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MISSION STATEMENT

Through a caring school environment, Mayfield Primary School aims to provide for the education of the whole child and to assist each to reach his or her full potential.

Principal: Mr Doug Lange
Address: Paget Street, Carina QLD 4152
Telephone: 07 3843 7333
Fax: 07 3843 7300
Website: www.mayfieldss.eq.edu.au
Email: admin@mayfieldss.eq.edu.au

<table>
<thead>
<tr>
<th>School Calendar for 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1 2017: 23/01/17 – 31/03/17 10 weeks</td>
</tr>
<tr>
<td>Term 2 2017: 18/04/17 – 23/06/17 10 weeks</td>
</tr>
<tr>
<td>Term 3 2017: 10/07/17– 15/09/17 10 weeks</td>
</tr>
<tr>
<td>Term 4 2017: 03/10/17 – 08/12/17 10 weeks</td>
</tr>
</tbody>
</table>

PUBLIC HOLIDAYS 2017

| Australia Day Holiday: Thu 26 Jan 2017 |
| Good Friday: Fri 14 April 2017 |
| Easter Monday: Mon 17 April 2017 |
| Anzac Day: Tue 25 April 2017 |
| Labour Day: Mon 01 May 2017 |
| Exhibition Holiday: Wed 16 August 2017 |
| Queen’s Birthday: Mon 02 Oct 2017 |

The above dates are correct at the time of printing but WILL be subject to change.
Welcome to Mayfield State School. Our school prides itself on the quality of the education we can offer. I know your child will enjoy being at Mayfield where staff will care for your child as an important individual in our small community.

Our aim is for your child to learn and enjoy learning during these important years of primary school. Each child needs to develop intellectually, socially, emotionally, and physically to the best of his or her ability, and to develop attitudes of tolerance, understanding, and appreciation of others. Most importantly, each child needs to see himself or herself as a very important individual.

We want to co-operate closely with parents so as to help each child develop to his or her full potential. I hope you will get to know your child’s teacher well. The teacher will become a very important person for your child and it is important for each child to see that parents and teachers are working together.

Doug Lange
Principal
2017 - THE STAFF AT MAYFIELD STATE SCHOOL

**PRINCIPAL**
Mr Doug Lange

**Deputy Principal**
Mrs Lesley Jones

**OFFICE STAFF**
Mrs Sonia Welch BSM
Mrs Tricia Allen
Mrs Cassie James

**TEACHING STAFF**
Mrs Noela Belcher
Mrs Sue Dickson
Mrs Glenda Evans
Mrs Monique Graham
Mrs Kerri Kearney
Mr David Lane
Mrs Amy Morosan
Mrs Jenny Plover
Mr Michael Quittenden
Mrs Carlie Reason
Mrs Elizabeth Riggs
Mrs Carolyn Saunders
Mrs Katharine James
Mrs Karen Westacott

**ANCILLARY STAFF**

**Teacher Aides**
Mrs Tricia Allen
Mrs Helen Beilby
Mrs Michelle Daly
Mrs Sue Earney
Mrs Enna Holmes
Mrs Jenny Hutchins
Mrs Maureen Scagliotti

**Cleaning Staff**
Mrs Narelle Roberts
Mr Leighton Ringma
Mrs Sharon Mc Quillan

**SPECIALIST TEACHERS**

**Curriculum Coach**
Mrs Kate Miles

**Classroom Music**
Mrs Katy Metcalfe

**LOTE (Japanese)**
Mrs Louise Graham

**Library**
Mrs Renee Bromhead

**Physical Education**
Mr David Johnson

**Instrumental Music**
Woodwind, Brass, Percussion
Mr Toby Stockdale

**Instrumental Music**
Strings
Miss Rose Heratage

**Chaplain**
Mr Jordan Briggs

**Guidance Officer**
Mrs Deanne McCarthy

**Schools Officer (Grounds & Facilities)**
Mr Robert Malcolm

**Lollypop Lady**
Mrs Kay Moss
Mrs Kathy Kilgour

**Outside School Hours Care**
Miss Sharnie Sue Yek

**Oasis Cafe and Uniform Shop**
P & C Association
SCHOOL VALUES / PROCEDURES

BEFORE THE FIRST DAY

You can make your child's start at school an easy transition by:

- Making sure your child can say his/her name clearly and audibly.
- Encouraging your child to recognise his/her name in writing.
- Showing your child how to pack/unpack and to place personal items, including lunch, in his/her school bag.
- Ensuring your child knows how to dress/undress and do shoe laces up unaided (very important for the swimming season).
- Encouraging the use of a handkerchief or tissue when needed.
- Ensuring he/she clearly understands "going to school" and "going home" arrangements.
- Labelling/naming all school clothing and equipment.
- Allowing your child opportunities to perform small tasks and encouraging them to follow directions.
- Ensuring that your child knows it is important to say "please", "thank you" and "excuse me" at the appropriate times.
- Ensuring that your child knows that if there are any problems, to approach his/her teacher or the office staff.

FIRST DAY - 2017

School starts on Monday 23 January 2017. All of our new Preps will be met by their buddies and shown to their classroom. Classroom lists will be displayed there and at the office.

Your child's first weeks at school will be made considerably easier by her or his "buddy", a Year 5 student who has volunteered to assist your child during these early weeks.
SCHOOL VALUES

At Mayfield our students demonstrate PAWS

- Be Prepared
- Act Responsibly
- Work as a team
- Show Respect

Our rules are concerned with the safety of the individual, other children and personal and school property.

MAYNARD THE LION

Our school mascot Maynard the Lion helps our students remember our school values, PAWS.
SPECIALIST TEACHERS

A number of specialist teachers are based at our school to assist children in the learning process. All children will have regular contact with our Librarian/ICT Teacher, Classroom Music, Physical Education and Japanese Language teachers.

Some will work with our Strings, Woodwind and Brass Teacher, Learning Support Teacher, Guidance Officer, English as a Second Language (ESL) Teacher and Speech Pathology specialists from time to time.

CHAPLAINCY

At Mayfield, we offer a Chaplaincy Program to benefit our students. A Chaplain supports the students and staff in various ways:

- Families and staff during crisis
- Death of significant adults, e.g. parents, grandparents, uncles, aunts, siblings or friends
- Visiting sick hospitalised students
- The program aligns with the current values, beliefs and behaviour codes of the school
- Helping children to develop skills to deal with friendship issues, group exclusion, bullying, building resilience etc.
- Development of a positive supportive relationship by an adult in a non-administrative, non-teaching role
- Alerting special needs committee or administration of student welfare

If one on one support is required, parents will be advised and a parental consent form will need to be completed.

JAPANESE

Here at Mayfield we are extremely lucky to be able to begin our cultural studies, and the language of Japanese, from Prep.

Each class from Prep to year 4 receives a half hour Japanese cultural studies lesson per week.

Students in years 5 & 6 receive forty five minutes of Japanese tuition per week. These lessons are taught by a Japanese specialist teacher.

How will studying Japanese help my child learn?

Learning Japanese assists your child in many ways including:

- Improving their thinking skills and opening their minds to new ideas.
- Assisting their listening and memory skills.
- Enabling children to interact with a wider range of people and participate in new social situations.
- Helping to reflect on, and therefore understand, their own culture.
- Assisting with the appreciation of cultural differences.
How can I help my child develop these important skills?

1. Be positive about learning another language.
2. Encourage and praise your child’s attempts to speak or write in Japanese.
3. Ask your child to teach you something in Japanese.
4. Be interested in the Japanese culture and the people who speak the language.

LIBRARY

The library is open at first break Monday to Thursday. Library Staff will help all students locate books and do library research.

Children may read, do book or internet research in the library. They may also borrow books from the library when they visit with their class. Private borrowing is for a maximum of two weeks, except just prior to the holidays.

Our library is fully automated. Terminals are used as catalogues for easy access to resources.

All Prep and Year 1 children must have a waterproof bag for borrowing. These can be homemade or bought from the Uniform Shop.

Younger children should have a waterproof library bag to carry books to and from their homes.

Our library staff also organises Book Fair, Book Club and Book Week events during the year.

The Book Fair and Book Club allow children (and parents) access to good quality, inexpensive books. Our school receives up to 30% of the value of books bought at Book Fairs in free books, and free books according to a point system from Book Club. Catalogues for Book Club are distributed several times during the year.

Book Week is a time to celebrate literature, with activities which focus on oral and written language. Often during Book Week we have a parade following the theme for Book Week.

MUSIC

While all children have regular class music lessons with our specialist music teacher, children from Year 3 onwards have the opportunity to study instrumental music free of charge at the appropriate starting ages as stated by Education Queensland.

Children learn the recorder from Year 4 – 6 during their music lessons. The school choir takes students from Years 4 to 6, and participates in concerts, school occasions and competitions where appropriate.
Children from Years 5 to 6 may like to join our woodwind, brass and percussion tuition groups and concert band which have lessons weekly. Recruitment for this group occurs in Term 4 each year.

There is an Instrument hire fee of $75 per year for those students in the program who use school instruments and $25 per year if the student has their own instrument. Some school instruments are available for loan for the first year, after which the student is to provide their own instrument.

String lessons are available free of charge for children from Year 3 who wish to play the violin, viola or cello and Year 5 onwards for the double bass.

The children start performing in the school's string ensemble and concert band when they are in their second year of tuition or at the discretion of the Instrumental teacher

Please ask at the office for an application form if you wish your child to participate in the music program.

**Triple M Choir**

All students in years 3 – 6 are also invited to participate in our Triple M choir. This choir meets on Tuesdays at first break in our music room. The choir provides opportunities for students to develop their singing skills with fun and modern songs.

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**OUTSIDE PROGRAMS**

Outside sporting groups such as Hot Shots Tennis, Let’s talk kids Speech and Drama lessons AFL Auskick, Roar Active soccer program, and Bai Rui TaeKwon Do operate their programs on the school grounds outside school hours. From time to time, we may have other sporting groups offering programs as well.

These groups will distribute information on how to join their programs and fees are payable direct to the groups involved.

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**OUTSIDE SCHOOL HOURS CARE**

Our staff looks forward to caring for your children and forming a meaningful relationship with you and your family.

