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Gold Creek School Junior Site

Parent Handbook

2017-18



Contents

SCHOOL CONTACTS.....	4
Executive Teachers.....	4
LETTER FROM THE PRINCIPAL.....	5
Gold Creek Vision.....	6
Gold Creek School Mission Statement.....	6
International Baccalaureate Mission Statement.....	6
CURRICULUM.....	7
Term Dates 2016-17.....	7
Hours of Operation (2017).....	7
Gold Creek K-6 Campus.....	7
Gold Creek and Hall Preschool Campuses.....	7
What Students Will Require Each Day.....	8
Library.....	8
Excursions.....	8
Transition to Gold Creek Kindergarten.....	8
International Baccalaureate (IB) Primary Years Programme (PYP).....	9
Learner Profile.....	9
Primary Years Programme Learner Profile Attributes.....	9
Learning Through Inquiry.....	10
GOLD CREEK PRESCHOOL.....	11
Play-Based Curriculum Through Inquiry Units.....	11
Early Childhood Learning Framework Belonging, Being and Becoming.....	12
Evidence of Learning.....	13
Assessment For, As, and Of Learning.....	13
Assessment FOR Learning.....	13
Assessment AS Learning.....	13
Assessment OF Learning.....	13
Reporting to Parents.....	14
Programmes and Enrichment Activities.....	15
Disability Education.....	15
English as an Additional Language or Dialect (EAL/D).....	16
Gold Creek Gifted and Talented.....	16
Identification Process.....	17

STUDENT SUPPORT SERVICES	17
Kismatter Primary and Friendly Schools	17
Restorative Practices	17
COMMUNICATION	18
Contact Details	19
School Website	19
Junior Site Bites – Gold Creek P-10 School Newsletter	19
School App.....	19
Twitter	20
Facebook	20
Further Information.....	20
GENERAL INFORMATION.....	20
Enrolment/Application Process	20
Nutrition.....	21
Canteen Information.....	21
Sun Safety	22
Participation of Volunteers	22
Emergency Management Procedures.....	22
Child Protection Practices	22
Family Engagement	22
School Board	22
Parents and Community Committee (P&C).....	23
Parent Library	23
Medical Condition Management.....	23
Immunisation	23
Exclusion Periods for Medical Conditions	23
SCHOOL UNIFORMS	26
BOOK PACK	27

SCHOOL CONTACTS

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Executive Teachers

Teaching and Learning	Julie Pickering
PYP Coordinator and Early Years	Cindy Condon
Director of Student Advancement	Brendan Carswell

LETTER FROM THE PRINCIPAL

I would like to extend a warm welcome to families looking for an outstanding public education here in Canberra. Gold Creek School is one of nine public schools in the ACT that deliver an International Baccalaureate (IB) education to its students.

Our qualified teachers and leaders are deeply committed to the principles of the IB, with its focus on academic excellence, differentiated instruction, rich co-curricular experiences and active global citizenship. Students have opportunities to develop and challenge themselves and one another across a broad spectrum of interests in a caring and mutually supportive environment.

Our diverse student body representing more than 30 nations—ages 4 to 16—provides students and teachers the opportunity to learn from one another, share unique perspectives, foster mutual respect and cultivate the core values of an IB education.

I understand the importance that families place upon a quality education in a safe and welcoming environment. Gold Creek School will provide you with that and more.



Angela Spence
Principal Gold Creek School (a/g)

Gold Creek Vision

We aim to give you an outstanding world-class education and provide opportunities to develop your whole of life skills within a multi-cultural environment. Our focus is on academic excellence and rigour in both teaching and learning across all key learning areas.

Gold Creek School Mission Statement

Gold Creek School is committed to providing high quality educational programmes. The Gold Creek learning community fosters innovative lifelong learners who:

- Strive for excellence;
- Celebrate their own and others' success;
- Embrace and demonstrate mutual respect of others;
- Promote inclusiveness, acceptance and understanding; and
- Positively engage in citizenship.

International Baccalaureate Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organisation works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

CURRICULUM

Term Dates 2016-17

Term 4, 2017	Monday, 9 October to Friday, 15 December
Term 1, 2018	Monday, 2 February to Friday, 13 April
Term 2, 2018	Wednesday, 30 April to Friday, 6 July
Term 3, 2018	Monday, 23 July to Friday, 28 September
Term 4, 2018	Monday, 15 October to Friday, 21 December

Hours of Operation (2017)

Gold Creek K-6 Campus

Gold Creek Campus	Monday	Tuesday	Wednesday	Thursday	Friday
Starting time	8.45am	8.45am	8.45am	8.45am	8.45am
Finishing time	2.45pm	2.45pm	2.45pm	2.45pm	2.45pm

Gold Creek and Hall Preschool Campuses

Gold Creek Campus	Monday	Tuesday	Wednesday	Thursday	Friday
Starting time	8.45am	8.45am	8.45am-11.15am	8.45am	8.45am
Finishing time	3.00pm	3.00pm	12.30pm- 3.00pm	3.00pm	3.00pm

Hall Campus	Monday	Tuesday	Wednesday
Starting time	9.00am	9.00am	9.00am
Finishing time	3.00pm	3.00pm	12.00pm

Please be prompt to collect your child. Children can become anxious when everyone else has gone home. Their sense of time while they are waiting is not very accurate. A few minutes seems like a long time.

