

Welcome

Dear Parents and Caregivers,

Welcome to our school!

On behalf of our school community, we extend a warm welcome to all new families and a welcome back to our continuing families. We value your children and welcome your enthusiastic input into the operation of our school. At Murphy's Creek State School, we value strong partnerships between community and school. When we work together, we can achieve the very best for our students.

Mutual respect is a vital component of any workplace and a school is no different. It is important that we come to understand each other's needs. A school's working environment is complex. With all its policies, forms, procedures, timelines and deadlines it can seem a daunting and very busy place.

This book, I trust, will begin to help you become familiar with the routines, policies and procedures of the school. We invite you to enter into a shared understanding of the culture and life of the school by being involved, asking questions and supporting the work of the qualified staff employed here. We welcome your contact with the school and if you have any questions or concerns please ask.

So, welcome to our school!

Regards,

Lynne Stritzel
Principal

Table of Contents

WELCOME.....	1
MISSION STATEMENT	4
SCHOOL PROFILE	4
PHYSICAL LOCATION.....	4
HISTORY OF MURPHY'S CREEK.....	4
HISTORIC BUILDINGS OF MURPHY'S CREEK.....	4
COMMUNITY.....	5
STAFF	5
FACILITIES.....	5
RESOURCES	6
GENERAL MANAGEMENT INFORMATION.....	6
BELL TIMES.....	6
ADMISSIONS	6
SCHOOL UNIFORMS	6
SICK AT SCHOOL	7
ACCIDENTS.....	7
MEDICATION FOR STUDENTS.....	7
USE OF SCHOOL FACILITIES	7
TUCKSHOP.....	7
JEWELLERY	8
LIBRARY.....	8
ATTENDANCE AT SCHOOL	8
CURRICULUM.....	8
CURRICULUM PROGRAMS.....	8
CURRICULUM DELIVERY AND SUPPORT	9
EXCURSION AND CAMPS.....	9
REPORTING.....	9
SOME SCHOOL POLICIES	9
BEHAVIOUR MANAGEMENT	9
SUN PROTECTION	10
HOMEWORK	11
COMPLAINTS MANAGEMENT PROCESS.....	12
PREP YEAR PHILOSOPHY.....	12
CONCLUSION	13

OUR VALUES

We believe students should learn to be literate citizens for the changing world, able to know how to think and reason critically and to be able to use information responsibly.

We believe students learn best when:-

- They are active participants.
- Teachers employ a wide variety of strategies to cater for individual learning styles.
- The curriculum is sequenced to provide experiences at a student's individual ability level.
- They understand why they are learning a particular topic and how that topic is related to the real world.
- The environment is supportive and inviting within a consistent and structured framework.
- A harmonious relationship is maintained between home, school and the community.

We believe students should:-

- Learn at full potential and take advantage of opportunities.
- Respect the rights of others and, know and follow the school rules.
- Understand and exercise their rights and responsibilities.
- Act so as to bring credit to themselves, their parents and the school.

We believe teachers should:-

- Observe, diagnose, plan and evaluate to cater for individuals.
- Structure appropriate teaching and learning experiences within the guidelines given by the Department of Education.
- Report both orally and in writing on a regular basis to parents and to the child on the child's progress.
- Employ appropriate strategies which encourage students to develop self discipline.
- Demonstrate fairness and be a good role model for students.

We believe that parents and the community should:-

- Be encouraged to become involved in the school decision making processes.
- Take a role in developing and sustaining a stable, co-operative, learning environment in which students feel safe, valued and protected
- Should be given the opportunity to take an active role in various aspects of the school program.
- Demonstrate socially acceptable behaviour while at school.
- Provide a supportive environment for learning at home.

The Values Statement was developed collaboratively by the staff and parents in the school community.

MISSION STATEMENT

"Our school will provide a supportive environment in which students have the opportunity to develop their personal, academic, physical, social and emotional potential".