The management, staff, children and families at OSHC are committed to providing quality care for school-age children. In 2006, the service became licensed with the Department of Communities, under the Child Care Act 2002, and must comply with this Act and the Child Care Regulation 2003, including, for example, the requirements relating to activities, experiences and programs, staff qualifications, and staff-to-child ratios.

In 2007, the service became accredited with the National Childcare Accreditation Council. We are rated High Quality in all seven Quality Areas.

We have photos and profiles of our staff located at the entrance to the OSHC building. Staff members are trained in Senior First Aid and hold a wide range of qualifications related to the care of children. Each holds a current Suitability Card for Child Related Employment.

Further information about the services activities, experiences, philosophy and learning and developmental outcomes and goals are available in the OSHC Family Handbook.
PREP

Enrolment Procedure

At Mayfield State School we have a **4 Phase Orientation Process** in order to provide a smooth transition to school.

<table>
<thead>
<tr>
<th>Term</th>
<th>Phase One: Prep Open Mornings for children &amp; parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 2</td>
<td></td>
</tr>
<tr>
<td>Term 3</td>
<td><strong>Phase Two: Fun Day for Prep students</strong></td>
</tr>
<tr>
<td>Term 4</td>
<td><strong>Phase Three: Orientation Day</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Phase Four: Parent Interviews</strong></td>
</tr>
</tbody>
</table>

Each year in Term 2 we have our Prep open mornings and invite future Preps and their parents. These mornings are designed to give our new / future preps a taste of school life and to meet the teachers and principals. The child/ren will participate in various activities and work with our current Prep students. This is a great opportunity for the children to be introduced to school life in a fun and exciting way. Funday is another chance in Term 3 for the children to be part of the Mayfield community. Again they will get to meet the current preps students and teachers.

In Term 4 we have our Orientation morning. This is when you will learn what is expected in prep at Mayfield SS. On this morning the students will meet their year 5 buddies who will become role models and support to the students transition into Prep.

In term 4 we also hold prep parent interviews. This is a chance for you to speak 1 on 1 with prep teachers about your child. These interviews are a great opportunity for you to build a partnership with prep teachers and discuss any concerns.

**In the year prior to commencing Prep, students undergo our Mayfield State Schools 4 Phase Orientation Process.**

Enrolment Criteria

Children must be aged 5 by 30 June in the year they start Prep.

<table>
<thead>
<tr>
<th>Enrolment Period</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 July 2011 to 31 July 2012</td>
<td>2017</td>
</tr>
<tr>
<td>1 July 2012 to 31 July 2013</td>
<td>2018</td>
</tr>
<tr>
<td>1 July 2013 to 31 July 2014</td>
<td>2019</td>
</tr>
</tbody>
</table>
Prep Hours

Preparatory students will attend Monday to Friday from 8:55 to 3:00pm. **Children must be brought into and collected from inside the classroom by a parent or other adult nominated by the parent and known to the teacher/principal.** This is to ensure the safety of the children with due respect to their age and need for supervision. Please note that older children are not permitted to bring prep siblings to/from the classroom. Punctuality is important in both arriving and departing. Please ensure that care providers are aware of these times if they are delivering/collection your child, and please let us know if you are going to be unavoidably late.

Open Door Policy

We love having parent helpers!!!

Parents play an important and valued role in the education of their child. Our door is always open and we encourage parent participation in all aspects of our Prep Program. To allow each parent to be involved in productive learning experiences, we encourage parents to come in at specific times. Please see class teacher for class times.

Communication

Parents are encouraged to:

- Read the notice board and newsletters to stay informed
- Take a look at your child’s communication Book and discuss events in their day
- Share skills, hobbies, interests or expertise you may have with the children e.g. playing an instrument, pottery, carpentry, cooking etc.
- Regularly check your email to be informed about class and school news – get newsletter / class news
- Check the schools webpage for important dates and information on school policies and curriculum. [https://mayfieldss.eq.edu.au/Pages/default.aspx](https://mayfieldss.eq.edu.au/Pages/default.aspx)
- Download the QSchools app. This app sends notifications of important school dates etc. straight to your smart phone. See information on page 24.

Prep can be a very busy place with many things happening each day. Please inform the teacher of any important events in your family life as these can be a major concern or excitement for children and may affect their behaviour.

Preparation of Resources

There are always numerous little jobs to do for activities that take up a great deal of our time. Please assist with these endless tasks of cutting, tracing, colouring, sharpening pencils if you are able.

Birthdays

At Prep, we like to celebrate birthdays. Due to Education Qld’s Healthy Eating Policy, we ask that birthday treats are kept minimal. Please feel free to bring along ‘sample-size’ foods such as mini cupcakes, icy poles or biscuits on your child’s birthday to help celebrate if you wish. We ask that you be mindful that several children in our school have severe, life-threatening food allergies. It would be appreciated if you could bring a precise ingredient list of any food that you bring to share. Please notify the teacher if you do not celebrate birthdays.
**Toys**

The policy at Mayfield SS is that toys are not to be brought to school! Please encourage your child instead to bring along his/her work (e.g. a painting, drawing or item of interest including photographs, shells, insects or plants).

**Prep Levy**

We have a prep and year 1 levy of $150. This payment covers all books, pencils, stationery and art equipment.

**What to Bring**

- A bag big enough to carry all belongings – Uniform shop
- A named school hat will be needed every day. Remember that the school policy is “No Hat, No Play”
- A water bottle (named) which will stay at school all year.
- A full set of spare clothes to be kept at school for the term
- 1 Boxes of tissues
- Waterproof library bag

Please name all items with a permanent marker pen!

**What to Wear**

Preparatory children wear the Mayfield State School uniform which is comfortable and practical for everyday wear. For messy activities such as painting and gluing, children will wear an apron to protect their uniform. Mayfield has a sun safe policy – no hat, no play in the sun!

Closed in shoes suitable for indoor and outdoor play. It is great if the shoes are velcro or slip-on so that your child can independently remove and replace them.

**The First Day of Prep**

The first day of Prep can be very emotional for some families. It is a major change in family routine and does take some adjusting to. We empathise with you especially if it’s your first/last/only child starting school.

Please be patient as the morning may be quite hectic with new enrolments. Activities such as jigsaw puzzles, reading corner and drawing will be available for you to do while waiting to speak with the teacher to settle your child in and make them feel comfortable.

**Morning Procedure on the First Day**

- Arrive between 8:40am and 8:50am
- Visit the toilets
- Help your child put their belongings in the port rack
- Help your child to choose one of the activities available
- When the teacher calls students to the carpet, say a cheerful goodbye
- ‘Tears and Tissues’ morning tea at the hall
Other ideas to help your child have a smooth transition from their viewpoint:

- Please don’t rush me. Plan the morning so that I’m not worried, confused or irritable.
- Don’t push me inside the door and run. It makes me feel unhappy as if you want to get rid of me. Come in with me and look at all the interesting things I can do.
- Please don’t slip away without saying goodbye or I will be afraid that you will be leaving me for good. When you leave, tell me when you will be back…and try hard to be on time or I will worry.
- Sometimes I spend a lot of time making something and I am proud of it. If you laugh or call it rubbish, half of it seems wasted. But, if you value it too, it makes me feel happy and successful and ready to tackle more difficult things.
- When you come for me, please don’t ask the teacher if I have been good. I try to be good but sometimes things go wrong and I don’t want to be reminded of my mistakes.
- What makes me feel really good is if you are really pleased to see me and ready to look if I have something to show you.

Buddies

The Buddy Program is an important part of the orientation process for your Prep child. It allows your child a sense of familiarity and security, which makes your child’s first few weeks at school considerably easier.

The Prep children will already have met their Year 4 buddies at the Orientation Day in Term 4. The Buddy Program runs throughout the year and is full of exciting activities.

The Prep Curriculum

At this time, we are implementing the Australian Curriculum in the areas of English, Maths, Science, Geography and History. All other areas of the curriculum are covered by the Early learning Framework and include the following Early Learning Areas.

The Early Learning Framework

The Early Learning Framework which supports teachers in making consistent judgments about children’s learning and development consists of the following Early Learning Areas (ELAs):

  - Social and personal learning
  - Health and physical learning
  - Active learning processes (thinking, investigating, imagining and responding)
Our program will incorporate child-initiated and negotiated experience, and be flexible in design to include spontaneous learning situations. The program will also include opportunities for children to engage in all five contexts for learning:

- Play
- Real-life situations
- Investigations
- Routines and transitions
- Focused learning and teaching

**Specialist Lessons**
Prep students will access specialist lessons. During the week they will participate in library, music, physical education and Japanese lessons.

**Excursions/Activities**
From time to time, our Prep class will be involved in excursions or have special guests come to school that are of educational value and of interest to the children. On such occasions, a note will be sent home giving details and requesting payment to cover the costs of these activities and your signature will be required to enable your child to participate in these excursions. Please return this form and the money required by the due date. Payment days are Tuesdays & Thursdays. Prep uniform must be worn for all excursions.

At times parental assistance is required and a roster will be organised for each excursion. However, we do ask that younger children do not accompany us on these days as we need our parent helpers to devote their total attention to the group of Prep children that they will be supervising. It also becomes a very special experience for you and your Prep child to share.

**Handwriting**
Give your child an advantage by providing the correct model when writing his/her name. For example, use a capital letter only for the first letter of their name and not capitals for all the letters (e.g. John not JOHN)

**Outside School Hours Care**
The preparatory children will be eligible for out of school hours care and the costs of this care for preparatory children will be claimable for reimbursement. Children in OSHC are delivered to the Prep classrooms in the morning and picked up again in the afternoon by an OSHC representative.
Religious instruction (RI) is offered at the school to students in Year 1 to Year 3 and is conducted on Friday in 30 minute lessons.

