



GOLD CREEK SCHOOL

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SENIOR SITE

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Welcome to Gold Creek School Senior Site 2018/19



**An ACT public school
offering an international education**

Updated November 2018

Principal's Message

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

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Gold Creek School 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 programs. 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 inquiry, 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.

Enrolment at Gold Creek School

Our enrolment policy is based on the ACT Education and Training Directorate's (ETD) enrolment policy. All enrolment applications must be completed online via the ETD website. The link below provides information about enrolment processes and guidelines, and includes the online enrolment portal: http://www.det.act.gov.au/school_education/enrolling_in_an_act_public_school

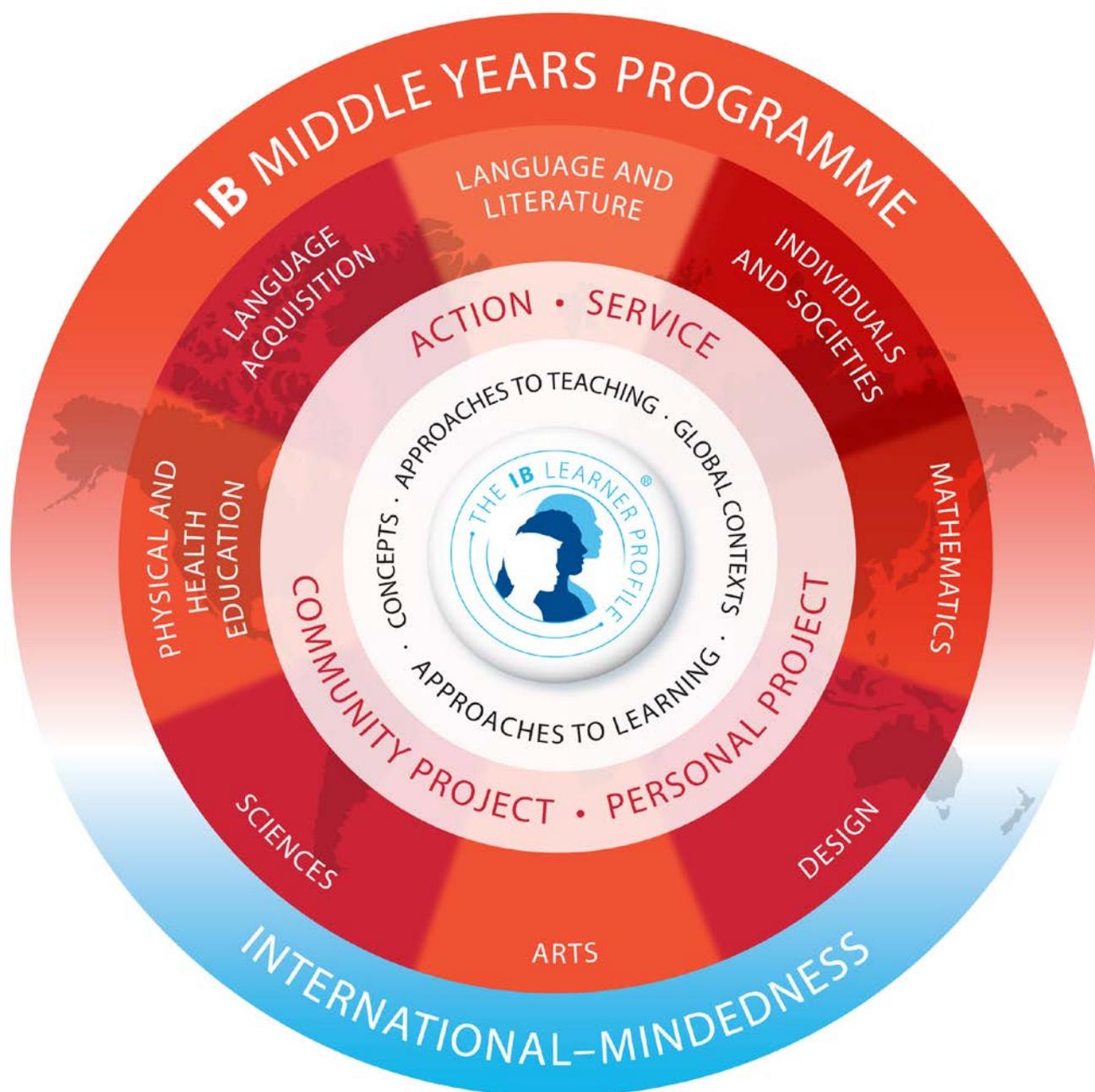
Our Curriculum

In 2016 Gold Creek School was awarded World School status by the International Baccalaureate Organisation (IBO) to introduce the Primary Years Programme (PYP) on our junior site and the Middle Years Programme (MYP) on our senior site. The MYP is a curriculum framework that incorporates conceptual understanding and inquiry-based pedagogy for students to access and learn the Australian Curriculum.

Students undertake studies in eight subject groups: Language and Literature, Language Acquisition, Individuals and Society, Science, Mathematics, Health and Physical Education, the Arts and Design. In years 7 and 8, students complete study in all the eight subject groups. In years 9 and 10, students may choose to specialise in specific subject groups and undertake pathways classes to extend their learning. This means that some year 9 and 10 students may not undertake studies in either the Arts or Design. They will continue their studies in the other subject groups, including

Language Acquisition. At Gold Creek School, students have the opportunity to study one of three languages throughout their time on the senior site: French, Indonesian or Japanese.

The MYP encourages all members of the school community to view themselves as lifelong learners. This is outlined in the IB Learner Profile, on display throughout the school. The Learner Profile outlines 10 attributes of learners and these attributes are explicitly taught and encouraged in all members of the Gold Creek Community. The attributes for lifelong learning are to be: inquiring, knowledgeable, thinking, communicators, principled, open-minded, caring, risk takers, balanced and reflective.



Language and Literature

At Gold Creek School students study the Australian Curriculum combined with an International Baccalaureate programme. This curriculum aims to develop learners who have an appreciation of language and literature broadened by a global perspective. Language proficiency provides students with a powerful tool for confident communication and imaginative thinking.