What Students Will Require Each Day

- A named library bag (library days to be advised)
- A named sunhat all year round (class colours for preschool and navy blue for K-6)
- A named warm coat and hat for colder weather
- Gumboots and a raincoat for colder months (preschool only)
- A named backpack school bag
- A named lunchbox and drink bottle
- A named spare set of clothes (preschool and as needed)

Library

The Junior Site Library is an extensive resource centre. Students can browse and borrow a range of books including fiction and non-fiction. The library also provides students with access to electronic books to cater to the needs of our more electronically savvy students. The library is staffed by a school librarian and a librarian assistant, who provide support for students to access all of the library's resources.

Classes regularly book into the spaces of the library, including the computer lab available to classes and to students during breaks. Students can also access the space during break times as a quieter environment.

The library is investing in a range of resources written in other languages to meet the diverse language needs of students at Gold Creek School. These resources are also invaluable for our students as they study their second language.

All students will attend library lessons. Students will need a library bag to protect the books. We do ask that parents take this opportunity, at home, to read to their child and support us in fostering a love for reading.

Excursions

Excursions are part of the educational programme at Gold Creek School. Parental or guardian permission is required for all excursions and notes are sent home as these arise throughout the year.

On enrolment for preschool, parents are asked to give permission for their child to go on incidental excursions, e.g. walk to the shops. If children are to use any form of transport, parents will be advised in advance and asked to give permission, in writing, for the child to attend.

Transition to Gold Creek Kindergarten

All Pre-school children will participate in the Kindergarten School Transition programme. This programme will begin during Term 1 and run throughout the year. Students have the opportunity to gain an insight into Kindergarten programmes and routines and work with the Kindergarten staff and students. There will be opportunities throughout the year for families to become involved in this transition programme as well. The programme aims to lessen the anxiety student's face when transitioning from Preschool to Kindergarten.



International Baccalaureate (IB) Primary Years Programme (PYP)

Learner Profile

Informed by the **International Baccalaureate (IB)** mission to develop active, compassionate and lifelong learners, Gold Creek School students develop a distinctive set of attributes. They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and it is hoped that this love of learning, being fostered from Preschool and onwards, will be sustained throughout their lives. These qualities, embodied in the IB learner profile, prepare our students to make exceptional contributions to their school and the wider community.

Primary Years Programme Learner Profile Attributes

Inquirers: We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable: We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators: We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled: We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open- Minded: We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring: We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk Takers: We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced: We understand the importance of balancing different aspects of our lives - intellectual, physical, and emotional, to achieve well-being for ourselves and others. We recognise our interdependence with other people and with the world in which we live.

Reflective: We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Learning through Inquiry

A key focus of our curriculum design at Gold Creek School is to create a love of learning through varied and stimulating learning experiences. These experiences should interest and engage students, helping them to relate new content to previous knowledge and make connections between school experience and the real world. Gold Creek School is authorised to offer the IB Primary Years Programme (PYP) for students in Preschool to year 6.

We acknowledge the vital importance of a strong beginning in learning and offer a specialised program for our youngest learners in Pre-School. We cater for the specific needs and requirements of the young brain and create stimulating and engaging learning experiences for all children at this level.

The curriculum is planned and implemented with the aim of fostering competence in children in all areas of the self. This play based, inquiry approach to learning provides open-ended, hands-on experiences that allow the children to develop and progress at their own pace.

Gold Creek School has developed a K-6 curriculum that maximises the use of the PYP, aligned with the Australian Curriculum. We provide a broad, balanced, contemporary curriculum that seeks to provide for all students an enriching school experience that is significant, challenging, meaningful and relevant to the needs of each child. The curriculum is based upon a continuum of learning which recognises that, at any one time, children of the same age are not always at the same point in their learning.

Inquiry is the leading pedagogy of the PYP, and allows students to be actively involved in and take ownership of their learning, although a variety of other teaching methodologies are also utilised. Teachers and students at Gold Creek School develop and use key questions that are concept-based to structure learning. Student-initiated inquiry is planned for and fostered, and this approach nurtures independence and results in building enduring understandings.

An explicit expectation is that successful inquiry will lead to action, initiated by the student as a result of the learning process. This action may extend the student's own learning, or it may have a wider social impact, and will clearly look different within each age range; and from one age range to the next.

Finally, underpinning all aspects of our curriculum is the school's strong commitment to the vital skills of literacy, numeracy and social cooperation and towards the integration of knowledge, skills and values across all learning areas. We believe it is this philosophy that assists the children at Gold Creek on the path to becoming lifelong learners.

GOLD CREEK PRESCHOOL

Play is Essential to Learning

Play-based learning is a context for learning through which children organise and make sense of their social worlds as they engage actively with people, objects and representations.

Learning is conducted in a safe and stimulating environment.

All educators create the opportunity for open, respectful, responsive relationships with all stakeholders. Young minds are capable of extraordinary things.

Young minds are capable of extraordinary things

Play-Based Curriculum Through Inquiry Units

At Gold Creek Preschool we have defined 'play' or 'play-based learning' as having the following characteristics. **Play can be described as:**

- Pleasurable play is an **enjoyable** and pleasurable activity. Play sometime includes frustrations, challenges and fears; however, enjoyment is a key feature.
- Symbolic-play is often **pretend** and has a 'what if?' quality. The play has meaning to the player that is often not evident to the educator.
- Active-play requires **action**, either **physical, verbal, or mental engagement** with **materials, people, ideas** or the **environment**.
- Voluntary-play is **freely chosen**, however, players can also be **invited or prompted to play**.