The faith group/s that provide/s religious instructors to deliver an authorised program is/are listed below:

<table>
<thead>
<tr>
<th>Arrangements for programs</th>
<th>Participating faith group/s</th>
<th>Name of authorised program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooperative program</td>
<td>• Presbyterian</td>
<td>• “Connect”</td>
</tr>
<tr>
<td></td>
<td>• Uniting Church</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Church of Christ</td>
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<tr>
<td></td>
<td>• Hillsong Church</td>
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<td>• Baptist</td>
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<td>• Anglican</td>
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<td></td>
<td>• Roman Catholic</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Worship Centre</td>
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<td></td>
<td>• Citipointe</td>
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</tr>
</tbody>
</table>

Parents of child/ren participating in these programs will be advised if a faith group requires funds to cover the expense of materials used in RI.

Students are allocated to RI based on information provided by parents on the completed Application for Student Enrolment unless other written instructions have been provided to the school.

**Note:** This information remains operational unless the parent informs the school otherwise in writing.

Students who are not participating in RI will be provided with other instruction in a separate supervised location. Other instruction must relate to part of a subject area already covered in class and may include, but is not restricted to:
- wider reading
- personal research
- revision / homework tasks

Parents will be advised of any changes to the RI program to ensure they are able to make an informed decision on their child’s participation.
SPORTS

Children are encouraged to participate in a range of summer and winter school sporting activities. All children participate in some form of games, physical activity or sport. Children in Years 4-6 participate in skill development of a variety of sports. They then have the opportunity to participate in a “GALA” sporting competition day with two other local schools. In 2016, we have scheduled 3 “GALA” Days across the Year. Students also will have the opportunity to participate in sport at district, regional and state level if they reach the desired qualification criteria.

Girls and boys may choose to play soccer, netball, cricket, rugby league, AFL, softball and T-ball, depending on the season. Children may wear their house colours on sports day. Sports uniforms must be worn for these activities.

Cross Country: Term 1  
School Sports Day: Term 2/3  
School Swimming Carnival: Term 4

SWIMMING CLASSES

As the school has its own pool, our children are able to have swimming lessons during PE, in the first and fourth terms. Swimming is an essential part of our school curriculum and all children are expected to attend. Please provide written notification if your child is not to participate in any lesson for any reason.

SWIMMING CLUB

The Mayfield Marlins is a friendly, family orientated swimming club with a focus on fun, participation and all round fitness. The Club welcomes all families and swimmers to join. Membership is open to all swimmers and we welcome families from outside Mayfield State School.

Swimmers are graded according to their ability and the season focus is to assist swimmers improve on their personal best performances. Races are conducted for the beginners; these 15m races are held early in the night and often attract swimmers as young as 3 years of age who are assisted by senior swimmers (lifeguards) in each lane. For the more developed swimmers races are held over 25, 50 and 100m distances.

The club meets every Friday night during summer (first and fourth terms) at the Mayfield State School heated 25m pool. Nominations close at 6.15pm for a 6.45pm start.

For the younger children, the night finishes around 7.30pm with an 8.30pm finish for the more experienced swimmers. A delicious BBQ and canteen service is on offer for dinner.

For information on Marlins Swim Club or Swim School please visit www.mayfieldmarlins.net.au
The school is fortunate to have two tennis courts and the services of a professional coach, Greg Chippendale. Greg coaches groups of children on a regular basis before and after school. Phone 33998724 or 0418884762 for further information.

The courts are also for hire by social groups and by parent groups who like to play tennis on the weekends, after school or at night. Please contact the P&C on 3395 2928 for booking information.

LUNCH BREAK CLUBS
At Mayfield we have a variety of clubs that are offered to our students throughout the year. These include dance, choir, gardening, writers club & ICT club.

GENERAL INFORMATION

ASSESSMENT
Assessment of your child's work occurs regularly during each semester. Written reports are issued at the end of each semester. Teacher/parent meetings are organised end of Term 1 and early in Term 3. If you wish to talk at length with your child's teacher at any time during the year, please don't hesitate to contact her/him to arrange a mutually convenient time.

ATTENDANCE

THE SCHOOL DAY: Each school day commences at 8:55am (with a readiness bell at 8:45am) and finishes at 3:00pm. Children should plan to arrive at school around 8:30am unless they have organised before school commitments. Children arriving earlier should attend Before School Care, sit with a parent, sit quietly under a building or go to their classroom, if permitted to do so by their teacher.

Students arriving after the bell must be signed in at the office by a parent or caregiver. All students leaving early from school must be signed out at the school office prior to be collected from their classroom.

Before and after school supervision
There is no requirement under the Teachers’ Certified Agreement for teachers to undertake playground duty supervision before or after school. Therefore at Mayfield there is no supervision by teachers before or after school. This is not a school decision rather a recommendation by the Qld Teachers’ Union under the Teachers’ Certified Agreement for teachers.

This being the case, for safety considerations, all playground equipment and grounds are considered out of bounds before and after school. As reminders ‘No Teacher No Play’ signs are erected near play equipment.
Assembly:
On Monday afternoons we have a brief assembly at 2.30pm in the Multi-Purpose Centre. This enables important messages to be disseminated and also enables the school community to give recognition and share in the celebration of the children's achievements.

DETENTION: It is the policy of this school that children will NOT be detained after school unless a parent has been notified of the detention.

Safety and Supervision at School: The safety of our students is paramount. All parents who come in to the school grounds during school hours to collect (early) or drop off (late) their children must go via the front office to collect a slip (late or early slip) from the ladies at reception.

Parents/ Visitors that are in the school grounds during the day will be directed to sign to the visitors register in the office.

We also ask that children are collected from school promptly. Those students remaining behind after 3:15pm will be taken to the office to wait to be collected. We do understand that there can be extenuating circumstances preventing a timely pickup. If this is the case, please inform the office as soon as possible. Please also make sure that your contact details and emergency contacts for your child are current. It is troubling when we need to contact families and are unable to do so.

ABSENCE FROM SCHOOL: When children are absent from school, parents are required to contact the school by phone, note or email admin@mayfieldss.eq.edu.au to let your child's teacher know the reason for the absence and the length of the absence. Children who are late for school for any reason should be signed in by parent or caregiver at the office before proceeding to class.

All absences over ten days in duration will need the specific approval of the Principal.

STUDENT BANKING
Children are able to do banking at the school if parents wish. At the beginning of the school year, an officer of the Commonwealth Bank comes to the school to talk to children about banking and gives each child an application envelope to take home.
If parents wish their child to bank, they can complete the envelope and return it to school. Bank books are then issued by the bank to the children. Banking is done electronically at school. Deposits only can be accepted. Children bank at the school each MONDAY.

BICYCLES
Bicycles or scooters may be ridden to school and parked in the school bicycle racks. Bicycles/scooters must not be ridden in the school grounds and it is recommended that they be locked in the racks. All students must wear approved helmets.

CLASS REQUIREMENTS
It is important that children, while at school, have all the essential requirements to enable them to do school work to the best of their ability. We keep the number of text books and other requisites to a minimum and your co-operation in ensuring that your children have the necessary texts, sufficient writing instruments and pads to write in, is appreciated. Children certainly can't work efficiently at school without these materials.
Book List Years 2 – 6
Years 2 to 6 students are provided with a book list. At the end of the year, the school operates an order system for textbooks and stationery for the following year. These are at competitive prices. Our current supplier is Schoolstuff.com.au. You can order all your requisites online through schoolstuff.com and they will be delivered to your home. The school receives a commission for all sales.

Many of the texts that children purchase can be used for a number of years e.g. dictionary and atlas. If these texts are looked after, they should last for three or four years.

Year 1 & Prep students pay a levy of $150.00 / year.

ENROLMENT PROCEDURES
At Mayfield State School, we accept enrolments from Prep to Year 6. We are happy to accept enrolments from families living outside our catchment area. In order to enrol your child, you will need to complete the following forms:

1. Education Qld Enrolment Form
2. Student Permissions
3. Enrolment Agreement
4. Media Consent
5. Internet / Technology Consent

These documents are available through the school or on the school’s website.

If you have not previously enrolled your child in a Queensland State School, you will need to provide an original birth certificate (if born in Australia) or passport with visa (if applicable). If your child has previously attended a Queensland State School, that school will issue us with a Transfer Certificate.

Enrolments for Prep are usually taken the year prior to starting; however, we can accept enrolments at any time of the year.

If your child is residing in Australia under certain visas, you may be eligible to enrol your child as an international student, however, fees may be payable. Contact Education Qld International for more information.

EXCURSIONS / PERFORMANCES
From time to time teachers will organise excursions and camps to enrich the school program. Children will be given the opportunity to go on these excursions during the school year. These excursions will have been planned to broaden their knowledge of the community, environment and of the activities and occupations of people in this community.

We are also hold, at the school, an arts council, or the like, performance each term. These cover many areas of interest to children such as bullying, drama and music. We may also be visited by organisations such as Life Education or the RSPCA. An information letter is sent home prior to these performances.

There is usually a cost to participate and the decision to participate is a parental one. A date for payment of an excursion is usually set and if payment is not received before the due date, a child will not be able to attend. Children not participating in any excursion will be educationally catered for at school.
Children must wear a school uniform including a hat whilst on an excursion.

Refund Policy
Should a child not be able to attend due to illness or other valid reason but the excursion has already been paid for, a refund may be requested. This refund usually takes the form of a credit against your child’s account. Refunds may be made in full or in part, having regard to the associated expenses already incurred by the school. All refunds must be applied for in writing on the Request for Refund form.

Camps usually have a non-refundable deposit built into the cost. The balance of the camp cost is generally refundable, based on the above circumstances; however, the non-refundable deposit will be kept by the school to help cover costs incurred.

Musical instrument hire is not refundable, given that the instruments are hired out at the beginning of the year and the program’s participants chosen based on those who apply. Therefore, it is generally not possible to re-hire out an instrument if your child changes their mind and does not wish to continue with the strings or band program.

**HEALTH**

**If your child is obviously unwell, please do not send them to school.** Children who are not feeling the best do not learn well and often need to be sent home during the day, causing inconvenience to the parent and school staff alike. Please either call or email the school to advise your child will be absent. Email: admin@mayfieldss.eq.edu.au

If your child is sent to sick bay, they will be assessed by office staff trained in first aid. In the case of an obviously very sick child, you will be contacted immediately. In other cases, we will observe your child in sick bay for a short period and then make a determination as to whether they need to be sent home or can return to class.

