



Gold Creek School Junior Site Parent Handbook 2021



An ACT public school
offering an international education



GOLD CREEK SCHOOL

Kelleway Avenue, Nicholls, ACT 2913

www.goldcreek.act.edu.au

info@goldcreek.act.edu.au

JUNIOR SITE - 02 6142 1340

Gold Creek Preschool Campus – 02 6142 1353

Gold Creek Hall Preschool Campus – 02 6142 1345

ACT Education Directorate Contact Details - 13 2281

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

Contents

Principal’s Message	2
Gold Creek School Vision and Mission Statements	4
Enrolment at Gold Creek School	6
Our Curriculum	6
Gold Creek Preschool	7
Early Childhood Learning Framework Belonging, Being and Becoming	8
Transition to Gold Creek Kindergarten.....	9
Evidence of Learning.....	9
Reporting to Parents	9
Library.....	10
Inclusion at Gold Creek School	11
Programmes and Enrichment Activities	12
School Houses	12
Cultural Integrity.....	12
Student Support Services.....	13
Communication	13
Policies and Procedures	15
School Uniform	15
Pre-School & Junior Campus Girls	16
Pre-School & Junior Campus Boys	16
Book Packs	16
Term Dates 2021	17
Hours of Operation (2021)	17
What Students will require each day.....	17
Excursions	18
Nutrition	18
Canteen Information	18
Sun Safety	18
Participation of Volunteers	19
Emergency Management Procedures	19
Child Protection Practices.....	19
Medical Condition Management.....	19
Immunisation	19
Exclusion Periods for Medical Conditions	19
<i>Conditions</i>	20

Gold Creek School Vision and Mission Statements

Gold Creek School is an International Baccalaureate school, catering for students from preschool to year 10. The School is committed to:

Gold Creek School Vision Statement

We inspire individuals to flourish, embrace challenge and make a positive difference to our world.

Gold Creek School Mission Statement

The Gold Creek School learning community fosters innovative life-long learners who:

- Strive for excellence
- Think critically, creatively and collaboratively
- Model inclusiveness, intercultural understanding and respect
- Positively engage in citizenship
- Celebrate their own and others success

This is achieved by focussing on developing the IB Learner Profile attributes so that our graduates are well rounded, engaged citizens.



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

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 recognize 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.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



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Enrolment at Gold Creek School

Our enrolment policy is based on the ACT Education Directorate's (EDU) enrolment policy. All enrolment applications must be completed online via the EDU 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.

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). 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.



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.

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 P-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.

Play-Based Curriculum Through Inquiry Units

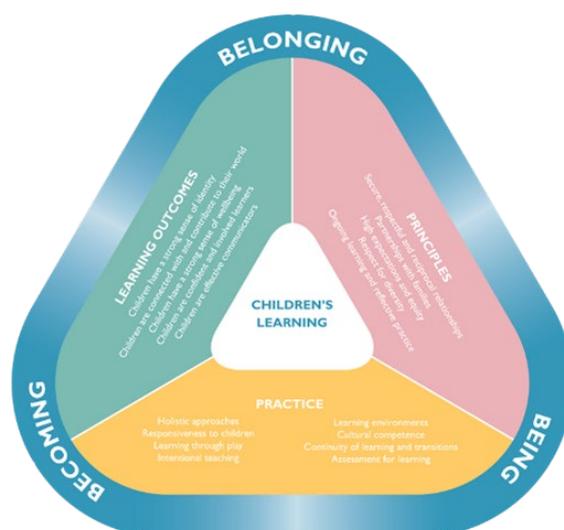
At Gold Creek Preschool we have defined 'play' or 'play-based learning' as having the following characteristics. **Play can be described as:**

- 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.

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. 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.



Transition to Gold Creek Kindergarten

All Preschool 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.

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**.