It is believed that play shapes the structural design of the brain. We know that secure attachments and stimulation are significant aspects of brain development; play provides active exploration that assists in building and strengthening brain pathways. Play creates a brain that has increased 'flexibility and improved potential for learning later in life' (Lester & Russell, 2008, p. 9). Young children's play allows them to explore, identify, negotiate, take risks and create meaning. The intellectual and cognitive benefits of playing have been well documented. Children who engage in quality play experiences are more likely to have well-developed memory skills, language development, and are able to regulate their behaviour, leading to enhanced school adjustment and academic learning (Bodrova & Leong, 2005). The **dispositions for learning**, such as **curiosity, openness, optimism resilience, concentration, and creativity**, are developed in play. Playing is linked to the development of resilience and the beginnings of empathy as children begin to understand other point of view.

At Gold Creek we set our students up for success by adopting an inquiry-based pedagogy across the school. All learning programmes are developed using the **International Baccalaureate Primary Years Programme (IB PYP)**. These frameworks are not a

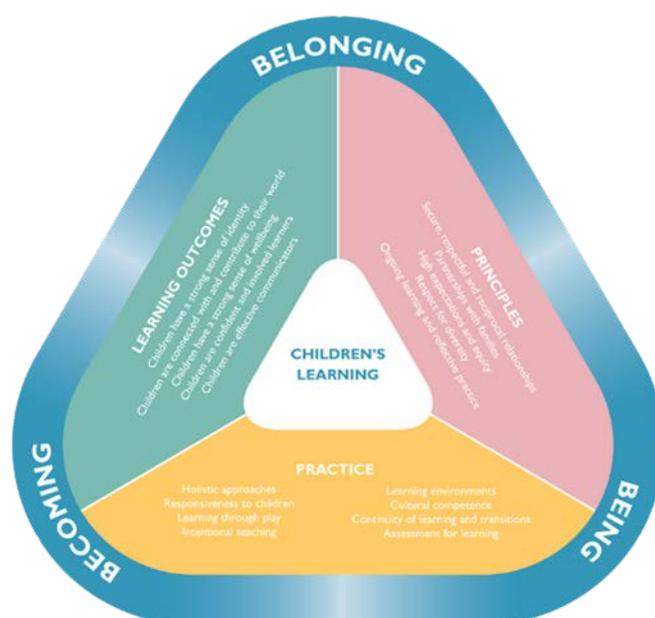
replacement for the curriculum requirements outlined by the ACT Education and Training Directorate. The programmes are a framework for the learning required by students at Gold Creek School. This has been acknowledged by the Australian Curriculum Assessment and Reporting Authority (ACARA). Our young learners move into Gold Creek Kindergarten equipped with the tools necessary to engage meaningfully in the K-10 curriculum. The IB aims to develop **inquiring, knowledgeable and caring** young people who help to create a better and more peaceful world through **intercultural understanding and respect**. All aspects of the Early Learning Years Framework Learning Outcomes are embedded into the IB Primary Years Programme.

Our teaching and learning programmes evolve from the combination of student observations; student profiles data and parent/teacher interviews. Teachers use this information to create student centred learning opportunities which maximise student engagement and achieve student learning outcomes. We do seek feedback from our families on our teaching and learning programmes. Our programmes are on display in our classrooms and we ask that parents use the sticky notes to comment on learning intentions or provide suggestions which will inform our teaching and learning programmes. This will ensure we meet the needs of our learners.

Early Childhood Learning Framework Belonging, Being and Becoming

Along with the **International Baccalaureate (IB) Primary Years Programme (PYP)**

Learner Profile, Gold Creek Preschool follows the *National Early Years Learning Framework (EYLF)* which is a set of guidelines and outcomes for planning and implementing teaching and learning programmes for children 0-5 years. The framework consists of Principles, Practices and Outcomes.



Evidence of Learning

We want our families to stay well informed of their child's learning journey. Each term we report both formally and informally to parents on student achievement and growth. Our focus is primarily on the developmental characteristics of a learner as noted within the **Early Years Learning Framework** and the **IB Learner Profile**.

Assessment FOR, AS, and OF Learning

Assessment FOR Learning

"*Assessment for learning*" involves teachers using evidence about students' knowledge, understanding and skills to inform their teaching. Sometimes referred to as 'formative assessment', it usually occurs throughout the teaching and learning process to clarify student learning and understanding.

Assessment FOR learning:

- reflects a view of learning in which assessment helps students learn better, rather than just achieve a better mark
- involves formal and informal assessment activities as part of learning and to inform the planning of future learning
- includes clear goals for the learning activity
- provides effective feedback that motivates the learner and can lead to improvement
- reflects a belief that all students can improve
- encourages self-assessment and peer assessment as part of the regular classroom routines
- involves teachers, students and parents reflecting on evidence
- is inclusive of all learners.

Assessment AS Learning

'*Assessment as learning*' occurs when students are their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment for new learning.