**ACCIDENTS:** Any minor accidents occurring to children while they are at school are treated with an ice-pack or Band-aid plus antiseptic where appropriate.

If your child has suffered a head injury, no matter how slight, we will contact you to inform you of the nature of the injury.

In the case of serious injury, we will endeavour to contact you immediately and seek your permission to call an ambulance if it is felt it is required. If we cannot contact you in this instance, the Principal will make the determination to contact an ambulance and a member of the administration team will accompany your child to hospital in an ambulance.

It is important that the school knows how to contact at least one parent and at least one other emergency contact. Please, if you change your phone number, address or place of employment, can you let us know at school so that we can update our records.

**INFECTIOUS DISEASES:**
Children who have had chicken pox may return to school 5 days after the appearance of the rash and the last blister has scabbed over.
Children with **head lice** are to be excluded from school until effective treatment has been completed. Information on detection and prevention of head lice is available from the office.

Children with **conjunctivitis** are to be excluded until discharge from the eyes has ceased.

**School sores** on exposed skin should be covered and children excluded until treatment has been received for 24 hours.

For other infectious diseases, your doctor’s advice should be sought regarding a return to school.

**MEDICATION:** Prescription medication for children who require it while at school may be given at the office. Please complete the Medication Form with details. Non-prescription medications such as analgesics or over the counter medicines, **cannot** be administered by school staff to children while they are at school unless accompanied by a doctor’s letter and the medication is affixed with a chemist’s label stating the dosage for the child. **All medication, with the exception of asthma puffers, must be stored at the office.**

**DENTAL SERVICE:** Metro South Health provides free dental care to children throughout our region.

Who is eligible?

All students in Prep – Year 10 are eligible to access the Child Dental Benefits Schedule (CDBS), the cost will be bulk billed to Medicare. To make an appointment please telephone **Metro South Oral Health Hub on 1300 300850.**

**HOMEWORK**

Please read our Homework Guidelines in the Policy Section of this Handbook.

**MEDIA PERMISSION**

Upon enrolment, you will be asked to complete a media permission form. This form covers all forms of media such as photos, your child’s work being published in the newsletter, radio interviews, and television and newspaper reports as well as promotional media for the school. You can limit your consent that you give in any way you wish by notifying this on the form. Permissions remain in place for the duration of your child’s enrolment. As a general rule, you will be notified if your child’s photo is to appear in promotional material for the school and specific permission for this will be sought.

**MEALS**

Please pack meals that are nourishing, appetising, easy to eat and, most importantly, sufficient for your child. While it is often true many children eat less during the school day than they would during a day at home, they still need nourishment of some kind. An apple cut into quarters rather than left whole, an orange peeled and rewrapped for ease of eating, a frozen plastic container of juice, rather than "Popper" style, are all ways of encouraging children to eat meals at school. Please be guided by what remains in your child’s lunch box.
as to what goes in the next day. Forcing children to eat everything and criticising them for leaving food, only encourages children to throw good food away. Be sure that your child can cope with food packaging. Can your child unscrew a bottle lid? Can they open a ring pull can of fruit?

We encourage children to eat nutritious food at school and ask parents not to give children chips, lollies, chocolate, soft drinks etc. to eat, particularly before and during school.

It is a good idea to pack two lots of food separately for younger children.

MOBILE PHONES/ELECTRONIC DEVICES

Students may bring mobile phones to school but must complete a Mobile Phone Permission form which is approved by the Principal.

All phones are to be handed in to the office, switched off, at the beginning of each school day and collected at 3pm. Students are not permitted to access their phone during the day.

Urgent messages should always be relayed through the office rather than direct to your student’s phone.

We do not recommend any other electronic devices such as iPods, iPads and pocket electronic games be brought to school. Specific permission should be obtained for these and they must be handed to the office upon arrival. Please read the section in the Behaviour Management Policy regarding these devices.

DIGITAL NEWSLETTER

Newsletters contain information relating to school activities, P&C news, children’s achievements and work. A digital newsletter for parents is prepared each Monday. The newsletter is emailed to every family each Monday or alternatively the newsletter can be accessed from the school website: www.mayfieldss.eq.edu.au. Our newsletters can also be located by accessing the QSchools app.
QSchools mobile app

The QSchools app is a convenient way to share up-to-the-minute information with the school community.

The app is designed to integrate with Websites for Schools websites. When a school publishes content to their website, the app is automatically updated with the latest news, events and newsletters.

Emergency announcements and push notifications, such as information about natural disasters and school closures, can be published by the department.

All Queensland state schools are searchable via the app, however only schools who have upgraded their school website with Websites for Schools will benefit from all the features of the app.

Parent and Community Engagement Framework alignment

The QSchools app is a useful tool for schools implementing the Parent and Community Engagement Framework to facilitate:

- better communication with the school community
- community collaboration
- encourage participation in the school community.

Benefits for parents, carers and families:

- access the latest school news, newsletters and calendar events
- receive emergency announcements and push notifications
- follow multiple schools
- search for the nearest school by current location, postcode, school name or suburb.

Compatible with the following devices:

- Android
- Apple
- Windows
This association will welcome all parents who are able to come to the monthly meetings on the third Monday of each month in the OSHC room. The meetings start at 7:00pm.

The association fundraises to improve facilities at the school for all the children who attend now and in the future. At the Association meetings parents can also gain information about what is happening at the school. If you want to help in a practical way to make this school a better place for your child, please come to the Parents’ and Citizens’ Association meetings.

Parents are urged to take an active part in the Parents’ and Citizens’ Association meetings. It is easy to think of the P&C Association as a group of OTHER parents but it is really for all parents of children at this school. It is your Association and you should take an active part in it. New ideas and help are always appreciated.

The P&C run the OSHC facility, Tuckshop, Uniform Shop, Mayfield Marlins Swimming Club and the Sakura Japanese Exchange Program so, to keep these facilities running, volunteers are needed.
Tennis Courts are hired out by the P & C.

**PARKING**

The only cars allowed access to the school grounds either at the Paget Street or Corfield Street entrances are those belonging to staff and voluntary P & C workers. Parents picking up sick children may park in the staff car park. Parents picking up children for other reasons during the school day should park outside the school grounds.

Please be concerned for the safety of all children at our school and drive with extreme caution in the school zones before 9:00am and after 3:00pm on school days.

We ask that you consider our neighbours when you park. Try to leave sufficient room on either side of the road as the streets become extremely narrow when cars are parked on both sides. Do not cover driveways or park on nature strips.

Please note:
The northern side of Paget Street has parking restrictions during school hours. These restrictions are for the safety of your children as well as others.
PAYMENT OF ACCOUNTS

From time to time, your child may bring in money to pay for school resource contributions, book club or excursions. Please ask your child to bring the money directly to the office upon arriving at school. All money should be in a named envelope. Payment envelopes are available at the office. Please note that the office only accepts payments on **Tuesdays** and **Thursdays** before 11:45 am.

The school's preferred method of payment is **BPoint**. You are able to pay your invoices online and have the receipt emailed direct to you. The details for **BPoint** payments are on the bottom of each invoice.

For your convenience, we also take cash payments and EFTPOS payments, either in person or over the phone and **DIRECT DEBIT PAYMENTS can also be made**. You will need to see the BSM for bank details.

Using Direct Debit means the bank processing takes up to two days before we see it therefore you must pay at least **3-4 days prior to the Final Payment date** so that the BSM can take it off the account. Please Do Not pay the night before FINAL PAYMENT DAY. Remember to send an email to admin@mayfieldss.eq.edu.au so that we can keep a look out for the payment. Child’s Name and invoice number is the best way to match the payment NOT the Parents Name.
PHOTOS
Each year professional photographers attend the school to take class group and individual photos of students. This is usually organised for Term 1.

Order envelopes are distributed and then returned to the photographer on the day. Return time for photos is around 6-8 weeks.

SCHOOL CROSSING SUPERVISOR
A school crossing supervisor is stationed at the Florence Street school crossing. This is just along from the Corfield Street corner. The crossing supervisor is there to assist children who cross Florence Street when travelling to and from school. Please encourage your children to use the crossing if they have to cross Florence Street.

SCHOOL HOUSES AND COLOURS
Our Intra School sport is conducted with a house system and we have three houses:

**BADER - YELLOW**
**MALAN - RED**
**OLIVE - BLUE**

These houses are named after famous fighter pilots of the Second World War. The three houses were created in Mayfield’s early years. In 1969, increased enrolments enabled the development of a fourth house, Trent. Mayfield continued with four houses until enrolments dropped off during the 1990s and, in 1993, the school reverted to the original three houses of Olive, Bader and Malan.

**House Captains** are appointed each year. Siblings will be allocated the same sports house.

SCHOOL SONG

Xx X xx X xx XXX
Tucked away from the traffic and away from the crowds
Is a school yard full of busy, happy sounds
It’s the Mayfield School (and we’ve even got a pool)
In the North Carina District of Brisbane

Xx X xx X xx XXX
**CHORUS**
We ‘reach for the sky’, and we always have to try
And it’s Go! Go! Go!...We like to know
That we’re free, free, free and we’re working hard to be –
The best of our best at Mayfield.

We ‘reach for the sky’ as we raise our banners high
And it’s Go! Go! Go!...We like to know
That we’re free, free, free and we’re working hard to be –
The best of our best at Mayfield
The best of our best at Mayfield
The best of our best at May – FIELD!
TRANSPORT SUBSIDIES
Information is available to parents and caregivers about eligibility for bus transport subsidies. Information can be found on the Queensland Transport web site, www.transport.qld.gov.au/qt/ptinfo.nsf/index/schoolassistance or phoning Brisbane Public Transport Unit on 38629399.

TUCKSHOP
Oasis Café – Days of operation - Wednesdays & Fridays
The Oasis Cafe is open for over the counter sales on Wednesdays for Slushies & Push Pops only. All orders for Friday Lunch must be ordered by 9am Thursday of that week. The orders will be delivered to your child’s classroom for Break 1. The Oasis Café is also open on Fridays for over the counters sales of Slushies & Push Pops only.