Students have the opportunity to study a balanced curriculum experiencing inquiry driven teaching and learning that enhances their conceptual development. Students are supported to cultivate an intercultural understanding, developing them into responsible members of local, national and global communities. This includes valuing, respecting and exploring the contribution of Aboriginal and Torres Strait Islander peoples to the literary heritage of Australia.

Typical units of work at each year may include the following:

Year 7

- Personal narratives
- Novel studies
- Poetry appreciation
- Film study

Year 8

- The Hero's Journey film study
- A novel study
- Poetry analysis
- Research task
- Persuasion, including an introduction to essay writing

Year 9

- Thematic study: love and relationships, including Shakespearean texts
- Novel studies
- Truth in media, including the influence of social media

Year 10

- Thematic study: power and injustice, including a Shakespearean text
- Novel studies
- Short stories
- Film study



Macbeth creative responses

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

English as an Additional Language or Dialect (EAL/D) is offered to students who require support with learning English as an additional language or dialect. It is conducted both within mainstream classes and as tutorial support in an elective class. Entry into EAL/D classes is by recommendation, and negotiation with the EAL/D teacher and Associate Principal.

Language Acquisition

Students are provided with an exceptional opportunity for language acquisition at Gold Creek School, essential to their development of intercultural understanding. Language study empowers students to gain new perspectives and accelerates their acquisition of all language skills. Study of a language offers students a distinct advantage in their future careers where the ability to exchange information with other countries and cultures can give an employee a distinct professional advantage. Students are supported in their language learning by access to ICT and involvement in a wide variety of cultural activities and excursions. Students study a language from year 7 to year 10 providing them with a solid grounding in the language of their choice. Student international exchange and travel are being planned as annual events in the school calendar.

French

French is a world language. Francophonie, the international organisation of French speaking countries, comprises 68 states and governments. French is the second most widely studied language after English.

French is the international language of cooking, fashion, theatre, the visual arts, dance and architecture. Knowledge of French offers access to the great works of literature, film and song. Students find French easy and enjoyable to learn.

Indonesian

Bahasa Indonesian is the official language of Australia's closest neighbour. Indonesia is an archipelago which consists of approximately 18, 000 islands, including five main islands. All islands are diverse in culture and practices.