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
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.
BASE	BASE captures baseline Kindergarten data at the beginning and end of the year. It assesses early reading, phonics and numeracy

	skills of students in their first year. This data provides the classroom teacher with concrete evidence on the spread of abilities within a class, and allows for early identification of student needs..
NAPLAN	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.



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.

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.

Inclusion at Gold Creek School Gifted and Talented

Gold Creek School caters for gifted and talented students from Preschool to Year 10 who demonstrate a level of giftedness as described in the ACT Education Directorate 'Gifted and Talented Students' Policy' (2014):

'**Giftedness** refers to a student's outstanding natural abilities or aptitudes, located in one or more domains: intellectual, creative, social, perceptual or physical, and recognises the diverse abilities of students.'

'**Talent** refers to a student's outstanding performance in one or more fields of human activity: academic, technical, science and technology, arts, social service, administration or sales, business operations, games or sports and athletics.'

Mildly gifted students represent the top 2-10%, and Moderate to Profoundly Gifted students represent the top 1% of the population. A student may be in the top 1% for some areas and below for others. Each student will be supported based on their needs, including collaboratively creating an Individual Learning Plan (ILP) if required.

- All students in the gifted and talented programme will have a differentiated curriculum supported by the International Baccalaureate Primary Years Programme (IB PYP)
- Access to our advanced classes based on areas of giftedness
- Access to extension and enrichment opportunities
- Involvement in a wide variety of extra-curricular activities
- Placement with likeminded students as identified in ILP meeting.

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

We employ a range of educational provisions, some of which are listed below:

In Class provisions	School and sector wide provisions
Clustering – ability and interest groups and classes	Mentoring – school/community
Negotiated tasks and independent learning	Competitions
Compacting the curriculum	Tournament of Minds
Pre-testing to build on existing knowledge	Da Vinci Decathlon
Co-operative learning	Mathematics Challenge
Open-ended tasks using higher order thinking skills	Resource Based Learning
Leadership opportunities	Electives opportunities
Information/research skills development	Flexible timetabling
Project learning	Clubs
Online learning platforms	Interschool debating

An application for the Gifted and Talented Programme is available on the school [website](#).

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.

School Houses

Gold Creek School has four houses, all named after Australian flora they are: Eucalyptus (green), Blue Gum (blue), Waratah (red) and Wattle (yellow). Students can gain points throughout the year for their houses through either academic, contributing to the community with even the smallest of actions or in the sports arena. The student's surname determines which house they will be in:

Eucalyptus	A to E
Blue Gum	F to Le
Waratah	Lf to Ri
Wattle	Rj to Z

Cultural Integrity

Gold Creek School values the diverse cultural stories of all students and supports them to reach their potential.

The aspirations, learning and wellbeing needs of all Aboriginal and Torres Strait Islander students are supported through individualised learning programs, student services programs and the collaborative and respectful relationships developed with parents, local community members, service providers and agencies.

All staff and students are provided with opportunities to understand Aboriginal and Torres Strait Islander histories, cultures, languages and knowledge systems through professional learning and curriculum delivery

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.

An Individual Learning Plan (ILP) is developed for all students who access Disability Education support. Adjustments may be made in the areas of curriculum, environment or teaching methods, and will vary according to the needs of individual students.

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.

Student Support Services

At Gold Creek School, we appreciate the infinite connection between a strong curriculum and building positive relationships. Student engagement and wellbeing is regarded as an essential part of the School's ethos and features prominently in all aspects of school life and in the day-to-day experiences of everyone in our community. A Response to Intervention model is followed to support students to achieve the best possible learning outcomes. Classroom teachers work closely with parents and their executive teacher to ensure supports are put in place to maximise learning.

Restorative practices

Gold Creek School is a Restorative Practices school. We recognise that the most profound learning occurs when there is a healthy relationship between teacher and student. Restorative Practices assists teachers, students and parents to build, maintain and restore relationships. Restorative Practices will help build capacity to enable students to self-regulate behaviour and contributes to the improvement of learning outcomes. When a problem arises, there are questions central to this model:

Restorative Questions I	Restorative Questions II
When things go wrong	When someone has been hurt
What happened?	What did you think when you found out what happened?
What are you thinking now?	How have you and others been hurt?
Who has been hurt or is sad because of what you have done?	What has been the hardest thing for you?
What do you need to do to make things right?	What do you think needs to happen to make things right?
What will you do differently next time?	

