

Gleneagle State School

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We are responsible

We are respectful

We are safe

Fortnightly Newsletter, Term 2/ Week 4, May 2024

Jingeri. Gleneagle State School would like to respectfully acknowledge the Mununjali peoples, the Traditional Custodians of this Country on which our school is built and our learning takes place. We pay our respects to the Mununjali Elders past, present and emerging for they hold the memories, traditions and knowledge which they share with our jarjum. We recognise their strength and resilience as we grow and learn together in the spirit of kindness, friendship, honesty and respect.

Upcoming Events

Date	Event	Participants	Week	Class
Term 4	Celebration of Learning	Whole School	Week 4 (Fri 10/5)	Prep
			Week 5 (Fri 17/5)	Year 4/5 W/A
			Week 6 (Fri 24/5)	Year 4/5 H
			Week 8 (Fri 7/6)	Year 2/3 and Year 3
			Week 9 (Fri 14/6)	Year 5/6L
Tuesday 14 May – Wednesday 16 May	Healthy Harold Visit	Whole School	Permission via SMS and payment due NOW	
Tuesday 24 May	Simultaneous Story Time	Whole School	2024 is Bowerbird Blues by Aura Parker	
Sunday 26 May	National Sorry Day	School Community	Remembering the mistreatment of Aboriginal and Torres Strait Islander people	
Monday 27 May – Monday 3 June	Reconciliation Week MABO Day		Students will learn about our shared histories, cultures, and achievements, and to explore how each of us can contribute to achieving reconciliation in Australia.	
Friday 7 June	Respectful Relationships	Year 4-6	Discussing issues such as bullying/cyber bullying with Logan District School Based Police Officers	
Monday 10 June & Friday 14 June	Athletics Carnival	Whole School	Monday Field Events – 9-12 years only Friday Track Events & Ball Games – Prep – Year 6 Further details and confirmation to follow. If you are interested in helping either day, please register with the office. Thank you 😊	
Friday 21 June	Last Day Term 2	Monday 9 July	First Day of Term 3	
Wednesday 9 – Friday 11	School Camp	Year 4-6	Gold Coast Recreation Centre – Tallebudgera Permission forms and \$50.00 Deposit due ASAP Full payment (\$265.00) due by 13 September	

Mother's Day Stall



9/05/24 and 10/05/24

URGENT VOLUNTEERS NEEDED for 10/05/24

Can you assist?

GLENEAGLE STATE SCHOOL P.P.C.

Mother's Day Stall

Price List and Gift Ideas

- \$2.00 Gift Bags, Cards
- \$3.00 Magnets, Pens, Stress balls, Air Freshener
- \$4.00 Back Scratcher & Shoe Horn, Jumbo Loofah Ball, Heart Stress Ball
- \$5.00 Wooden Plaque Can Cooler
- \$6.00 Heart Key Ring Heart Necklace Mothers Day Mug Granma Mug Bath Bomb Trio Rose Soap Compact Mirror
- \$8.00 Lunch Cooler Bag Fluffy Socks Manicure Set Succulent pots Daisy Key Chain
- \$10.00 Large cosmetic Bag Tin candle with lid Deluxe candle blended glass Mums Tool Kit Stainless Travel Mug Stemless Glass Best Mum hug Mug

From the Principal

Welcome to week four. By now, you should have received your child's classroom Newsletter informing you of what your child will be learning about this term. If you have not received your Newsletter, please contact either your child's classroom teacher or a member of our school administration team. Receiving this information assists to keep you informed earlier in the term about the teaching and learning that your child will be engaging with and also enables you an opportunity to ask your child how they are going with their learning and what they feel they need to do to improve. These questions are some of the questions that form part of our 5 critical questions posters that our team of educators use to ask students about their learning, and provides clarity for you to ask your child about what they are learning about.

If you have any questions or concerns about your child's learning or wellbeing, please don't hesitate to reach out to your child's classroom teacher, or the relevant staff member, as per our [communication placemat](#).

