Welcome, and thank you for choosing Beaconsfield School

As a school community, we want to deliver the best possible educational services to every student across the preparatory, special and primary sectors of our campus.

We believe in developing partnerships in the learning process and invite you to be a part of your child’s learning while at our school.

At Beaconsfield School we are committed to providing meaningful and relevant learning to our students. We have the staff to do so, we have the resources to do so, and most importantly we have the commitment to do so. I invite you to join us as we strive to meet our goals.

In 2011 our focus areas for learning include:

OUR LEARNING PROGRAMS
- To continue the expansion of the school based “curriculum connections” programs.
- To develop well resourced Connected Learning Environments that will enable students to access learning via technologies.
- Continue the expansion of our new Math and English Key Learning Areas Programs.
- Focus on Science.
- Align our school with developments in the Queensland Curriculum Assessment and National Curriculum implementation.
- Expand the current focus on “Closing the Gap” in Indigenous studies.
- Continue to develop the concept of appropriate learning placements via the Learning group approach
- Continue to support the Beaconsfield Steiner program
- Maintain a responsive approach to special education programs.

OUR SCHOOL
- To provide parent information programs to support parents in their roles as home educators.
- To maintain a focus on social development needs as a part of the Responsible Behaviour Plan for Students.
- To facilitate the inclusion of Steiner based education into the services delivered at the school.
- Establish marketing strategies that represent the true role the school plays within society.
- Continue facilities enhancement projects to support enrolment growth and diversity.
- Implement the Healthy Schools strategies.

OUR WORKFORCE
- To continue work commenced in developing assessment and reporting frameworks that support the school’s curriculum delivery and student progress maps.
- Continue employment of an ICT support officer as an integrated and ongoing member of school staff.
- Maintain a relative professional development program supportive of curriculum development and delivery.

Please join us in the challenge so that we can work together to support your child.

Paul Richardson
PRINCIPAL
STATEMENT OF PURPOSE

Our purpose is to provide an educational service to every student who attends our school so that each can be the best that they can be.

As an Education Queensland school we endeavour to provide high quality education that makes a positive difference to the lives of our students. We endeavour to equip young people for the future to enable them to contribute to a socially, economically and culturally vibrant society.

OUR VISION

Our vision is to build confidences in young learners through:

- the delivery of authentic curriculum and meaningful learning programs;
- offering quality teaching by highly trained staff;
- developing meaningful partnerships with all members of our school community;
- providing responsive resources;
- exploring responsive and effective ways to achieve improved learning outcomes for every school user.

ON TIME EVERY TIME

ALL DAY EVERY DAY

LEARNING EVERY LESSON
OUR SCHOOL CULTURE
Our culture is exemplified by the following culture statements that we apply across all situations:

Our Culture Statements
We have adopted a range of culture statements. These are:

Showing respect makes our school a better place
At Beaconsfield we show respect to all people, their roles, their property and their rights

We have a right to be safe
At Beaconsfield we have rules to help keep us safe at school

Physical and verbal aggression can hurt people
We don’t use physical and verbal aggression at Beaconsfield

Disruptive behaviour can affect our learning
We don’t like learning disruptions at Beaconsfield

Offensive language and gestures can offend people
We don’t like offensive language and gestures at Beaconsfield

People make mistakes
At Beaconsfield we work together to help people make better choices

Our Action Statements
We have adopted a range of action statements. These actions are:

In relation to ability
At Beaconsfield we identify potential, provide opportunity and celebrate improvement

In promoting awareness
At Beaconsfield we create awareness of our world, people, creatures, and places and the responsibility that each of us has to it

In creating attitudes
At Beaconsfield we promote an attitude of improvement, respect and acceptance of ourselves and others

In applying ourselves
At Beaconsfield we expect engagement, effort and contribution to the betterment of ourselves and our school

To be adaptable
At Beaconsfield we continually promote strategies and skills for children to adapt when exposed to a range of differing situations

About aspirations
At Beaconsfield we aspire to learn and perform to the best of our ability in everything we do

About delivery
At Beaconsfield we get on with all we have to do
Beaconsfield State School

Nadina Street, Beaconsfield
P O Box 8823, Mount Pleasant 4740
Email: admin@beaconsfieldss.eq.edu.au
absences@beaconsfieldss.eq.edu.au
Web Address: www.beaconsfieldss.eq.edu.au
C&K Community Kindergarten 49428057

OFFICE HOURS : 8:00 am to 4:00 pm Monday to Friday

Please advise us .......

* IF YOU CHANGE YOUR ADDRESS
* IF THERE IS A CHANGE IN YOUR EMERGENCY CONTACT NUMBER
* IF ANY SIGNIFICANT CHANGES OCCUR WITH REGARD TO YOUR CHILD’S HEALTH AND MEDICATION
* IF YOU FEEL WE SHOULD KNOW OF ANY CHANGES WHICH CONCERN YOUR CHILD
* IF THERE IS A CHANGE TO CUSTODY MATTERS THAT RELATE TO THE SCHOOL DAY
The School Day 

SCHOOL COMMENCES - 8:45 am
FIRST BREAK - 11:00 am - 11:27 am
SECOND BREAK - 1:10 pm - 1:37 pm
SCHOOL FINISHES - 3:00 pm

Eating times will vary according to individual learning group organisation. They will occur between: 8:45 am - 11:00 am and 11:30 am - 1:10 pm.