Assessment as learning:

- encourages students to take responsibility for their own learning
- requires students to ask questions about their learning
- involves teachers and students creating learning goals to encourage growth and development
- provides ways for students to use formal and informal feedback and self-assessment to help them understand the next steps in learning
- encourages peer assessment, self-assessment and reflection).

Assessment OF Learning

"*Assessment of learning*" assists teachers in using evidence of student learning to assess achievement against outcomes and standards. Sometimes referred to as 'summative assessment', it usually occurs at defined key points during a unit of work or at the end of a unit, term or semester.

Assessment of learning:

- is used to plan future learning goals and pathways for students

- provides evidence of achievement to the wider community, including parents, educators, the students themselves and outside groups
- provides a transparent interpretation across all audiences

These goals, strategies and achievements are monitored and revised by students in conjunction with classroom teachers, and shared with parents during student-led and three way conferences.

Reporting to Parents

We want our families to stay well informed of their child's learning journey. Each term we report both formally and informally to parents on student achievement and growth.

	Explanation
Student Profiles	Student profiles paint a picture of our learners. They provide teachers with information which informs the teaching programme.
Three Way Interviews	This is an opportunity to report to parents on students' strengths and weaknesses and to share goals for learning. Students and their families are both present at this interview.
Student Led Conferences	Students lead a conference with their parents. They prepare samples and evidence of learning that highlight areas of strength and areas to be developed. They share their reflections on learning with their families.
Preschool Learning Journeys	Students welcome families into the Preschool to showcase their learning journey.
Student Portfolios	Portfolios are on display in each classroom. Portfolios reflect student growth against the Early Years Learning Framework. They showcase student work samples. Work samples are products of student investigations and are specific to each learner. No one student portfolio is the same. We strongly recommend you peruse these portfolios throughout the year.
Early Years Statement of Learning	Statements of Learning provide a snapshot of individual progress. Teachers report on student's progress against the outcomes identified within the Early Years Learning Framework and the International Baccalaureate Learner Profile.
Written Reports	Written reports will be received at the end of each semester. The Semester One report provides information concerning the knowledge, skills and understanding studied so far in the learning area while the Semester Two report indicates learning progress over the whole year against the standard. As is the current practice, Kindergarten students will not receive reports that use an A-E grade scale. The report includes reference to students' achievement against the Learner Profiles of the International Baccalaureate Primary Years Programme.
PIPS	The Early Years assessment program uses Performance Indicators in Primary Schools (PIPS) to assess early reading, phonics and

	<p>numeracy skills of students in their first year of school. There are two assessments, with the first occurring within the first two weeks of school and then again in the first two weeks of term four.</p> <p>The PIPS data is used to identify, as early as possible, students who may need extra support or enrichment. The PIPS data helps teachers plan appropriate learning experiences for every child in the class.</p>
NAPLAN	<p>The National Assessment Program is the measure through which governments, education authorities and schools can determine whether or not young Australians are meeting important educational outcomes. For students in Years 3 and 5, there are four tests covering numeracy, reading, writing and language conventions (spelling, punctuation and grammar). The NAPLAN test results and the student reports are released in September.</p>

Programmes and Enrichment Activities

Differentiation is an integral part of teacher planning at Gold Creek School. This means that students are being catered for, no matter the level at which they come to the curriculum. Whether a student has English as an additional language, is gifted and or talented or requires support in some areas of their learning, teachers at Gold Creek School skilfully strategise to move forward with your child on a truly meaningful learning journey.

Disability Education

All schools in the ACT are required to make reasonable adjustments for students with disability at the time of their enrolment and during the course of their education, ensuring they have the support they need to successfully access and participate in the school curriculum, programs and activities in the company of their peers.

ACT public schools actively engage with parents and families to provide inclusive, accessible and high quality education for all students. Our school will:

- consult with you to understand your child's education needs and whether adjustments are needed to support the student
- make the reasonable adjustments that are necessary to enable a student with disability to take part in education on the same basis as other students
- assist students and families to feel safe and supported in the education environment.

Adjustments may be made in the areas of curriculum, environment or teaching methods, and will vary according to the needs of individual students.

If your child receives Disability Education support at school, their needs will be assessed in a professional Appraisal meeting (Student Centred Appraisal of Need meeting). Appraisal meetings determine the extent of your child's needs in a variety of areas including communication, mobility, personal care and safety, social development and curriculum. Parents and carers are encouraged to attend these meetings, which are guided by a trained moderator.

An Individual Learning Plan (ILP) is developed for all students who access Disability Education support. The plan is developed within the school. It refers to the areas of need identified in the Appraisal meeting. The plan links your child's needs to the curriculum, with input from parents, carers and families; teachers; and other people who may support your child.

English as an Additional Language or Dialect (EAL/D)

English as an Additional Language or Dialect (EAL/D) support is offered to students whose first language is not English and who require assistance with learning English. Support is offered both within mainstream classes and as individual or small group tutorial support outside of the classroom. EAL/D support is by recommendation and negotiation with the EAL/D teacher and Associate Principal.

Gold Creek Gifted and Talented

At Gold Creek we are committed to providing a curriculum for gifted and talented students that will be academically rigorous, intellectually stimulating and sufficiently flexible to meet their educational, social and emotional needs. Gold Creek School caters for the needs of all our students through differentiation. This is a process of working with each learner and identifying the most effective strategies for achieving agreed goals.