We’ve introduced a great new online ordering system for the Oasis Cafe called FlexiSchools. This system allows you to place orders at any time. Getting online is easy and only takes a few minutes to register. Simply go to www.flexischools.com.au and click “Register Now”. You will be sent an email with further instructions on how to complete the registration. Once registered, you can start placing orders immediately. If you have any questions, FlexiSchools provide a great help desk on 1300 361 769, or you can contact them via their website.

There are a variety of payment options supported, including Visa, Mastercard (credit and debit) and Bank Transfer. The system operates via a pre-paid account, so you no longer have to worry about the manual process of sending payments into school, and you can easily budget your expenses throughout the year.

We are always looking for suggestions to add to our menu as well as some fresh, creative flavour ideas for slushies and push pops. If you have any other enquiries please let us know at sharnie@mayfieldoshc.com.au.

Sharnie

UNIFORM SHOP
The P&C operates our uniform shop and is staffed by volunteers. It is a service to parents and children of our school. Profits from sales are used to further improve our school facilities. New volunteers are always welcome.

TRADING TIMES
MONDAY 2.30-3.15PM FRIDY 8.30-9.15AM
(Please refer to School Newsletter for any changes)
EFTPOS AND LAYBY AVAILABLE

OUTSIDE HOURS ORDER & DELIVERY OPTIONS
Online ordering is available at www.flexischools.com.au
Alternatively, a completed order form clearly marked “Uniform Shop” may be placed into the P&C box at Administration office or emailed to Melissa Conway mayfielduniforms@gmail.com
Delivery of orders are available to Administration Office, Uniform Shop, Childs Classroom or OSHC.
SECOND HAND UNIFORMS
Second Hand items are always available & priced according to condition. Please check in store for current stock.
We would love your second Hand items to sell, see staff to donate or sell your items.

ORDER FORMS AND PRICE LIST please see the schools website for the order forms and pricelist.

MELISSA CONWAY- Uniform Shop Co-ordinator
email: mayfielduniforms@gmail.com

No stationery items are sold at the Uniform Shop.

UNIFORM

Mayfield State School has a strict uniform policy. Please read our Dress Code which is included in this handbook.

A stock of all uniforms is available through our uniform shop – opening times are available at the school office. Please note that volunteers from the school community run the uniform shop.
Parents are asked to ensure that all articles of clothing whether part of a school uniform or not, are clearly marked with the student’s name.
Parents/Caregivers can be notified by letter that their child is not complying with the Student Dress Code.
This student dress code policy has been made in consultation with the P&C, staff and students. It has been presented to and endorsed by the Mayfield State School P&C at the 2007 August meeting.

VOLUNTARY CONTRIBUTIONS

Our State Government provides free instruction, administration and facilities to students and parents provide their children with the resources necessary to participate in the curriculum.

Schools can then request a Voluntary Contribution to supplement the funding by the Government.
The school provides resources to cover the basics and each year parents are invited to make a Voluntary Contribution to enhance this educational service.
Each year we review our Voluntary Contribution and consider the economic climate and the demands on the family budget and set an amount per student that we feel is affordable.

This contribution is voluntary.

The Voluntary Contribution money contributes to the purchase of:

- Reprographics (Photocopying/workbooks for each year level)
- Reading books for all year levels
- Arts and Crafts materials for all year levels
- Sunscreen for all students to access in their classroom
- Sporting equipment for students to use in their lunch break and during lessons

All payments are to be made to the school office. EFTPOS/Credit Cards facilities are available at the office and are the preferred method of payment.
If you have any questions regarding these contributions, please discuss this with the school Principal.

**WEBSITE**
The school’s website is: [www.mayfieldss.eq.edu.au](http://www.mayfieldss.eq.edu.au) Please familiarise yourself with the website. It contains a wealth of information! You can download newsletters, peruse our calendar of events, see when the holidays are or check out photos of recent happenings. You can also download all enrolment documents as well as the School Annual Report, Tuckshop Menu, and Uniform Shop Pricelist.

Alternately you can download the QSchools app to receive all information straight to your smart phone. See page 24 for further information on the QSchools App.

**WORKPLACE HEALTH AND SAFETY**

**RESPONSIBILITIES**
Under the Workplace Health and Safety Act 1995, all members of the school community are responsible for health and safety. The responsibility is proportional to the amount of control a person has over their environment and supervision of others.

**Principal/Employer**
Employers are obliged to ensure the health and safety of each of their workers, themselves and all other persons entering the workplace. Employers cannot avoid liability be delegating their obligations to someone else.

Under Common Law the Principal has a **duty of care** to provide:
- A safe place of work
- A safe system of work
- Safe plant and equipment
- Competent staff

**Safe Place of Work** – "reasonable care" must be taken to ensure a safe place of work for employees (e.g. solid walkways, proper amenities, suitable buildings)
Safe System of Work – practices and procedures must ensure that methods of work are done in a healthy and safe manner (e.g. risk management, ergonomics, playground duty, accident reporting)

Safe Plant and Equipment – proper plant and equipment must be supplied and maintained (e.g. electrical checks, fire extinguishers, MSDS information, audits)

Competent Staff – adequate training, information and supervision must be provided to ensure work is undertaken safely (e.g. induction, drills, training)

Teachers/Leaders/Staff

All school staff have a duty of care to ensure the health and safety of students while on school premises or participating in official school activities. Department employees have an individual responsibility to perform their duties in a manner that ensures a safe and healthy environment for all, and to support management in promoting safe and healthy work practices.

If you see a situation in the school that you believe is unsafe, please report to the office or a teacher.

IN THE CLASSROOM - VOLUNTEERS

Over the years, we have seen many of our parents become actively involved in their child's education. They have participated on a regular basis in our classrooms assisting the children with reading, maths, music, swimming, art etc. Parents have also helped teachers with the tasks that crop up in our school.

Some like to work in the classroom where their child is, others prefer to assist with special tasks such as covering library books, classroom preparation, etc. Supervisors will also be required by each class teacher during class swimming lessons. Parents can be involved with their children's education, the happier and more secure children are at school.

If you would like to assist in the school, please feel free to discuss this with your child's teacher or the Principal. Volunteers who do not have children at the school are required to obtain a ‘Working with Children Check’ Suitability Card before they are able to volunteer in the school. Volunteers who have children at the school are not required to obtain the Suitability Card. All volunteers must sign in and out at either the office or the classroom visitors book.

POLICY & PROCEDURES

Mayfield State School
Behaviour Management Policy 2012

1. Purpose

Mayfield 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.

This Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.
2. Consultation and data review

Mayfield State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution and community meetings held during 2012. However, in order to continue to provide the optimum learning environment for the children of Mayfield State School, it was decided to further develop the Responsible Behaviour Plan for Students to incorporate the philosophy and processes of SWPBS (School Wide Positive Behaviour Support).

A review of the following important data sets for this school relating to attendance, unexplained absences, suspensions and exclusions, behaviour incidents including bullying and cyberbullying was undertaken. Other inappropriate online behaviour including inappropriate use of mobile phones or other electronic devices from 2009-2012 also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and Assistant Regional Director in November 2012, and will be reviewed in 2015 as required in legislation.

3. Learning and behaviour statement

All areas of Mayfield State School are learning and teaching environments. We consider the Responsible Behaviour Plan to be an opportunity for valuable social learning as well as a means of maximising the success of student learning programs.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours and responding to inappropriate and unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting Mayfield State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour:

- Be Prepared
- Act responsibly
- Work as a team
- Show respect

These behaviour expectations have been embodied into a highly visible and easily remembered acronym PAWS. These four underpinning behaviour expectations have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland’s Code of School Behaviour.

4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

Universal Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Mayfield State School we emphasise the importance of directly teaching
students the behaviours we want them to demonstrate at school. Communicating
behavioural expectations is a form of universal behaviour support - a strategy directed
towards all students designed to prevent inappropriate behaviour and provide a framework
for responding to unacceptable behaviour.