... The School Year

**Term 1 commences**
Monday, January 24
Australia Day
Good Friday
Easter Monday
End of Term 1

**Term 2 commences**
Wednesday, April 27
Anzac Day
Easter Monday (holiday)
Labour Day
Queen’s Birthday
Mackay Regional Show Public Holiday
End of Term 2

**Term 3 commences**
Tuesday, July 12
End of Term 3

**Term 4 commences**
Monday, October 03
School Year Finishes

**Student Free Days**
Monday, July 11
Friday, April 15
Monday, October 17

**Ministerial Pupil Free Day**
November (to be advised)
Our school motto incorporates four positive concepts which generate the following assumptions:

**Learning**
- we come to this school to learn - as much as we can
- learning is a lifelong activity - and school is the foundation for lifelong learning, so, as a student of this school, we must learn the basic skills that will help us to continue learning throughout our lives

**Cooperation**
- we work and play with other people, so we need to be able to get along with other people
- we need to accept that there are agreed ways to participate and behave at our school
- it is the right of the group to expect that individuals will support their agreed values and behaviours

**Friendship**
- we need to respect each others beliefs and values
- we need to respect our own beliefs and values
- we need to offer support to each other and help each other to be the best that we can be
- we don’t have to like someone to be able to work effectively with them

**Future**
- we are all heading towards our future
- what we strive for today will enhance what we achieve tomorrow
ASSUMPTIONS ABOUT THE SCHOOL ENVIRONMENT

The school environment is a complex social setting consisting of many individuals in a group organisation.

- the school establishes both policy and operations to enhance both the welfare and learning opportunities for every school user - student, parent, and staff member alike
- quality programs enhance the interest levels of all students and promote positive behaviours
- in coming to a new school it is expected that students will leave negative attitudes and approaches to learning behind - *a new start requires a new attitude*
- students come to this school with a positive approach to learning and school life
- it is everyone’s responsibility to work for the continuous improvement of our school
- it is everyone’s right to get on and achieve the best that they can be

As teachers our aims are:
- to provide best lesson and learning opportunities for our classes
- to be a role model for the school community while in the school environment

As staff members our aims are:
- to work to support the learning programs that are offered to the school’s students
- to support each other in the improvement of services that benefit the school as a learning organisation

As parents our aims are:
- to support the school’s Statement of Purpose
- to cooperate with the school’s staff in achieving a school society that values quality learning programs and agreed social interactions

As students our aims are:
- to support the school’s Statement of Purpose
- to cooperate with the school’s agreed behaviour management plan
- to seek help and advice when it is needed
- to know about the consequences of both appropriate and inappropriate behaviours at this school
- to share thoughts and ideas that may help the school through the Student Council

SCHOOL ORGANISATION
Our school community takes great pride in focussing on the learner as the emphasis for organisation. This means that we have moved our thinking away from lock step year level structures and are now aligning to phases of learning development across the primary years.

Instead of “year levels”, we offer learning groups. This model has enabled flexibility for our learners to work at developmentally appropriate levels. They can move up and down the ladder of learning without the stigma of year level comparatives, the perception of failure, and the need to be a part of systemic structures. It is a personalised approach to learner placement and relies very much on learner achievement as well as partnerships between the learner, the teacher, the parent, and the school.

The Learning Alliances
Our phases of learning are defined as Alliances. Each teacher within an “alliance” works cooperatively to plan programming and assessment opportunities for their children. Instead of “sections” (such as the infant section), we offer learning alliances with each student aligned to a particular phase of learning. Children are aligned to learning groups dependent upon their personal level of development – not necessarily their year of schooling.

Our Alliances look like this:

<table>
<thead>
<tr>
<th>Learning Alliances</th>
<th>Developmental / Consolidation Alliance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation Alliance</td>
<td></td>
</tr>
<tr>
<td>Year of schooling</td>
<td></td>
</tr>
<tr>
<td>PREP</td>
<td>Year 1</td>
</tr>
<tr>
<td>Year 1</td>
<td>Year 2</td>
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<td>Year 2</td>
<td>Year 3</td>
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<td>Year 5</td>
<td>Year 6</td>
</tr>
<tr>
<td>Year 6</td>
<td>Year 7</td>
</tr>
</tbody>
</table>

THE LEARNING GROUPS
What are our learning groups? They are the way we organise our learners into common groupings so that they can work at similar levels. We base our groupings around literacy and numeracy competencies as a starting point.