Speaking Indonesian presents an exciting prospect for travel, holidays and career. Australia places a large emphasis on its political relationship with Indonesia as a major trading partner. Students studying Indonesian have a real opportunity to use their knowledge because of the proximity of Indonesia and Australia.

Japanese



Australia does a great deal of business with Japan and fluency in this language is a distinct advantage. Japanese is a fascinating language that borrows from Chinese, Portuguese, Dutch and English.

Japanese culture is very popular around the world. It is the language of computer games, manga, anime (Japanese animation) and music. Japanese is the third largest community on the internet. Japan shares many cultural similarities with nations such as China and Korea. The study of Japanese gives insight into other Asian cultures.

Mathematics

'Neglect of mathematics works injury to all knowledge, since he who is ignorant of it cannot know the other sciences or the things of the world.' Roger Bacon (1214–1294)

Gold Creek School promotes both inquiry and application in developing mathematical knowledge and skills, helping students to develop problem-solving techniques that transcend the discipline and that are useful in the world outside school. The study of mathematics is a fundamental part of a balanced education. It promotes a powerful universal language, analytical reasoning and problem-solving skills that contribute to the development of logical, abstract and critical thinking. It also promotes careful analysis and the search for patterns and relationships, skills necessary for success both inside and outside the classroom.



Our mathematics programs are tailored to the needs of students and align with the national curriculum. We seek to intrigue and motivate students to want to learn mathematical principles. Students have the opportunity to see authentic examples of how mathematics is useful and relevant to their lives and are encouraged to apply it to new situations. In mathematics we aim to equip all students with the knowledge, understanding and intellectual capabilities to address further courses in mathematics, as well as to prepare students to use mathematics in their studies, workplaces and lives in general.

Gold Creek School uses a variety of formative and summative methods to assess student capabilities and inform teaching. These range from unit tests, homework, class activities and assignments that link learning to real world application.

Science

With inquiry at the core, Gold Creek School's science framework aims to guide students to independently and collaboratively investigate issues through research, observation and experimentation. Students explore the connections between science and everyday life. As they investigate real examples of science applications, students will discover the tensions and dependencies between science and morality, ethics, culture, economics, politics, and the environment.

Scientific inquiry also fosters critical and creative thinking about research and design, as well as the identification of assumptions and alternative explanations. Students have the opportunity to appreciate and respect the ideas of others, gain good ethical-reasoning skills and further develop their sense of responsibility as members of local and global communities.

Science provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science's contribution to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers.

The science curriculum promotes six overarching ideas that highlight certain common approaches to a scientific view of the world and which can be applied to many of the areas of science understanding. These overarching ideas are patterns, order and organisation; form and function; stability and change; systems; scale and measurement; and matter and energy.

Gold Creek School uses a variety of formative and summative methods to assess student capabilities and inform teaching. These range from unit tests, homework, class activities and assignments that link learning to real world application. Gold Creek School engages students with activities from a number of scientific institutions and competes in many national competitions.

Individuals and Society

Individuals and Society provides students at Gold Creek School with the opportunity to explore and investigate the human story and the world around them. Included in Individuals and Society are the studies of History, Geography, Economics, Business Administration and Civics and Citizenship. Students learn about past societies and events and relate them to the modern world, learn to understand and appreciate the planet on which we live, gain knowledge and competence in economic and business matters, and understand how government, law and citizenship in Australia works.

History

The study of history is a core subject at Gold Creek School for all students in years 7 to 10. In year 7, students study the ancient societies of Greece, Rome and China. In year 8, students explore the world of the Vikings, the Samurai and the Mongols. In year 9, students investigate a range of topics from the Industrial Revolution of the 18th and 19th Centuries; examples of the movement of great numbers of people at the time, Imperialism and its consequences on indigenous societies, and the First World War. Finally, in Year 10 students study the lead up to, causes and the course of the Second World War and the consequences of that war and the development of today's society.

Geography

From years 7 to 10, students study a wide range of topics related to human interaction with the natural world. Some of the subjects studied are: water in the world; places and liveability; interconnections between people, places and the environment; and the management of sustainable human and natural systems.

Economics

Students learn about the role of money in society; personal economic management; the concept of scarcity and choice; and explore how markets operate in a complex society.

