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Welcome to new families joining the Primary School and old families returning for another year.

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 6 February 2019 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

Angela Drysdale
Head of Primary School
ABOUT THE SCHOOL

History

St Margaret’s Anglican Girls School was founded in 1895, by the Anglican religious community, the Sisters of the Society of the Sacred Advent. The school originally opened in a former boys’ school, Eton High School, at Nundah, but eventually moved to Ascot, its current location. Sister Emma was in charge of the school, and the Headmistress was Ms Caine. There were 23 boarders and four day pupils by 1902.

In 1907, the school moved to Toorak House, but three years later moved again to Albion Heights. Two years later it was renamed as St Margaret’s Church of England Girls’ School.

The school celebrated its 75th anniversary in 1970 with the opening of Toorak with its library, staff room and science laboratories. The Middle Block and the Commercial Room made way for Avoca and the Jackson Wing to accommodate the growing number of students in the 1970s and 1980s.

In 1995, the school’s centenary year, the Philip Harris Sports Centre was built to provide new sporting facilities. In May 2003, then Minister for Education, Ms Anna Bligh, opened The Arts Centre. The Arts Centre supports the school’s visual and performing arts program with facilities including three art studios, pottery area, and a display gallery. In 2012 the Eunice Science and Resource Centre became the newest addition to St Margaret’s School.

Values Statement

Spirit   A St Margaret’s girl will value and demonstrate an enthusiasm for the school, our heritage and our environment. The St Margaret’s spirit is in all students and is there for life. It is a thread which connects a St Margaret’s girl with each other.

Faith    A St Margaret’s girl welcomes and embraces all in sharing the Christian message, example and spirit of love, compassion, hope and charity. She demonstrates her faith by service to those members of the wider community who need assistance.

Integrity A St Margaret’s girl is known for her honesty, trustworthiness, loyalty, truthfulness, courtesy, understanding, reliability and ethical behaviour.

Courage  A St Margaret’s girl has strength of character and confidence in doing what is right. She has the courage to embrace challenge and change.

Respect   A St Margaret’s girl has respect for herself and others. She understands that she is a member of a diverse community and she takes responsibility as a team member to care, support and cooperate with others.

Passion   A St Margaret’s girl has a positive outlook on life. She understands that commitment and persistence are necessary for learning and achievement.

The School Badge

St Margaret’s badge reflects school tradition. Our girls proudly wear a shield of blue and silver. Blue represents devotion; silver, purity. In the top right hand corner of the badge is the Guild Cross, which reinforces the links with The Society of the Sacred Advent. The Anglican faith on which the School is founded is reflected in the Bishop’s mitre in the lower left corner. A band, symbolising strength and stability, supports the initials of the School. Beneath the shield is the school motto Per Volar Sunata ‘Born to Fly Upwards’.

The Anglican faith underpins all that we do at St Margaret’s and is enacted daily by each member of the St Margaret’s community as we interact with each other.
Mission Statement

In a supportive Christian environment, reflecting the philosophy of the Sisters of the Society of the Sacred Advent, St Margaret’s Anglican Girls School aims to provide excellence in teaching and learning within a broad, balanced and flexible curriculum complemented by other school activities; preparing confident, compassionate, capable women able to contribute in a global community.

Goals

GOAL ONE – ACADEMIC SUCCESS
St Margaret’s is recognised as an undisputed leader in creating diverse learning pathways and for encouraging academic aspiration and endeavour for all.

GOAL TWO – EMPOWERING YOUNG WOMEN
In a safe and friendly environment, St Margaret’s develops confidence and resilience in our day and boarding students, empowering them to grow and share their interests, gifts and talents.

GOAL THREE – OUTSTANDING STAFF
St Margaret’s staff members are known for the quality of their work and their outstanding contributions to the school and their profession.

GOAL FOUR – BROADENING HORIZONS
St Margaret’s students are expected to contribute to the wider community, explore opportunities and develop a deep understanding of their responsibilities within local, national and international contexts.

GOAL FIVE – CONNECTING COMMUNITY
St Margaret’s community is characterised by cohesion, lifelong connection and valued support networks.

GOAL SIX – INSPIRING FAITH
St Margaret’s inspires students to develop spiritual awareness and depth through an Anglican expression of the Christian faith.

PRINCIPLES UNDERPINNING THE EDUCATION OF GIRLS

Girls’ schools are dynamic and challenging places; they work towards the growth of the whole person. They prepare young women for a future where problem solving and decision making, healthy personal relationships, confidence and lifelong learning are important.

• Girls in girls’ schools achieve significantly stronger academic results.
• Students are taken seriously and are given opportunities to voice their views.
• Negative stereotypes about girls and women gain no acceptance.
• Students dare to take intellectual risks because the classroom is an area for cooperative discovery.
• Students see female role models and learn to expect successful outcomes from their own efforts.

• All activities are open to the girls; they participate, influence and lead.
• Students thrive and excel in collaborative teams.
• Girls can work through the challenges of adolescence without the scrutiny of boys.
• Girls’ schools allow students to work out their relationships with each other in safety.
• Girls have first place on the sports field, at the computers, in front of the microphone and in class.
• There are no obstacles preventing girls from seeking a career in any area.
• Student achievements are celebrated.
ST MARGARET’S WAY

St Margaret’s introduced the St Margaret’s Way in 2016, as a whole school and community approach to a way of feel 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.”

So 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 29 January 2018.

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

<table>
<thead>
<tr>
<th>Classroom</th>
<th>Monday – Thursday</th>
<th>Friday</th>
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</thead>
<tbody>
<tr>
<td>Pre-Prep</td>
<td>8:20am</td>
<td>9:00am – 2:30pm</td>
</tr>
<tr>
<td>Preparatory</td>
<td>8:20am</td>
<td>8:20am – 3:20pm</td>
</tr>
<tr>
<td>Years 1-2</td>
<td>8:20am</td>
<td>8:20am – 3:20pm</td>
</tr>
<tr>
<td>Years 3-4</td>
<td>8:20am</td>
<td>8:20am – 3:20pm</td>
</tr>
<tr>
<td>Years 5-6</td>
<td>8:20am</td>
<td>8:20am – 3:20pm</td>
</tr>
</tbody>
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Term Dates - 2019

<table>
<thead>
<tr>
<th>Term</th>
<th>Dates</th>
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<tbody>
<tr>
<td>Term 1</td>
<td>Tuesday 29 January – Wednesday 4 April (10 weeks)</td>
</tr>
<tr>
<td>Term 2</td>
<td>Wednesday 24 April – Thursday 20 June (10 weeks)</td>
</tr>
<tr>
<td>Term 3</td>
<td>Tuesday 16 July – Thursday 19 September (10 weeks)</td>
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<tr>
<td>Term 4</td>
<td>Tuesday 8 October – Thursday 28 November (8 weeks)</td>
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</tbody>
</table>

DROP OFF / PICK UP

Morning Drop Off

Staff members are on duty in the Atrium in the morning. The Atrium is supervised from 8am. Parents are requested to drop their child in the 2-Minute Zone. Children then need to make their way to the Atrium and wait until 8:15am. The Prep teacher aide will support the Preps movement to the Atrium during Term One.
We encourage parents to take advantage of this service by dropping your child rather than parking and delivering your child to the class. A very important benefit of this service is that it will provide an opportunity for your child to develop independence.

All members of our Primary School community are encouraged to actively travel to school. This might mean that you drop off or pick up your child on the St Margaret’s side of Kidston Street. Your child can then walk safely to school on the path to the crossing zone. Actively travelling to school may require some forward planning. If, for example, your child has Music or HPE on Wednesday, bring the associated equipment on Tuesday and leave it in the classroom or locker.

**Afternoon Pick Up**

A teacher is on gate duty in Butler Street from Monday to Thursday until 3.40pm, and Friday until 3:30pm. Please encourage your daughter to look out for you so the teacher can supervise her as she moves to your car.

Please do not arrive before 3.25pm in the pick-up zone as students are not dismissed until 3.20pm (Mon – Thurs) and 3:05pm on Friday. Parents who come early are then parking in the pick-up zone and our rolling zone cannot operate.

Please note, there is a teacher on duty **only** at the Butler Street Pick Up Zone.

**Two Minute Drop-off Zones**

The local council has designated two areas near the school for 2-minute drop off - Butler Street and Lapraik Street. **The 2-Minute Zone is a set down and collection point only** and is not an area for parking or prolonged parking. It is illegal to leave your car when parked in this area. Please note that it is also illegal to park beside gutters marked with yellow lines especially in front of the 2-minute drop zone in Lapraik Street. Please respect our neighbours and do not park across or in their driveways.