Take a look at this group of individuals:

In a typical “grade level” class – there are usually around 25 children. Some are working above the year level program; some are working below the year level program; and most are working at the year level program. The teacher is committed to providing at least three levels of learning within the one class. Typically – the children at the top end of the group mark time while the teacher is engaged in supporting the others, and the children at the lower end of the group can become frustrated, and threatened by the fact that the work is either too difficult, or there is not enough time for explanation and reinforcement.

On the other hand if you organise children into like or common competency learning groups -
To maintain our focus on individual learners and individual learning we are developing a school based curriculum program that offers a very personal approach to learning.

While we maintain close links to the Education Queensland syllabus, which is supported by our school's approved Curriculum Framework, we are taking a thematic approach to learning that enables us to focus on relevant learning that will support our children as they grow and become responsible for the society in which they live.

We are aligning our learning to the following framework:

As with all Education Queensland schools, a major focus of our curriculum is English and Maths. Our developmentally appropriate literacy and numeracy programs support all aspects of the holistic curriculum. So while the children will be learning how to multiply, how to divide, how to punctuate, to spell, to read, to write and so on, the connected learning programs will support their personal, social and emotional development across their years of schooling.

The exciting part of this model is that the teacher has the ability to apply relevant learning on a needs basis to a particular group of students, or as a result of particular world events, issues, or achievements.
For example, children can learn about environmental issues such as droughts or cyclones when we need to – we don’t have to wait until we get to a grade level term program before we can do the work. We often hear that children “can’t do that work now because it is next year’s work.”

If the child is working at a developmentally appropriate literacy level, we can do what is necessary to make the learning realistic, relevant and meaningful – when the learning is needed. We are regularly coming to terms with the events that consume world politics and world environments. In the curriculum model we have developed we can learn what we need to learn now at an appropriate learning level – we don’t have to wait for the grade level unit on “Disasters and Catastrophes” to do so.


**Supporting our Curriculum**

As an overarching support to all learning programs at Beaconsfield, the staff are developing strategies that support the learning that is done through the thematic approaches.

- **Our literacy strategy** is designed to enable all students access to needed skills in all aspects of literacy - from beginning reading and writing to critical analytical skills so integral in decision making in the complex social and technical world in which we live.

- **Our resourcing strategies** have been developed to identify relevant resources that meet the demands of the learning and social programs of the school, from sporting equipment to reading books – from building blocks to specialist teachers - each area of the school is catered for through our whole of school resourcing strategy.

- **Our approach to Information Communication Technology** (ICT) is seeing the school acquire a modern fleet of computers and computer support resources. Our school is completely networked and all children have the opportunity to work online. A part of our strategy has been to continue to supply computer resources directly to classrooms. While the role of computer laboratories is identified in many schools, our strategy is to get the technology into the learning environment so that it can be used as an integrated resource.

  As a part of ICT strategy – it is envisaged that we will be able to maintain a ratio of five children per computer in the Developmental and Consolidation years of schooling, with a good ratio of computers being available for our Foundation learners as well.

**Reporting**

Our school uses a range of reporting approaches - from folios - folder and digital, semester progress summaries, formal parent interviews, and informal and ad hoc progress updates.

As a school within the state school setting, our learners are involved in Year 3, Year 5, and Year 7 statewide testing, as well as the Diagnostic Year 2 net process.

Children in the Developmental and Consolidation phases of learning are invited to participate in the University of New South Wales testing program. While this is voluntary, it does give the
children a good opportunity to gauge their progress against a standardised set of testing criterion.

As with other aspects of school life, reporting focuses on the individual and the individual’s progress. Comparatives, if made, are against standardised benchmarks and are used to enable the teacher, the learner, and the parent an opportunity to compare personal progress against statewide or national standards.

**Core Learnings Map**
As a school we are tracking each individual learner to identify which KLA outcomes have been achieved as the student progresses through the primary year levels. The data from this map will inform student learning group placement from year to year, and teacher programming to meet the needs of the individual and the individual’s learning cohort.

**STEINER EDUCATION**
Beaconsfield School offers the Beaconsfield Steiner Education Program. In 2009 classes will be offered to support children in Prep, Year One, Year Two, Three and Four. Details of the Steiner program are available at the school’s reception. It is also possible to make an appointment to visit one of the Steiner programs and view the programs in action. The ability to provide a world recognized education program within the Beaconsfield State School is now offering choice in schooling options to parents of Mackay.

**CURRICULUM INITIATIVES AT BEACONSFIELD IN 2010**

**The Electives Learning Options Program**
Beaconsfield School will continue to offer a wide range of learning activities via the **Elective Learning Program** for children in the Developmental and Consolidation areas of the school program. The aim of this program is to offer high interest programs so that children can work in multi age programs and learn how to learn. In previous years the children have chosen programs that have ranged from Japanese cultural studies and cooking, through to marbles and fishing. This is an exciting part of the school program and looked forward to by all participating students on a weekly basis.
**Beaconsfield Club**
This program offers recognition to children who have behaved appropriately throughout a school year. Successful members of the Club receive a badge and year bar as a token of our appreciation for their commitment to appropriate behaviours at our school.

Club members are also invited to participate in a range of privilege programs throughout the school year.