Our school takes every opportunity to ensure students have the opportunity to become literate members of society. They should develop an appreciation for democratic values while being inquisitive and having freedom of thought and expression. National pride is also important to us. We believe it is important that students have an understanding of the sacrificial aspect of living in changing communities and that it is not always easy. A student should leave our school being one who is adaptive, flexible, tolerant and responsible, able to take his or her place in a continually changing and complex society.

SCHOOL PROFILE

Physical Location

Murphy's Creek is located in a semi-rural and residential area below the northern end of the Toowoomba range. Toowoomba is a twenty minute drive west. The school is a ten minute drive by sealed road to the Warrego Highway which links to Brisbane approx one and a half hours drive east.

History of Murphy's Creek

The traditional aborigines of the area were the Kitabel people who spoke the Yuggera dialect. They called the area Tamamareen, meaning "where the fishing nets were burnt in a grass fire". The explorer Alan Cunningham was the first recorded pioneer, camping at Lockyer siding on the 25th June 1829. The locality became known by the early surveyors as Fingal. However in 1840 Patrick Leslie, along with his freed servant Peter Duffy Murphy, happened upon the area whilst looking for a crossing over the Range. They later pastured sheep and cattle in the area using the water from the creek, under the watch of a shepherd named Murphy. The area became known by the station managers as Murphy's Creek, a name which has by popular use, supplanted the name of Fingal. The community of Murphy's Creek was largely established during the construction of the Toowoomba Range Railway Crossing in the 1860's. At the time this crossing represented a great engineering challenge and its construction was a huge commitment for the fledgling state of Queensland. Rail workers were recruited from all over the world. An eyewitness in 1865 described Murphy's Creek as being "a seething mass of tents, humpies, salons and sly grog-shops."

Historic Buildings of Murphy's Creek

Jessie's Cottage

Jessie's Cottage was built in Jessie's Lane in 1899, and named after the resident, Jessie Taylor, who lived there until she passed away in Toowoomba Hospital in 1996 at the age of 83 years. The building was in need of major repairs and was restored to its original glory for reopening in 1998.

Church

People still gather every Sunday in the Presbyterian Church in Thor Street. The church dates back to 1862.

Police Station

The original Police Station located in Jessie's Lane has been renovated and is now occupied by a family.

School

The school opened in 1870, it was run by two sisters who charged two pence a day to attend. In October 1870 the first Principal was appointed. The school celebrated 125 years in 1995.

Community

Murphy's Creek draws its student population from the village area and the wider area of rural, residential allotments upwards from 5 acres. Most people work in nearby areas and Toowoomba. Toowoomba offers a wide choice of shopping centres, hospitals (private & public), The University of Southern Queensland and TAFE Qld College. In our township there is a general store, church and sports grounds. There is an active Rural Fire Brigade, Progress Association, Neighbourhood Centre, Landcare (combined with Helidon Landcare) and Sports and Recreation Assoc. The community has two weekly access to a mobile library supplied by Lockyer Valley Regional Council. The School is supported by an active P & C Association which runs a tuckshop at least once a week, and also takes an active role in decision-making and fund raising.

Staff

The staff consists of:

Teaching Principal	Mrs Lynne Stritzel P/1/2/3 – Mrs Lynne Stritzel (M,T,W)– Mrs Joy Bloomfield (Th, F); 4/5/6 - Mr Damian Pryor
Classroom Teachers	
Administrative Officer (part-time)	Alana Staines
Teacher Aides	Mrs Susan McIndoe, Mrs Janine Greene, , Mrs Kerri Trost, ,
Chaplain	Mr Don Truss
Cleaner	Mr Howard Sternberg
Itinerant Specialist Teachers provide tuition in the following curriculum areas:-	<ul style="list-style-type: none">• Music• Physical Education• LOTE• Support Teacher – Learning Difficulties• Guidance Officer• Speech Language Pathologist• District Behaviour Management Team• Advisor Teachers for intellectual and physical impairment
Departmental Specialists (Accessed on a needs basis)	

The staff have many years' experience in their particular field. The Principal of our school is also a classroom teacher with the responsibility of planning and implementing a learning program for a class of students as well as leading and managing the operation of the school.