Working in positive partnership to ensure that every child's potential is realised and that every student is achieving some form of success in every classroom every day is part of the '[Equity and Excellence](#)' strategy. Success may look different at different times for different students, and that is okay, because we are all unique and children Experience growth at different rates.

As part of '[Equity and Excellence](#)', maximising learning days is also important. It is important that children come to school every single day unless they are unwell, as every day of learning counts. Being on time for school every day is also important so that students do not miss important messages about the day's routines. We thank you in advance for ensuring your child is at school on time every single day wearing their school uniform with pride. We thank you for encouraging your child, (our student/s) to follow our school rules and procedures, links to our Codes of Conduct and Policies are included for your reference below.

With the weather having cooled down considerably, please be mindful of the school uniform policy. Uniforms can be purchased through the [School Locker](#). Thank you for supporting and respecting our school uniform policy which has been endorsed through our P and C.

ChatterVOX Donation

Last Friday, we were joined by Janet Hughes and Carolyn Williams from Quota Club of Jimboomba who have kindly donated 2 x ChatterVOX to our school. The ChatterVOX is a personal voice amplification system which can help to improve vocal presence. Thank you to Quota Club of Jimboomba for your ongoing fundraising efforts, which we are honoured to share in.



Student Behaviour

I would also like to acknowledge that we have a wonderful group of students and so many students who do an exceptional job at demonstrating respect to all staff every single day, that certainly doesn't go unnoticed. Thank you to all parents and carers for instilling the values and high expectations in students, as behaviour taught starts in the home.

On occasion, we may have students who experience difficulty following the schoolwide expectations requiring a response to address the behaviour. While individual student needs and circumstances are taken into account a response to the behaviour is always provided in line with our student code of conduct. A response provided serves to provide the most appropriate consequence with the ultimate aim of changing the behaviour. Furthermore, it is never acceptable for our staff to come to school and be sworn at or abused by students. Staff understand that if a student has had an incident and/or trouble regulating their emotions, there may be an outpouring of emotion. Staff make appropriate adjustments and differentiate accordingly to cater for student individual needs. That being said, I would appreciate your support in talking to your child about the importance of problem solving respectfully any issues they have and how to go about this and reinforcing that it is not acceptable to swear at, abuse and be defiant in following adult instructions. You could imagine that this type of behaviour certainly takes it's toll and causes a great deal of disruption. Thank you for your support with this matter.

**Gleneagle
STATE SCHOOL**



Strive to Achieve— Every Student Succeeding

5 Critical Questions to SUCCESS

1. *What are you learning? Why?*
2. *How are you doing?*
3. *How do you know?*
4. *How can you improve?*
5. *Where do you go for help?*

As part of our whole school Positive Behaviour for Learning, we explicitly teach our schoolwide expectations, including strategies such as the high five and upstander 5, and in addition, we engage with social and emotional learning evidence-based lessons regarding Zones of Regulation (posters and further information is included further down in newsletter).

As above, working together in harmony helps to support students, support our fantastic teachers and staff and support school improvement. Thank you in advance for all your support. If you have any questions please don't hesitate to reach out.

Class Newsletters, Class Celebrations and Report Cards

To assist keeping you informed, at the commencement of each term, teachers will outline what components of the Australian Curriculum students are learning across curriculum learning areas and communicate this in our Gleneagle State School teaching and learning classroom newsletters. For the past few years, the P & C have endorsed this in lieu of reporting comments for every learning area of achievement on our end of semester report cards. A classroom teaching and learning newsletter is sent home by the end of week three each term, and as mentioned above, something you should have received by now. End of semester report cards consist of effort and achievement ratings, and a behaviour and overall comment. Report cards will be sent home in terms two and four, with an opportunity for a formal parent/carer interview provided in terms one and three.