The **Beaconsfield Club Program** is an integral component of our school’s social development and behaviour management program.

**Reef Guardian School**
This school has a proactive reef guardian program that includes our school’s Future Forest, revegetation programs, recycling programs, school exchange programs, as well as study programs to Reef HQ.

**The Footprints Eco Club**
This award winning program is run by kids for kids. At our school there are many action groups that form the club. They include groups that grow things, groups that mulch things, groups that compost things, groups that measure things and groups that sell things. Children are invited to give up their own time to participate in one go the activities. And lots and lots do!
The following information details policies and procedures at our school and is listed in alphabetical order for easy reference.

**Absences**

Please report all student absences to either the class teacher or the school administration. Notification can be by written letter, emailing absences@beaconsfieldss.eq.edu.au or by phoning the school. All unexplained absences of three or more days will be investigated by the school. All late arrivals and early departures will be recorded in class rolls.

**Accidents**

Children are under formal supervision daily from 8:45 am until 3:00 pm. However, accidents can happen and every effort is made to ensure the safety of all children. Injured children may receive treatment from the ambulance. Where possible, parents will be notified immediately, but if parents, or emergency contacts, can’t be contacted, the child will still receive treatment. The child will be treated at the casualty section of the Mackay Base Hospital.

Qualified staff at this school will be responsible for the first aid administered to students. During class sessions, teachers may administer minor first aid or call a qualified first aid person depending on the case at hand.

**Access After School Hours**

Use of school facilities after school hours for official or pre-arranged purposes is encouraged. If you have a worthwhile activity that would benefit from the use of the school, please contact the Principal to arrange access. Unauthorised use of the school grounds is not acceptable and everyone must be aware that the police patrol regularly to enhance the security of the school when not used for its main purpose. Please note that it is an offence to use the school grounds after hours for activities such as skateboarding, roller-skating, roller-blading and cycling.

Did you know our school represents over 23 nationalities from around the World, as well as many Aboriginal peoples from around Australia, and peoples from the Torres Strait and South Sea Islands.
**Admission**

**Prep Year Ready- Reckoner**

<table>
<thead>
<tr>
<th>Birth Date</th>
<th>Eligible for Prep Year in:</th>
<th>Eligible for Year 1 in:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child born 1 July 2006 - 30 June 2007</td>
<td>2012</td>
<td>2013</td>
</tr>
<tr>
<td>Child born 1 July 2010 -30 June 2011</td>
<td>2016</td>
<td>2017</td>
</tr>
</tbody>
</table>

**Assembly**

On most Thursday mornings commencing at 8:45 am we gather our school family for an assembly. Our school assembly is led by the senior students of the school. Most weeks we have children performing or presenting items that showcase the learning programs that are occurring across the school. Parents are welcome to be a part of our assemblies.

**Banking**

Student banking services have been offered at school. The banking service is linked to the Commonwealth Bank. Deposits made by students at this school are processed by members of the school’s Parents and Citizens Association. As a part of the school banking program, the P and C receives commission for each transaction. All students will be advised of the day to bring their deposits to the school.

**Behaviour Management**

Behaviour Management at Beaconsfield is supported by the Education Queensland accredited Responsible Behaviour Plan. A full version of the plan is available on request. A summary of the plan and how it supports all students of the school is enclosed with this package.
**Bicycles**

Children should not borrow or lend their bicycles. The riding of bicycles in the school grounds is inappropriate. The exception to this is along the track from the Nadina Street gate near the crossing, to the bike racks. Children should secure their bicycles with a lock and chain during school hours to prevent theft. In the afternoon, children are required to walk their bicycles from the school grounds. The law requires all cyclists to wear bicycle helmets. Children bring bicycles to school at their own risk.

**Warning - Queensland Transport Recommends That Children Eight Years and Under Should Not Ride on Public Roads Unsupervised.**

**Buses**

A number of Mackay Transit Coaches now stop outside the school in Nadina Street, before and after school. These buses serve a number of different areas in the Northern Beaches and Mount Pleasant. Students who catch the afternoon buses are supervised by a staff member until 3:30 pm.

Please contact Mackay Transit Coaches directly if you have questions regarding the times and bus routes served.

**Cars in and Around School Grounds**

Cars and children are always a safety concern. Drivers are asked to observe the designated road usage signs around the school grounds. The Nadina Street entrance is a short term visitor’s parking area only. The Mansfield Drive entrance is designated a staff car park and heavy vehicle delivery area. Please do not use the turning circles as drop off and pick up areas. Be aware that designated disabled and taxi parking has been identified for specific users only.

The western side of Nadina Street directly in front of the administration building is designated two-minute drop off zone between 2:30 pm and 3:30 pm on school days, and is not available for parking during this time. Parents wishing to visit long-term are asked to park in Mansfield Drive, or on the eastern side of Nadina Street. Parking in front of the preschool in Mansfield Drive is rear end in. Police patrol the surrounds of the school regularly and have been known to issue tickets to vehicles parked incorrectly. Please consider the road safety of all road users when parking in and around our school.