In order to raise awareness of these expectations and embed exactly what these behaviours
look like in different situations, a matrix of behaviours and the locations in which they take
place has been created.
<table>
<thead>
<tr>
<th></th>
<th>P</th>
<th>A</th>
<th>W</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Whole School</strong></td>
<td><strong>To Be Prepared</strong></td>
<td><strong>To Act Responsibly - (Safety)</strong></td>
<td><strong>To Work as a Team</strong></td>
<td><strong>To Show Respect</strong></td>
</tr>
<tr>
<td></td>
<td>I will be on time and at the right place after the bell has rung</td>
<td>I will follow school rules</td>
<td>I will be an active listener</td>
<td>I will treat others the way I expect to be treated</td>
</tr>
<tr>
<td></td>
<td>I will use good manners and ask for help</td>
<td>I will remain in the school grounds</td>
<td>I will encourage and consider others</td>
<td>I will care for school property</td>
</tr>
<tr>
<td></td>
<td>I will make sure my homework is completed and given to my teacher when required</td>
<td>I will walk when moving around the school</td>
<td>I will set group and individual goals and make a plan to achieve these goals</td>
<td>I will show respect to teachers by the following instructions</td>
</tr>
<tr>
<td></td>
<td>I will give my parents any notes from school on the day I receive them</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Classroom + Library</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I will be organised and use equipment properly</td>
<td>I ask permission to leave the room</td>
<td>I will take turns</td>
<td>I will use good manners</td>
</tr>
<tr>
<td></td>
<td>I will be an active listener and participate fully</td>
<td>I will enter a classroom only if a teacher is present</td>
<td>I will positively support others</td>
<td>I will care for my own property and that of others</td>
</tr>
<tr>
<td></td>
<td>I will follow all teachers' directions</td>
<td>I will aim to stay on the green traffic light</td>
<td>I will participate in class activities</td>
<td>I will use good manners at all times</td>
</tr>
<tr>
<td></td>
<td>I will have my equipment ready to start work</td>
<td></td>
<td>I will not speak while others are talking</td>
<td>I will listen to the speaker</td>
</tr>
<tr>
<td><strong>Eating Area</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I will bring healthy food to school</td>
<td>I will sit down to eat</td>
<td>I will pick up rubbish, even if it is not mine</td>
<td>I will talk quietly in class groups</td>
</tr>
<tr>
<td></td>
<td>I will take my lunch to eating area</td>
<td>I will walk to and from eating areas</td>
<td>I will talk appropriately to the teacher on duty</td>
<td>I will talk appropriatly to the teacher on duty</td>
</tr>
<tr>
<td></td>
<td>I am prepared to eat, sit quietly and then listen for teachers instructions</td>
<td>I will return my lunch box to assigned area</td>
<td>I will listen to the teacher on duty</td>
<td></td>
</tr>
<tr>
<td><strong>Toilets</strong></td>
<td></td>
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<tr>
<td></td>
<td>I will go to the toilets before school and during break times</td>
<td>I will wash my hands with soap and water</td>
<td>I will wait for my partner</td>
<td>I will close the cubicle door</td>
</tr>
<tr>
<td></td>
<td>I will give myself time to get to the toilet</td>
<td>I will report damages and or mess</td>
<td>I will stay with my partner and return to class together</td>
<td>I will respect the privacy of others</td>
</tr>
<tr>
<td></td>
<td>I will arrange a partner before you ask to go to the toilet</td>
<td>I will put paper towels in the bin</td>
<td>I will clean up after myself</td>
<td></td>
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<tr>
<td><strong>Parade</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I will be prepared to listen and participate.</td>
<td>I will sit in my own personal space</td>
<td>I will sing the national anthem and school song</td>
<td>I will treat members of the public with courtesy</td>
</tr>
<tr>
<td></td>
<td>I will sit up straight and face the front</td>
<td>I will look where I am going</td>
<td>I will listen without speaking</td>
<td>I will use good manners at all times</td>
</tr>
<tr>
<td></td>
<td>I will look at the person speaking</td>
<td>I will walk in class lines</td>
<td>I will keep my eyes on the speaker</td>
<td>I will listen to the speaker</td>
</tr>
<tr>
<td></td>
<td>I will sit with my legs crossed and hands in lap</td>
<td></td>
<td>I will keep my hands and feet to myself</td>
<td></td>
</tr>
<tr>
<td><strong>Excursion / Camps / Community</strong></td>
<td></td>
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<tr>
<td></td>
<td>I will bring all items on camp list</td>
<td>I will look after my belongings</td>
<td>I will work co-operatively with others</td>
<td>I will consider others in and out of class time</td>
</tr>
<tr>
<td></td>
<td>I will arrive on time</td>
<td>I will follow leaders/teachers directions</td>
<td>I will stay with my group</td>
<td>I will greet adults using positive language</td>
</tr>
<tr>
<td></td>
<td>I will go to the toilet and have a drink before leaving school</td>
<td>I will stay imbongs at all times</td>
<td>I will accept other peoples opinions and differences</td>
<td>I will respond immediatly to the bell and adult direction</td>
</tr>
<tr>
<td></td>
<td>I will name all belongings</td>
<td></td>
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<tr>
<td></td>
<td>I will maintain my appearance and wear correct uniform</td>
<td></td>
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<tr>
<td><strong>Under Buildings</strong></td>
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<tr>
<td></td>
<td>I line up and wait to be served on tuckshop days</td>
<td>I will invite others to join in play</td>
<td>I will consider others in and out of class time</td>
<td>I will be a good sport</td>
</tr>
<tr>
<td></td>
<td>I will be sitting quietly waiting for my teacher before 2nd bell in the designated area outside my classroom</td>
<td>I will play fairy</td>
<td>I will be mindful of the neighbours and the environment</td>
<td>I will be a good sport using positive language</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I will assist someone who is hurt</td>
<td>I will respond immediately to the bell and adult direction</td>
<td>I will be a good sport and use fair play</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I will line up with my class asap and move sensibly</td>
<td></td>
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<tr>
<td><strong>Oval</strong></td>
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<tr>
<td></td>
<td>I will wear a hat and sunscreen</td>
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<td></td>
<td>I will play in the area my year level is designated</td>
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<td></td>
<td>I will be prepared to include others in play</td>
<td></td>
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<td></td>
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<tr>
<td></td>
<td>I will keep my hands and feet to myself</td>
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<tr>
<td></td>
<td>I will wear closed in shoes</td>
<td></td>
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<tr>
<td></td>
<td>I will only play approved games</td>
<td></td>
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<tr>
<td><strong>OSHC</strong></td>
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<td></td>
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<tr>
<td></td>
<td>I will follow the OSHC routine of washing hands and going to the toilet</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I will apply sunscreen before going outside to play</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I will clean up after myself</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>I will make safe choices for myself and others while playing</td>
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<td></td>
<td></td>
<td>I will use my inside voice</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>I will share games and equipment and take turns while playing</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>I will be courteous to others by speaking in a positive way, by using my manners.</td>
<td></td>
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</tr>
</tbody>
</table>
These expectations are communicated to students via a number of strategies, including:

- Explicit behaviour lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons on School Assemblies and during active supervision by staff during classroom and non-classroom activities.
- Display of matrix in every classroom.
- Display of posters of PAWS and/or Mayfield Lion Mascot reminding children of their responsibilities.

Mayfield State School implements the following proactive and preventative processes and strategies to support student behaviour:

- Regular updates in the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- School Behaviour Leadership team members’ regular provision of information to staff and parents, and support to others in sharing successful practices
- Comprehensive induction programs in the Mayfield State School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Development of specific policies to address:
  - The Use of Personal Technology Devices* at School (Appendix 1)
  - Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2)

**Reinforcing expected school behaviour**

At Mayfield State School, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

**SWPBS Maynard’s PAWS**

Maynard’s PAWS are displayed in every class. It is used to track student behaviour and provide the children with a visual reminder of their behaviour status. Children’s names are located in the centre and move up or down according to the behaviour exhibited. When a child moves to the **PAWfection** area on Maynard’s PAWS they will receive a PAWfection Wrist Band on assembly and a Maynard positive behaviour postcard is mailed to them.

**Mayfield State School Positive Notice – Vivo**

Staff members use **Vivo** (https://www.vivoclass.com.au/) each day to reward students they observe following school rules in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the day. When any staff member from our community observe a student following PAWS they can choose to give them a Vivo point. Students accumulate points via the site, and are then able to redeem their points for rewards from the
Vivo Shop. All members of our community, including teachers, specialists, ancillary staff and Outside School Hours Care, participate in Vivo, and recognise our students’ great PAWS behaviour.

**Responding to unacceptable behaviour**

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others.

**Re-directing low-level and infrequent problem behaviour**

When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school’s expectations.

Our preferred way of re-directing low-level problem behaviour is to ask them to think of how they might be able to act more safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

- **Targeted behaviour support**

Students needing this type of assistance are given a personal behaviour plan. This Plan is formulated in conjunction with students and parents to best meet the needs of the student and to foster a greater degree of ownership. The children with these plans are may also be supported by the chaplaincy program, social skilling program (offered in the Positive Play Room) and mentoring.

- **Intensive behaviour support**

Mayfield State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. The Intensive Behaviour Support Team:

- works with other staff members to develop appropriate behaviour support strategies
- monitors the impact of support for individual students through continuous data collection
- makes adjustments as required for the student, and
- works with the School Behaviour Leadership Team to achieve continuity and consistency.

The Intensive Behaviour Support Team has a simple and quick referral system in place. Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school’s administration and district-based behavioural support staff.
5. Consequences for inappropriate or unacceptable behaviour

Mayfield State School makes systematic efforts to prevent inappropriate or unacceptable behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When these behaviour incidents occur, it is important that consequences are predictable. Our school seeks to ensure that responses to inappropriate or unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

Relate inappropriate or unacceptable behaviour to expected school behaviours

When responding to inappropriate or unacceptable behaviours, staff members ensure that students understand the relationship of the behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:

- articulate the relevant expected school behaviour
- explain how their behaviour differs from expected school behaviour,
- describe the likely consequences if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour.

Should an inappropriate or unacceptable behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

Ensuring consistent responses to inappropriate or unacceptable behaviour

At Mayfield State School, staff members authorised to issue consequences for behaviour incidents are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to behaviour incidents across the school.

Students also receive training about how to respond when other students display inappropriate or unacceptable behaviour. The courteous way to respond when a staff member redirects a student’s behaviour is taught and rehearsed to reduce the impact of peer engagement in the behaviour incident.

Student disciplinary absences (suspension and exclusion) may be considered:

- in the event of a serious, one-off behaviour incident or
- after consideration has been given to all other responses.

6. Emergency situation or critical incident responses

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe unacceptable behaviour. This consistency ensures that actions taken are responsive to the safety and well-being of students and staff.

An emergency situation or critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

Severe unacceptable behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety and well-being of the student or others is likely to be placed at serious risk.
Immediate Strategies

- Avoid escalating the unacceptable behaviour
  Avoid shouting, cornering the student, moving into the student’s space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.

- Maintain calmness, respect and detachment
  Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.

- Approach the student in a non-threatening manner
  Move slowly and deliberately toward the situation or incident, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.

Reinforcement and Correction Strategies

- If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students’ attention towards their usual work/activity.

- If the student continues with the unacceptable behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

Follow Up Strategies

- Restore normal school operations as soon as possible.

- Provide post incident opportunities that include:
  - Assisting any distressed student/s to access appropriate support, e.g. Guidance Officer.
  - Assisting the individual student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.
  - Recording a reflection or individual learning plan to assist the student to develop a personal framework of expectations and appropriate actions.

Physical Intervention

Staff may make legitimate the use of physical intervention if all non-physical interventions have been exhausted and a student is:

- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Mayfield State School’s duty of care to protect students and staff from foreseeable risks of injury. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Physical intervention can involve coming between students, blocking a student’s path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.
It is important that all staff understand:

- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour.

Physical intervention is not to be used as a response to:

- property destruction
- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

- be reasonable in the particular circumstances,
- be in proportion to the circumstances of the incident
- always be the minimum force needed to reduce the risk of harm to self or others
- take into account the age, stature, disability, understanding and gender of the student.

**Record keeping**

Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:

- School Incident Report (Appendix 5)
- Student Record of Incident (as per process for Natural Justice).