**Safety of students in the pickup area**

The safety of our children is paramount. For this reason, we again ask you to do the following:

- Do not stop before the crossing, waiting for a space in the pick-up zone. If there is no space in the pick-up zone, you MUST keep moving. Stopping to wait for a parking space is dangerous and causes a bank-up of traffic all the way to Towers Street. Cars, trucks and buses cannot move freely if you stop to wait for a parking space.
- Continue to move right down in the pick-up line. Do not stop at the top of the line as this creates issues with the cars following behind.
- Please avoid allowing your child to get into the car on the road-side of the vehicle rather than the curb side. Lives are being placed unnecessarily at risk with this practice.
- Staff and students will wait at the end of the pick-up zone (half way down Butler Street, near the light pole).
- Students will wait with other family members. Parents, please have your car prepared for your child’s easy access. Please put your car in park but do not turn off your engine.

These arrangements are in place to help reduce the congestion at the top of the zone and the school crossing.

Illegal driver behaviours which place our students at risk are:

- Doing a U-turn at the top of Butler Street across the unbroken white line. This is illegal and can result in a fine of $175 and loss of 3 points.
- Sudden U-turns in front of other traffic causing emergency breaking.
- Speeding. School zones are signed at 40km/h.
• Stopping unexpectedly and in the middle of the street, to allow students to move onto the road and into oncoming traffic.
• Stopping at the crossing to await a parking space. This blocks the free flow of traffic which can result in a $300 fine.
• Parking in the 2-Minute Loading Zone.
• Double Parking at the Loading Zone and in surrounding streets

If you wish to park, please use the designated spots in Butler or Lapraik Streets.

Parents collecting their children in Lapraik Street are reminded that there is no staff member on duty there. Parents are engaging in dangerous practices by double parking or driving up onto the footpath at the gate placing children in an unsafe situation. Children cannot be seen as they exit the gate if cars – especially 4-wheel drives – are parked up on the footpath.

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 that only Pre-Prep parents park in these bays with their permit on display in their car. Staff monitor these parks to ensure they are only used by cars displaying these permits. We encourage you to follow this process to ensure the safety of our Pre-Prep students.

Please note, the Pre-Prep parks may be used by all other parents between 9.00am - 2.00pm or after 3.00pm.

Late Pick Ups

Students will be supervised at the gate in Butler Street from Monday to Thursday until 3.50pm, 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.

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.

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
### KEY DATES IN 2019 - SEMESTER 1

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<td>School Commences</td>
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<td>2 February</td>
<td>Primary Swim Camp</td>
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<td>6 February</td>
<td>PP-6 Parent Information Evening - 6:30pm - 8:30pm</td>
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<td>8 February</td>
<td>Whole School Photos</td>
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<td>14 February</td>
<td>Class Parents Representatives' Morning Tea – 8.30am</td>
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<td>18 February</td>
<td>Year 6 Leaders Induction – 8:30am</td>
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<td>21 February</td>
<td>Parent/Teacher Interviews 3:45 – 6:00pm</td>
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<td>22 February</td>
<td>Parent/Teacher Interviews 1:15 – 6:00pm</td>
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<td>27 February – 1 March</td>
<td>Year 4 Camp</td>
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<td>2 March</td>
<td>P&amp;F Mothers’ Luncheon – 11.30am – 3.00pm</td>
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<td>9 March</td>
<td>St Margaret's Open Day – 9.30am – 12.30pm</td>
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<td>12 March</td>
<td>Andrews Cup Swimming</td>
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<td></td>
<td>Chandler Pool – Cnr Cleveland and Tilley Roads Chandler</td>
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<td>13 March</td>
<td>(Years 4 – 6) Twilight Family Service and Admission to Communion 6.00pm</td>
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<td>15 March</td>
<td>PP – 3 Fun Night 6 – 8pm</td>
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<td>19 March</td>
<td>Andrews Cup Touch Football, Kearney Springs, Toowoomba</td>
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<td>19 March</td>
<td>Andrews Cup Tennis, UQ, Blair Drive, St Lucia</td>
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<tr>
<td>27 March</td>
<td>PP – 3 Twilight Family Service – 6.00pm</td>
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<td>29 March</td>
<td>Year 1 - 6 Interhouse Swimming Carnival – 8.20am – 2.30pm</td>
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<td>4 April</td>
<td>School Concludes – 3pm</td>
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<td>24 April</td>
<td>School Commences – Anzac Service in the Atrium</td>
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<td>Anzac Day – Public Holiday</td>
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<td>6 May</td>
<td>Labour Day – Public Holiday</td>
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<td>10 May</td>
<td>St Margaret's Primary Breakfast – A Celebration for Mothers' Day – 7.00am</td>
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<td>14 – 16 May</td>
<td>NAPLAN</td>
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<td>20 – 23 May</td>
<td>Year 6 Canberra Trip</td>
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<td>21 – 24 May</td>
<td>Year 5 Camp</td>
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<td>27 May</td>
<td>Andrews Cup Cross Country – Grammar Arms Park, Brassall</td>
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<td>31 May</td>
<td>Student Free Day</td>
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<td>19 June</td>
<td>St Margaret’s Strings Concert – 6.30pm</td>
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<tr>
<td>20 June</td>
<td>Grandparents Morning – 8.30 – 11.30am</td>
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<td>20 June</td>
<td>Term 2 Concludes</td>
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### KEY DATES IN 2019 - SEMESTER 2

**TERM 3**

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<td>15 July</td>
<td>Parent Teacher Interviews 8.30 – 6.00pm</td>
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<td>16 July</td>
<td>Term 3 Commences</td>
</tr>
<tr>
<td>19 July</td>
<td>St Margaret’s Day Run 2.00pm</td>
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<tr>
<td>24 July</td>
<td>Bands Concert – 6.30pm</td>
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<tr>
<td>25 July</td>
<td>Andrews Cup Netball, MDNA Coorparoo</td>
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<td>9 August</td>
<td>Pre-Prep – 6 Interhouse Athletics Carnival – 8.20 – 2.30pm</td>
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<td>13 August</td>
<td>Classics in the Cathedral – 7.00pm</td>
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<td>14 August</td>
<td>EKKA Show Day – Public Holiday</td>
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<td>19 August</td>
<td>PP – Year 4 Book Week Parade – 9.00am</td>
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<td>22 August</td>
<td>Andrews Cup Athletics. QSAC, Kessels Rd, Nathan</td>
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<tr>
<td>23 August</td>
<td>Years 5 – 6 Arts Spectacular – 6.30pm</td>
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<tr>
<td>25 August</td>
<td>Primary Mother – Daughter High Tea</td>
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<tr>
<td>30 August</td>
<td>St Margaret’s Primary Breakfast – A Celebration for Fathers’ Day</td>
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<tr>
<td>7 September</td>
<td>St Margaret’s Race Day</td>
</tr>
<tr>
<td>17 September</td>
<td>St Margaret’s Choral Concert – 6.30pm</td>
</tr>
<tr>
<td>18 September</td>
<td>Interhouse Choral Competition – 1.00pm</td>
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<tr>
<td>19 September</td>
<td>School Concludes</td>
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<tr>
<td>19 September</td>
<td>Primary Japan Trip Commences</td>
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**TERM 4**

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<tr>
<td>7 October</td>
<td>Queen’s Birthday – Public Holiday</td>
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<tr>
<td>8 October</td>
<td>Term 4 Commences</td>
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<tr>
<td>17 – 18 October</td>
<td>Year 3 Camp</td>
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<tr>
<td>21 October</td>
<td>Student Free Day</td>
</tr>
<tr>
<td>22 October</td>
<td>Andrews Cup Softball, Downey Park, Windsor</td>
</tr>
<tr>
<td>24 October</td>
<td>Orientation Day</td>
</tr>
<tr>
<td>7 November</td>
<td>Pre-Prep Orientation Morning – 8.30 – 10.30am</td>
</tr>
<tr>
<td>7 November</td>
<td>Andrews Cup Artistic Gymnastics – Somerville House, South Brisbane</td>
</tr>
<tr>
<td>7 November</td>
<td>Andrews Cup Basketball – Mt Gravatt</td>
</tr>
<tr>
<td>13 November</td>
<td>Year 5 – 12 Speech Night – 7.00pm</td>
</tr>
<tr>
<td>22 November</td>
<td>P-4 Celebration &amp; Nativity Play – 1.00pm</td>
</tr>
<tr>
<td>26 November</td>
<td>Year 6 Chapel Service and Morning Tea – 8.30 – 10.30am</td>
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<tr>
<td>27 November</td>
<td>Primary Activities Day</td>
</tr>
<tr>
<td>27 November</td>
<td>Pre-Prep Chapel Service and Afternoon Tea – 2.00 – 3.20pm</td>
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<tr>
<td>28 November</td>
<td>Final Day of School – School Concludes 3.00pm</td>
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# PRIMARY LEADERSHIP TEAM