Civics and Citizenship

From years 7 to 10, students learn about Australian law; the rights and responsibilities of Australian citizenship; the democratic process in Australia; and Australian government.

Health and Physical Education



There is an increasing recognition of the importance of living an active, healthy life and of the need to make informed, responsible decisions about personal health. Health and Physical Education aims to provide the knowledge, understanding and basis of physical skills and experiences for students to be able to make their own healthy life choices.

Gold Creek School values studies in Health and Physical Education. Students who study this subject experience a range of benefits including:

- A better understanding of the importance of personal health and fitness and a strong understanding of the many specific health issues relevant to young people today
- Being active and developing lifelong healthy activity habits
- Learning concepts about play, games, sport and recreation, and the roles these play in leading an active healthy life
- Understanding the rules, etiquette and culture associated with all forms of physical activity

- The development of a range of interpersonal skills such as communication, assertiveness, conflict resolution, leadership and teamwork
- The learning and application of self-management skills such as decision making, problem solving, planning, time and stress management
- The development of a range of movement skills that will enable students to reduce the risk of ill health
- The development of strong self-esteem and personal confidence through successful experiences in a range of enjoyable physical activities
- The development of flexibility, endurance and strength - components of fitness which allow people to lead functional healthy lifestyles



Course Information

In each semester, all students from years 7 to 10 participate in a series of compulsory health and physical education units. Health topics include: relationships, risk taking behaviours, nutrition, drugs, alcohol and smoking, sexual health and mental health. Sports covered may include: Indigenous games (Buroinjin, Jillora, etc.), team sports (basketball, football, etc.), individual games (badminton, golf, etc.) and other activities like social dance.

The Arts

Students work in the purpose built environments of the Drama and Dance studios, Visual Arts and Music rooms. They are encouraged to identify particular creative abilities and to master techniques appropriate to that form of expression. Students are brought into contact with the art forms and aesthetic values of other cultures as well as their own and develop their creative energy, communication, interaction and reflection skills both through ensemble work and as individuals.

Assessment items in this faculty area include ongoing assessment of classwork, keeping an ongoing process journal, major artistic works, performances, written assignments, and research and theory tests.

Dance

Students use the body to communicate and express meaning through purposeful movement. Dance practice integrates choreography, performance, appreciation of and responses to dance and dance making. Students evaluate how they, and others from different cultures, times and places, communicate meaning and intent through dance. They choreograph and perform dances demonstrating selection and organisation of the elements, such as space, time, dynamics and relationships.

Drama

In Drama, students explore and depict real and fictional worlds through use of body language, gesture and space to make meaning as performers and audience. They create, rehearse, perform and respond to drama, collaborating to devise, interpret and perform. Students learn to manipulate the elements of drama, narrative and structure to communicate meaning and use performance skills and design elements to shape and focus theatrical effect for an audience.

Music

Students listen to, compose and perform music from a diverse range of styles, traditions and contexts. They create, shape and share sounds in time and space and critically analyse. Music

practice is aurally based and focuses on acquiring and using knowledge, understanding and skills about music and musicians. Students study music from Australian and international artists and make discoveries as to how this can influence their own music making.

Visual Arts

Students explore and experiment with a range of media and techniques to create two and three dimensional artworks. Practical work requires the development of new art making skills, problem solving, developing conceptual processes and the careful application of new skills to set projects. Students analyse artworks through a range of Australian and international artist studies, and identify how cultural and historical concerns, attitudes, ideas and beliefs are represented through art. Skills covered include various combinations of the following; observational drawing, life drawing, watercolour and ink painting, acrylic painting, collage, pastels, clay forms and papier mache, alongside various printmaking techniques.

Media Arts

Media Arts is a project based class where students can explore, develop and build their own media products. They analyse how representations of social values and points of view are portrayed in the media artworks they make, distribute and view. They evaluate how users of media artworks from different cultures, times and places use genre, media conventions, technical and symbolic elements to make meaning; including the social and ethical responsibility of the makers and users of media artworks.

Students produce representations of social values and points of view in media artworks for particular audiences and contexts. They use media conventions and shape technical and symbolic elements for specific purposes and meaning. They collaborate with others in design and production processes, and control equipment and technologies to achieve their intentions.