Facilities

The school buildings include one demountable which houses the library and a classroom, a modern double low-set brick classroom building, an office and staffroom building (the original classroom) and an amenities block housing tuckshop, sports store, cleaners store and toilets. All buildings are linked with covered walkways. Wheelchair access is available to most buildings. The school boasts a

newly refurbished tennis court, an oval (with cricket pitch and practice net) a large undercover play area, an Environmental Area and two adventure playgrounds.

Resources

Each year funding is provided for teachers to purchase resources to compliment learning outcomes and individual needs. The school has computers connected to the internet, a library, an Accelerator Reading library, Reading Recovery library, high quality teacher resources and sporting equipment. All classrooms have Interactive Whiteboards.

GENERAL MANAGEMENT INFORMATION

Bell Times

8:45am	- Start of School
11:00am	- First Lunch
11:45am	- Classes resume
1:15pm	- Second Lunch
1:45pm	- Classes resume
2:45pm	- End of Day

Morning bus arrives 8:40am, Afternoon bus departs 2:50pm

Students should be at school by 8.40am. This is to give students time to organise themselves and their equipment for their day of learning. No child is to be in the school grounds before 8:30am unless prior consent has been obtained from the Principal. This is for their safety as staff members are not required on duty prior to 8.30am. If students are at school before 8.30am they must place their bags in the port racks and then wait at the undercover area.

School terms for 2018		Weeks	Pupil Free Days
Term 1	January 22 – March 29	10	
Term 2	April 17 - June 29	11	
Term 3	July 16 - September 21	10	
Term 4	October 8 – December 14	10	October 16

Admissions

New students are enrolled at the school office between 8:30am and 3:30pm. The Principal will interview students and their parents or caregivers at the conclusion of which an enrolment package will be provided. At the time of interview as much information should be provided to the Principal as possible. The school manages the passing of transfer forms and academic records from the previous school/s.

School Uniforms

The school uniform is a bottle green polo shirt which has the school motif embroidered on it. Shorts and skirts are bottle green. Much of the uniform can be purchased from the P&C Uniform Convenor (opening from 2:45pm every Thursday) . During the cooler months students can wear bottle green tracksuits. School jackets are also available from the Uniform Convenor. We recommend that girls refrain from wearing bike pants to school as the lycra does not allow the skin to breathe properly.

During swimming lessons female students are required to wear modest one-piece swimmers. All students must have bathing cap, goggles and rash shirt.

Sick at School

If your child becomes too sick to continue with lessons, the school will try to contact you by phone to get you to collect him/her. You must sign your child out before leaving. Emergency contacts, other than parent/caregivers, will only be used when necessary.

Accidents

Unfortunately accidents do sometimes happen regardless of the precautions taken. If your child is involved in a minor accident he/she will be given first aid at the school and then further assessed. Every effort will be made to contact parents if the problem is more serious. If medical attention is required and parents cannot be contacted, students will be transported by ambulance to the general hospital.

Medication for Students

If your child needs to take medicine, tablets etc, at school, it is best if you call personally to request staff to administer the medications. A Medicine Permission Form is required to be completed stating details of medicine, quantities, dosage and how it is to be administered. You must send in the medicine in the original container/s showing this information. Do not send students to school with unlabelled bottles or packets of medicine or tablets.

Further, no staff member is allowed, under Departmental Regulations, to administer *non-prescribed medication* (eg Panadol and the like) whether directed by the parent or not. Parents are not to send such medication with students to school.

Use of School Facilities

Various community groups and individuals use school facilities in and outside of school hours. Our tennis court is available for use. Payment and key collection can be arranged at the Murphy's Creek Store. Permission can be obtained at the school for use during school hours. Users of our facilities are:-

- (a) **Playgroup** meets on Monday mornings (during school terms) – 9am – 11am. All welcome. Contact school office for more information.

We ask that students be well supervised when they are in the school grounds and under the care of their parents as accidents can easily happen.

No child should be on the school grounds outside school hours without parental supervision and prior consent from the Principal.

