on a Wednesday – our Waste Free Wednesday initiative.

We discourage parents from packing lunches which contain nuts, nut products e.g., Nutella and peanut butter as several of our students have an allergy to a variety of nuts. Ingestion and/or touching the surface that has been in contact with nuts may result in an anaphylactic reaction which could be life threatening.

Ideas for Lunches

We have two meal breaks (morning tea and lunch). Food can be supplied from home or purchased from the tuckshop.

Please ensure students have a substantial morning tea, particularly on days with early sport and/or HPE. If students are participating in after-school activities, please ensure you pack an afternoon snack.

- Sandwich in a tight reusable container
- Snacks in a reusable container
- Yoghurt in a small reusable container, filled at home from a bulk container
- Whole fruits without packaging or fruit pieces in reusable containers
- Raw or salad vegetables such as carrot, lettuce, tomato, cucumber, and celery, plus a small container of dip
- Muffin, fruit break or biscuits in a reusable container
- Cubes/slices of cheese in a reusable container
- Durable cutlery that is designed to be washed and reused

Storing lunch boxes in the fridge

Insulated bags are not to be put in the fridge.



Parents are requested to put their children's food in a lunch box or big plastic container which can be stored in the fridge. This can then be put into an insulated bag for transporting to school if you wish.



All lunch boxes need to be labelled.



TUCKSHOP

Tuckshop Procedures

The tuckshop is cashless, payment using notes and coins will not be accepted. This makes our offerings quicker and safer for all members of our community.

Please visit <https://www.flexischools.com.au/> and enrol your daughter in the program. Your Flexischools account can be linked to your daughter's Student Card (Prep – Year 2 student cards will remain in the classroom with the teacher).

Please ensure there is always cash available on this card. The Primary office will not be able to arrange payment for any forgotten lunch orders or lunch boxes. Food at the Tuckshop can also be pre-ordered and paid for online through Flexischools. All orders must be placed before 8.30am on the day the order is required.

Process for ordering online

- Go to www.flexischools.com.au
- Click "Register Now"
- Enter your email and follow prompts

You can then charge up your online account and place orders from home.

Ice Blocks and Drinks

Year 3 to 6 students may purchase ice blocks and drinks during playtime.

Monday to Thursday 1.20 - 1.40pm

Friday 1.05 - 1.20pm

Students Cards for Years 3 – 6

Students in Years 3 – 6 are able to purchase tuckshop via their student card. Please follow the instructions above to set up your Flexischools account and link your child's student card to that account.

Breakfast from the Tuckshop

Breakfast is available for purchase from the tuckshop for students who have participated in before school cultural/sporting practices. The purchased breakfast must be consumed by 8.20am. Girls will not be permitted to purchase chips, ice blocks, jelly or drinks for breakfast. Girls are encouraged to make healthy choices when purchasing their breakfast items.

PARENT INVOLVEMENT

St Margaret's is a school which values and embraces the home and school partnership. As a school community, we encourage parents and carers to participate in the life of our school. Parents may participate as a volunteer class parent helper after they have and have made arrangements with the class teacher and completed an online volunteer registration webform (please contact primaryreception@stmargarets.qld.edu.au for access to the form) Parents may also volunteer to be a Class Parent Representative, as outlined below.

The school also provides activities to involve parents, which are:

- Welcome to New Parent's Morning Tea (Term 2, 3 & 4)
- PP-3 Parent and Student Fun Night
- Grandparents Morning/Concert
- St Margaret's Primary breakfast – Mother (May) Father (September)
- Thank You for parent helpers
- MAYO Arts Festival (in alternate years)
- P&F events
- Open Day

CLASS PARENT REPRESENTATIVES

What is a Class Parent Representative?

A Class Parent Representative is one who is happy to be a liaison with parents on behalf of the school. It is hoped each class would have at least two Parent Representatives who work together to support the parents and the teacher of their class. A parent may wish to be the Class Parent Representative for a Semester (2 terms) or a year.

What is a Class Parent Representative required to do?

- **Meet and support new parents** - Each time a new student starts our Admissions Officer will contact the year level CPR and advise them of the details. At the start of year, the CPR's will be issued with a list identifying new students to the school and a summary of important facts.
- **Care and concern** - CPR liaise with parents who are experiencing difficulties with illness or need extra support with new baby etc. if support is needed. The CPR will work with Primary administration to facilitate the process of care in year level and perhaps whole school
- Be a point of contact for parents who have queries about activities and events
- Help develop a sense of community within year level by facilitating catch ups
- Support the P&F through attending meetings, functions and fundraising events
- Attend meetings once a term with Head of Primary

Class Parent Representatives meet each term as a group with Head of Primary to discuss various issues relating to the role and activities of Class Representatives. New parents to the school (who arrived during the term) are also invited to the meeting. This meeting, therefore, also provides the opportunity for Class Representatives to get to know each other and meet new parents.

Again, this year, we are looking forward to further strengthening the partnership between the school and the home.

We thank the people who have volunteered to be Class Parent Representatives for the following year. Due to Privacy laws, we request that all new parents to the Primary School, contact their year level class parent representative to ensure that you receive all correspondence regarding your year level.

Parent Liaison is a current parent who liaises with new parents who have moved from interstate or overseas. Admissions will notify the parent liaison with new parent contact details.

- Lisa Brown

CPR POD Page

Class Parent Representatives have a POD page providing information about upcoming events and fundraising activities. Information with regard to curriculum issues or assessment details will not be posted on the CPR POD page. Questions relating to these matters should be sent directly to the class teacher.

Year Group	Name	Email	Contact Number
Pre-Prep	Kirsty Conias	kconias@icloud.com	0431 732 288
Pre-Prep	Toni Zemek	tonizemek@gmail.com	0404 430 244
Prep	Jordan Groeneveld	jordan.groeneveld@gmail.com	0403 235 936
Year 1	Sue Bonasia	suebonasia@gmail.com	0400 940 084
Year 1	Kelli Martin	kelli@klmsolicitors.com.au	0405 699 668
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SCHOOL MAP