More information on traffic flow, entry and exit points for pedestrians and cyclists, and parking is available in the *Road Safe Strategy* brochure accompanying this booklet.
**CROSSINGS**

There are two school crossings provided for the safety of students - one in Eaglemount Road and one in Nadina Street. Children are urged to use these crossings as a matter of safety and common sense. Trained supervisors will operate on the Eaglemount Road and Nadina Street crossings both morning and afternoon.

A pedestrian refuge exists at the Mansfield Drive - Nadina Street intersection. Pedestrians and cyclists should take care when using this unmanned crossing. Please see the attached safety brochure for more information.

**CURRICULUM CENTRE**

Beaconsfield State School Curriculum Centre provides resources and support for the school community. The centre houses our school library, which is open to students from 8:30 am before school, and during first and second break. Parents and friends, as members of the wider school community, are welcome in the Curriculum Centre between the hours of 8:30 am and 3:00 pm weekdays.

All students may search and borrow resources from the resource collection using the computer. We have a number of OPAC (inquiry) terminals for their use.

Due to the high cost of replacing lost books, the onus is on students to replace or pay for a replacement book when a library book is lost or damaged. Children are encouraged to do so from their own pocket in order to instill a respect for community property. It is expected that all books be returned to the Resource Centre by the due day or prior to holidays and transfers.

Sturdy calico drawstring bags for borrowing with our school logo and name printed on the front are available for purchase from the canteen.

**DENTAL SERVICE**

The school dental service operates a mobile clinic at this school on a rotational basis with other primary schools. Free dental care is available to all primary (and preschool) children, and secondary students to year 10.

No dental treatment may be given if parents have not completed a consent form. Emergency treatment (eg. replace tooth) can be administered (consent form is necessary) at the mobile clinic when it is located at other schools.

Dental care lessons are taken with classes as time permits. All children have their teeth checked by the dental therapist at least once per year.

If you have any queries or concerns please contact Victoria Park Dental Clinic on 07 49514745 or Mackay North Dental Clinic on 07 49514241. The dental van staff can be contacted directly on 0417 077256.
# Diseases - Infectious

Information regarding infectious diseases and times for which children must be excluded are listed below. If you have any queries regarding this procedure please contact the school.

<table>
<thead>
<tr>
<th>CONDITION</th>
<th>CASES</th>
<th>CONTACTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chicken Pox</td>
<td>Exclude until fully recovered or at least 5 days after the eruption first appears. Note - some remaining scabs are not an indication for continued exclusion.</td>
<td>Any child with an immune deficiency (eg leukaemia or receiving chemotherapy) should be excluded for their own protection. Otherwise not excluded.</td>
</tr>
<tr>
<td>Conjunctivitis (Acute infection)</td>
<td>Exclude until discharge from eyes has ceased.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Diarrhoea (Rotavirus, Giardia, Salmonella, Campylobacter)</td>
<td>Exclude until diarrhoea has ceased.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Diarrhoea (Shigella)</td>
<td><strong>Day Care Centre.</strong> Children who are not toilet trained should be excluded until completion of 5 days of antibiotics or until 2 faecal cultures collected 24 hours apart are negative. <strong>Preschools.</strong> Cases may return to preschool once diarrhea stops; however, they should be discouraged from sharing food with other children until 2 faecal cultures collected 24 hours apart are negative.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Diphtheria</td>
<td>Exclude until medical certificate of recovery following at least 2 negative throat swabs, the first not less than 24 hours after cessation of antibiotic treatment and the other 48 hours later.</td>
<td>Exclude family/household contacts until cleared to return by an appropriate health authority.</td>
</tr>
<tr>
<td>Glandular Fever</td>
<td>Exclusion is not necessary.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Hepatitis A</td>
<td>Exclude until receipt of a medical certificate of recovery but not before 7 days after the onset of jaundice.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Hepatitis B</td>
<td>Exclusion is not necessary.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Hepatitis C</td>
<td>Exclusion is not necessary.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Condition</td>
<td>Exclusion Period</td>
<td>Notes</td>
</tr>
<tr>
<td>----------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Human Immunodeficiency Virus Infection (HIV)</td>
<td>Exclusion is not necessary unless the person has secondary infection requiring exclusion in its own right.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Impetigo (School Sores)</td>
<td>Exclude until appropriate treatment has commenced and sores on exposed surfaces are covered with a dressing.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Leprosy</td>
<td>Exclude until approval to return has been given by an appropriate health authority.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Meningitis (Bacterial)</td>
<td>Exclude until well.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Meningococcal Infection</td>
<td>Exclude until well.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Mumps</td>
<td>Exclude for at least 9 days after onset of symptoms.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Poliomyelitis</td>
<td>Exclude for at least 14 days from onset. Re-admit on a medical certificate of recovery.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Ringworm, Scabies, Pediculosis (Lice), Trachoma</td>
<td>Exclude until the day after treatment has commenced.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Rubella (German Measles)</td>
<td>Exclude until fully recovered or for at least 4 days after the onset of rash.</td>
<td>Not excluded. NOTE: Female staff of childbearing age should ensure that their immune adults status against rubella is adequate.</td>
</tr>
<tr>
<td>Streptococcal Infection (including Scarlet Fever)</td>
<td>Exclude until the person has received antibiotic treatment for at least 24 hours and the person feels well.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Typhoid and Paratyphoid Fever</td>
<td>Exclude until production of a medical certificate of recovery.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Whooping Cough (Pertussis)</td>
<td>Exclude for five days after starting antibiotic treatment.</td>
<td>Exclude non-immunised household contacts aged less than 7 years for 14 days after the last exposure to infection or until they have received 5 days of a 14 day course of antibiotics.</td>
</tr>
</tbody>
</table>
EDUCATION QUEENSLAND