As an International Baccalaureate school we focus on principles of practice that are essential to the development of the whole person. These include affirming the identity of each learner and building self-esteem, constructing new learning based on a learner's prior knowledge, scaffolding the learning process leading to mastery and extending the learning through high expectations combined with numerous opportunities for learner-centred practice. Students build on their prior knowledge of a concept using research skills to construct new knowledge around that concept. The learning journey may be different from one student to the next.

We employ a range of educational provisions that are outlined below:

In-class provisions

Clustering- ability/interest groups
 Negotiated contracts/ Independent Learning
 Compacting curriculum
 Pre-test and build on what they know
 Co-operative Learning
 Open-ended tasks involving Higher Order Thinking Skills
 Leadership opportunities
 Information / research skills development
 Project based learning
 Online programs

School and Sector Wide Provisions

Mentoring – school/ community
 Clustering-ability/interest groups
 Competitions
 Tournaments of minds
 Da Vinci Tournament
 Mathematics Challenge
 Resource Based Learning
 Electives – specialisation opportunities
 Flexible timetabling
 Clubs (e.g. Chess)
 Debating

Identification Process

At Gold Creek we are using a coordinated and collaborative approach to the identification and development of appropriate strategies and provisions for gifted and talented students. Parents, teachers and students initiate the process of identification. Evidence is provided in a range of formats that may include teacher or parent/carer checklists, student work, curriculum-based reporting, psychological assessments, self-identification and interviews. The school provides access to a range of checklists for use by parents via the school's web site. The criteria for entry to the school's gifted and talented enrichment and extension programs are made in accordance with ACTEDT policy.

STUDENT SUPPORT SERVICES

Gold Creek School implements restorative practices under the Kidsmatter Framework to support student wellbeing. Our goal is to assist all students in improving their well-being both in and outside of school.

Kidsmatter Primary and Friendly Schools

Kidsmatter Primary is a mental health and wellbeing framework for primary schools and is proven to make a positive difference to the lives of Australian children. It provides methods, tools and support to help schools work with parents and carers, health services and the wider community, to nurture happy, balanced kids. The aims of Kidsmatter Primary are:

- increase positive mental health (eg optimism and coping)
- reduce mental health difficulties (eg emotional symptoms, hyperactivity, conduct problems and peer difficulties)
- improve the behaviour and motivation of students already experiencing mental health challenges.

KidsMatter Primary provides:

- an umbrella for bringing together existing wellbeing policies and practices
- processes for building a school mental health and wellbeing strategic plan
- a common language for the whole community
- stronger parent engagement and parenting capacity
- more effective partnerships with community
- improved student educational outcomes.

Classroom teachers also implement the Friendly Schools Social and Emotional Learning (SEL) programme under the Kidsmatter Primary framework during class time to develop the students as individuals and to help them develop strong connections with other students and their teachers. The classroom teacher is the first point of contact for parents and students as issues and needs arise.

Restorative Practices

Gold Creek School is a restorative practices school.

What does this mean?

Restorative practice is a whole school approach that promotes positive relationships by seeking to repair relationships that have broken down within the classroom and/or playground. Restorative practice is form of conflict resolution. It helps students to build their capacity to resolve conflict situations through acceptance of how behaviours and actions affect others, their ability to problem solve through self-reflection, how to self-regulate behaviour and maintain positive and respectful relationships between students, teachers and key stakeholders within the school and wider community.

Building Positive, Respectful Relationships

Gold Creek P-10 School reflects a restorative response to student behaviour and behaviour management. We value and recognise the ability of our learners to be inertly involved when rectifying situations if something goes wrong. This process acknowledges both the victim and perpetrator and requires both to be involved in making things better. The restoration process is not without its consequences, however, it is important for students to be able to be heard and to be able to make things better and take responsibility for their actions.

Additionally, our students are encouraged to interact with others in appropriate ways. We always encourage children to take risks in a supportive environment, learn from those participatory processes and bounce back when things go wrong. We will work with your child to expose them to social norms and support them in developing and maintaining positive relationships with their peers.

COMMUNICATION

The relationship between home and the School plays a very important part in a child's education. We cannot overestimate the critical role that parents play in successful learning: they contribute much to their child's development and are among the most important influences on the way in which the child approaches learning.

Teachers are responsible for the more formal aspects of children's learning, and successful teaching builds on the home experiences of the child. This is most effective where there is an active partnership with parents.

Two-way communication is a critical factor in the partnership between parents and the School. Where a partnership exists, it is easier for parents to solve problems and to feel confident about the teaching and learning taking place in the classroom.

The School expects parents to accept and to support the shared responsibility for the welfare and education of the students. This includes notifying the School of any changes in routine that may have an effect on the behaviour of their children, supporting the School

Management policies and staff in the implementation of these policies, and ensuring consistency of expectations between school and home.

In order to maintain a professional relationship between staff and parents at all times, we would ask all parents to be aware of and to follow the protocols below in communicating with School staff:

- Parents are encouraged to address all questions, comments, complaints or concerns regarding any aspect of their child's education or experience at school directly to the child's teacher in the first instance. This can be done either in person, by telephone or in writing (either handwritten or via email). Parents are also requested to choose an appropriate time and place to discuss the concern. If an extended discussion is needed, parents are asked to make an appointment with the teacher at a time that is mutually convenient.
- In the event that the situation is not adequately resolved, either the parent or the teacher (or both) may choose to take the matter to a more senior member of the School's staff.