If you have any questions in the meantime, our communication placemat is a great way to reflect on who to direct your query too. As classroom teachers are the primary case managers of the students in their classes, it is ideal you discuss any concerns with your child's classroom teacher. If emailing your classroom teacher, please allow at least three days for your email to be responded to. Teachers will endeavour to respond sooner, but they do receive a volume of emails and have numerous students, families and staff to engage with. If the matter is urgent, please call through to our Administration team, who will communicate that you need to speak with the teacher urgently to try and support your query.

We are happy to share with you the classroom Celebration of Learning plan for term two. The celebration of learning is designed for students to share something they have been learning about on assembly and is another vehicle used to share and celebrate learning with parents and carers. Students may present their learning celebration as a class or via a selected group of students, depending on how the teacher feels the context of learning to be shared is the most effective way to deliver it. Each class celebration will be unique and each class will share their learning on one occasion across a semester. If your child's class is not scheduled to share their learning this term, then this is something that they will do the following term. Please save the below assembly dates to your calendar.

Class	Term 2
Week 4 (Fri 10/5)	Prep
Week 5 (Fri 17/5)	Year 4/5 W/A
Week 6 (Fri 24/5)	Year 4/5 H
Week 8 (Fri 7/6)	Year 2/3 and Year 3
Week 9 (Fri 14/6)	Year 5/6L

Reading

You may be aware that the Australian Curriculum has recently been refined and updated and has a staggered familiarisation and implementation model. While schools do not need to deliver the updated version of English until 2025, as our school has already been ahead of the journey and engaging with professional learning, we have implemented the most updated version of English within the Australian curriculum. All schools will teach the updated Australian Curriculum (AC) version nine in English and Maths from 2025. With the AC, you may notice some changes to the way reading is taught across our school, with a strengthened focus on teaching vital evidence based components for reading. While there have been some changes across all year levels, these are examples of some of the significant changes in the early years:

- There is a strengthened focus on phonics which involves teaching the letter-sound relationships of English in a planned and logical order. English is a tricky language to learn, as we have 26 letters which are used to represent 44 speech sounds. Teaching letter-sound relationships to students helps them to decode, or read written words. This is usually done in explicit lessons that are short and engaging. Students learn a group of letter-sound relationships, for example s, a, t and then immediately read and spell words that contain those sounds – for example, at, as and sat.
- The updated curriculum no longer asks students to use their visual memory to learn to read and spell words. This reflects research that tells us there are simply too many words in English for us to remember by memory. Instead, we teach letter-sound relationships so that students can decode all words.
- Beginning readers practise their word reading using decodable texts, which contain letter-sound relationships they already know. At the same time, they engage with rich authentic curriculum texts through shared reading and discussion so their language skills are also being developed. Rich authentic texts include high-quality stories, information texts and other texts common in our environment.

To support this shift in practice, our staff are committed to continue undertaking professional learning in reading through the Australian Curriculum, which ensures your child is provided with high-quality evidence-informed reading instruction.

Shortly, we will be holding an information sharing session where we will provide more details about what this looks like in our school and how this might impact you and your child. Please keep an eye out for your invitation. If you are unable to attend, please feel free to contact your child's teacher or the school for more information.

The Department of Education Queensland have also released their [Reading Position Statement](#), which is aligned with the Equity and Excellence Strategy. The Department of Education is committed to every student realising their reading potential. This is achieved through teaching reading across all learning areas and subjects of the Australian Curriculum using an evidence informed approach. Research suggests that 95% of students can learn to read successfully when provided explicit, evidence informed reading instruction.

We are taking on the 2024 Premier's Reading Challenge

The Premier's Reading Challenge (PRC) is a state-wide initiative for Queensland state and non-state schools and home-educated students from Prep to Year 9, as well as children (aged up to 5 years) enrolled in an early childhood centre. The PRC aims to improve literacy and encourage children to read for pleasure. Children of all reading abilities are encouraged to take part in this year's challenge by reading the allocated number of books for their year level. The reading period runs from 7 May to 23 August and is a great way to challenge students to read more and enjoy the wonderful world of books. Those who complete the challenge will receive a Certificate of Achievement! Students have been given a reader record form should start tallying today or visit <https://readingchallenge.education.qld.gov.au/> to find out more. There are some frequently answered questions and answers, including how you can encourage your child to read. Your child can read anything and between home and school can share in this challenge. Mrs Brettell is leading our Premier's Reading Challenge across the school and has registered all classes for our students to participate. If your child does not have a reading challenge form and would like to participate, please contact your child's classroom teacher.