As a State School, Beaconsfield is governed by the State education authority. Education Queensland provides information on aspects of state education on their website- http://www.education.qld.gov.au

To obtain information on schools in our area, choose DIRECTORIES. Follow the choices to view a map or a list of schools in the local district – Mackay Whitsunday.


HEADLICE

All schools suffer from headlice infestations from time to time. We can’t pretend that we are immune from this annoying condition. In the event that your child contracts headlice, he or she needs to be removed from the school until the headlice are treated. The school has access to advice from headlice specialists, however the best support for headlice treatment is to contact your Chemist. Headlice always seem to strike more than once in the same place, so please continue to check your child’s hair even after the first case has been treated.

ILLNESS

Please do not send your child to school if they are unwell, or have been through the night. While we realise this may cause disruptions to your normal daily program, sending an unwell child to school encourages the spread of illness to other children, and detracts from the learning of the child for that day. While the school has qualified first aid officers to deal with accidents or emergencies, we do not have staff trained to diagnose or treat illness, nor can they care for them during the day for long periods of time. In the case of illness, parents, caregivers or emergency contacts will be asked to collect the child early from school.

INSTRUMENTAL MUSIC PROGRAM

Our school offers woodwind, brass, percussion programs and a strings program. If you are interested in either of these programs, please contact the school based classroom music teacher. An instrumental music teacher visits our school weekly to teach instruments of the orchestra. Children from years 4 to 7 (Woodwind, Brass, Percussion) and 3 to 7 (Strings) are withdrawn from classes for music lessons and receive close individual tuition. Information about this program is available from the instrumental music teacher.

Did you know that there is approximately 5 kilometres of concrete walkways in our school.
INTERNET USAGE

All children have access to the internet as part of their learning programs. The amount and type of use will depend on the current learning program. Student and parental permission forms need to be completed agreeing to our school’s conditions of use. These are included in this package. To ensure both security and proficiency children are required to receive a license to demonstrate their competency and responsibility with the internet as an individual learner. School internet and email is provided to enhance planned school programs, and as such is restricted to use for these programs.

JEWELLERY

Children are encouraged not to wear jewellery to school for both safety and security reasons. Children are involved in many interactive games during the playtime and “jangly” or loose jewellery can be dangerous as well as painful if pulled at or caught up in such interactions.

Watches are not necessary at school as there are ample clocks and bells to inform students of times. Watches worn to school by students are the responsibility of the wearer.

Children who wear necklaces or bracelets for religious or personal reasons need to identify these so teachers can be aware that such jewellery is being worn during physical activities.

Students who have pierced ears need to wear studs or small sleepers to school to maintain their safety.

While playing contact sports, students will be required to remove all jewellery.

KINDERGARTEN

The Beaconsfield C and K kindergarten operates on our school campus – for more information about this service please contact the kindy on 49428057.

LEAVING THE SCHOOL GROUNDS

Children are not to leave the school grounds during the school day unless under supervision by a parent or teacher, or unless parental permission to leave the grounds has been received by the teacher, in writing.

Parents must report to the office before collecting students early to sign the Student Early Departure Register.
**Lost Property**

Clothing can be very expensive and at school we encourage children to care for personal property. Children will misplace clothing at times and any items found will be kept in the lost property boxes which can be found at the classrooms or near the canteen. **If names are on lost items, these items will be returned to the owners.** At the end of each term unclaimed items may be taken to a charity.

**Languages Other Than English**

The Languages Other Than English program offered in Queensland state primary schools is an opportunity for students in the later years of primary school to learn the language and culture of another country. At Beaconsfield we offer Japanese as our focus for a range of activities designed to increase appreciation of a culture other than our own.

**Medication**

Education Queensland has issued guidelines and procedures for administering prescribed routine and emergency medication. The guidelines apply to medication prescribed by a medical practitioner only, which is considered necessary to be administered at school for the student to achieve optimum health and to participate fully in school life.

Schools must not administer over-the-counter medications, including analgesics such as panadol and homeopathic remedies. The only exception is the reliever puffers such as Ventolin that are included for the treatment of asthma. In the case of students who are responsible for self-administering asthma medication, the parents or legal guardians are to provide the Principal with written permission and details of medication and the location the medication is kept.