### 7. Network of student support

Students at Mayfield State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- VIVO points
- Parents
- Teachers
- Teacher Aides
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers

Support is also available through the following government and community agencies:

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council
- Neighbourhood Centre.
8. Consideration of individual circumstances

To ensure alignment with the *Code of School Behaviour* when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

Mayfield State School considers the individual circumstances of students when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account information relevant to the students’ age, gender, disability, cultural background, socioeconomic situation, mental health and wellbeing, emotional state(such as individualised learning plan or individual education plan), and

- recognising the rights of all students to:
  - express opinions in an appropriate manner and at the appropriate time
  - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation
  - receive adjustments appropriate to their learning and/or impairment needs
  - provide written or verbal statements that will be taken into consideration in the decision making processes
  - ensure that processes maintain the dignity, respect, privacy and confidentiality of the student, consistent with the rights of the rest of the community.

9. Related legislation

- *Commonwealth Disability Discrimination Act 1992*
- *Commonwealth Disability Standards for Education 2005*
- *Education (General Provisions) Act 2006*
- *Education (General Provisions) Regulation 2006*
- *Criminal Code Act 1899*
- *Anti-Discrimination Act 1991*
- *Commission for Children and Young People and Child Guardian Act 2000*
- *Judicial Review Act 1991*
- *Weapons Act 1990*
- *Work Health and Safety Act 2011*
- *Work Health and Safety Regulation 2011*
- *Right to Information Act 2009*
- *Information Privacy (IP) Act 2009*
10. Related procedures

- Safe, Supportive and Disciplined School Environment
- Inclusive Education
- Enrolment in State Primary, Secondary and Special Schools
- Student Dress Code
- Student Protection
- Hostile People on School Premises, Wilful Disturbance and Trespass
- Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions
- Acceptable Use of the Department's Information, Communication and Technology (ICT) Network and Systems
- Managing Electronic Identities and Identity Management
- Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
- Temporary Removal of Student Property by School Staff

11. Some related resources

- Schoolwide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses
- National Safe Schools Framework
- Working Together resources for schools
- Cybersafety and schools resources
- Bullying, No way!
- Take a Stand Together
The Use of Personal Technology Devices* at School

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

Certain Personal Technology Devices Banned From School

Students must not bring valuable personal technology devices like cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in disciplinary consequences.

Confiscation

Permitted personal technology devices used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

Students who have a personal technology device confiscated more than once will not be permitted to have a personal technology device at school for at least one month, or longer if deemed necessary by the Principal.

Personal Technology Device Etiquette

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and out of sight during assemblies or classes. Personal technology devices may be used at morning tea and lunch breaks and before and after school.

Recording voice and Images

Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at Mayfield State School students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) to disseminate to others (including distribution by phone or internet posting) build a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).
Recording of events in class is not permitted unless express consent is provided by the class teacher.

A school student who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying¹, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:
- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc); and/or,
- knowingly being a subject of a recording

Breach of this policy may be subject to discipline (including suspension and proposal/recommendation for exclusion).

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children), is against the law and if detected by the school will result in a referral to the Queensland Police Service.

**Text communication**
The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and/or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS. Students receiving such text messages at school, should ensure they keep the message as evidence and bring the matter to the attention of the school office.

**Assumption of cheating**
Personal technology devices may not be taken into or used by students at exams or during class assessment unless expressly permitted by staff. Staff will assume students in possession of such devices during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments.

**Recording Private Conversations and the Invasion of Privacy Act 1971**
It is important that all members of the school community understand that under the *Invasion of Privacy Act 1971*, ‘a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation’. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.
Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

**Special Circumstances Arrangement**

Students who require the use of a personal assistive technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Deputy Principal or Principal.

**Inappropriate behaviour outside of school hours**

Students may receive disciplinary consequences for bullying or cyber bullying or other inappropriate online behaviour that occurs out of school hours, and affects the good order and management of the school.

* Personal Technology Devices include, but are not limited to the following devices; portable gaming devices, the IPhone, IPod, IPod Touch or IPad, Tamagotchi® and similar games, laptop computers, PDAs, Blackberries®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones and devices of a similar nature.

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1 Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.
Appendix 2

Procedures for Preventing and Responding to Incidents of Bullying
(including Cyber bullying)

Purpose

1. Mayfield State School strives to create positive, predictable environments for all students at all times of the day. The disciplined teaching environment that we are creating is essential to:
   - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
   - raising achievement and attendance
   - promoting equality and diversity and
   - ensuring the safety and well-being of all members of the school community.

2. There is no place for bullying in Mayfield State School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community’s goals and efforts for supporting all students.

3. Bullying behaviours that will not be tolerated at Mayfield State School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

4. Bullying may be related to:
   - race, religion or culture
   - disability
   - appearance or health conditions
   - sexual orientation
   - sexist or sexual language
   - young carers or children in care.

5. At Mayfield State School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Rationale

6. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school
would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

7. The anti-bullying procedures at Mayfield State School are an addition to our already research-validated school wide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

**Prevention**

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times. This will ensure that:

- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- All students know the 4 school expectations and have been taught the expected behaviours attached to each rule in all areas of the school
- All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
- A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

9. Cyber bullying often does not occur at school. Students are explicitly taught Cyber safety for example how to safely conduct and internet search, what cyber bullying is and what they should do if they receive unwanted messages including for example:

- Not to respond to messages but keep them to report to parents and/or teachers immediately
- Report any instances they see as a bystander of cyber bullying to parents and/or teachers immediately.

Mayfield State School will then investigate and respond to any incident of cyber bullying.

10. The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a schoolwide schedule of instruction. At all times
simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.

11. An initial introductory lesson is delivered, which teaches the 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.

12. The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.

13. Mayfield State School will take part in the National Day of Action Against Bullying and Violence on the third Friday of March each year. This is to highlight the importance of bullying issues within our school community and what our school is doing to prevent this.

14. Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Mayfield State School takes care to combine knowledge with practice in a process of active learning, so that students understand by ‘doing’ as much as by ‘knowing’.

15. Mayfield State School uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.
WORKING TOGETHER TO KEEP Mayfield State School SAFE

We can work together to keep knives out of school. At Mayfield State School:

- Every student has the right to feel safe and be safe at school.
- No knives are allowed to be taken to school by students.
- There is no reason for a student to have a knife at school, and it is against the law for a student to have a knife at school.

If a student has a knife a school, they can expect serious consequences, such as fines and possibly jail. Longer jail sentences can be given to young people if someone is injured with a knife during an assault.

What kinds of knife are banned?

- No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel.
- Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.
- In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

The Principal can take action against a student who brings a knife to school.

- If a student has a knife at school, principals can inform the police.
- Possessing a knife at school may result in serious disciplinary consequences.
- Police can search a student and their property at school if they suspect a student has a knife.
- A student may be charged with a criminal offence and may face serious consequences if convicted, including a fine or jail.
- School property such as desks or lockers may be searched if the principal suspects that a student has a knife on or in school property.
- If the principal suspects the student has a knife in their bag, the bag may be temporarily confiscated until police arrive.
- If the student does have a knife at school, it can be confiscated by the principal and given to the police.

How can parents help to keep Mayfield State School safe?

- Make sure your child knows what the laws and rules are about knives.
- Do not include knives or knife tools in children’s lunch boxes, pencil cases or craft kits.
- Contact your school principal if you believe your child is being bullied or threatened at school.
- If you want to talk about students and knives at school, please contact the Principal.
Mayfield State School
Student Dress Code

Effective: 27 January 2015

*This student dress code is consistent with guidelines made under sections 360 – 363 of the Education (General Provisions) Act 2015.*

Mayfield State School is a strict uniform school. We have the support of our Parents’ and Citizens’ Association to promote adherence to our uniform. Our student dress code consists of an agreed standard and items of clothing, which includes a school uniform that Mayfield State School students wear when:

- attending or representing their school;
- travelling to and from school; and
- engaging in school activities out of school hours.

Mayfield State School P&C Association supports this student dress code policy because it believes that a student dress code provides clothing that aims to contribute to a safe and supportive teaching and learning environment through:

- ready identification of students and non-students at school;
- fostering a sense of belonging; and
- developing mutual respect among students by minimising visible evidence of economic or social differences.
- promotes an effective teaching and learning environment by eliminating the distraction of competition in dress and fashion at the school

Mayfield’s Student Dress Code reflects school community standards and is consistent with occupational health and safety and anti-discrimination legislation. We actively encourage our students to take pride in themselves and their school. One way in which this may be achieved is through adherence to the school’s dress standards. As the parent/carer and provider of your child, we seek your support in this matter.

Inappropriate dress refers to clothing or apparel worn by students that is deemed to be:

- Offensive;
- Likely to disrupt, or negatively influence normal school operations;
- Unsafe for student or others; and
- Likely to result in a risk to health and safety of student or others.

Parents/Caregivers may be notified by letter that their child is not complying with the Student Dress Code. *In circumstances where inappropriate or unreasonable dress is worn, appropriate action will be taken.*

A stock of all uniforms is available through our uniform shop – opening times are available at the school office. Please note that volunteers from the school community run the uniform shop. Parents are asked to ensure that all articles of clothing whether part of a school uniform or not, are clearly marked with the student’s name.
School Standard | Parents are advised that | Consequences
--- | --- | ---
**Girls Uniform:**
- Drop waisted dress, zip front, sleeves, revere collar. The material predominantly grey/white check with maroon trim.
- Maroon shorts, culottes, skorts,
- Peplum blouse from school uniform material with maroon collar and sleeve and pocket trim.
- Maroon netball skirt.
- Grey or white Mayfield polo shirt.

**Boys Uniform:**
- Maroon shorts (short or long leg)
- Grey shirt with maroon revere collar, maroon trim on sleeve and pocket badge.
- Grey or white Mayfield polo shirt

**Winter Uniform:**
- Maroon tracksuit
- Maroon jumper/coat

**Sports Uniform:**
Grey or white Mayfield polo shirt with maroon shorts (or culottes or netball skirt for girls)

Mayfield State School is a uniform school where students are encouraged to wear the uniform. Clothing that is ‘offensive or likely to disrupt or negatively influence the normal school operations’ is not permitted.

- Shorts are to be maroon in colour with no brand names. Long leg cargo shorts are discouraged.
- To represent the school on excursions, interschool sport etc all students are to wear the appropriate Mayfield uniform. Students not wearing the uniform are required to bring an explanatory letter from their parents.