Life Education Queensland – Healthy Harold Visit

Life Education Queensland will be attending our school this week deliver modules tailored [primary school](#) students. **Permission slips were sent via our SMS service and invoices have been emailed. The cost is \$11.00 per student.**

The modules delivered are aligned with the Australian curriculum for health and physical activity and are developed to support teachers reach these specific learning outcomes. Life Education Queensland modules empower children with the skills they need to make healthier lifestyle choices. The program provides students with age appropriate health and safety knowledge, skills and strategies to counter peer and social pressures, an understanding of how values and attitudes can influence lifestyle choices and behaviour, interactive print and online teacher and student resources with lesson plans and activities, and animated videos with relevant themes.



Within each module, teachers are able to identify the key learning outcomes they would like the Life Education Queensland educator to focus on during their session.

Our health and physical education programs focus on:

- Nutrition, healthy eating and the importance of physical activity
- Personal safety
- Respectful relationships and emotional well-being
- Cybersafety and strategies to combat cyber-bullying
- Legal and illegal drugs including alcohol and tobacco.

Teachers, students and families will be able to continue the learning from home with calendar year access to our online learning resource, the [Life Education Hub](#).

AEDC – Australian Early Development Census

From May 2024, our school, along with thousands of others across the country, will participate in the Australian Early Development Census (AEDC).

The Australian Early Development Census (AEDC) is a nationwide data collection of early childhood development at the time children commence their first year of full-time school. The AEDC highlights what is working well and what needs to be improved or developed to support children and their families by providing evidence to support health, education and community policy and planning.

The AEDC is held every three years. The census involves teachers of children in their first year of full-time school completing a research tool, the Australian version of the Early Development Instrument. The Instrument consists of about 100 questions and collects data relating to five key areas of early childhood development referred to as 'domains', these include:

- Physical health and well being
- Social competence
- Emotional maturity
- Language and cognitive skills (school-based)
- Communication skills and general knowledge

The AEDC is a teacher-completed census (similar to a questionnaire) which provides a comprehensive picture of how children have developed by the time they start their first year of full-time school. Children don't miss any class time while the AEDC is completed, and parents/carers don't need to supply schools with any new information.

The data collected through the AEDC is used by schools, communities and governments to better understand children and families' needs, and identify the services, resources and support they need.

AEDC data is reported at a school, community, state/territory and national level. AEDC results for individual children are not reported and the AEDC is not used as an individual diagnostic tool.

Some teachers have found that completing the AEDC made them more aware of the needs of individual children and their class, and that the data was useful for planning for transitions to Year 1 and developing programs.

Participation in the AEDC is voluntary, however the AEDC relies on all schools with children in their first year of full-time school participating in the collection. Parents/carers don't need to take any action unless they choose not to include their children in the census. To find out more about the AEDC and how it is being used to help children and families visit: www.aedc.gov.au.



Safe Scoot & Road Safety Talks

Logan District school based police officers visited us last week to deliver their Safe Scoot program, incorporating road and scooter safety education which aligns with the [Queensland Government Department of Transport and Main Roads](http://www.qld.gov.au) Safe school travel and also the Australian Curriculum. The students enjoyed fun and interactive sessions with the visiting officers learning how to be safe on and around roads. Working with Logan District Police Officers is something that our school team and community value.



Coming Soon

We are excited to announce that later this term, we will be introducing a new way we communicate with parents, students and the wider school community using ePublisher, by Austnews.



ePublisher - the leading digital communication platform for schools and will enable us to create and distribute news in a more interesting, relevant way than ever before, as we can now easily include beautiful photo galleries, slideshows, videos, and calendars. We think you'll love the new look!