Contact Details

It is important to keep the school informed of any change to your home address and contact telephone numbers (including work numbers) so that immediate contact can be made if necessary.

The Gold Creek P-10 School junior site office number is **6205 2955**. Please phone **6205 5737** and leave a message if your child is going to be absent from school.

Education and Training Directorate Contact Details - 13 2281 (62070494)

www.det.act.gov.au

Gold Creek Preschool Campus - **62052979** email: info@goldcreek.act.edu.au

Gold Creek Hall Preschool Campus - **62056526** email: info@goldcreek.act.edu.au

School Website

The Gold Creek P-10 School website provides an abundance of information on school routines, upcoming school events, school reporting schedule, policies and much more. Add Gold Creek P-10 School as a favourite! <http://www.goldcreek.act.edu.au/>

Junior Site Bites – Gold Creek P-10 School Newsletter

'Junior Site Bites' (Junior School newsletter) is sent home each week. It provides a range of information about the Junior School and includes upcoming events. The Gold Creek P-10 newsletter is sent home three times a term and will replace the Junior School Bites for those weeks.

School App

Gold Creek P-10 School has its own app. This is available by going to your iTunes or Google Play App store and searching 'Gold Creek'. The App can be downloaded for free to your device. The App has everything from the school calendar to messages that let you know about upcoming events. You can also change your contact details or send in an absence

message if your child is going to be away on that day. There is also easy access to the school website!

Twitter

Gold Creek School keeps the community updated of key events at the school through our Twitter feed. You can follow us on: [@GoldCreekSchool](https://twitter.com/GoldCreekSchool)

Facebook

Search for us on Facebook and like us to see what is happening in our school. Facebook celebrates the many and varied things that Gold Creek Students are doing at school and in our community.

Further Information

National Quality Standards

<http://acecqa.gov.au/>

International Baccalaureate

www.ibo.org/

Reporting

<http://www.acara.edu.au/>

<http://www.australiancurriculum.edu.au/>

http://www.deewr.gov.au/EarlyChildhood/Policy_Agenda/Quality/Pages/EarlyYearsLearningFramework.aspx

Early Years Learning Framework

http://www.deewr.gov.au/EarlyChildhood/Policy_Agenda/Quality/Pages/EarlyYearsLearningFramework.aspx

For further and more detailed information on school matters or policies please refer to our school website.

www.goldcreek.act.edu.au

GENERAL INFORMATION

Enrolment/Application Process

In order to enrol at an ACT Government school you are required to complete an application form, this form is available on the [ACT Education Directorate website](#). Once this form has been completed and submitted it is emailed to the school of your choice and they will contact you to let you know if your child has been provisionally enrolled.

All new student enrolment applications **for 2108** open from 26 April 2016 (day 1 term 2). If you are enrolling your child to start school **in 2017** or if your child is transferring to an ACT public school at any stage you will need to use the same online form.

Use the **online enrolment/transfer form** and **Parent/carer guide to enrolment/transfer for ACT public schools** located on the 'Enrolling in an ACT Public School' section of the Education [Directorate website](#).

Enrolling/Transferring - ACT Public Schools

Parents/carers are welcome to enrol/transfer their son or daughter at any time during the school year using an online application form. Full details are available from [the Education website](#).

Once this step has been completed there are a number of documents which will need to be sighted by the school to complete the application process. A complete listing of these is [available here \(Information required to enrol at gold creek school\)](#).

Nutrition

We encourage healthy eating and we kindly ask that you consider this when preparing your child's lunches and snacks. At Gold Creek P-10 School, we encourage students to come to school having had a healthy breakfast; this sets the tone of the day for many students. Students break for 'fruit break' at 10am each day. **At Preschool we encourage continuous eating and allow students to eat when they feel hungry.** Please pack fruit each day as Gold Creek supports a daily fruit break.

During this supervised eating time students are strongly encouraged to bring along a fruit/vegetable snack. Students also break for recess and lunch along with 10 minutes supervised eating time before lunch. Some children have nut allergies and we ask that you support this initiative by not sending food products to school which contain nuts.

Gold Creek School advocates an allergy aware school. We ask that you support this initiative by not sending food products to school which contain nuts.

Canteen Information

Empire Catering provides the canteen services to the Gold Creek senior site and the Gold Creek junior site. Empire Catering has been operating for several years, servicing government, catholic and independent schools. We also cater for private functions, meetings, conferences and parties.

The Junior Site Canteen is opened from Tuesday to Friday 9am till 2:00pm

Students (K-6) and staff are able to purchase items from the canteen and lunch orders are to be placed online at www.flexischools.com.au.

Our aim is to provide quality and nutritional home cooked meals for students. Our menu will constantly be changing until we reach this goal. Little by little we will be removing the pre-packaged food items and replacing them with nutritional restaurant grade home cooked meals.

Empire Catering is working closely with Nutrition Australia to meet every standard that is currently required for our schools to provide nutritional and healthy lunch items for our students.