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 programmes at Gold Creek School. 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.

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.

To maintain a professional relationship between staff and parents, 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.

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. The P&C hold meetings at 6.00 pm in week 4 and 8 of each term. You can reach out to the P&C through their Facebook page.

Communication with families

'Junior Site Bites', the Junior 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 Junior 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 School Facebook

Our school has a Facebook page to update our community about our events, activities, excursions and happenings at the school. Go to [GCS Facebook page](#) and 'Like' our page.

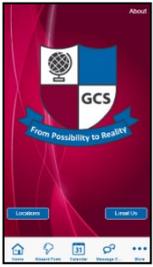
Gold Creek Twitter Feed

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

Seesaw

All junior site class teachers use Seesaw for class specific communication. You will receive information at the commencement of the new schoolyear.

GCS School App & Reporting Student Absences



Option 1

Using the school App allows you to report student absences, check the school calendar, read newsletters and receive important information via sms on your mobile phones (provided you allow push notifications). All this is available through our school App!

Download the school App NOW, to help us keep in touch!

(Download from Apple Store or Google Play).

Option 2

email junior site GoldCreek.StudentJuniorAbsences@ed.act.edu.au

Option 3

The other option is by leaving a short message via our dedicated absence number:

Junior Site: 6142 1344

If using the number above, please leave a short message stating student name, year, class and reason for absence eg. Late/Sick or Leave.

Policies and Procedures

Gold Creek School policies and procedures are updated on an on-going basis. All our policies and procedures are informed by the EDU policies:

http://www.det.act.gov.au/publications_and_policies/policy_a-z.

You will find details about specific Gold Creek School policies and procedures that have been approved by the School Board on our [website](#).

School Uniform

The students of Gold Creek School are encouraged to wear their school uniform with pride as it contributes to school unity, develops a sense of belonging and it also acts as a means towards providing equality amongst children, regardless of socio-economic background. Student adherence to our uniform policy ensures that our shared reputation within the broader community facilitates goodwill and makes clear to all that these young people are part of a school that values dignity and professional presentation. The uniform supports occupational health and safety issues of safe and practical clothing particularly in workshops and practical areas.

The school uniform can be purchased from Lowes Schoolswear or Chilada. Both shops are located in Gungahlin and a full list of items can be found at - [Lowes Schoolwear Online](#) or [Chilada](#).



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 (preschool will have a hat provided)
Socks	Navy
Shoes	Black
School Backpack	Navy 3 compartment with waist strap, chest strap and reflector stripe, school logo on front

Book Packs

A 2021 book pack list will be distributed before the end of the 2020 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 2020 book list on our [website](#). Students will also need to pay for online subscriptions to support their learning. These digital resources replace the need for textbooks.

Term Dates 2021

Term 1, 2021	New students start school on Monday 1 February 2021 . Continuing students return to school on Tuesday 2 February 2021
Term 2, 2021	Monday 19 April to Friday 25 June 2021
Term 3, 2021	Monday 12 July to Friday 17 September 2021
Term 4, 2021	Tuesday 5 October to Friday 17 December 2021

Hours of Operation (2021)

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 Preschool

Nicholls 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).

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.

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](#)

ACT Education Directorate 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.

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.

Conditions

Condition	Exclusion of person with condition	Exclusion of persons in contact with condition
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 remaining scabs.	Not excluded Any child with an immune deficiency (eg with leukaemia, or as a result of receiving 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
*#Haemophilus influenza 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	Not excluded

	a dressing in all cases, if possible.	
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	Not excluded

	recommending that the exclusion should cease.	
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