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head of Primary</td>
<td>Mrs Angela Drysdale</td>
</tr>
<tr>
<td>Assistant Head of Primary</td>
<td>Mrs Cathy Cox</td>
</tr>
<tr>
<td>Head of Planning &amp; Organisation</td>
<td>Miss Mary Surtees</td>
</tr>
</tbody>
</table>

# PRIMARY TEACHERS AND ROOMS

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Teacher</th>
<th>Room Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Prep</td>
<td>Mrs Katie Bryant</td>
<td>Advent Centre</td>
</tr>
<tr>
<td>Prep B</td>
<td>Ms Deanna Lawliss</td>
<td>D001</td>
</tr>
<tr>
<td>Prep G</td>
<td>Ms Kylie Briggs</td>
<td>D001</td>
</tr>
<tr>
<td>1B</td>
<td>Mrs Karen Andrews-Close</td>
<td>D203</td>
</tr>
<tr>
<td>2B</td>
<td>Miss Briar Bracey</td>
<td>D202</td>
</tr>
<tr>
<td>3B</td>
<td>Ms Melissa Garbutt</td>
<td>A107</td>
</tr>
<tr>
<td>3G</td>
<td>Mrs Nicole Jonathan</td>
<td>A106</td>
</tr>
<tr>
<td>4B</td>
<td>Mrs Janice Emmett</td>
<td>D207</td>
</tr>
<tr>
<td>4G</td>
<td>Mr Steve Box</td>
<td>D208</td>
</tr>
<tr>
<td>5B</td>
<td>Mr Evan Chia</td>
<td>D101</td>
</tr>
<tr>
<td>5G</td>
<td>Ms Kate Porter</td>
<td>D205</td>
</tr>
<tr>
<td>5R</td>
<td>Ms Lucardia Moulton</td>
<td>D206</td>
</tr>
<tr>
<td>6B</td>
<td>Mrs Jess Fumer &amp; Mrs Marilyn Ivers</td>
<td>D108</td>
</tr>
<tr>
<td>6G</td>
<td>Mrs Georgina Stevenson</td>
<td>D107</td>
</tr>
<tr>
<td>6R</td>
<td>Ms Kimberley Bachmann</td>
<td>D105</td>
</tr>
<tr>
<td>Art</td>
<td>Mrs Kerry Rider</td>
<td>Arts Centre – V105</td>
</tr>
<tr>
<td>Music</td>
<td>Ms Regina Brennan</td>
<td>C206</td>
</tr>
<tr>
<td>Maths Specialist</td>
<td>Mr Michael Crowe</td>
<td>C203</td>
</tr>
<tr>
<td>Health &amp; Physical Education</td>
<td>Miss Lauren Richards, Miss Morgan Rowe, Mrs Suzy Edwards</td>
<td>C301</td>
</tr>
<tr>
<td>Learning Support</td>
<td>Mrs Ailsa Crockett</td>
<td>Learning Enhancement</td>
</tr>
<tr>
<td>Teacher Aide</td>
<td>Miss Gina Pertile</td>
<td>Prep</td>
</tr>
<tr>
<td>Teacher Aide</td>
<td>Ms Amy McNally</td>
<td>Prep</td>
</tr>
<tr>
<td>Teacher Aide</td>
<td>Mrs Katy Hobbs</td>
<td>Pre-Prep</td>
</tr>
<tr>
<td>Library Assistant</td>
<td>Mrs Donna Jackson</td>
<td>Library</td>
</tr>
<tr>
<td>Teacher Aide</td>
<td>Mrs Tanya Ryall</td>
<td>Art</td>
</tr>
<tr>
<td>OSHC</td>
<td>Ms Palu Ingram</td>
<td>C102</td>
</tr>
</tbody>
</table>

**Please note:** If you wish to contact a teacher via email, use initial of first name, surname (lower case) @stmargarets.qld.edu.au  eg: sbrown@stmargarets.qld.edu.au

A - Avoca

C – Chaseley Building (North of Atrium)

1 – Ground floor
2 – 2nd Level
3 – 3rd Level

D – Dalhousie (South of Atrium)

1 – 1st Level
2 – 2nd Level
WHO TO CONTACT

| Parent Contact & Pastoral Care | Mrs Angela Drysdale – 3862 0722  
| adrysdale@stmargarets.qld.edu.au |
| Academic | Mrs Cathy Cox – 3862 0875  
| ccox@stmargarets.qld.edu.au |
| Chaplain | The Reverend Canon Nicki Colledge – 3862 0716  
| ncolledge@stmargarets.qld.edu.au |
| Activities (Sport) | Miss Morgan Rowe – 3862 0754  
| mrowe@stmargarets.qld.edu.au |
| Activities (Music) | Ms Regina Brennan – 3862 0782  
| rbrennan@stmargarets.qld.edu.au |
| Student Messages | Ms Tracey Richards – 3862 0722  
| primaryreception@stmargarets.qld.edu.au |
| Student Absentees | Primary Absentee Line – 3862 0729 or  
| primaryabsentees@stmargarets.qld.edu.au |

UNIFORMS

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Terms</th>
<th>Uniform</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Prep &amp; Prep</td>
<td>Terms 1 and 4</td>
<td>• HPE polo shirt and HPE shorts and brown, blue or white sandals, play hat</td>
</tr>
<tr>
<td>Pre-Prep &amp; Prep</td>
<td>Terms 2 and 3</td>
<td>• School tracksuit over HPE shorts and polo shirt, brown socks, sandshoes and play hat, no tights</td>
</tr>
</tbody>
</table>
| Years 1, 2 and 3 | Terms 1 and 4 | • HPE polo shirt, HPE shorts, brown socks and brown shoes (sandshoes to be kept at school Monday – Friday)  
| | | • Middy - Years 1 and 2 (optional) in Terms 1 and 4  
| | | • Middy - Year 3 (optional) in Term 1 but compulsory in Term 4. Sports uniform on H.P.E. days  
| | | • Girls will need to wear their Middy on official days eg: photo day, special Assemblies etc |
| Years 1, 2 and 3 | Terms 2 and 3 | • Middy  
| | | • May wear HPE uniform on HPE days (to be advised by class teacher) |
| Years 4 - 6 | Terms 1-4 | • Middy, brown socks and brown shoes  
| | | • On HPE days bring HPE uniform and sandshoes |
| Years 1 - 6 | Terms 1-4 | • Play hat and panama compulsory  
| | | • Panama worn to and from school and all activities  
| | | • Play hat worn at recess and lunch times  
| | | • Year 6 to wear panama |
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**. 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.

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

<table>
<thead>
<tr>
<th>Month</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>February</td>
<td>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.</td>
</tr>
<tr>
<td>May</td>
<td>Extracurricular music photos and leadership photos Any students in these photos will require their middy and brown school shoes.</td>
</tr>
</tbody>
</table>
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.

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 Citizenship Award is awarded 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 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, some girls will receive ‘Conscientious Effort’ awards. These are awarded to girls who have received the highest possible score for their attitude to learning on student reports across all subjects.

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
• Cathy Cox; Assistant Head of Primary School
• Nikki Townsend; Dean of Students
• Sharon Stone; Guidance Counsellor

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


The Child Safety After-Hours Service Centre (formerly Crisis Care) is a 24-hour statewide 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.