For all other medications to be administered by school staff (including asthma puffers for younger students) requirements are as follows:

- medication in it’s original labelled container is to be brought to the office and will be stored in a secure location
- an Authority for Medication form is to be completed by the parent or legal guardian and will be stored with the student’s medication
- the school will keep a record of all occasions when the medication is administered

**Mobile Phones**

Many children now have access to mobile phones. The school has a modern phone system which allows contact with students through the day, so there is usually no need for a student to have a mobile phone at school. Should the student, or the student’s family require the need for mobile phone contact before or after school, the child is to leave the phone at the reception area for the day. The child can collect the phone on departure. Please notify reception if an occasion arises where your child must be contacted on their phone during the day.
The use of mobile phones during learning programs or during breaks is not allowed. The carrying of a mobile phone by a child during the school day can lead to loss, theft or damage.

If visiting or helping in a classroom, we ask that your phone remain off in order to avoid interrupting your child’s learning.

MONEY COLLECTIONS

During the school year children will be invited to participate in extra curricular activities. An invoice, information letter and medical form (when required) will be forwarded home. The school endeavours to give parents three weeks notification of a coming event. Students are to return the invoice, with signed permission section, and money by the due date to administration. This due date represents the cut off time for acceptance of payments. If parents/caregivers experience difficulty in paying for an excursion please speak to the Business Services Manager or the Principal before the closing date to make alternative arrangements.

NEWSLETTERS

The Beaconsfield News is published each fortnight. Sometimes, these newsletters can be forgotten and it is suggested you ask your child whether or not a newsletter was issued at school. Copies are available from school administration.

If you wish to view your newsletter electronically, it will be available in a PDF version on the school website.

PARENTS AND CITIZENS ASSOCIATION

The Beaconsfield State School Parents and Citizens Association exists to make a better school for your children. Parents are encouraged to consider being an active member of this Association. Monthly meetings are held on the first Tuesday of each month at 7:30 pm in the staffroom. The AGM is held in February.

PERSONAL GAME DEVICES

Electronic games are neither necessary nor suitable for school. Should these items be brought to school, they must be signed in at reception and collected at the end of the day. Responsibility for items such as these remains with the person who brings them.
PERSONAL PLAY EQUIPMENT

Personally owned sports equipment is not necessary for school. All students have access to appropriate school sports equipment to use at appropriate times.

Other play equipment such as trading cards and the like are neither necessary nor suitable for school. Bringing personally owned play equipment to school can lead to loss, damage, theft and arguments. Should these items be brought to school, they must not be used during class time. Responsibility for such items remains with the person who brings them.

PHOTOS

Class photographs will be taken between March and October each year.

School uniform is to be worn for photos.

PREPARATORY YEAR

Beaconsfield offers a State Prep program.

Information about Prep can be obtained from the Prep teachers or by telephoning administration on 4969222.

RELIGIOUS EDUCATION

Both Christian and Non-Christian programs may be conducted by ministers and adults from various accredited religious organisations, and by voluntary teachers from the school. All children are able to take part in these programs with parental permission. The availability of the program will be determined by the availability of tutors and teachers.

SCHOOL COUNCIL

Our School Council is comprised of elected parent and staff representatives. The Council meets once a term to discuss and approve strategic issues that affect our school. More information on the role of the School Council or how to become a member is available from administration.

SECURITY

Please be advised that our school is equipped with electronic security systems. The electronic system is connected to State Government Security - who have a call out program with the Mackay Police. This system is sure to enhance the security of our school.
SCHOOL TRANSPORT ASSISTANCE SCHEME

This scheme aims to provide assistance with the cost of transport to and from school for those students who are not provided with an educational facility in their local area, or who are disadvantaged by other means. Eligibility guidelines for the Scheme are contained on the Queensland Transport website and should be used as a reference tool only.


Contact the Department of Transport Mackay office:
Cnr Endeavour & Industrial Streets Mackay 4740 Ph 49531566
Ph 132380 (Customer service inquiries)

SCHOOL UNIFORMS

At Beaconsfield, we are proud of our uniform and the children are encouraged to wear their uniform when attending school. A copy of the schools dress code is included in this package. A brief overview is listed below:

GIRLS AND BOYS UNIFORM

- Hat - children are required to wear a hat that covers their ears. Broad brimmed and Legionnaires designed hats are acceptable. Baseball caps are not acceptable (these will be confiscated until a note from home is received). School hats are available from the canteen.
- Shoes - black lace-ups
- Petrel and Mint polo shirt - available from the canteen
- Black shorts for boys and skorts/shorts/skirts or culottes for girls
- Socks - white (ankle)

SPORTS UNIFORM

- As above with sneakers or joggers

Parents are asked to name peel off style clothing so that it can be returned if lost by a child.

SCHOOL UNIFORM MUST BE WORN ON EXCURSIONS, WHEN REPRESENTING THE SCHOOL AND WHEN RECEIVING AWARDS. HATS AND SHOES MUST BE WORN FOR ALL OUTDOOR ACTIVITIES AND EXCURSIONS.