Sculpture

Students explore and experiment with a range of media and techniques to plan and make three dimensional artworks. Practical work requires careful selection and manipulation of a range of media and tools as well as problem solving and conceptual processes. Students may study portraiture in traditional and contemporary art forms, exploring how life and environments are represented in sculptural objects.

Students analyse artworks through a range of Australian and international artist studies, and identify how cultural and historical concerns, attitudes, ideas and beliefs are represented through art.

Skills covered may include various combinations of the following; ceramic hand building, papier mache, cardboard construction, assemblage using found objects, carving, mould making and fibre art.

Digital Photography

Students are introduced to the digital camera and the principles associated with digital photography, alongside the history of digital photography. Students explore landscape, portrait, candid, action, macro, architecture and food photography among others, and how to achieve a clear focal point. They look at using and applying different rules, perspectives, lines and textures in their photographs. Students also learn how to use Photoshop to enhance, alter and apply different effects to their photographs. On completion of this course, students are able to create professional quality images for print and multimedia.

Arts Enrichment

Gold Creek School provides a range of extra-curricular activities for arts students to be involved in and to assist their classroom learning. Some initiatives include:

Get Good Program: Students can utilise their break times to practice their music, dance and drama skills, and access staff support and resources.

School of Rock: An after school program where students can build their musical ensemble skills and build positive relationships with other students.

School Band: The school band caters to all levels of ability and is run during school hours; students can improve their instrument skills and sight reading.

Mural Design: Students work towards creating murals both within the school, and in our wider community.

Dance Troupe: Students choreograph, practice and perform at a variety of school events, and local competitions.

Excursions: Students will have opportunities to participate in a variety of excursions and incursions throughout the year, including the National Gallery and National Portrait Gallery, Canberra Symphony Orchestra, etc.

School Production: Each year, students have opportunity to rehearse and to be a part of the school production. Students can be involved in acting, singing, dancing, music and technical aspects such as sound, lighting, costuming and backstage operations.

Design

Technology at Gold Creek School ensures that all students benefit from learning about and working with traditional, contemporary and emerging technologies that shape the world in which we live. We encourage students to apply their knowledge, practical skills and processes to create innovative solutions, independently and collaboratively.

The practical nature of Design at Gold Creek School engages students in critical and creative thinking, including solving complex problems. A systematic approach instils in students the value of planning and reviewing processes to realise ideas.

Assessment items in this faculty area can include ongoing assessment of classwork, keeping an ongoing journal, design tasks, written assignments, research tasks and theory tests.

Digital Design

Throughout these units students use a wide range of digital technologies to create a variety of creative projects. They explore the basics of computer science, identify specific problem solving skills and become familiar with Information and Communication Technology (ICT) based terminology. Students also have the opportunity to engage with a variety of coding languages.

Food Design

Students learn key kitchen safety and hygiene procedures and how to identify and prevent risks. They learn to understand and use nutritional information as well as a wide variety of cooking techniques. In both practical and theory classwork students develop and apply the design process skills of researching, planning and cooking their own dishes for specific purposes and evaluating food products. Students will also expand their knowledge and understanding of a variety of ingredients as they investigate food groups, as well as methods of cookery applied to them.

Wood/Metal Design

Students develop and extend their individual skills, knowledge and experiences, whilst exploring their abilities and interests in wood and metal design. Students will have the opportunity, through a number of practical exercises and safety tests, to work with tools, materials and a range of processes to produce artefacts out of timber and/or metal. Processes will involve hand tools for marking out, cutting, shaping and finishing; and a variety of power tools and machines.



Robotics

Students use the RCX and LEGO pieces included in LEGO Mindstorms Building Sets. They then learn to create a program for their robot using ROBOLAB, an easy to use programming language. Once familiar with the basics of designing, building and programming, students then work in groups to produce solutions for problem-based activities and challenges.

Textiles

Using the Design cycle, students explore textiles and creating useful objects. Students work in a fully equipped sewing room and use sewing machines to create their objects. Student explore fabrics and their qualities in terms of durability and function as well as the aesthetic elements to create objects that they will use, such as bags and pillow cases.