Freecall: 1800 177 135 (Queensland only)
Telephone: (07) 3235 9999

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

In the Primary School, 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 focuses 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**

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Subjects taught to form classes by form teacher</th>
<th>Subjects taught to form classes by form teachers across year level/s</th>
<th>Subjects taught to form classes by specialist teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep</td>
<td>English, Maths, Humanities, Science, Pastoral Care, RVE</td>
<td></td>
<td>HPE, Art, Music, Modern Languages, Library</td>
</tr>
<tr>
<td>Years 1 - 4</td>
<td>English, Maths, Pastoral Care, RVE</td>
<td>Humanities, Science</td>
<td>Art, Music, HPE, Modern Languages</td>
</tr>
<tr>
<td>Year 5</td>
<td>English, Pastoral Care and RVE</td>
<td>Humanities, Science, Maths</td>
<td>Art, Music, HPE, Modern Languages</td>
</tr>
<tr>
<td>Year 6</td>
<td>English</td>
<td>Humanities, Science, Maths, Pastoral Care and RVE</td>
<td>Art, Music, HPE, Modern Languages</td>
</tr>
</tbody>
</table>

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

2019 focus is outlined below:

**Cluster Programs**

<table>
<thead>
<tr>
<th>Year Level</th>
<th>In Year Level Cluster</th>
<th>Across Year Level Cluster</th>
</tr>
</thead>
<tbody>
<tr>
<td>Years 1 - 2</td>
<td>Mathematics (Semester 2)</td>
<td>Literacy – Reading focus</td>
</tr>
<tr>
<td>Years 3 - 4</td>
<td>Mathematics (8 x periods per week)</td>
<td>Guided reading</td>
</tr>
<tr>
<td>Years 5 - 6</td>
<td>Mathematics (7 x periods per week)</td>
<td>Reading – guided – literature circles</td>
</tr>
</tbody>
</table>
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 in which 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.

![Bar Model Diagram]

<table>
<thead>
<tr>
<th>Girls</th>
<th>Boys</th>
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<td></td>
<td>?</td>
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<td>46</td>
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</tbody>
</table>

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 related to the impact that homework has on academic achievement. It aligns with the St Margaret’s Framework for Quality Teaching and Learning and is used to enable high level competency in mastering surface level learning.

In order to maximise student achievement, home learning in the primary school is focused on mastery learning of basic numeracy and literacy skills, processes, knowledge and understanding. This form of learning focuses on mastering basic facts, processes, knowledge and understanding to automaticity. The automatic recall of surface level facts and understanding is essential to academic success and enables students to utilise their working memory to problem solve and engage higher-order thinking processes.

Mastery homework is compulsory for Years 3 - 6. Parents will be advised, as per the behaviour management procedures, if their daughter fails to complete homework or if it is not completed to a satisfactory standard.

Compulsory mastery homework will be supplemented with an **optional** term-based enrichment grid. This grid provides extension learning activities to further enrich the learning experience of the students and will not be marked by the teachers. The activities are provided to engage, support, challenge and promote a love for learning for learning’s sake.

**Prep (10 minutes nightly, plus additional time for reading)**

Weekly mastery homework tasks are set (from Term 2) and are to be completed each night, along with nightly home reading. 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.

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

Weekly literacy and numeracy mastery homework tasks are set and are to be completed each night, along with nightly home reading. 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.

**Years 3 to 6 (Year 3 – 4, 20 minutes nightly. Years 5 – 6, 30 minutes nightly; plus additional time for reading)**

Weekly literacy and numeracy mastery homework tasks are set and are to be completed each night, along with subject specific revision work when required. Nightly home reading is compulsory.

All students studying a musical instrument are required to undertake regular practice to ensure mastery of learned skills.
All students in Years 3 – 6 have access to the Accelerated Reading Program (AR). This program 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 assists teachers to target their teaching, 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 engaged in 15 – 20 minutes of AR reading each day.

Daily mastery of surface level knowledge and skills (e.g. spelling, number facts, reading fluency etc.) enables knowledge to become automatic which frees up working memory to focus on deeper learning and application. A commitment to daily homework is critical in order to support each student’s academic development and attainment.

Students who fail to complete 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 behavior action plan.

REPORTING AND ASSESSMENT

Assessment is a critical component of the teaching and learning cycle. There are a number of 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.

Summative assessment generally occurs at the end of a unit of work or at set intervals during the year. This form of assessment informs the allocation of grades and achievement standards on reports. 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 tasks, in line with School Policy, remain 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. These assessments are undertaken annually, generally at Orientation Day.

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

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

Student receive formal reports at the end of Term 2 and 4. Pre-Prep reports are based on the Early Years Framework and are mailed out. Prep to Year 4 reports are available online.

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 an email 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](http://www.stmargarets.qld.edu.au)
- Under Quick Links (at the top of the screen) you will find the Member Portal
- Sign in using your User Name and Password
- Click on Parent Lounge link
- On left hand side click on Curricular Activities Due
- Then click on ‘Activities Due’ (Assessment tasks)
- To access all activities (assessments) (whether current or completed earlier in the year) click on ‘View All 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 One and Term Three. Boarder parents who are unable to attend Parent/Teacher interviews are invited to make use of Skype, email or phone calls to gain feedback on their daughter’s progress.

**Term One 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 Three Interviews:**
These interviews enable parents to meet with their child’s English and Maths 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 wellness.

As a school, we have identified key components through which the program is taught. These include Service, Relationships, Safety and Faith as outlined in the overview.
Primary School Student Wellbeing Overview
Each of these programs are designed to:

**Physical Wellness**

- Foster self-awareness with regard to personal safety making wise decisions in social and virtual interactions.

**Emotional Wellness**

- Nurture positive relationships amongst students and staff and parents.

**Spiritual Wellness**

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

**Intellectual Wellness**

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

**Intellectual Wellness**

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

SERVICE LEARNING - 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.

Leadership

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.

**Year 5**
Commencement and completion of the Leadership Report Card submitted at the end of Term 3. Two day leadership course during Year 5 Camp.

**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.

**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 and this position is acknowledged through a certificate. Students submit an application form followed by an interview.

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

**FAITH** - 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.

**RELATIONSHIPS** - Nurture positive relationships amongst students, staff and parents. This is developed through the You Can Do It Program, Leadership, Camp Program and Routines and Expectations.

**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.
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)
## CAMP PROGRAM OVERVIEW

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Number of Nights</th>
<th>Activities and Venue</th>
<th>Theme</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>3</td>
<td>1</td>
<td>Mudjimba Apex Camp</td>
<td>Exploring the environment the fun way</td>
<td>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.</td>
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<td></td>
<td></td>
<td>Australia Zoo</td>
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<td></td>
<td></td>
<td>Beach Games</td>
<td></td>
<td></td>
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<tr>
<td>4</td>
<td>2</td>
<td>Alexandra Headland</td>
<td>Away with your friends Manners and table etiquette</td>
<td>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.</td>
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<tr>
<td></td>
<td></td>
<td>Bli Bli Aqua Park</td>
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<td></td>
<td></td>
<td>Alexandra Headland</td>
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<td></td>
<td></td>
<td>Beach Surf awareness and rock climbing Headland Beach</td>
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<td></td>
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<td>Tenpin Bowling at ‘Suncity Tenpin’</td>
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<tr>
<td>5</td>
<td>2</td>
<td>Tamborine QCCC (3 days): Team Building Activities Problem Solving and Initiative Games Creative Art Rainforest Hike Night Fire Stories School: Leadership Activities (2 days)</td>
<td>Beginning Leaders Manners and table etiquette</td>
<td>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.</td>
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<td>6</td>
<td>3</td>
<td>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</td>
<td>Leadership Today</td>
<td>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.</td>
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</tbody>
</table>
**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 that “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 Presentation Slip Behaviour
- Punctuality to school/class
- Homework not completed
- Incorrect wearing of uniform
- Untidy appearance

### Level 2 Presentation Slip Behaviour
- Repeated level 1 behaviours
- Consistently not having correct equipment at school

### Level 3 Presentation Slip Behaviour
- Persistent ignoring of presentation slip – no effort made to rectify

### Level 4 Presentation Slip Behaviour
- Repeated level 3 behaviours

### Consequences
- Blue presentation slip to class teacher
- Blue presentation slip to class teacher. On receipt of three (3) such slips parents will be notified.
- Parents contacted by Primary admin to assist with child's attitude and behaviour

### Inappropriate actions
- Calling out
- Talking / off task behaviour
- Unsafe 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

### Consequences
- Verbal rule reminder
- Orange reminder slip given/parent contacted by teacher
- Completion of reflection sheet/social story
- Meeting with leadership member of Primary and parent contact to develop appropriate consequences
- 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 – Behaviours
- Disrespectful behaviour to peers
- Name calling
- Thoughtless language or interaction
- Excluding someone from activities or games
- Initiating/responding to name calling/teasing/put downs

### Consequences
- Verbal rule reminder
- Orange Reminder slip given
- Completion of reflection sheet or written apology
- Meeting involving Head of Primary and parents to develop appropriate consequences and personal behaviour plan
- 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
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.