Your personal data is protected. We have provided Austnews with your name and email address for the purpose of school communication only. Austnews will never disclose your names or email addresses to any third parties, with the exception of a) utilising the reputable US based Twilio Inc. for reliably distributing school emails, notifications and newsletters to you no matter who your email provider is and b) When legal compliance is required with commonwealth or state law enforcement agencies. Also, you have the option to reply within 7 days and request to opt-out of our email communications. Additionally, you can self-unsubscribe anytime by clicking the 'manage subscriptions' link located at the bottom of all emails sent via ePublisher system.

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Domestic Violence Month

May is [Domestic and Family Violence Prevention Month](#). Our school joins with all Queenslanders in saying 'No' to domestic and family violence. Not all DFV involves physical abuse. [Coercive control](#) is a pattern of abusive, threatening behaviour aimed at controlling another person. For help and resources visit the [Domestic and family violence website](#).



Mother's Day

We are thankful for our Mum's and Grandmothers in our school community. We wish all Mums, Grandmothers and special ladies in the community a very happy Mother's Day for this Sunday. We hope you have an amazing day!



Take care,

Kind regards,

Jennifer Fenwick
Principal



Inclusion & Student Support Services 2024

Our school has a wonderful Student Support Services (SSS) team which includes our three Inclusion Teachers Miss Maguire, Miss Painter, and Mrs Nolan, our Guidance Officer Kellie Moore, our Speech Therapist Theresa Adermann, our Positive Behaviour for Learning Coach, Mrs Hampson, our Support Teacher for Literacy and Numeracy and Early Years Advocate and Wellbeing Champion Mrs Brettell, our Head of Curriculum, Mrs Sharon Rae, and our Principal Mrs Jennifer Fenwick. Our SSS team work in collaboration with our classroom teachers who are the main case managers of the students in their class, have fantastic teacher aide support and our student support services team also assist to provide additional support for teachers and students when and where required in consultation with parents/carers. We look forward to bringing you information throughout the year.

PBL

Gleneagle State School's behaviour management framework is Positive Behaviour for Learning (PBL). PBL is an evidence-based framework that is a preventative approach and explicitly teaches the expected behaviours and contains a positive rewards system of acknowledgement. Our school community has identified three overarching school expectations to teach and promote our high standards of behaviour.

Our schoolwide expectations (rules): **We are: 'Safe', 'Respectful', and 'Responsible'**, are explicitly taught to students including what this looks, sounds and feels like across all areas of the school.

We hope the high expectations we set for our school will assist students in demonstrating the expected behaviours both at home and in all areas of the school community.

High Five

The High Five helps us remember strategies we can use when someone is doing something to us that we don't like. It is beneficial for students to work their way through the steps, but sometimes the steps may need to be skipped, e.g., reporting straight away, of course this dependent on the severity of the problem.



Reporting Vs Dobbing:

- Children need to know the difference between reporting and dobbing.
- Reporting is helping/getting yourself out of trouble.
- Dobbing is trying to get someone in trouble and may have nothing to do with the person doing the dobbing.

Reporting:

- Children should in most circumstances attempt to problem- solve themselves first.
- Unsuccessful after doing Hi 5 steps- see teacher.

Reporting straight away

- If the issue involves health or safety- children to report straight away to a teacher.
- They are not to solve problem themselves. e.g. Incidents of physical danger - Child running out of school gates.

Upstander

The upstander poster is a visual prompt for students to remember strategies to assist in the appropriate management of conflict. Each strategy is taught individually and students learn skills to deal with problems in a systematic, constructive way.






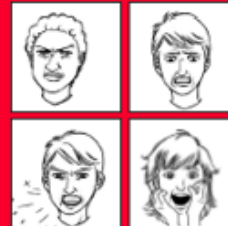
Zones of Regulation

In line with our school Positive Behaviour for Learning (PBL), and teachings from the Australian Curriculum 'social and personal' general capabilities, our school has commenced introducing an evidence based social and emotional learning framework called the Zones of Regulation.