Sustainability

Comprising of a wide range of units, all of which have large practical components, sustainability includes units of work such as caring for a planted area; preparing soil and applying mulch; preparing and planting hanging baskets or vertical gardens; preparing ground for sowing or planting; watering an area of plants in containers (pots) or garden beds through irrigation; understanding the principles of plant science and organic horticulture; understanding the basic principles of organic horticulture. All of this takes place in an outdoor classroom which students help to create. Future projects will include the development and construction of an Aboriginal Bush Tucker Garden and a sustainability garden incorporating worm-farms and chooks. This is a year 9/10 elective course.

Design Enrichment

Gold Creek School provides a range of co-curricular activities for technology students to be involved in and to assist their classroom learning. Initiatives include a photography excursion to several key locations in Canberra, and a robotics excursion to Questacon.

Gifted and Talented Education

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 the 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.



Disability Education

Students in the Integration Support Program (ISP) work towards attaining goals identified in Individual Learning Plans (ILPs). The students receive support in individual / small group instruction, and in their regular classes.

FLEX

FLEX is a well-equipped learning space, with a wide range of ICT designed to maximise individualised instruction and support student achievement.

Targeted assistance is offered for students enrolled in specialised programs, or those requiring additional support. Assistance is offered by experienced teachers and learning support assistants in individualised and small group tutoring.

The number, frequency and scope of sessions attended by students is related to the individual student needs.

Student Services Support

Gold Creek School implements programs aligned with MindMatters and incorporates restorative practices to support student wellbeing. The Student Services team is comprised of the Director of School Culture, youth worker, psychologist and defence transitions mentor. Our goal is to assist all students in improving their well-being both in and outside of school.

Programs are run each term to cater for the needs of students and as such these vary, however, may include programs on friendship, anxiety, role modelling, arts and health. We also liaise with community organisations in order to improve supports for students outside of the school. We work closely with all classroom teachers to assist students when they are having difficulties and work with year coordinators to help identify areas of need. Students can self-refer; or parents or teachers can suggest they seek support in a welcoming environment outside of the classroom.

Student Services is also responsible for developing the Social and Emotional Learning (SEL) curriculum run through pastoral care classes. Students participate in SEL within the pastoral care group environment to develop themselves as individuals and to develop strong connections with other students and their teachers. The pastoral care teacher remains with the group throughout their four years on the senior site wherever possible and as such develops a strong rapport with the group and their families. The pastoral care teacher is the first point of contact for parents and students as issues and needs arise. They are supported by a year coordinator who is able to assist in resolving issues using a restorative framework or offering support to students in their year group.

Communication

Family Engagement

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

Families are welcome to contribute to the decision-making procedures of the school through the School Board or the P&C.

School Board

The 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 Citizens (P&C) Committee

The Gold Creek P&C Committee plays a vital role in assisting in the day to day running of the school and is involved in making decisions on some of the programmed activities and excursions and enhancing the development of students at the school. All parents are encouraged to attend meetings. 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 school.

Evidence of Learning - Reporting to Parents

Each term we report both formally and informally to parents on student achievement and growth.

Written reports are sent home to parents at the end of both the first and second semester. On the senior site, students are provided with written reports in the subjects studied. Student achievement is determined through reference to both the MYP marking criteria and the Australian Curriculum Achievement Standards. Pastoral care teachers also provide a pastoral care comment to parents.

Mid way through each semester parents are provided with reports on student progress and these reports are followed with parent teacher interviews for parents to discuss student progress in more detail.

Communication with families

'Senior Site Bites', the senior site specific newsletter, is sent home each week. It provides a range of information about the school and includes upcoming events. The Gold Creek P-10 newsletter is sent home three times a term and will replace the Senior Site Bites for those weeks.

School Website

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

Gold Creek Twitter Feed

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)

Gold Creek School App

Gold Creek School also has a school app and parents are regularly updated about upcoming events and regular notices via this app. You can download the app for free via the Apple or Google stores – search for Gold Creek School.

Gold Creek School YouTube Channel

The school principal, staff and students regularly upload videos with updates about key information and events running at the school. Please go to <https://www.youtube.com/channel/UCPQGGx0beho4RHioeqbJWjw> if you would like to view them.

Gold Creek School Facebook

Our school has a Facebook page to update our community about our events, activities, excursions and happenings at the school. Go to <https://www.facebook.com/Gold-Creek-School-1584106768476549/> and 'Like' our page.