Tuckshop

Our School has a Tuckshop operating one day per fortnight (most weeks of the school term). It stocks healthy foods as outlined in Education Queensland's Healthy Choices Policy. Orders for food are to be placed in the receptacle outside of the school office by Wednesday, 2:45pm the week of tuckshop.

Jewellery

For safety reasons, we discourage the wearing of jewellery at school. Acceptable jewellery items are:

- Plain small earring sleepers or plain small earring studs
- A wrist watch

Students may be given permission to wear jewellery for other reasons (ie. Religious, medi-alert) after discussions with the Principal.

Library

We have an ever expanding library collection of fiction, non-fiction and reference materials. Students will be borrowing from the library on a weekly basis for most of the year. They are welcome to borrow two books per week and more with the mutual consent of the teacher and librarian. It is important for us as adults to help instil a love of books and of reading in our next generation. Caring for books is the place to start. We will be teaching students how to look after books while in the library and in the classrooms. Their library books will be travelling to and from school in their bags (where things can become somewhat messy and damp). Therefore we request that all books be transported in a waterproof library bag of some kind. Please ask at the office or our Librarian, for ideas on how to manage this if you are not sure. As books are costly we do have a Book Replacement Policy which is available from the office. Overdue slips will be sent home as required. Please help us look after our books!!

Attendance at School

A parent or caregiver of a child of compulsory school age is obliged to ensure that their child attends school on every school day for the educational program in which he/she is enrolled. Tracking, by the school, of attendance is one of its core businesses. By doing this it is ensuring part of its duty of care is being observed. School Rolls are audited for correctness and accuracy by Education Queensland auditors. Parents and Caregivers must ensure that, if their child is not attending school for whatever reason, they contact the school on the day as per Government ruling. Rolls in Education Queensland schools are marked with codes according to the reason for absence. We are accountable to Education Queensland for any absences which are unexplained, ie marked with an "A" on the roll. This is simply to protect students. If you believe your child to be at school and we have a "A" next to his/her name, then there is a problem! So please be sure to be vigilant in reporting absence.

CURRICULUM

Curriculum Programs

The curriculum your child will undertake at this school is based on those developed and adopted by Education Queensland. The following Key Learning Areas are included:-

English, Mathematics, SOSE (Study of Society and Environment), Science, Health and Physical Education, The Arts (Music and Art), Technology Studies, LOTE (Languages other than English) - (Years 4-7).

Some school programs have been collaboratively developed with the local community and other schools. LOTE which delivers basic language and cultural education is taught in Years 5 & 6. Literacy in Maths and English is a major focus for our school. We provide a co-ordinated and streamed literacy and numeracy program for all classes. We provide integrated learning programs for Science, SOSE and the Arts. The effectiveness of units of work is reviewed regularly. Religious Instruction teachers visit the school every Tuesday. Religious denominations combine during this time. Religious Instructions is a part of Education Queensland's curriculum for schools.

Curriculum Delivery and Support

The curriculum is taught within a supportive school environment which encourages students to learn at a rate best suited to achieve quality results. The multi-aged classes provide excellent opportunity for students to learn and develop at a rate and level to suit their needs. Specialised learning support programs are tailored to individual student's specific learning needs. Students are assisted, when necessary by a Guidance Officer and Learning Support teacher. Individual differences are recognised and teachers provide programs to meet their needs.

Excursion and Camps

Students attend excursions in the local area and further afield according to the unit of work currently being taught in the classroom. Parents are informed about these in due course with information sent home on cost, requirements, travel arrangements etc. Occasionally the school needs parents to help with transport. Payment for any excursion (as with any funds owing) must be paid in a timely manner.

Reporting

Twice a year parents and caregivers are asked to make appointments to meet with their student's teacher. During this interview the teacher will report about academic and social development. This is an important time and should be taken advantage of at all cost. In time for interviews, written report cards will be issued at the end of Term Two and at the end of Term Four. Education Queensland has standardised report cards across the state taking the form of reporting on a five point scale. At Murphy's Creek this will be 'A' to 'E'.