**PERSONAL SAFETY - Foster self-awareness with regard to personal safety and making wise decisions in social and virtual interactions.**

Personal Safety is addressed through the cyber safety program (E Smart), Personal Growth and Sex Education Program conducted by Judith Krause, and the Daniel Morcombe Program (encompasses cyber safety and personal growth).

Through the Daniel Morcombe Program students are taught the following key messages:

**Safety Rules**
- We need rules to protect us, our homes, our friends and our community.

**Things to Remember**
- When visiting friends or playing sport, it’s important to remember your personal safety.

**Recognise – Body Clues**
- Our bodies tell us when we don’t feel safe through our Body Clues eg. butterflies in your tummy, heart pounding, sweaty palms
- We want you to recognise that there are dangers out there, but you can help to keep yourself safe. Be alert for the clues that warn us when something is unsafe. These clues can be as simple as smelling smoke which warns us there is a fire or a lock down alarm at school, or your body clues.

**React**
- If you feel scared, confused, sad or upset you need to react. This could even mean breaking a rule, like smashing a window to escape a fire or screaming “NO” to an adult.
- React by getting away from the danger. Remember to run to a safe location if you feel unsafe.

**Report**
- This means telling an adult in your life who cares about your safety when there is a problem. It’s an adult who can keep you safe from harm and who can make a situation safe again for you.

**SAFE SCHOOL POLICY**

1. **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.

- **Cyberbullying:** 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.
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

Behaviour clearly identified with student to ensure an absolute understanding of the issue using Shared Concern Approach

Student given opportunity to respond

Student counselled on appropriate and acceptable behaviours, and a commitment to change is then expected

Situation monitored by teachers, counsellor, Primary Leadership Team

Mediation between students arranged if appropriate

Parents advised

Behaviour modification plan established and monitored

SECOND NOTIFICATION

Procedures for First Notification carried out

Meeting with parents, Head of Primary and where appropriate Student Counsellor, Chaplain

In school or out of school withdrawal

Re-entry into school negotiated with school, student and parents

Consequences of further infringement clearly stated

THIRD NOTIFICATION

Behaviour clearly identified with student to ensure an absolute understanding of the issue.

Student given opportunity to respond

Meeting with parents, Head of Primary, Principal and where appropriate Counsellor, Chaplain

Legal implications of harassment stated

Out of school suspension, withdrawal or exclusion
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:

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday to Thursday</td>
<td>7:30am – 5:00pm</td>
</tr>
<tr>
<td>Friday</td>
<td>7:30am – 4:00pm</td>
</tr>
</tbody>
</table>

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.
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.
Parents are able to 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:**

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, Tuesday, Thursday, Friday</td>
<td>8:00am - 2:00pm</td>
</tr>
<tr>
<td>Wednesday</td>
<td>10:00am - 5:00pm</td>
</tr>
<tr>
<td>Public Holidays</td>
<td>Closed</td>
</tr>
</tbody>
</table>

**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 ultra violet radiation from the sun has been identified as the most important risk factor for skin cancer, the 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 (eg 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 pony-tail 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, midriffs 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 toe 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 either the Head of Year office or the Dean of Students’ 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 middy 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 Miss Lauren Richards or Mrs Suzy Edwards 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 and 5 (this choir is unauditioned and all students may join). Wednesday lunchtime, Primary Music Room
- **Serenata Choir** – Years 2 and 3 (this choir is unauditioned and all students may join). Tuesday lunchtime, Primary Music room
- **Elevarsi Voices** – Year 6 students (this is a secondary middle-school choir for Year 6, 7 and 8 students). Monday 3:30-4:30pm, Arts Centre Foyer
- **Chorale** – students from Years 4, 5, and 6 who are in the Belle Voci Choir or Elevarsi Voices may also choose to join this showcase vocal ensemble. (approximately 25-30 students). Students in the Chorale will need a White Church Dress for all performances. Students are not auditioned but are asked to solo-sing a song of their own choice and perform a song in canon with other students. Rehearsal times are Tuesday’s 3:30-4:30pm for 2019.

The choirs perform on a variety of occasions throughout the year, including Open Day, MAYO, Classics in the Cathedral, Primary Arts Evenings, 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
- Regale Percussion Ensemble
- ‘Highly Strung’, the Primary Rock Band

Rehearsal Schedule

<table>
<thead>
<tr>
<th>Group</th>
<th>Day</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutti Strings</td>
<td>Tuesday</td>
<td>7:30am – 8:15am</td>
</tr>
<tr>
<td>Amati Strings</td>
<td>Tuesday</td>
<td>7:15am – 8:15am</td>
</tr>
<tr>
<td>Beath String Quartet</td>
<td>Tuesday</td>
<td>1.20pm – 1.50pm</td>
</tr>
<tr>
<td>Chaseley Concert Band</td>
<td>Wednesday</td>
<td>7:15am – 8:15am</td>
</tr>
<tr>
<td>Regale Percussion Ensemble</td>
<td>Tuesday</td>
<td>1:20pm – 1:50pm</td>
</tr>
<tr>
<td>Highly Strung (Primary Rock Band)</td>
<td>Wednesday</td>
<td>3:30pm – 4:15pm</td>
</tr>
<tr>
<td>Serenata</td>
<td>Tuesday</td>
<td>1:20pm – 1:50pm</td>
</tr>
<tr>
<td>Belle Voci Choir*</td>
<td>Wednesday</td>
<td>1:20pm – 1:50pm</td>
</tr>
<tr>
<td>Chorale</td>
<td>Tuesday</td>
<td>3:30pm – 4:30pm</td>
</tr>
<tr>
<td>Elevarsi Voices</td>
<td>Monday</td>
<td>3:30pm – 4:30pm</td>
</tr>
</tbody>
</table>

*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, P-4 Celebration, Primary Spectacular, nativity play, assembly, concerts, and chapel services.

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.

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 to record each week’s lesson time.

Students in Prep may commence lessons from Term 3 of the school year after spending the first part of the year settling into the school routine. Students in Prep to Year 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.

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 8 sports and sporting events are held during the school week as listed below.

**Andrews Cup Events and Dates**

<table>
<thead>
<tr>
<th>Activities &amp; Venues</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Swimming</strong></td>
<td>Tuesday 12 March</td>
</tr>
<tr>
<td>Chandler Aquatic Centre</td>
<td></td>
</tr>
<tr>
<td><strong>Touch Football</strong></td>
<td>Tuesday 19 March</td>
</tr>
<tr>
<td>Kearney Springs, Toowoomba</td>
<td></td>
</tr>
<tr>
<td><strong>Tennis</strong></td>
<td>Tuesday 19 March</td>
</tr>
<tr>
<td>University of Queensland</td>
<td></td>
</tr>
<tr>
<td><strong>Cross-Country</strong></td>
<td>Monday 27 May</td>
</tr>
<tr>
<td>Ambiwerrea, Corinda</td>
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</tr>
<tr>
<td><strong>Netball</strong></td>
<td>Thursday 25 July</td>
</tr>
<tr>
<td>MDNA, Coorparoo</td>
<td></td>
</tr>
<tr>
<td><strong>Athletics</strong></td>
<td>Thursday 22 August</td>
</tr>
<tr>
<td>QSAC, Nathan</td>
<td></td>
</tr>
<tr>
<td><strong>Softball</strong></td>
<td>Tuesday 22 October</td>
</tr>
<tr>
<td>Downey Park, Windsor, Brisbane</td>
<td></td>
</tr>
<tr>
<td><strong>Artistic Gymnastics</strong></td>
<td>Thursday 7 November</td>
</tr>
<tr>
<td>Somerville House</td>
<td></td>
</tr>
</tbody>
</table>

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

Andrews Cup sports available for:

- Girls in Years 2 to 6 can participate in athletics, swimming, cross country and gymnastics
- Years 4 to 6 can participate in netball, tennis, touch football and softball
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, unless 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. An email message and POD notification will also be sent at least 30 minutes before the starting time of training. If training is cancelled at the last minute the Coach or supervising teacher will remain with the students until they are collected from the Atrium.

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 indicate this on the enclosed slip. For girls in Years 4 to 6 interested in playing Tennis or Touch Football, please also complete the relevant enclosed slip.

Swimming for girls Years 2 to 6 – Trials for Andrews Cup Swimming

- A swimming squad will be selected based on times taken at swimming trials
- The Andrews Cup Swimming team will then be selected based on times taken at swimming training after week 2 and at Metro Meets.
- The Andrews Cup Swimming squad will be announced during Term 1, Week 3.
- The Andrews Cup Swimming team will be announced during Term 1, Week 6.

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 unable to train with the Andrews Cup squad. All students are however, welcome to train in Term 4.
Swimming Camp – (Years 2 - 6 Day Camp)

Students who wish to trial for the Andrews Cup swimming squad should attend the primary swimming camp early in the term (date to be confirmed). More information will be sent to your daughter closer to the date.

**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 on Monday and Wednesday afternoons for all teams at Crosby Park. Students meet the teachers both afternoons 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.

**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 2. Trials will run for two weeks (four sessions). Teams will be announced during Term 1, Week 4.

Tennis training information will be available as soon as possible.

**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**

Cross country trials will commence in Term 1, Week 7. Trials will run for two weeks. The Andrews Cup cross country team will be announced during Term 1, Week 9.

**Cross Country Year 2 to 9 years, Morning Training Session (Junior Squad)**

Students from Year 2, and 8 and 9 year olds should be dropped at Crosby Park at 6:45am. School bags should be dropped in the Atrium prior to 6:45am. The students walk back to school at 7:45am with a cross country coach. Please ensure a teacher is present before leaving your daughter at Crosby Park.

**Cross Country 10 year olds and over, Morning Training Sessions (Senior Squad)**

Students who are 10 years old and over will train as part of the secondary school cross country program; Mr Eric Brown and his coaches will run with the girls through the local streets and parks. Students should be dropped at St Margaret’s Eton Hall at 6:30am to meet the primary staff member for roll call.

**Please note:** If your daughter does not meet the standard required, she will be asked to train with the junior squad.

**Compulsory Cross-Country Training**

All girls in Year 2 to 6 who wish to be in the cross-country team will need to attend the compulsory training sessions on Friday afternoons, 3:00-4:00pm at Crosby Park. If you would like to run with your daughter’s age group please fill in the Andrews Cup tennis, touch football and cross-country forms enclosed.
**Term 2, 3 and 4 Andrews Cup Sports**

**Netball Years 4 to 6**

Netball trials will commence in Term 2, Week 7. (Please note this date is subject to change.) Trials will run for two weeks (four sessions).

- 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. (Please note this date is subject to change.)

- Trials for the Andrews Cup athletics squad will commence in Term 2, Week 8. Trials will run for two weeks.
- The Andrews Cup athletics squad will be announced during Term 2, Week 9.
- Trials for the Andrews Cup athletics team will commence in Term 3, Week 1. Trials will run for two weeks.
- The Andrews Cup athletics team will be announced during Term 3, Week 3.

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 will be provided with regards to athletics closer to the athletics season.

**Softball Years 4 to 6**

Softball 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 softball teams will be announced during Term 3, Week 9.

Afternoon training sessions will take place twice a week for all teams at Windsor Park. 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 softball closer to the softball season.

**Gymnastics Years 2 to 6**

Andrews Cup gymnastics is run by the Delta Gymnastics staff.

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

- The Andrews Cup gymnastics team will be announced during Term 3, Week 6.
- The Andrews Cup gymnastics divisions will be announced during Term 4, Week 2.

More information will be provided with regards to gymnastics closer to the gymnastics season.
### PRIMARY SPORT TRAINING SCHEDULE – TERM 1 – 2019

<table>
<thead>
<tr>
<th>Venue</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
<th>SATURDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>50m Pool</td>
<td>Swimming&lt;br&gt;Year 2 – 12 years&lt;br&gt;6.15am – 7.45am</td>
<td>Swimming&lt;br&gt;Year 2 – 12 years&lt;br&gt;6.15am – 7.45am</td>
<td>Swimming&lt;br&gt;Year 2 – 12 years&lt;br&gt;6.15am – 7.45am</td>
<td>Swimming&lt;br&gt;Year 2 – 12 years&lt;br&gt;6.15am – 7.45am</td>
<td>Swimming&lt;br&gt;Year 2 – 12 years&lt;br&gt;7.00 – 8.00am</td>
<td></td>
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<tr>
<td>Classroom</td>
<td>Yoga and Mindfulness&lt;br&gt;Year 4 – 6&lt;br&gt;6.45– 7.45am</td>
<td>Yoga and Mindfulness&lt;br&gt;Year 4 – 6&lt;br&gt;6.45 – 7.45am</td>
<td>Yoga and Mindfulness&lt;br&gt;Year 4 – 6&lt;br&gt;6.45 – 7.45am</td>
<td>Yoga and Mindfulness&lt;br&gt;Prep – 3&lt;br&gt;3.30 – 4.30pm</td>
<td>Yoga and Mindfulness&lt;br&gt;Prep – 3&lt;br&gt;3.30 – 4.30pm</td>
<td></td>
</tr>
<tr>
<td>Netball Courts</td>
<td>Club Netball&lt;br&gt;12 years&lt;br&gt;6.30 – 7.45am</td>
<td>Cross Country&lt;br&gt;Year 2 – 9 years&lt;br&gt;6.45 – 7.45am</td>
<td>Cross Country&lt;br&gt;Year 2 – 9 years&lt;br&gt;6.45 – 7.45am</td>
<td>Cross Country&lt;br&gt;All Members&lt;br&gt;3.00 – 4.00pm</td>
<td>Cross Country&lt;br&gt;All Members&lt;br&gt;3.00 – 4.00pm</td>
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<tr>
<td>Crosby Park</td>
<td>Cross Country&lt;br&gt;10 – 12 years&lt;br&gt;6.30 – 7.30am</td>
<td>Cross Country&lt;br&gt;10 – 12 years&lt;br&gt;6.30 – 7.30am</td>
<td>Cross Country&lt;br&gt;10 – 12 years&lt;br&gt;6.30 – 7.30am</td>
<td>Cross Country&lt;br&gt;10 – 12 years&lt;br&gt;6.30 – 7.30am</td>
<td>Cross Country&lt;br&gt;10 – 12 years&lt;br&gt;6.30 – 7.30am</td>
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<tr>
<td>Eton Hall</td>
<td>Swimming&lt;br&gt;Year 2 – 12 years&lt;br&gt;3.20 – 4.45pm</td>
<td>Swimming&lt;br&gt;All Members&lt;br&gt;3.20 – 4.45pm</td>
<td>Swimming&lt;br&gt;Year 2 – 12 years&lt;br&gt;3.20 – 4.45pm</td>
<td>Swimming&lt;br&gt;Year 2 – 12 years&lt;br&gt;3.20 – 4.45pm</td>
<td>Swimming&lt;br&gt;Year 2 – 12 years&lt;br&gt;3.20 – 4.45pm</td>
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<tr>
<td>Classroom</td>
<td>Yoga and Mindfulness&lt;br&gt;Prep – 3&lt;br&gt;3.30 – 4.30pm</td>
<td>Yoga and Mindfulness&lt;br&gt;Prep – 3&lt;br&gt;3.30 – 4.30pm</td>
<td>Yoga and Mindfulness&lt;br&gt;Prep – 3&lt;br&gt;3.30 – 4.30pm</td>
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<td>Yoga and Mindfulness&lt;br&gt;Prep – 3&lt;br&gt;3.30 – 4.30pm</td>
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<tr>
<td>Netball Courts</td>
<td>Club Netball&lt;br&gt;Year 2 – 11 years&lt;br&gt;3.30 – 5.00pm</td>
<td>Club Netball&lt;br&gt;Year 2 – 11 years&lt;br&gt;3.30 – 5.00pm</td>
<td>Club Netball&lt;br&gt;Year 2 – 11 years&lt;br&gt;3.30 – 5.00pm</td>
<td>Club Netball&lt;br&gt;Year 2 – 11 years&lt;br&gt;3.30 – 5.00pm</td>
<td>Club Netball&lt;br&gt;Year 2 – 11 years&lt;br&gt;3.30 – 5.00pm</td>
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<td>Eton Hall</td>
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<td>Cross Country&lt;br&gt;All Members&lt;br&gt;3.00 – 4.00pm</td>
<td>Cross Country&lt;br&gt;All Members&lt;br&gt;3.00 – 4.00pm</td>
<td>Cross Country&lt;br&gt;All Members&lt;br&gt;3.00 – 4.00pm</td>
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</tr>
<tr>
<td>Crosby Park</td>
<td>Touch&lt;br&gt;Years 4 – 6&lt;br&gt;3.20 – 5.00pm</td>
<td>Touch&lt;br&gt;Years 4 – 6&lt;br&gt;3.20 – 5.00pm</td>
<td>Touch&lt;br&gt;Years 4 – 6&lt;br&gt;3.20 – 5.00pm</td>
<td>Touch&lt;br&gt;Years 4 – 6&lt;br&gt;3.20 – 5.00pm</td>
<td>Touch&lt;br&gt;Years 4 – 6&lt;br&gt;3.20 – 5.00pm</td>
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</tbody>
</table>