FOR COMFORT, OUR SCHOOL POLICY ALLOWS CHILDREN TO WEAR THEIR SCHOOL SHIRT “OUT” ON A DAILY BASIS - WE MAY REQUIRE TUCKED IN SHIRTS FOR SOME FORMAL OCCASIONS.

We ask that parents or caregivers inform us in writing if their child is unable to wear the school uniform on any day.
SCHOOL WEBSITE
Our school’s web site is http://beaconsfieldss.eq.edu.au.
Visit it for information on the curriculum we provide, services to students, information about our school and how you can participate in our school community. Check the site regularly for news and updates.

SPECIAL EDUCATION CLASS
The Beaconsfield Special Education class runs integrated programs for students with disabilities who are enrolled at our school. While the program offered focuses on integration, our Special Education staff deliver programs that are individual, responsive, and relevant to the needs of the students involved.

SPORT
Participation in school sport is encouraged. We participate in a variety of sports as part of our Health and Physical Education Program, and, as a result, a variety of skills are taught as children progress through the school.

Sporting equipment is provided for students to use during breaks. It is not necessary to bring personal sporting equipment to school.

Interschool sport is organised on both a fixture and a skill development basis.

We appreciate assistance from parents. If you have an interest or special talent with any sport, please come and join us.

SPORTS DAY
Our school provides a responsive approach to the provision of intra-school sporting endeavours. We are committed to encouraging talented students to achieve the best that they can in their field of expertise at district and regional level. We are also committed to the provision of enjoyable and developmental sports activity that encourages the joy of participation where competition is both friendly and achievable by the majority of students, not just those that have a gift or talent.

SUNSAFE
This school is a ‘Sunsafe’ School – this means that all children need to wear appropriate clothing to protect them from the sun.
At Beaconsfield, children are required to wear broad brimmed or legionnaire hats. Baseball caps are not to be worn. As a part of our sunsafe policy, all swimmers who attend an outdoor pool are required to wear a protective shirt while in the water.

Most children wear our school uniform. If a child is not wearing the uniform (eg. free dress days) they must wear a shirt that covers neck, shoulders and midriff.

SUPERVISION

Children are supervised by staff from 8:45 am to 3:00 pm. Classrooms and the Curriculum Centre are open to parents and students from around 8:30am. One staff member is available outside each morning from 8:30am in a roving capacity to assist students. Supervision of children outside of the normal hours of supervision between the start of school and when school finishes is for specific purposes, in specific places eg. waiting for buses. Parents should not allow children to arrive at school before the school starting time while supervision is not available. All school users should be out of the school grounds by 3:15 pm each day unless involved in a school approved or organised activity, or awaiting transport. Those awaiting transport are requested to wait in the front shelter area in Nadina Street where a staff person supervises until 3:30pm.

SWIMMING

Beaconsfield maintains a coordinated and structured approach to the provision of our Learn to Swim programs. Provision of swimming classes is dependant upon the availability of the local pools programs.

Students in the lower part of the school, and those identified as needing instruction are offered lessons in our learn to swim program.

TUCKSHOP

The school canteen operates daily. Volunteers will be required to assist the convenor in the tuckshop. The aim is to provide a nutritious lunch at the lowest possible cost. If you are able to help by being on a roster to work in the canteen, please contact the canteen. Your help is needed. All proceeds from the canteen are used by the P & C to enhance our school facilities.
In the first half of 2006, changes will be made to tuckshop operation and offerings, to bring our service in line with the Queensland Government’s “Healthy Food and Drink Supply Strategy for Queensland Schools”.

ORDERING PROCEDURES FOR THE CANTEEN

1. Write your child’s name, learning group name, and lunch order on a paper bag. Enclose the exact money in a separate envelope, if possible.

2. Separate bags are needed for first eating time and second eating time.

3. Your child brings the bag to school and places it in the Learning Group boxes at the canteen.

SAMPLE LUNCH BAG

1st eating time

Peter Baker
Learning Group Orion
1st Break
1 Apple .50
250ml Juice 1.20

$1.70

VISITORS

Visitors are most welcome.

All visitors who come to our school must sign a register and wear a visitor’s badge.

This will help all students to identify visitors. It also enables our school to manage a ‘Stranger Danger’ Program.
ZZZ... SLEEP

A good night’s sleep is essential for students to learn effectively. Sleep is necessary for rest, growing and healing. Current research also suggests that its main function is the consolidation of memory – dealing with things learnt through the day. School aged children need on average 9 -13 hours of sleep a night depending on age.

Lack of sleep contributes to tiredness, poor behaviour and concentration, overactive behaviour and irritability – all hindrances to learning. Ensuring your child has a regular bedtime, with sufficient sleep will enhance their learning opportunities.

Beaconsfield was originally a cane plantation owned by the Henderson Family. There was a Sugar Mill near the site of the school. The plantation was named after Beaconsfield Estate in Scotland.