The Zones of Regulation provides strategies to teach students to become more aware of, and independent in controlling their emotions and impulses, managing their sensory needs, and improving their ability to problem solve conflicts. The Zones of Regulation helps to provide students with a toolbox of strategies to assist with regulating their emotions when faced with different interactions, experiences and environments.

Our school implements the zones of regulation through whole class lessons, small group and one on one support. Self-regulation is something everyone continually works on. We all encounter trying circumstances that test our limits from time to time. If we are able to recognise when we are becoming less regulated, we are able to do something about it to feel better and get ourselves to a better place. This comes naturally for some, but for others it is a skill that needs to be taught and practiced. This is the goal of The Zones of Regulation (or Zones for short).

The ZONES of Regulation®

			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Yelling/Hitting Elated Out of Control

Greeting Poster

Studies have shown eye contact and physical contact can help happy hormones in our brains. At Gleneagle State School we believe in starting the day right with acknowledging each other and communicating how we are feeling. The greeting poster has been designed to assist student well-being, incorporating The Zones of Regulation by using an alternative approach to the cliché question "How are you?".

This approach allows teachers to take note of students feelings based upon their response (or lack of) and the affect it may have on the student's day, giving the teachers an early opportunity to apply regulation methods should they be required.



From Chappy Tish

Cookies, or biscuits as you might call them, will be for sale on most Wednesdays alongside Zooper Doopers. They are \$1.00 each, first come first served, and the money goes to Student Council. All cookies contain wheat, egg, and dairy. Thanks to Student Council for helping me bake them!

Bridge 2 Brisbane is a great way to run or walk 5k or 10k for a good cause! B2B is Sunday, 8 September in the city, and I'm building a team to run and raise money for the Chaplaincy Service at Gleneagle SS. If you'd like to run or walk with us, please contact me at latishna.harris@suchaplaincy.org.au. You can also donate here: <https://bridgetobrisbane.gofundraise.com.au/page/GleneagleStateSchoolNA>

Student Council is helping me collect items for the annual **Winter Warmers** event in the Redlands area. We will be collecting the following gently used items from 2:30-2:45pm on May 14 and 17 at the front gate: jumpers, hats, socks, blankets, and scarves. You can also donate non-perishable food items. I will deliver these to the Redlands for distribution to families in need at the end of May. Please keep clothing donations limited to the items requested. Thank you!

Tish Harris
SU Chaplaincy
Chaplain at Gleneagle State School



Friendly reminders and Codes of Conduct and Policies for 2024

We thank you for assisting us with the following reminders and encouraging your student/s to follow our school rules and procedures. If you have any questions or concerns, please do not hesitate to contact the class teacher. Thank you ☺

NO TOYS from home allowed!



Thank you for your understanding!!

Please keep toys at home

Just a friendly reminder that no toys are allowed at school as they can be a distraction to our students. This includes balls, trading cards, grocery store promotions, fidget tools, figurines, toy cars, dolls or games. Toys are expensive for parents and we would hate for them to get lost or broken. We have lots of fun things at school to play with so students do not need to bring anything but themselves!

If toys are found at school they will be collected by the teacher for safe keeping and returned after school. Please have a chat to your child about this to ensure no toys get lost. We thank you for your understanding.

Student Code of Conduct

Our **'Student Code of Conduct'** is based on the Department of Education updated behaviour procedures, which includes clarity of whole school processes, including: minor and major responses to behaviour and our behaviour referral system, protocols around cyber safety, bullying and weapons in schools, and our whole school positive behaviour acknowledgement and rewards system. Our Student Code of Conduct reflects our whole school Positive Behaviour for learning evidence-based approach. The Code of Conduct was endorsed by the P&C in 2021 and is annually endorsed pending any consultative changes. If you are wanting to search for further information on the Department of Education and aligned whole school behaviour management processes, you can click on the Student Code of Conduct link to peruse further information.