- Students wearing inappropriate clothing or apparel will be asked to dress appropriately.

- Students not wearing school uniform will be ineligible to represent the school away from the campus.

**Music Performance Uniform (Band, Strings Choir):**
- White Mayfield polo shirt with maroon shorts, maroon culottes or skirt.
- Black closed in shoes and white Mayfield socks.

**Swimming:**
- Boys - Togs/swim shorts only – no loose fitting board shorts

In line with the Sun-Safe Guidelines of the QLD Cancer Society & Education Queensland’s Sun Safety Strategy
<table>
<thead>
<tr>
<th>Girls - One-piece swimming costume</th>
<th>Sun Shirt or T-shirt Compulsory Bathing Cap – Compulsory</th>
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</thead>
</table>

**Hats:**
Mayfield School Hat – maroon sun safe hat eg slouch hat or legionnaire style

Non-wearing of a slouch hat, legionnaire style hat is ‘likely to result in a risk to the health of the student’. Mayfield follows the Sun-Safe guidelines of the Queensland Cancer Society.

- Students who do not have a hat for PE will be required to sit out of this activity.
- Students who do not have a sun-safe hat will be excluded from activities in the sun during play breaks.
- Students who do not have a hat will be ineligible to represent the school away from the campus.

**Footwear:**
Fully enclosed shoes (no sandals) and plain coloured ankle socks.

Non-wearing of shoes could be ‘unsafe for the student or others’. Shoes with high heels or platforms, thongs, slip ons and sandals are not suitable.

- A student will be asked to replace his/her shoes and will be excluded from all outdoor activities until suitably attired.

**Jewellery:**
- Watch.
- Pierced earrings – small plain sleepers or studs only.
- Medical alert bracelet or necklace.
- Items of significant cultural or religious belief with notification to administration.

Other jewellery may be ‘unsafe for the student or others’ as such items could become caught in play equipment or could come into contact with another student causing injury. Students will be requested to remove or tape jewellery during some sport.

- A student wearing other jewellery will be asked to remove the item and if necessary give it to the teacher for safe-keeping for the remainder of the day.

**Nail Polish:**
Clear polish only

Only clear nail polish is to be worn as other colours are ‘likely to disrupt or negatively influence the normal school operations’.

- Students wearing coloured nail polish will be asked to remove it by the next day.

**Hair:**
- Collar length hair and longer is to be plaited, braided or tied back with appropriate accessories (maroon or white in colour is preferred).
- Hair is not to hang in front of eyes. Fringes should be cut or pinned back.
- Hair colouring and obvious hair styling products that are

Shoulder length or longer must be tied back. Hair accessories must be maroon and/or white. Gel may be used sparingly. Hair colouring should be unobtrusive.

- Students will be encouraged to tie back long hair.
- Students will be encouraged to maintain hair colouring and styling that is appropriate.
| Helmets: Students riding bikes are legally required to wear helmets | Helmets must be securely fastened. Non-wearing of helmets is against the law and could be ‘unsafe for the student and others’. | × If necessary the police will be contacted. |

**Mayfield State School Homework Guidelines**

These Homework Guidelines are consistent with guidelines made under Section 427 Education (General Provisions) Act 2015.

Current as at 27 Jan 2015

**Statement of Intent**

In accordance with Section 427 Education (General Provisions) Act 2015, principals are responsible to develop a school homework policy, in consultation with their school community, particularly the Parents’ and Citizens’ Association

Homework provides students with opportunities to consolidate their classroom learning, pattern behaviour for lifelong learning beyond the classroom and involve family members in their learning. The setting of homework takes into account the need for students to have a balanced lifestyle. This includes sufficient time for family, recreation, cultural and employment where appropriate.

Homework that enhances student learning:

- is purposeful and relevant to students’ needs
- is appropriate to the phase of learning (early or middle)
- is appropriate to the capability of the student
- develops the student's independence as a learner
- is varied, challenging and clearly related to class work
- allows for student commitment to recreational, employment, family and cultural activities.

**Using varied and challenging homework appropriate to students’ learning needs**

Homework can engage students in independent learning to complement work undertaken in class through:

- revision and critical reflection to consolidate learning (practising for mastery)
- applying knowledge and skills in new contexts (a topic of interest, an authentic local issue)
- pursuing knowledge individually and imaginatively (investigating, researching, writing, designing, making)
- preparing for forthcoming classroom learning (collecting relevant materials, items, information).

**We attempt to set homework with clear completion instructions and to ensure correction and feedback.**

If projects are given, students should have access to the information needed. As well, students should have a detailed plan to process the required information in a systematic and organised way.
We attempt to ensure that students have the necessary skills to complete homework tasks.
Teachers specify for students and parents what is to be learnt, how it is to be learnt and why it is to be learnt. Detailed procedures should be outlined. Provision is made for parent feedback and immediate feedback by the teacher.

Role of parents and caregivers with homework

Parents and caregivers can help their children by:

- reading to them, talking with them and involving them in tasks at home including shopping, playing games and physical activity
- helping them to complete tasks by discussing key questions or directing them to resources
- encouraging them to organise their time and take responsibility for their learning
- encouraging them to read and to take an interest in and discuss current local, national and international events
- helping them to balance the amount of time spent completing homework, watching television, playing computer games, playing sport and engaging in other recreational activities
- contacting the relevant teacher to discuss any concerns about the nature of homework and their children’s approach to the homework.

Homework appropriate to particular phases of learning

The following is to operate as a guide in determining the amount of set homework that students might be expected to undertake. It is, of course, open to parents to consult with a student’s teacher about additional materials or practice exercises with which parents can assist their children at home.

In the Early Phase of Learning (Prep to Year 3) many activities at home or in play can assist children to develop literacy, numeracy and problem-solving skills.

Homework tasks may include:

- daily reading to, with, and by parents/caregivers or other family members
- linking concepts with familiar activities such as shopping, preparation of food, local environment and family outings
- conversations about what is happening at school
- preparation for oral presentations
- opportunities to write for meaningful purposes.

In the Prep Year, generally students will not be set homework.
In Years 1, 2 and 3, set homework could be up to, but generally not more than, 1 hour per week.

In the Middle Phase (Year 4 to Year 6) some homework can be completed daily or over a weekly or fortnightly period and may:

- include daily independent reading
• be coordinated across different subject areas

• include extension of class work, projects and research.

| Homework in Year 4 and Year 5 could be up to, but generally not more than, 2-3 hours per week. |
| Homework in Year 6 could be up to, but generally not more than, 3-4 hours per week. |

As a general rule, homework is not set for weekends and holidays but “catch-up” homework may be set where a student has missed a substantial amount of school.
Mayfield State School  
Sunsmart Policy

Rationale:
Queensland has the highest rate of skin cancer in the world. Of all new cancers diagnosed in Australia each year, 80% are skin cancers. Research suggests that at least two-thirds of all melanomas occurring in Australia could be prevented if children were protected from the sun during their first 15 years.

Skin damage, including skin cancer, is the result of cumulative exposure to the sun. Research shows that serve sunburn contributes to skin cancer and other forms of skin damage such as sunspots, blemishes and premature ageing. Most skin damage and skin cancer is therefore preventable.

Ultraviolet radiation (UVR) levels are highest during the hours that children are at school. As children will spend a portion of their day outdoors, we are concerned to protect them from the harmful effects of the sun.

With this in mind, Mayfield State School realises the need to protect children’s skin and educate them about SunSmart behaviour, thus reducing the risk of skin damage from the exposure to the sun.

Aims:
The policy aims to:
- provide ongoing education that promotes personal responsibility for skin cancer prevention and early detection
- provide environments that support SunSmart practices
- create an awareness of the need to reschedule work commitments and outdoor activities to support SunSmart practices

Procedures:
Our school recognises that winter sun also contributes to skin damage. The implementation of this policy will therefore be conducted throughout the year.

The purpose of this SunSmart policy is to ensure that all children attending our establishment are protected from the harmful effects of the sun throughout the year.

Our Commitment:
Mayfield State School will:
- inform parents of the SunSmart policy when they enrol their child
- include the SunSmart policy statement in the school prospectus
- increase the amount of shade in the school grounds, where possible, by building shelters and planting trees
- incorporate education programs that focus on skin cancer prevention into the school curriculum
- encourage all teachers and staff to act as positive role models for children in all aspects of SunSmart behaviour
• seek ongoing support from parents and the school community for the SunSmart policy and its implementation, through newsletters, parent meetings etc.

• ensure that all students wear hats that protect the face, neck and ears.

• provide SPF 30+ broad spectrum, water-resistant sunscreen.

• encourage students without adequate sun protection to use shaded or covered areas at recess and lunch times.

• monitor the school dress code to conform with the Queensland Cancer Fund SunSmart clothing guidelines.

• ensure that, wherever practicable, outdoor activities take place before 10am and after 3pm.

• ensure that adequate shade is provided at sporting carnivals and other outdoor events.

• ensure that SPF 30+ broad-spectrum, water-resistant sunscreen is included in the school sports kit.

• have SPF 30+ broad-spectrum, water resistant sunscreen on the school book list.

• review the SunSmart policy annually.

**Our Expectations:**
Parents/careers will:

• provide a SunSmart hat for their child and encourage them to wear it to and from school. The Queensland Cancer Fund recommends the following hats:
  ➢ 8-10 cm broad brimmed
  ➢ legionnaire-style

• encourage their child to apply SPF 30+ broad-spectrum, water-resistant sunscreen when necessary.

• act as positive role models by practising SunSmart behaviour.

• encourage their child to wear a Sun Smart swim shirt or suit when swimming.

• support the school’s SunSmart policy.

Students will:

• be aware of the school’s SunSmart policy.

• take responsibility for their own health and safety by being SunSmart.

• comply with SunSmart rules and guidelines by wearing suitable hats, clothing, sunscreen.

• be aware that SPF 30+ sunscreen is available.

• use shaded or covered areas when outdoors where practical.

• acts as positive role models for other students in all aspects of SunSmart behaviour.

• participate in SunSmart education programs.

• be encouraged to wear a Sun Smart swim suit when swimming.