- Swimming will start on Thursday 31 January (week 1)
- Touch will start on Wednesday 6 February (week 2)
- Tennis will start on Wednesday 6 February (week 2)
- Cross Country will start on Monday 11 February (week 3) and Friday afternoon training will start on Friday 22 February (week 4)
- Yoga and Mindfulness will start on Tuesday 5 February (week 2)
- Club Netball will start on Thursday 7 March (week 6)
# PRIMARY ANDREWS CUP TRAINING SCHEDULE – TERM 2 – 2019

<table>
<thead>
<tr>
<th>Venue</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Windsor Park</strong></td>
<td>Athletics Track Year 2 – 12 years 6.30 – 7.30am</td>
<td></td>
<td></td>
<td></td>
<td>Athletics Track and Long Jump Year 2 – 12 years 6.30 – 7.30am</td>
</tr>
<tr>
<td><strong>Crosby Park</strong></td>
<td></td>
<td></td>
<td></td>
<td>Cross Country Year 2 – 9 years 6.45 – 7.45am</td>
<td>Netball Clinic (optional to girls in the Andrews Cup Teams) Year 4 – 6 6.30 – 7.30am</td>
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<tr>
<td><strong>Netball Courts</strong></td>
<td>Netball Year 4 – 6 6.30 – 7.45am</td>
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<tr>
<td>(Windsor Park)</td>
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<tr>
<td><strong>PHSC</strong></td>
<td>Cross Country 10 – 12 years 6.30 – 7.30am</td>
<td>Cross Country 10 – 12 years 6.30 – 7.30am</td>
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<tr>
<td><strong>LUNCH</strong></td>
<td>High Jump Year 5 and 6 1.05 – 1.50pm</td>
<td>High Jump Year 2 – 6 1.05 – 1.50pm</td>
<td>High Jump Year 2 – 6 1.05 – 1.50pm</td>
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<tr>
<td>(PHSC)</td>
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<tr>
<td><strong>Windsor Park</strong></td>
<td>Athletics Track and Shot Put Year 2 – 12 years 3.20 – 4.30pm</td>
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<td></td>
<td>Cross Country All Members 3.00 – 4.00pm</td>
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<tr>
<td><strong>Crosby Park</strong></td>
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*St Margaret’s Primary Parent Welcome Handbook*
<table>
<thead>
<tr>
<th>Venue</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
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<tbody>
<tr>
<td><strong>Windsor Park</strong></td>
<td>Athletics Year 2 – 12 years 6.30 – 7.30am</td>
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<td>Athletics Year 2 – 12 years 6.30 – 7.30am</td>
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<tr>
<td><strong>Crosby Park</strong></td>
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<tr>
<td><strong>Netball Courts</strong></td>
<td>Netball Year 4 – 6 6.30 – 7.45am</td>
<td></td>
<td></td>
<td>Netball Clinic Year 4 – 6 6.30 – 7.45am</td>
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<tr>
<td>(Windsor Park)</td>
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<td>(optional to girls in the Andrews Cup Teams)</td>
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<tr>
<td><strong>Delta Kedron</strong></td>
<td></td>
<td>Gymnastics Year 2 – 6 6.15 – 7.45am</td>
<td>Gymnastics Year 2 – 6 6.15 – 7.45am</td>
<td>Gymnastics Year 2 – 6 6.15 – 7.45am</td>
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<tr>
<td><strong>LUNCH</strong></td>
<td></td>
<td>High Jump 1.05 – 1.50pm</td>
<td>High Jump 1.05 – 1.50pm</td>
<td>High Jump 1.05 – 1.50pm</td>
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<tr>
<td>(Eton Hall)</td>
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<tr>
<td><strong>Windsor Park</strong></td>
<td>Athletics Year 2 – 12 years 3.20 – 4.30pm</td>
<td>Athletics Year 2 – 12 years 3.20 – 4.30pm</td>
<td>Softball Year 4 – 6 3.20 – 5.00pm</td>
<td>Softball Year 4 – 6 3.20 – 5.00pm</td>
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<tr>
<td><strong>Windsor Park</strong></td>
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<tr>
<td><strong>Lunch</strong></td>
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<tr>
<td><strong>Athletics</strong></td>
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## PRIMARY ANDREWS CUP TRAINING SCHEDULE – TERM 4 – 2019

<table>
<thead>
<tr>
<th>Venue</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
<th>SATURDAY</th>
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</thead>
<tbody>
<tr>
<td>50m Pool</td>
<td><strong>Swimming</strong> Year 3, 4, 5 and 6</td>
<td><strong>Swimming</strong> Year 3, 4, 5 and 6</td>
<td><strong>Swimming</strong> Year 3, 4, 5 and 6</td>
<td><strong>Swimming</strong> Year 3, 4, 5 and 6</td>
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<td>6.30am – 7.30am</td>
<td>6.30am – 7.30am</td>
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<td>6.30am – 7.30am</td>
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<tr>
<td>Delta Kedron</td>
<td><strong>Gymnastics</strong> Year 2 – 6</td>
<td><strong>Gymnastics</strong> Year 2 – 6</td>
<td><strong>Gymnastics</strong> Year 2 – 6</td>
<td><strong>Gymnastics</strong> Year 2 – 6</td>
<td><strong>Gymnastics</strong> Year 2 – 6</td>
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<td></td>
<td>6.15 – 7.45am</td>
<td>6.15 – 7.45am</td>
<td>6.15 – 7.45am</td>
<td>6.15 – 7.45am</td>
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<tr>
<td>LUNCH</td>
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<tr>
<td>50m Pool</td>
<td><strong>Swimming</strong> Year 1 and 2</td>
<td><strong>Swimming</strong> Year 1 and 2</td>
<td><strong>Swimming</strong> Year 1 and 2</td>
<td><strong>Swimming</strong> Years 1 and 2</td>
<td><strong>Swimming</strong> Years 1 and 2</td>
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<td></td>
<td>3.30 – 4.15pm</td>
<td>3.30 – 4.15pm</td>
<td>3.30 – 4.15pm</td>
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<tr>
<td>50m Pool</td>
<td><strong>Swimming</strong> Year 3, 4, 5 and 6</td>
<td><strong>Swimming</strong> Year 3, 4, 5 and 6</td>
<td><strong>Swimming</strong> Year 3, 4, 5 and 6</td>
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<td><strong>Swimming</strong> Year 3, 4, 5 and 6</td>
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<td>3.30 – 5.00pm</td>
<td>3.30 – 5.00pm</td>
<td>3.30 – 5.00pm</td>
<td>3.30 – 5.00pm</td>
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<tr>
<td>Windsor Park</td>
<td><strong>Softball</strong> Year 4 – 6</td>
<td><strong>Softball</strong> Year 4 – 6</td>
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<td></td>
<td>3.20 – 5.00pm</td>
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</tbody>
</table>

Swimming: 50m Pool
Gymnastics: Delta Kedron
Softball: Windsor Park
**Club Netball**

Club Netball is a fantastic program available to St Margaret’s students who are turning 7 years old and in grade 2 in 2019 to students at the top of the school turning 18 years old. We have over 180 girls participating in the Downey Park Netball League each year. Each team has their own coach, weekly training sessions and weekly matches to further their development.

Due to the high participation level of club netball, we need to ensure we have sufficient parental support to assist in the running of this program prior to start of the season.

We look for parents to be involved as team Managers. You will be given the opportunity to express your interest to volunteer when you complete the online form found in the [St Margaret’s Club Netball Information and Registration Form 2019](#) .

Club Netball training for all 7, 8, 9, 10 and 11 Year teams will take place once a week on Thursday at Windsor Park after school. Students meet the teacher in the Atrium at 3.20pm and catch the bus down to Windsor Park. Girls should be collected directly from Windsor Park after training at 5pm. 12 Year teams will train Thursday Mornings at Windsor Park.

For the non-competitive teams (7, 8yrs, 9yrs and 10yrs) – Friend requests will be taken into consideration – Please ensure you make these requests when signing up.

*Before your daughter can attend trials, please ensure you have signed up on My Netball (further information will follow).*

Trials for Club Netball will be held on Saturday 16 and 23 of February at Windsor park.

Club Netball training will commence in Week 6, Term 1.