SOME SCHOOL POLICIES

Behaviour Management

Positive Behaviour for Learning (PBL) has been developed in collaboration with Education Queensland, our community, P&C, and staff. It ensures that expected behaviour is clearly understood across the school's community. It is clearly defined and explicitly taught. Our PBL is about a:-

1. Proactive systems approach to school-wide discipline designed to be responsive to current social and educational challenges
2. Focus on prevention
3. Focus on instruction
4. Incorporates measurable systems for tracking behaviours

5. Emphasizes the use of assessment information to guide intervention and management decisions
6. Focus on the use of a continuum of behavioural supports
7. Focus on increasing the "fit" between problem behaviours and what we know actually works for
8. Focus on establishing school environments that support long term success of effective practices
9. Expectations for student behaviour are defined by building teams with all staff input
10. Effective behavioural support is implemented consistently by staff and administration
11. Appropriate student behaviour is taught
12. Positive behaviours are publicly acknowledged
13. Problem behaviours have clear consequences
14. Student behaviour is monitored and staff receive regular feedback
15. Effective Behavioural Support strategies are implemented at the school-wide, specific setting, classroom, and individual student level
16. Effective Behavioural Support strategies are designed to meet the needs of all

Sun Protection

RATIONALE

Students in Queensland's hot climate need to be protected from and educated about the dangers of over exposure to the sun.

AIMS

1. To ensure students wear adequate protection when working or playing in the sun.
2. To ensure parental co-operation in enforcing protective measures.
3. To educate students about the effects of the sun's radiation on their bodies.

OPERATING PRINCIPLES

1. Students and parents will be informed of the school's rule. No broad-brimmed hat, NO play.
2. Teachers on playground duty will be reminded of the rule and its need for enforcement.
3. Sun protection is part of the school's Health Program.
4. Parents will be asked to ensure that their child does not leave for school without a broad brimmed hat.
5. School recess times are timed to allow students to be indoors during times of the sun's most harmful rays.
6. Sunscreens may be worn, however, these should not be regarded as a substitute for broad brimmed hat and should fit in with the following guidelines.
 - a. The vapours or oils should not melt into the child's eyes.
 - b. They should not be used like war paint.
 - c. They should not be able to be rubbed off and stain or mark the child's or other student's clothing.
 - d. Sunscreens are most effective and should be encouraged during swimming lessons.

- e. Sunscreens should be applied at least 20 minutes prior to swimming to allow time for it to dry.

The P&C Association supports the notion that sun safety is a Workplace Health and Safety issue and has taken steps to ensure student sun protection is maximised by supporting our sun safe school dress code:-

- Broad-brimmed hats must be worn. Bucket hats are not recognised as broad brimmed.
- School shirts have a collar and $\frac{3}{4}$ sleeves (this is just above the elbow).
- Students must comply with this dress code to play outside.
- A firm No Hat = No Play Policy
- Sun safety dress code applies for free dress days too.

School hats may be purchased from the P&C or the office.

Homework

Rationale

Homework is any task that reinforces the knowledge, skills and attitudes learnt at school. Homework tasks must be suited to the child's capabilities and learning needs. Completion of homework tasks at home should be done in a supportive atmosphere of co-operation to enhance the learning experience. One of the greatest learning experiences is for students to be actively involved in the day to day life and management of the home.

Objectives

1. Students will practise skills which have been learnt at school.
2. Students will gain positive reinforcement of growth in learning.
3. Parents will gain greater involvement in their student's learning.
4. Parents will gain greater understanding of the school's educative process.
5. Communication between child / parent / teachers will be enhanced.

Operating Principles

Homework tasks should be given on a regular basis and should not exceed the following expectations.

Year Level	Time per day (max)	Activity Type may include the following
Year 1	15 min	Reading, Writing, Number, Sharing, Investigating, Collecting, Spelling
Year 2	15 min	Spelling, Writing, Reading, Sharing, Number, Investigating
Year 3 /4	20min	Reading, Number Facts, Practising, Spelling Investigating, Writing, