

# **2022**

## **Parent Information**



# **Augusta**

# **State School**

# PRINCIPAL'S WELCOME

Dear Parents and Guardians

On behalf of the school community, I welcome you and congratulate you on selecting Augusta State School for your child's primary education. The education of your child is something that we take very seriously, and we look forward to working with you over the next seven years as partners to provide every opportunity for your child to be "the best me he/she can be". Parents are a valued and vital part of our school and each student's success. We aim to empower parents to support their child's learning through a variety of means.

Augusta State School opened in 2011 and 2021 will be our 10<sup>th</sup> birthday. We are a Public Private Partnership school with state-of-the-art facilities providing children and staff with the most modern, up to date, learning conducive environment available. Augusta has an Enrolment Management Plan. Our catchment area includes most of Augustine Heights, and parts of Brookwater, Bellbird Park and Redbank Plains, in Brisbane's fast growing western corridor. Our school has continued to experience significant growth, with a current enrolment of 1100 students in 45 classes.

Our aim is to maintain a focus every day on teaching and learning. With the work of our amazing staff and the support of our P&C and School Council, teaching and learning has remained our focus with a personalised, precise curriculum informed by the Australian Curriculum that aims to meet the needs of every student, every day. We will continue to provide opportunities for every member of the school community to be 'the best me they can be' through quality teaching and learning - support programs, extension programs, individualised learning and behaviour plans, extra-curricular programs and activities, parent workshops, and professional coaching and learning for our staff.

We have built a learning culture, a learning environment and a learning community that lives and breathes our school motto – 'Empowered to be my best today and inspired to be even better tomorrow'. We share a common language which enables students, parents and staff to know what success looks like, feels like and sounds like. To enhance learning students at our school are taught to, and encouraged to, become confident and successful goal setters. Through goal setting and reflection, students demonstrate their understanding of what it is they have learnt, its importance, its application, and what are the next steps in their learning. We acknowledge and celebrate success at every opportunity, this supports and encourages our learning culture.

Augusta is an Independent Public School. The School Council is made up of school staff and parents. The School Council works with the school leadership team to develop the school Strategic Plan, the Annual Operation Plan and budget to ensure that we continue to cater for each student in a rapidly growing school focused on increased learning outcomes for students.

Once again I would like to welcome you to our school. I look forward to a long and productive relationship with you as we work together to provide your child with every opportunity to be "the best me he/she can be".

Tammy Swane  
Principal

# ABOUT AUGUSTA STATE SCHOOL

**VISION:** The Augusta State School vision is to build a learning community that is empowered to be their best today and inspired to be even better tomorrow

**MANTRA:** At Augusta we live our mantra:

*Empowered to be my best today.*

*Inspired to be even better tomorrow!*

## VALUES:

- At Augusta State School we are committed to providing a safe and supportive learning environment where an inclusive, engaging and personalised curriculum is paramount.
- At Augusta State School we believe all members of our community will conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others.
- At Augusta State School we empower families to be actively involved in their child's education. Families are expected to support school staff in maintaining a safe and respectful learning environment for all.
- At Augusta State School students are empowered to take responsibility for their learning, for their behaviour and for their successes. Students set goals for their learning, monitor their progress towards their goals through feedback and celebrate their success once they have achieved their goals.
- Every member of the Augusta State School community is empowered and inspired to be the best 'me' that they can be. This culture ensures that learning is the priority - every day for every student.

## BEHAVIOUR

**At Augusta,**

*I am safe.*

*I am respectful.*

*I am responsible.*

*I am the best me I can be!*

Augusta State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students.

Augusta State School has four core values, **Safe, Respectful, Responsible** and the **Best me I can be**.

**At Augusta, we are a safe and respectful learning community.  
Each individual is empowered to be their best today and inspired to be even better tomorrow.**

The school has developed a Student Code of Conduct which is mandatory in Education Queensland schools (a copy is available on the school website: <https://augustass.eq.edu.au/Pages/default.aspx>), with the aim of helping shape and build the skills of all our students to be confident, self-disciplined and kind young people, developing expert learners who are purposeful and motivated; resourceful and knowledgeable; strategic and goal directed.

Augusta school staff take an educative approach to discipline, that behaviours can be taught and that mistakes are opportunities for everyone to learn. Our students are explicitly taught the expected behaviours and are made aware of consequences that may apply when students breach the expected standards of behaviour. Our school staff believe that communication and positive connections with other people are the most valuable skills our communities need now and in the future.

## ATTENDANCE

At Augusta State School we value every lesson, every day for every child.

A parent or legal guardian of a child of compulsory school age is obliged to ensure that their child attends school on every school day for the educational program in which he/she is enrolled. A parent of a young person in the compulsory participation phase is obliged to ensure that the young person is participating full-time in an eligible option.

Any time during which a student is not attending or participating in their educational program is considered an absence and requires explanation. From time to time a student might be absent from school. Parents comply with their compulsory schooling or compulsory participation obligation by providing a satisfactory reason for these

absences. A decision is made about whether a reason offered to explain an absence is satisfactory. A reason will be considered satisfactory if it identifies the absence as an allowed absence.

Allowed absences are absences from school for up to 10 days due to illness and absences from compulsory participation allowed under the requirements of the student's eligible option.

### **Responsibilities:**

#### *Parents/Carers:*

- ✳ ensure their child attends school on every school day for the educational program in which the child is enrolled, unless the parent has a reasonable excuse;
- ✳ ensure their child arrives at school in a timely manner each school day (learning starts at 8:30am each morning);
- ✳ ensure the school is advised of a student absence. Parents have multiple means of communicating an absence with the school;
- ✳ initiate or attend meetings to discuss their child's attendance or participation in their educational program.

#### *The School will:*

- ✳ keep attendance records and monitor attendance and absenteeism of enrolled students;
- ✳ alert the principal (or delegate) when a student's absence is unexplained or when concerned that the explanation may be unsatisfactory;
- ✳ refer a student to the Guidance Officer if concerned that welfare issues may be impacting on attendance;
- ✳ implement processes to monitor students' attendance at school and to follow up unexplained absences or absences where an unsatisfactory reason is given.

Absences affect the chances your child has of being successful as an adult. One or two days absent a week in primary school doesn't seem much but...

Missing...	Equals ...	Which is ...	Over 13 years of schooling you child is missing...	If this happens you child may <u>only</u> reach ...
1 day per fortnight	20 days per year	4 weeks per year	Nearly 1.5 years of schooling	Year 11 standard
1 day per week	40 days per year	8 weeks per year	Nearly 2.5 years of schooling	Year 10 standard

2 days per week	80 days per year	16 weeks per year	Nearly 5 years of schooling	Year 7 standard
3 days per week	120 days per year	24 weeks per year	Nearly 8 years of schooling	Year 4 standard

Late Arrival: Students who arrive at school after 8:30am must be signed in through Administration and receive a 'late slip'. This is noted on a child's records.

**Being late** for school every day also impacts on learning ...

- ☒ 30 minutes late each day = 2 ½ hours each week = missing half a day of school and learning each week.
- ☒ Missing ½ day of learning each week = missing 4 weeks of learning per year.
- ☒ Missing 4 weeks each year = missing ½ years of schooling over 13 years.

Early Collection: If parents **need** to collect students early from school, students must be signed out through Administration. ***Please avoid early collection of your child as much as possible.***

Students should arrive at school between 8:15am and 8:25am. Before school care is available through Camp Australia for students who need to be at school earlier.

## TEACHING AND LEARNING

At Augusta, you will hear our students talking about being 'shining stars with a plan, rising stars and superstars.' These descriptions are part of how our students reflect on their day – their learning, their effort, their goals and themselves. We provide a personalised, precise curriculum to every student every day, informed by the Australian Curriculum, with an explicit focus on literacy and numeracy, in classes that are ***'Grouped for Instructional Purposes.'***

***Universal Design for Learning*** underpins our pedagogical framework. We believe that timely feedback, learning goals, and daily opportunities for reflection are an integral part of teaching and learning. Parents are a valued and vital part of our student's education and they are empowered to support their children's learning through open communication and engagement with their child's weekly 'Learning Everywhere Anytime Plan (LEAPs).' We acknowledge and celebrate success at every opportunity, which supports and enriches our learning culture.

The meta-analysis work of John Hattie and the school framework model from Crevola and Hill have informed what we do. Literacy and numeracy are our core business and we

maximise learning time in the key areas of English and Mathematics. Our improvement agenda at Augusta is **reading, writing and number**. These are our absolute priority.

Students set personal goals for their learning and for their behaviour. We empower students to be active participants in their goal setting- planning and assessing their learning, with the use of our learning ladders, so they know precisely what their next steps are and what they need to do to achieve their goals. This cyclical goal setting process inspires our students to continue to grow and achieve – 'to be the best me they can be'.

Providing the explicit **Learning Intentions** and **Success Criteria** to students, prior to lessons, enables them to tune in and make connections to what they already know. Together, as an Augusta learning community, we aim to develop students who are purposeful and motivated, resourceful and knowledgeable, strategic and goal directed.

### Daily Timetable

Time	Learning Focus
8:25	First bell. Students move into classroom and prepare for learning.
8:30	Learning starts. Literacy focus
10:30	Brain break – play
10:50	Brain break – eating
11:05	Second learning session – Numeracy focus
12:35	Lunch break – play
12:55	Lunch break –eating
1:10	Afternoon session – Other Learning Areas
2:30	End of school day

## EXTRA-CURRICULA

A range of extra-curricular activities are offered throughout the school year.

### Instrumental Program:

At Augusta we offer an Instrumental Music Program of which we are very proud. Education Queensland provides the opportunity for selected students to learn a string or band instrument commencing in their primary years of school.

The STRINGS program starts in Year 3 with students eligible for violin, viola, cello or double bass.

The BAND program starts in Year 4 with students eligible for clarinet, flute, saxophone, trumpet, trombone, euphonium, tuba, percussion and electric bass guitar.

Where instruments are available, Year 4, 5 & 6 students are also eligible to join STRINGS or BAND, including the option to move onto the double bass (STRINGS).

Please note that once a student signs up for the Strings Program they are not eligible for the Band Program in Year 4. It is our expectation that children who start in the Strings Program will continue in the Strings Program for the duration of their schooling at Augusta.

### **Choir:**

At Augusta we have both a Senior and a Junior Choir. Students participate across the school year in internal school events including whole school assemblies, Anzac Ceremony and the Augusta Showcase. Students also participate in Education Queensland regional events including Fanfare and Combined Choral Workshops, and community events such as the Jacaranda Festival.

### **Performance Team:**

Augusta has a dance troupe comprising of students from year 4 to year 6. The Performance Team have weekly dance lessons with a dance teacher. They learn dance moves and practice new routines which they perform at school events across the school year along with Eisteddfods and community events.

### **Gala Days:**

Each year Augusta join with local schools to participate in interschool sports. These are called Gala Days. To date Augusta participates in girls' soccer and netball and boys' soccer and football. Gala Days are open to students in years 4, 5 and 6.

### **Sports Houses:**

Our sporting houses are named after four of the brightest star constellations in the southern hemisphere. When we have events where our sporting houses are used we have wrist bands, banners, marquees and streamers to help students identify their sporting house.

<b><i>Student surname</i></b>	<b><i>House Name</i></b>	<b><i>House Colour</i></b>
<i>A-D</i>	<i>Aquila</i>	<i>Aqua</i>
<i>E-L</i>	<i>Lacerta</i>	<i>Purple</i>
<i>M-R</i>	<i>Orion</i>	<i>Lime</i>
<i>S-Z</i>	<i>Tucana</i>	<i>Orange</i>



## Swimming

A Water Safety and Swimming Education Program is offered to all students in Prep to Year Six. Opportunities to develop practical water-based swimming competencies as well as land-based water safety competencies are provided.

## After school activities:

Our P&C seeks various opportunities for after-school, user-pays activities for optional participation for students. In 2017 these activities included Queensland Cricket's In2Cricket program & T20 Blast, Soccer's 'Roar' program, Auskick, and Creative Industries dance program. These programs may change depending on what is available.

# UNIFORM POLICY

The Augusta State School Parents & Citizens Association has endorsed Augusta State School as a uniform school.

Our uniform contributes to a safe and supportive teaching and learning environment through:

- ready identification of students and non-students at school;
- fostering a sense of belonging;
- reflecting our school community standards;
- being consistent with occupational health and safety, anti-discrimination legislation and the Sun Safety Strategy; and
- developing mutual respect among students by minimising visible evidence of economic or social difference.

Our uniform is designed to be worn when students are:

- attending our school;
- representing our school;
- travelling to and from school; and
- engaging in school activities outside of school hours.

Our unisex style uniform consists of:

- Augusta school shirt;
- Augusta school shorts;
- Augusta school socks or plain white ankle socks;
- Augusta school hat (our school is a 'no school hat, no play' school);
- safe, enclosed, appropriate shoes (no wheels or lights);
- **plain navy** cardigan/pullover, Preferably an 'Augusta' navy cardigan;
- **plain navy** tracksuit pants/leggings;
- a school bag is available for purchase.

**All items of school clothing should be clearly labelled.**

**School hat:**

The Augusta school hat is a navy with lime green piping bucket style hat. Student leaders are provided with an Augusta State School leadership bucket style hat, which is lime green with navy piping.

**Hair:**

All students with hair of shoulder length or longer must have their hair tied back. Hair accessories are to be in school colours.

**Jewellery:**

Acceptable jewellery for wearing at school consists only of one earring in each ear lobe, consisting of either small studs or small sleepers, and a watch.

**Items of religious significance:**

Requests to wear items which are not included in the Uniform Policy must be requested in writing and addressed to the Principal for consideration.

## SUN SAFETY STRATEGY

**Rationale:**

At Augusta we teach students how to be safe and how to practise sunsafe behaviour.

**At Augusta:**

**Staff:**

- Act as positive role models to students by practising 'Sunsmart' behaviour.
- Remind students, if required, to apply sunscreen and wear the school hat.
- Used shaded areas for outdoor activities where possible.

**Parents:**

- Provide an Augusta school hat for their child.
- Assist their child to apply sunscreen before leaving for school.
- Support the school's Sun Safety Strategy in principle and in practice.
- Teach students how to apply sunscreen.

**Students:**

- All students are encouraged to apply sunscreen before leaving for school each day.
- All students are encouraged to apply sunscreen before going out to play. Students must respect the resource (sunscreen) and use it safely and appropriately.

- All students must wear our school hat when engaged in curricular, extra-curricular or play activities that are outside.

Sunscreen is available to students in each classroom double teaching space. Students are welcome to apply sunscreen on uncovered areas of their body – legs, arms, back of hands and face/neck. The sunscreen is SPF 30+ broad spectrum, water-based sunscreen.

The Sunscreen provided at school is the “Cancer Council ‘Everyday Sunscreen’ SPF30+” brand.

Should parents wish to provide their own brand of sunscreen for their child, they are welcome to send a roll-on sunscreen in their child’s bag, with their name clearly marked on it.

## HOMework POLICY

The community of Augusta State School believes that homework is an important part of the teaching and learning process. It provides opportunities for students to consolidate concepts and skills, and to develop positive life-long learning habits.

We also recognise that it is important to maintain a healthy balance between homework expectations and the varied and numerous recreational, cultural and personal commitments involved in family life.

Our priorities at Augusta are reading, writing and number which are supported through homework which consists of –

- Learning Everywhere, Anytime Plans (LEAPs)
- On-line learning through Literacy Planet, Reading Eggs, Mathletics and Mathseeds. Teachers set tasks aligned to the Australian Curriculum and the weekly focus for students to complete.
- 15 minutes of reading nightly – parents sign a ‘reading stars’ sheet. Student reading is celebrated with a reading stars certificate for 25 nights, 50 nights, 75 nights ..... of reading.

The Augusta ‘Learning Everywhere Anytime Plan’ (LEAPs) have a deliberate focus on content from the Australian Curriculum- English and mathematics, which is then framed up into literacy and numeracy blocks. This empowers and inspires our students, parents and staff to continue learning together, not just between 8:30am and 2:30pm, Monday to Friday, in the classroom, but as the name suggests everywhere, anytime.

The class LEAP is shared with students by the class teacher on a Monday before being sent home to parents, caregivers and students via the student diary or boomerang book and email.

Core LEAP work is structured around English and mathematics and more precisely around the core components of literacy and numeracy blocks. The core components of these blocks frame the learning experiences outlined on the weekly plan. Namely these are:

Literacy LEAP core components:-

- Reading
- Writing
- RVI/ Vocabulary
- Grammar/Punctuation
- Spelling
- Phonics
- Handwriting/ Typing




Numeracy LEAP core components:-

- Nifty Number
- Operations
- Number Facts
- Problem Solving
- Measurement and Geometry
- Statistics and Probability

LEAP work is either submitted electronically, as parents and caregivers email artefacts of the learning that has occurred, or when students return a hard copy to their teacher. These artefacts are used as a stimulus to discuss, with peers and the teacher, concepts learnt at home and at school to reinforce and celebrate learning.

Augusta's fortnightly newsletter includes Year Level 'Inspiration Boards'. These showcase artefacts of LEAP learning and illustrate how we can find the literacy and numeracy links across all learning areas. These boards are designed to promote conversations around the learning occurring across our school and inspire all of us to set, plan for and achieve personal goals be the *best me we can be*.

Below is an example of a weekly LEAP.

 <b>Empowered and Inspired to Learn Everywhere Anytime Plan (LEAP) PREP Week 7 Monday 8<sup>th</sup> - Friday 12<sup>th</sup> March 2021.</b>		
<b>Literacy Block</b> We are working on sharing and talking about stories and using our early reading behaviours. <b>Focus parts of English Achievement Standard from the Australian Curriculum:</b> Use comprehension strategies to understand and discuss texts listened to, viewed or read independently.		
<input checked="" type="checkbox"/> Reading <input type="checkbox"/> Writing <input checked="" type="checkbox"/> Oral language = (Vocabulary) <input type="checkbox"/> Grammar/Punctuation <input type="checkbox"/> Sight words <input checked="" type="checkbox"/> Phonics	<b>Focus: Empowering learning</b> <ul style="list-style-type: none"> <li>• We are learning to use Questioning Owl – Ask questions and wonder, during reading.</li> <li>• We are learning to sequence the events in a story.</li> <li>• Our focus sounds: S A T</li> <li>• Our focus sight words: a, in, can</li> </ul>	<b>Ideas for Inspiring learning ...</b> <ul style="list-style-type: none"> <li>• During reading use these question starters to ask your child about the story:                - what would happen if....?                - why is the character doing...?                - do you like or not like...?</li> <li>• After reading, have your child tell you who the main character is in the story and what happened in the story.</li> <li>• Can you play a game of 'memory' with your sight words?</li> <li>• Picture hunt – can you cut and paste (or draw) pictures from magazines/newspaper/catalogues that start with S, A or T?</li> </ul>
<b>'Reading Eggs'</b> Colour a box for each task you complete that connects to our focus. 		
<b>Numeracy Block</b> We are working on our numbers to 10 and beyond. <b>Focus parts of Mathematics Achievement Standard from the Australian Curriculum:</b> Students make connections between number names, numerals and quantities up to 10. They identify, copy, continue and create patterns.		
<input checked="" type="checkbox"/> Number <input type="checkbox"/> Operations <input type="checkbox"/> Number Facts <input type="checkbox"/> Problem Solving <input checked="" type="checkbox"/> Statistics & Probability <input type="checkbox"/> Measurement & Geometry	<b>Focus: Empowering learning</b> <ul style="list-style-type: none"> <li>• Counting by 1s to 10 and 20</li> <li>• Recognising the numbers 1-10</li> <li>• We are learning about patterns! Patterns happen "over and over again in the same way."</li> </ul>	<b>Ideas for Inspiring learning ...</b> <ul style="list-style-type: none"> <li>• Counting – count to 10 or 20 as you do each of these movements:                - jump - hop - star jumps - toe taps - squats</li> <li>• Family challenge!                - make a pattern and get your family to continue it.                "Mum, what comes next? Red, red, blue, red, red, blue..."</li> <li>• Find some things around your home to make patterns to send us a photo. Think about object type, colour, size. Eg. big leaf, little leaf. Fork, fork, spoon.</li> </ul>
<b>'Maths Seeds'</b> Colour a box for each task you complete that connects to our focus. 		
<b>Other</b> <input type="checkbox"/> HASS <input checked="" type="checkbox"/> HEALTH <input checked="" type="checkbox"/> SCIENCE <input type="checkbox"/> DESIGN	<b>Focus:</b> <ul style="list-style-type: none"> <li>• <b>Science</b> – Living things live in places we call habitats. Habitats provide us with what we need to survive: air, water, food, shelter, sunlight</li> <li>• <b>Health</b> – We have rules at school to help us learn and be safe.</li> </ul>	<b>Ideas for learning ...</b> <ul style="list-style-type: none"> <li>• Explore your backyard or local park and think about what might live in that habitat. Where do the living things get their needs from? eg. Water from the lake? Or rain? Shelter from the trees? Or rocks?</li> <li>• What important rules do you have at home to keep you safe?</li> </ul>
<b>OUR GOAL IS: To give everything a 'red hot go'! We are being persistent when we don't give up and keep trying.</b>		

# STUDENT RESOURCE SCHEME

To enable teachers to personalise learning for our students, our school will operate a Student Resource Scheme (SRS) for students from Prep to Year 6. While the cost of providing instruction, administration and facilities for the education of a student is met by the State, a parent/guardian is directly responsible for providing the student with textbooks and other resources for a student's use while attending school.

## **Purpose of the Scheme:**

The purpose of the scheme is to provide parents with a cost effective alternative to purchasing textbooks and resources elsewhere, through reduced prices gained from the school's bulk purchasing practices. The scheme is endorsed by the P&C but managed by the school and operates within the policy and guidelines of the Department of Education. D.O.E encourages schools to operate a scheme as a service to parents.

## **Benefits of the Scheme:**

- The scheme ensures that students have the required resources for their education when they commence school.
- The scheme saves parent/carers time and money in sourcing appropriate equipment including stationery, books, reference books and text books as well as subscriptions to web based applications which are used for teaching at school and for consolidation of learning at home.
- The benefits from the savings that the school can secure through bulk purchases, and discounts through early purchasing, are passed on to the parents and guardians.
- Every child receives exactly what they need when they need it. Children therefore do not waste valuable learning time when a small number of students do not have their items.
- Parents have a hassle free start to the year.
- Students have ready access to teacher prepared worksheets/booklets.

Families will be asked whether or not they intend to participate in the above resource scheme. Parents not wishing to participate will be required to provide equivalent resources for their child as per the cohort requirements. Parents who choose not to participate in the scheme will, upon request, be provided with a comprehensive list of all items that are covered under the Student Resource Scheme, applicable to your student. The Participation Agreement Form (PAF) is a life of enrolment agreement unless advised otherwise by the parent. Parents wishing to make a change to their PAF will need to contact the school Business Manager.

Full payment upon invoicing is preferred, however term payment arrangements can be negotiated. All parents/carers, regardless of whether they wish to join the scheme or not, will need to sign the Student Resource Scheme Participation Agreement Form indicating that they have read the Terms and Conditions. Parents may be eligible for a

pro-rata refund, which will be made on the basis of a 40 week year, if a student leaves the school during the school year.

Anyone experiencing financial difficulties, should phone the school office to arrange an appointment with the Business Manager. It is our intention to encourage all families to join the Scheme and enjoy its benefits.

Payment can be made by cash, credit card, BPoint or EFTPOS. The Uniform Shop will be open before term four ends, and in the week before school opens in January. We will inform you of the opening dates and times later in the year.

***Please Note...***

The Student Resource Scheme does NOT include: instrumental music, music, excursions, incursions, sport, concerts, learn to swim (year 2), or any special extra-curricular activities, which will be negotiated through the P&C throughout the year.

**SATCHELS & LIBRARY BAG – Prep to Year 6**

Students require two satchels, which are available for purchase from the uniform shop. Students must have a **blue** satchel for communication materials and homework, along with a **green** library bag to enable them to borrow library books.

**CONSUMABLES – Years 3-6**

Families are asked to provide a pencil case of consumables that will need to be replaced from time to time throughout the year, as students use the equipment. Items required include:

<b>Years 3, 4, 5, 6</b>	
1 x pencil case	1 pencil sharpener
20 x Staedtler graphite pencils	1 pair scissors
2 x erasers	1 pack 12 coloured pencils
2 x glue (stick style)	1 pack felt pens ( <b>not connector pens please</b> )
1 x clear plastic ruler – 30cm (mm/cm)	1 x red pen

Please ensure all of this equipment is clearly named. Permanent markers are not permitted at school. We ask that parents purchase felt pens that do not connect to each other.

	SRS scheme 2021						
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Mathseeds	16	16					
Reading Eggs	13	13	13				
Mathletics			13	13	13	13	13
Literacy Planet		16	16	16	16	16	16
Reprographics	24	24	24	24	24	24	24
Stationery	20	28	30	18	18	20	17
Classroom Consumables	37	33	34	34	34	32	35
Curriculum resources (ie: science; art; design and technology)	50	30	30	30	30	30	30
SRS Administration	15	15	15	15	15	15	15
<b>Contribution/ Student/ year</b>	<b>175</b>	<b>175</b>	<b>175</b>	<b>150</b>	<b>150</b>	<b>150</b>	<b>150</b>

## HEALTH

### **First Aid**

Departmental Policy allows the school to administer only basic first aid e.g. cleaning wounds and applying band-aids. In the event of serious injuries, an ambulance is contacted immediately so that qualified assistance is rendered as soon as possible.

Parents will be contacted should any serious injury occur. In all situations, the safety and well-being of the child is our first priority. It is very important to maintain current emergency contact details.

### **Medication**

Medicines should be prescribed for administering during school hours only when absolutely necessary. A member of the school staff, authorised by the Principal, may give

oral medication, provided it is given strictly in accordance with instructions by the student's medical practitioner and is requested in writing by the parents. The pharmacy issued medication container needs to indicate specific times at which medication is to be administered as well as the quantity. Parents need to bring the labelled medication to the office and complete and sign appropriate paperwork. All medication at school **MUST** be administered and stored in the office. **STUDENTS SHOULD NOT CARRY MEDICATION WITH THEM WHILST AT SCHOOL – THIS IS A SAFETY ISSUE.**

### ***Asthma***

Students who are responsible for taking their own medication at home should have ready access to their asthma medication during school hours, provided that written permission from a parent or legal guardian is presented to the school initially. Students can be responsible for their inhalers at all times if this is required, otherwise asthma puffers are left in the office.

### ***Infectious Diseases - Compulsory Exclusion from School Though Illness***

Pupils who contract illnesses such as measles, mumps etc., must remain at home for a specified minimum length of time. Please notify the school immediately if your child is diagnosed by your doctor with any communicable condition. Periods of time for exclusion for different illnesses can be obtained by contacting the school.

### ***Head Lice***

It is advisable to check your children's hair regularly. Where lice are discovered please contact the school and advise the school of the name of the child, along with confirmation of treatment of the condition.

## **PREP**

At Augusta it is non-negotiable that Prep students are to be signed in and out of their classroom by their **adult** parent or carer each morning and afternoon. If students arrive after 8:30am, or they need to be collected before 2:30pm, they must be signed in and out through Administration.

Prep students will participate in specialist lessons including music, physical education and The Arts as part of their weekly routine. They will also attend the library to borrow books.

***Some skills and habits your child needs to learn and practice at home include:***

- taking turns when doing activities with other children;
- waiting for a turn when others are speaking;



- listening when others are talking (active listening is being able to process and respond to what is being said, not just hearing);
- co-operating and sharing with others;
- wearing a bucket hat when outside - Augusta has a 'no school hat, no play' policy;
- playing safely, being fair and taking turns when playing with others;
- looking after their own clothes, shoes, books and other belongings (your child needs to be responsible for carrying their school bag and placing it on the port rack themselves);
- taking care of things that belong to themselves and to other people including school property like gardens and equipment (taps, toilets);
- putting toys and activities away when they have finished playing with them;
- independently using the toilet and remembering to wash their hands afterwards *and know that the toilet is not a place to play*;
- using manners by saying 'please', 'thank you' and 'excuse me' when necessary;
- using scissors and glue carefully;
- writing their name on all of their work with a capital letter at the beginning and other letters in lowercase;
- practise opening their lunch boxes, drink bottles, yoghurt containers, unwrapping plastic wrappers, etc.;
- packing and unpacking (including zips) their schoolbags; and
- identifying their own school bag, and understanding not to touch other children's belongings.

**Children need to learn to be independent to become successful learners at school.**

***They need to be able to:***

- dress themselves – encourage independence;
  - manage their own shoes and socks – use velcro if they cannot tie laces;
  - look after their own belongings (clothes, shoes, books, etc) and put things away after using them e.g. lunch boxes, drink bottles, hats, jumpers, classroom activities;
  - be at school by 8.25am (this is when the first bell goes) so they can prepare for class themselves (go to the toilet and have a drink of water);
  - carry their own bag and put it on the bag rack – the bag should be zipped closed (***please don't carry it for them***);
  - bring their own belongings into the classroom, e.g. homework folders, drink bottle etc; and
- manage their own food. Please do not send food in packets that the children cannot open themselves – a number of small items with lots of variety is a good idea when starting – **no tins or glass please.**

## CAFÉ/TUCKSHOP

Café is available to students each Friday at Augusta. To use the Café (tuckshop) service for your children, an on-line account needs to be set up.

***When submitting an order for your child please take care to ensure the correct class is assigned to your child's order. Please follow this process to open your account:***

1. Go to: [www.munchmonitor.com](http://www.munchmonitor.com)
2. Enter the initial username: **augusta** Enter the password: **munch4300**
3. Click 'sign up'
4. Enter your own email address and a password. Click 'create your account'.
5. An important email will be sent to you almost immediately.
6. Find the email and click the link to activate your account. (Check your 'junk mail' folder in case the email is treated as spam.)
7. Enter your own email address and password then click 'Activate My Account'.
8. Follow the steps to complete the set up.
9. Once you have put money into your account, you can order on-line whenever it suits you. Money can be credited to your Munch Monitor account using either your **debit** card or your **credit** card.
10. You can include a photo of your child in your family profile if you wish.
11. Please ensure you detail any allergies that your child has.

There is assistance available through the email: [help@munchmonitor.com](mailto:help@munchmonitor.com)

**If you are available to volunteer on any Friday, please complete the information form in the office.** When you complete the form, we will need your name, email, phone and available times on and dates of a Friday. Please note unfortunately children cannot be in the Café due to Workplace Health and Safety Regulations.

## BUS SERVICE

An up to date timetable can now be found on-line at Bus: <http://busqld.com.au/school-services/journey-information/areas/ipswich/> All information regarding cost, frequency of buses, routes and passes can be located by visiting the Translink Info website.

## BEGINNING AND END OF DAY ARRANGEMENTS

Students should not be at school prior to 8am. If families need for their children to be at school before that time, please use our Outside Hours School Care facilities. Contact

[www.campaustralia.com.au](http://www.campaustralia.com.au) for details.

Students should arrive at school between 8:15am and 8:25am. The front gate is opened at approximately 8:00am. The gates are then closed at 8:40am and remain closed until 2:25pm each day.

The gates at the far end of Administration are opened on Wednesdays at 1:45pm for parade. These arrangements ensure maximum teaching and learning time for all of our students.

***Once arriving at school students should wait quietly outside their classroom. Please remember that there is no play before or after school.***

From time to time we understand that children need to be collected from school early, or arrive late. ***Please avoid this as much as possible.*** Late arrivals and early departures of students must be recorded in administration. Students who are leaving school before 2:30 must be collected from administration. ***Learning commences at 8:30am every day.***

## COMMUNICATION

Our school website can be accessed via the URL: <https://augustass.eq.edu.au>.



Families are ENCOURAGED to download the **QSchools** app (apple and android). The app will provide reminders of school events, access to the school newsletter and other school information. This app also enables short / urgent reminders and messages to be sent to all families.

QParents gives users easy access to a clear snapshot of their child's schooling information and allows them to:

- ✿ view attendance details, report cards, timetables, invoices and a history of payments;
- ✿ submit explanations for past absences and notify the school of upcoming absences;
- ✿ pay school invoices online (BPoint);
- ✿ update student details including residential and postal address as well as medical conditions.

It is very important that your email address is current to ensure you receive important updates.

## PARKING

The bus zone at the Brittain's Road frontage to the school is for bus parking only. Many of our students in years one to six use the school bus service. The 'bus zone' is not available for car parking at any time. Please do not park in the bus zone.

A reminder to families to ensure cars are legally parked at all times. The grassed areas within the car park, and along Cardena Drive are not for parking, even at busy times. These areas are subject to Ipswich City Council by-laws and infringements can attract fines.

***Carpark & Drop-off zone:***

Please do not park across the school/zebra crossings. Please do not leave your car when it is parked in the drop-off zone. Collecting students between 2:35 and 2:45 will help ease congestion. Please consider this, particularly if you have students in the senior school. Thankyou.

A reminder to drivers not to park across the round-a-bout. Vehicles also require access to the C&K along with residents who live in the Augustine Heights estate. Please do not park in the Student Support Centre zone. This zone is designated for disabled children being dropped-off and collected from the Student Support Centre's program.

The STAFF CAR PARK (off Cardena Street) is not to be used ***AT ANY TIME*** by parents.

## 2022 SCHOOL TERM DATES

Term	Start	Finish	Weeks
Term 1	Monday 24 <sup>th</sup> January	Friday 1 <sup>st</sup> April	10
Term 2	Tuesday 19 <sup>th</sup> April	Friday 24 <sup>th</sup> June	10
Term 3	Monday 11 <sup>th</sup> July	Friday 16 <sup>th</sup> September	10
Term 4	Tuesday 4 <sup>th</sup> October	Friday 9 <sup>th</sup> December	10