Sun Safety

Teachers encourage the development of positive attitudes towards sun protection. We ensure students wear their hats, at all times, during outdoor play. Sun cream is available for students use; however, it is important that you inform us if your child has allergies to sun cream or if you do not wish for us to apply sun cream prior to outdoor play. At Gold Creek P-10 School we have a 'no hat no play' policy.

In the preschool, students will be provided their own school hat by the school. This will be kept at school and washed on a regular basis.

Participation of Volunteers

Volunteers and visitors support schools, students and educational programs. Volunteers have a special place in schools and assist in many ways. This may include interaction with individuals and small groups of students in a range of different activities. The *Working with Vulnerable People (Background Checking) Act 2011* (the Act) commenced on 8 November 2012, with individuals working or volunteering in 'Activities or Services for Children' having until 7 November 2013 to become registered.

More information is available from [Justice and Community Safety](#)

Education and Training advice for volunteers and visitors in schools is available:

- [Working with Vulnerable People](#) (954kb) [Working with Vulnerable People](#) (40kb)

Emergency Management Procedures

The school has an emergency evacuation policy. All staff and children participate and become familiar with these routines in case of an emergency.

Child Protection Practices

All employees in schools are mandated to report any case of suspected child abuse. Failure to notify suspected physical and /or sexual abuse of children is a criminal offence. Staff will deliver lessons to children in protective behaviour and safe behaviours. Staff will also deliver lessons to enhance social and emotional skills.

Family Engagement

Family engagement recognises that both families and teachers play an important role in children's learning, development and well-being. There are many ways families and schools work together to support children at preschool. We encourage families to give feedback and suggestions about the programmes at Gold Creek School.

We also encourage all families to 'Stay and Play' with children or to share expertise and family events and culture. Families are welcome to contribute to the decision making procedures of the school through the School Board or the P&C.

School Board

The School Board is the policy-making body of the school. Its' major functions are to:

- Determine the educational policies to be implemented at the School
- Determine the purposes for which funds made available for the school are to be expended

- Develop relationships between the school and the community and between the school and community organisations.

Parents and Community Committee (P&C)

The Gold Creek School Parent Committee play a vital role in assisting in the day to day running of the school and is involved in making decisions on some of the programme activities, excursions and enhancing the development of all the children at the preschool. As well as its more official activities, the P&C provides an informal meeting ground for parents and teachers and serves an important fundraising function for the Preschool. All parents are encouraged to attend the meetings. The P&C have implemented a new approach of having a parent class representative across the whole school, drawing on all the different cultures we have at the school.

Parent Library

At Gold Creek Preschool (Hall and Gold Creek) we have established a parent hub with a vast array of material available for parents to borrow. The resources largely focus on early childhood matters so please feel free to browse through our parent library as it is updated regularly.

Medical Condition Management Immunisation

The ACT Health advises that all children attending school in the ACT should be immunised against diphtheria, tetanus, whooping cough, polio, measles, mumps, rubella and HIB (Haemophilus influenza type b). We would ask that you check your child's present immunisation status to see whether it is complete for his/her age. ACT Public Health regulations require schools to request proof of up to date immunisation when enrolling. If your child's immunisation status changes throughout the year (usually as they turn 4), please provide a copy of the updated immunisation record to the front office. Failure to provide this may result in your child being excluded from school should an outbreak of an infectious disease occur. A copy of exclusion periods for students with infectious diseases is included in this handbook. Parents are asked to adhere closely to these requirements unless medical advice to the contrary is provided in writing.

Exclusion Periods for Medical Conditions

The ACT Public Health Regulations 2000 require children with the following conditions, and children who have been in contact with the following conditions, to be excluded from school, Preschool, child care or family day care for the periods specified.

<i>Condition</i>	<i>Exclusion of person with condition</i>	<i>Exclusion of persons in contact with condition</i>
Amoebiasis (entamoeba histolytica)	Exclude until diarrhoea ceases	Not excluded
*Campylobacteriosis	Exclude until diarrhoea ceases	Not excluded
Chicken pox (varicella and herpes zoster)	Exclude until the last blister has scabbed over. The child should not continue to be excluded by reason only of some	Not excluded Any child with an immune deficiency (eg with leukaemia, or as a result of receiving

	remaining scabs.	chemotherapy) should be excluded for their own protection and seek urgent medical advice and varicella-zoster immunoglobulin (ZIG), if necessary.
Conjunctivitis (acute infectious)	Exclude until discharge from eyes ceases.	Not excluded
*Cryptosporidiosis	Exclude until diarrhoea ceases	Not excluded
Diarrhoea	Exclude until diarrhoea ceases	Not excluded
*#Diphtheria	Exclude until— (a) at least 2 negative throat swabs have been taken (the first not less than 24 hours after cessation of antibiotic treatment and the second not less than 48 hours later), and (b) a certificate is provided by a medical practitioner recommending that the exclusion should cease.	Exclude family and household contacts until approval to return has been given by the Chief Health Officer.
Giardiasis	Exclude until diarrhoea ceases	Not excluded
*# <i>Haemophilus influenzae</i> type b (Hib)	Exclude until a certificate is provided by a medical practitioner recommending that the exclusion should cease.	Not excluded
Hand, Foot and Mouth disease	Exclude if— (a) child is unwell, or (b) child is drooling, and not all blisters have dried or an exposed weeping blister is not covered with a dressing.	Not excluded
*Hepatitis A	Exclude for at least 7 days after the onset of jaundice and a certificate is provided by a medical practitioner recommending that the exclusion should cease.	Not excluded
Herpes (cold sores)	Exclude young children unable to comply with good hygiene practices while the lesion is weeping. Lesion to be covered by a dressing in all cases, if possible.	Not excluded
Impetigo (school sores)	Exclude until appropriate treatment has commenced and sores on exposed surfaces are covered with a watertight dressing.	Not excluded
Influenza and influenza-like illnesses	Exclude until well	Not excluded
*Leprosy	Exclude until approval to return has been given by the Chief Health Officer.	Not excluded