Student Dress Code

It is our school community's belief that a school uniform is an important part of a student's life at school. A 'Student Dress Code' promotes a safe and supportive teaching and learning environment and outlines standards of acceptable dress and aspects of the personal presentation of students. This 'Student Dress Code' has been developed in consultation with the school community and in accordance with the Education (General Provisions) Act 2006 (Sections 360-363) and the Department of Education procedure: Student dress code. All school stakeholders are expected to comply with the student dress code which aligns and is supported by the Student Code of Conduct, The P & C Association endorsed the [student dress code](#) on 19 November 2020. Please note that any new uniform additions (newly designed hat, sports shirt and newly designed uniform shirt only) parents are given a three-year transition time to purchase these items. Our three-year uniform transition time is November 2023. Uniforms can be purchased online through the school locker using the following link: <https://theschoollocker.com.au/schools/gleneagle-state-school-gleneagle>

Homework Policy

Homework provides students with opportunities to consolidate their classroom learning and pattern behaviour for lifelong learning beyond the classroom. The setting of homework takes into account the need for students to have a balanced lifestyle. This includes sufficient time for family, recreation, cultural pursuits, and other activities. The Gleneagle State School Homework Policy has been developed based on research, in consultation with the school community and staff, and in line with Department of Education Queensland requirements. Access the Homework Policy [here](#).

Code of Conduct for School Students Travelling on Buses

We are required to share with you the Code of Conduct for School Students Travelling on Buses. To keep other passengers and bus drivers safe and comfortable, all school students are required to comply with the [Code of Conduct for School Students Travelling on Buses \(PDF, 6.5MB\)](#). The code sets out the expected behaviour of students while travelling on the bus and the consequences for breaching the code, and provides a framework to manage student misconduct. The guiding principles reinforce the roles and responsibilities of bus operators, parents, schools and other stakeholders who play a key role in the safe travel of school students. They encourage stakeholders to collaborate to ensure students are educated on the code of conduct and to work together to identify and address issues as they arise. The code and guiding principles are initiatives of the Bus Safety Committee chaired by the Assistant Minister for Transport and including representatives from key government agencies, the bus industry, a union, and school parent groups.

Parent and Community Code of Conduct

The Parent and Community Code of Conduct (the Code) aims to support schools to clearly communicate the conduct expected of parents, carers and visitors while they're on state school grounds, at school activities and interacting with others in the school community. Queensland Government is committed to tackling the growing issue of violent and abusive behaviour across school communities. The Respect our staff, respect our school campaign aims to create safer and more respectful communities across Queensland state schools. The safety of our students and staff is the number one priority and we can all play our part in ensuring that our schools are safe and respectful places to be. Violent or abusive behaviour will not be tolerated in our schools. It's not just a courtesy. It's the law. Access the Community and Parent Code of Conduct [here](#).

Parent/Caregiver Teacher Communication

Our teachers are excellent dedicated professionals who continue to have a renewed focus on professional learning and who always endeavour to keep you informed. We hope that these feedback opportunities assist to keep you well informed. Effective communication is the key to all successful relationships. The communication placemat will help direct any communication queries you may have and works in conjunction with the Department of Education Parent Code of Conduct and the Occupational Violence and Aggression Prevention Campaign. Working together in positive partnership with parents and caregivers is beneficial to enhancing success for students. From time to time an issue may arise and it is vital how that issue is problem solved. It is never okay to abuse staff and this behaviour is not acceptable. We thank all parents and caregivers who always communicate respectfully with our team and who role model how to resolve any problems that may arise. The behaviour we role model is the behaviour we expect to see from our students, your children. Access the Communication Placemat [here](#).

Our [Customer Compliment and Complaints Process](#) has been published on our website which outlines our school processes for Parent/Carer feedback about compliments and information to support a complaints process. This document also contains our communication placemat that directs parents and carers to the appropriate channel and person for communication. Our procedure was endorsed on behalf of the Gleneagle State School P & C Committee on 18 March 2024 and was emailed to all families on 19 March 2024. If you have any questions or concerns in relation to this document, please do not hesitate to contact us.