Club Netball Clinic will take place on Tuesday 23 April

**Club Season Commences Saturday 27 April 2019**

<table>
<thead>
<tr>
<th>Age</th>
<th>Trial</th>
<th>Trial Venue</th>
<th>Trial Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>7, 8, 9 and 10 years</td>
<td>Saturday 16 February Saturday 23 February</td>
<td>Windsor Park</td>
<td>8.00 - 9.30am 8.00 - 9.30am</td>
</tr>
<tr>
<td>11 years</td>
<td>Saturday 16 February Saturday 23 February</td>
<td>Windsor Park</td>
<td>10.00 - 11.30am 10.00 - 11.30am</td>
</tr>
<tr>
<td>12 years</td>
<td>Saturday 16 February Saturday 23 February</td>
<td>Windsor Park</td>
<td>10.00 - 11.30am 10.00 - 11.30am</td>
</tr>
</tbody>
</table>
Dates for you Diary:

<table>
<thead>
<tr>
<th>Age</th>
<th>Date/Activity</th>
<th>Venue</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALL AGES</td>
<td>Tuesday 23 April – CLUB PLAYERS CLINIC</td>
<td>Windsor Park</td>
<td>TBC</td>
</tr>
<tr>
<td>ALL AGES</td>
<td>Saturday 27 April – SEASON BEGINS</td>
<td>Downey Park Netball</td>
<td>TBC</td>
</tr>
<tr>
<td>ALL AGES</td>
<td>Saturday 11 May - Pink Day Fund Raiser.</td>
<td>Downey Park Netball</td>
<td>TBC</td>
</tr>
<tr>
<td>ALL AGES</td>
<td>Saturday 17 August – Silly Socks</td>
<td>Downey Park Netball</td>
<td>TBC</td>
</tr>
<tr>
<td>ALL AGES</td>
<td>CLUB NETBALL PARTY</td>
<td>Windsor Park</td>
<td>Traditionally last training before season ends</td>
</tr>
</tbody>
</table>

Selection Criteria for Club Netball

1. Full attendance is required for training before and after trials, unless unavoidable circumstances. Any absences must be notified to the Head of Netball 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 Head of Netball, Primary Activities Coordinator.

Please Note: St Margaret’s Club Netball Information and Registration Letter 2019 has been emailed out to all parents and students towards the end of Term 4 2018. 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@stamargarets.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:

**Tennis**
Miss Bec Meares
Email: beck@rise.com.au
or call Bec on 0488 166 162
Website: www.rise.com.au
Please visit the website to arrange private lessons.

**Delta Gymnastics Club**
Telephone: 3262 0055
Facsimile: 3262 1198
www.deltagym.com.au
French (private lessons)
Rodolphe Coudre
Telephone: 0435 598 458
Email: rodcoudre@yahoo.fr

Yoga
John Pink
Contact Morgan Rowe
mrowe@stmargarets.qld.edu.au

Chess
The Chess Club will commence in Term 1. Chess is a sport currently enjoyed by millions of people worldwide. The Gardiner Chess Centre supplies fully supervised chess coaching to students from Years 1 – 6. Throughout the year students will have the opportunity to participate in chess tournaments held at other schools.

<table>
<thead>
<tr>
<th>Where</th>
<th>Primary Library – Dalhousie</th>
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</thead>
<tbody>
<tr>
<td>When</td>
<td>Tuesday afternoons Years 1 &amp; 2 (3:20 – 4:00pm) Years 3-6 (3:20 - 4:30pm)</td>
</tr>
<tr>
<td>Dates</td>
<td>Commences Week 2, Term 1</td>
</tr>
<tr>
<td>Cost</td>
<td>The total cost for the term will be Years 1 &amp; 2 - $78, Years 3-6 - $114, afternoon tea included. Payable through Flexischools via the St Margaret's website.</td>
</tr>
</tbody>
</table>
| Special Notes | • As numbers are strictly limited, please return your slip to the Primary Office with payment asap.  
• Mrs Donna Jackson is the Coordinator for Chess and will attend on Tuesday afternoons. If you have any questions regarding Chess, please direct these to Mrs Jackson in the first instance on 3862 0812.  
• Please be advised that if we do not receive your term fees for Chess, the amount will be added to the following terms School Fees. |

French
This course is designed to emphasise the development of communication skills in listening and speaking as well as reading and writing.

<table>
<thead>
<tr>
<th>Where</th>
<th>Chaseley Classroom (C203)</th>
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<tbody>
<tr>
<td>When</td>
<td>Tuesday, Wednesday, Thursday and Friday afternoons – 1 hour Friday morning – 45 mins</td>
</tr>
<tr>
<td>Dates</td>
<td>Commences Week 2, Term 1</td>
</tr>
<tr>
<td>Cost</td>
<td>$18.00</td>
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</tbody>
</table>
| Special Notes | • Available from beginners to more advanced children. Prep children are welcome.  
• No writing (or note taking) will take place. Teaching will be essentially based on visuals and games.  
• All students will be issued with a booklet including what was taught in class and some exercises/games to practise. |

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 eg 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
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
Please be aware that insulated bags prevent the fridge temperature from reaching food and also contribute to the raising of the fridge temperature above the recommended 5 degrees.

- 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 (eg Tupperware type). This can then be put into an insulated bag for transporting to school if you wish.

Once at school the lunch box is taken out of the insulated bag and put into the fridge. The insulated bag will be stored in your child’s school bag.

Please note that if your child has items in small containers, these need to all be housed in one big lunch box, so that we don’t have lots of small containers getting mixed up in the fridge.

All lunch boxes need to be labelled.

TUCKSHOP
Tuckshop Procedures
Students in Pre-Prep to Year 5 may order lunch online and have it delivered via a basket delivery system to the classroom. Students in Year 6 are able to purchase morning tea and/or lunch directly from the tuckshop or online. Orders need to be collected directly from the tuckshop by a basket monitor and taken to the amphitheatre [P – Year 5] or the 6R classroom [Year 6 only].
**Process for ordering online**
- Click “Register Now”
- Enter your email and follow prompts

You can then charge up your online account and place orders from home. Online orders are already paid for, so you do not need to bring money to school. All orders must be placed before 8.30am on the day the order is required.

**Purchasing from the tuckshop during playtime**
Students from Year 3 to 6 may purchase ice blocks and drinks during playtime. All items need to be purchased between 1.20 - 1.40pm. [Mon – Thurs] and 1.05 – 1.20 [Fri]. From Term 4, Year 2 students may purchase ice blocks at this time.

**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.

**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 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)
- Pre-Prep – 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
- 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 to the school
- Be a point of contact for parents who have queries about activities and events.
- Help develop a sense of community within class and year level.
• 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 class parent representative to ensure that you receive all correspondence regarding your year level.

<table>
<thead>
<tr>
<th>Year Group</th>
<th>Name</th>
<th>Email</th>
<th>Contact Number(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Prep</td>
<td>Samantha McGowan</td>
<td><a href="mailto:samantha_mcg79@yahoo.com.au">samantha_mcg79@yahoo.com.au</a></td>
<td>0405 754 318</td>
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<tr>
<td>Pre-Prep</td>
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<tr>
<td>Prep</td>
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<tr>
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<tr>
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<td>0411 224 494</td>
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<tr>
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<tr>
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<td>0422 060 046</td>
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<tr>
<td>Year 4</td>
<td>Jayne Smith</td>
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<tr>
<td>Year 5</td>
<td>Emma Tavener</td>
<td><a href="mailto:em.nelson@mac.com">em.nelson@mac.com</a></td>
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<tr>
<td>Year 6</td>
<td>Gen Fraser</td>
<td><a href="mailto:genevieve@winscourt.com">genevieve@winscourt.com</a></td>
<td>0409 585 421</td>
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<tr>
<td>Year 6</td>
<td>Fiona Gapes</td>
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<td>0412 689 427</td>
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<tr>
<td>Year 6</td>
<td>Vickki Elliott</td>
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<td>0417 789 242</td>
</tr>
<tr>
<td>Year 6</td>
<td>Marianne Edmonds</td>
<td><a href="mailto:marianne@loud.events">marianne@loud.events</a></td>
<td>0412 348 141</td>
</tr>
</tbody>
</table>

Fiona Gapes – Liaison officer for new parents who have moved from interstate or overseas.

Our Care and Concern parents, liaise with parents who are experiencing difficulties with illness or need extra support with new babies etc.

Samantha Coleman (PP – Year 3)
Jayne Smith (PP – Year 3)
Antoinette Aquilina (Years 4 – 6)