*#Measles	Exclude for at least 4 days after the rash appears.	(a) Immunised contacts not excluded. (b) Exclude non-immunised contacts until 14 days after the first day of appearance of the rash in the index case. (b) Non-immunised contacts immunised with measles vaccine within 72 hours after their first contact with the index case are not excluded after being immunised. (d) Non-immunised contacts who are given normal human immunoglobulin (NHIG) within 7 days after their first contact with the index case are not excluded after being given NHIG.
Meningitis (bacterial)	Exclude until well	Not excluded
*Meningococcal infection	Exclude until adequate carrier eradication therapy has commenced.	(a) Not excluded if receiving rifampicin or other antibiotic treatment recommended by the Chief Health Officer. (b) Otherwise, excluded until 10 days after last contact with the index case.
*#Mumps	Exclude for 9 days after onset of symptoms, or until parotid swelling goes down (whichever is sooner).	Not excluded
*#Poliomyelitis	Exclude for at least 14 days after onset of symptoms and until a certificate is provided by a medical practitioner recommending that the exclusion should cease.	Not excluded
Ringworm, scabies, pediculosis (lice), trachoma	Exclude until effective treatment has commenced.	Not excluded
Rotavirus	Exclude until diarrhoea ceases	Not excluded
*#Rubella (German measles)	Exclude for 4 days after the appearance of the rash.	Not excluded Female staff of child-bearing age should ensure that their immune status against rubella is adequate.
*Salmonellosis	Exclude until diarrhoea ceases	Not excluded
*Shigellosis	Exclude until diarrhoea ceases	Not excluded
Streptococcal infection (including scarlet fever)	Exclude until the person has recovered or has received antibiotic treatment for at least 24 hours.	Not excluded

*Tuberculosis	Exclude until approval to return has been given by the Chief Health Officer.	Not excluded
*Typhoid and paratyphoid fever	Exclude until a certificate is provided by a medical practitioner recommending that the exclusion should cease.	(a) Not excluded unless the Chief Health Officer notifies the person in charge of the school. (a) If the Chief Health Officer gives notice, exclusion is subject to the conditions in the notice.
*#Whooping cough (pertussis)	Exclude for 21 days from start of cough, or for at least 5 days after starting a course of antibiotics recommended by the Chief Health Officer.	Exclude non-immunised household, home based child care and close child care contacts under 7 years old for 14 days after the last exposure to infection, or until 5 days after starting a course of antibiotics recommended by the Chief Health Officer (whichever is sooner).
Worms (intestinal)	Exclude until diarrhoea ceases	Not excluded

SCHOOL UNIFORMS

Listed below are the uniform requirements for Gold Creek Junior School students. School uniforms can be purchased from a range of suppliers including Savvy, Chilada and McDonalds.

Pre-School & Junior Campus Girls

Dress	Princess style with white collar & cuffs, maroon tab
Winter Pinafore	Pleats front & back, bib attached in sizes 4-10, detachable in size 12+ adj waist & shoulder
Polo-shirt	Short sleeve maroon with logo
Polo-shirt	Long sleeve maroon with logo
Girls Skirt	Navy gabardine, front flap and side pocket
Polar fleece jumper	Navy full zip with school logo
Jacket	Navy 'layer' jacket with GCS in white embroidered left side
Pants	Navy gabardine elastic waist pants
Track pants	Navy fleecy 'girls' style with pocket
Hats	Navy – bucket, wide brim or legionnaire styles
Bike pants	Navy for under dresses or skirts
Socks	White short or long
Shoes	Black
School Backpack	Navy 3 compartment with waist strap, chest strap & reflector stripe with school logo on front

Pre-School & Junior Campus Boys

Shorts	Navy gabardine full elastic waist with side pockets
Pants	Navy Serge fabric, full elastic waist, zippered side pockets. Double knees.
Track pants	Navy fleecy double knees with zippered side pocket
Polo-shirt	Short sleeve maroon with logo
Polo-shirt	Long sleeve maroon with logo
Polar fleece jumper	Navy full zip with school logo
Jacket	Navy 'layer' jacket with GCS in white embroidered left side
Hats	Navy – bucket, wide brim or legionnaire styles
Socks	Navy
Shoes	Black
School Backpack	Navy 3 compartment with waist strap, chest strap and reflector stripe, school logo on front

BOOK PACK

A 2018 book pack list will be distributed before the end of the 2017 school year. It is necessary for families to purchase these book packs as they provide essential resources for students to engage adequately in our curriculum. The information provided will include a number of options for ordering book packs, including online purchasing. However, parents are welcome to source their own resources as suits the needs of each family. If you would like an indication of what may be on the list and approximate costings, please view our 2017 book list/s.