Teacher and parent/guardian resource

Queensland primary school students (prep to grade 6) are encouraged to draw and colour a picture to illustrate a farm safety message. The 12 winning entrants receive a \$250 gift card and \$500 for their school!

The Farm safety calendar competition raises awareness among primary school students and their communities of common hazards on farms and other rural properties. The published calendar is an opportunity for safety messages to be prominently displayed in the home throughout the year, reminding Queenslanders of all ages to work and play safely on farm properties.

Curriculum alignment

The competition aligns to the Australian Curriculum General capability: Literacy and the Health and Physical Education learning area.

- **General capability: Literacy.** Students develop the knowledge and skills to use language confidently for learning and communicating. The Farm safety competition provides an opportunity for students to use their literacy skills to promote important community safety messages.
- **Health and Physical Education learning area.** Students develop skills, understanding and willingness to positively influence the health and wellbeing of themselves and their communities. The personal, social and community health strand focuses on the knowledge, understanding and skills needed to make healthy and safe choices.

Choose a safety message

Students are asked to draw and colour a picture that illustrates one farm safety message (see next page). Students must submit their entry on the [competition template](#).

When speaking to students about farm safety and the competition, discuss each of the risks, why they are dangerous and how the risks can be controlled to keep them safe. Also talk about why it is important to talk to an adult if they feel unsafe or see something unsafe.



Electrical safety

- Overhead powerlines are dangerous. Don't play, park equipment, operate machinery or plant trees or crops near them.
- Always be safe with electrical equipment. Don't use damaged equipment, don't use near water, always charge safely and ask an adult to check for the Registered Compliance Mark (RCM).

Tractor and machinery safety

- Have a safe, fenced play area to keep children safe from machinery.
- Don't have passengers on farm vehicles unless there is a designated seat and seat belt for them.

Water safety

- Stay away from flood waters—there can be hidden dangers like strong currents, logs and other rubbish.
- Always have an adult with you when playing near or in dams, creeks and rivers.

Animal safety

- Make sure you are properly trained and understand animal behaviour before entering a stock yard.
- Always wash your hands after touching or playing with animals as they carry diseases that can make people very sick.

Quad bike safety

- Never let children under 16 use an adult sized quad bike.
- Always wear a properly fitted helmet when you ride a quad bike.

Health and wellbeing

- Make sure you're ready to help out on the farm by eating healthy meals and getting plenty of sleep.
- Stay sun safe when you're outside—wear a hat, drink water and take rest breaks in the shade.

Tips

Ask children to:

- read the messages carefully
- choose the message they can most relate to
- clearly draw one safety message
- draw the picture as clearly as they can within the A4 landscape template drawing box
- use lots of colour.

How to enter

Entries must be received by, or postmarked on, Friday 21 June 2024.

Entries must be submitted on white paper using the competition template at [worksafe.qld.gov.au](https://www.worksafe.qld.gov.au). For the entry to be valid, all fields on the template must be completed in legible handwriting including the student's first and last names, grade and school. The entry must have a consent signature from the student's teacher, parent or guardian.

Post entries to:

Strategic Communications
Workplace Health and Safety Queensland
 GPO Box 69
 BRISBANE QLD 4001

Judging

Judges will select 12 of the best drawings to be included in the 2025 Farm safety calendar. The aim is to have:

- two winning entries for each of the six safety messages
- an even spread of age groups, including at least one student from each year from prep to grade 6
- winners from around the state, with a strong representation from rural and regional Queensland.

Judges will consider whether the drawing:

- has a clear safety message
- is relevant to the risk and solution
- portrays the safety message correctly
- is colourful.

Winners announced and calendar available

The 12 winners will be announced in October. The free 2025 Farm safety calendar will be available in October. There will be 30,000 copies of the calendar available for Queenslanders to order.

More information

Scan the QR code to find out more about the competition, download the competition template and read the terms and conditions. You can also view the winning entries from last year.

Call 1300 362 128 or email safe@oir.qld.gov.au if you have any questions.