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 School senior site office number is 6142 1300.

Please phone 6142 1323 and leave a message if your child is going to be absent from school.

Policies and Procedures

Currently a number of Gold Creek School policies and procedures are being updated. All our policies and procedures are informed by the ETD policies: http://www.det.act.gov.au/publications_and_policies/policy_a-z

However, you will find details about specific Gold Creek School policies and procedures that have been approved by the School Board on our website.

Library

The Senior 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. Students can also access the space during break times as a more quiet environment. Students use this time to read and even join in social activities like card games and chess.

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.

School Uniform

Senior Site Uniform

Dress	Sky blue check pattern, button through princess style, two inverted pleats front & back, action pleats in back, adjustable back belt, peak collar in white, white cuffs with blue trim, white buttons.
Skirt	Royal, navy, grey check pattern, two inverted pleats front and back, adjustable waist, knee length. Or blue inverted pleats front and back, adjustable wait, knee length.
Blouse	White poly/cotton Oxford fabric, short sleeve over blouse, navy piping around collar and sleeves, GCS in navy on pocket.
Shirt	White poly/cotton Oxford fabric, short sleeve out style with side splits, GCS embroidered in navy & navy trim on pocket.
Pants	Navy tailored pants, modern styling with adjustable waist. GCS embroidered in white below pocket on left side. Or navy tailored pants with belt loops, poly/viscose, GCS embroidered in white below pocket on left side (elastic waist option available).
Shorts	Navy with GCS embroidered in white below pocket on left side. Or navy poly/cotton wash 'n' wear fabric shorts with expandable waist.
Socks	White or navy short or long socks.
Tights	Black opaque or skin tone stockings.
Shoes	Black lace ups or Mary Janes with strap.
Jumper	Navy woollen v-neck with <i>Gold Creek School</i> embroidered in white.
Jacket	Navy 'layer' jacket with GCS in white embroidered left side or mirco fleece ¼ zipper.
Hats	Navy – bucket with white trim.
PE & Sports	Polo- Navy/white polyester with Gold Creek School embroidered in navy left side. Shorts- Navy polyester sports shorts. Tracksuit pants- Navy micro fibre pants with white piping and white logo embroidered in GCS. Runners/Joggers.

Uniform Expectations



The Gold Creek School uniform is seen as being an integral component of developing a cohesive learning culture at the school. The uniform provides students with a sense of community and pride in their school and is commented on positively in the wider community when students represent Gold Creek.

Satin, see-through or stretch skin-tight fabrics are not permitted. Tights and leggings are not regarded as suitable alone, because they are quite revealing and cause embarrassment for both staff and other students.

Students are asked not to 'modify' the uniform in such ways as tying it up at the back, shortening skirts or wearing visible different colours underneath.

Uniforms may be ordered through suppliers identified by the school. Any students or family experiencing financial difficulty may seek assistance in the purchase of uniform from the school's 'Equity Fund'.

Support from Parents and Staff

If students are unable to wear a school uniform on a particular day, they must have a written note from their parent or carer.

Staff will monitor student observance of the School Uniform Policy and, from time to time conduct a 'uniform blitz' to reinforce our expectations. Students may be excluded from certain activities if they are not wearing school uniform. Pastoral care teachers work closely with students and parents to ensure students are prepared to participate in all activities by wearing the appropriate school uniform.

Parents are asked to support the school's uniform policy by sending students to school in uniform each day, backing up the school's request for support and for instances of non-compliance.

Authority for the Setting of School Uniform Policy

Our School Uniform Policy has been set by the School Board, which has the responsibility under the Education Act, for setting the policy and directions of the school.

The school uniform can be purchased from Macdonalds Schoolswear or Chilada. Both shops are located in Gungahlin.

Book Packs

A 2019 book pack list will be distributed before the end of the 2018 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 2018 book list.

Term Dates 2019

Term 1, 2019	Monday, 4 February to Friday, 12 April
Term 2, 2019	Monday, 29 April to Friday, 5 July
Term 3, 2019	Monday, 22 July to Friday, 27 September
Term 4, 2019	Monday, 14 October to Thursday, 19 December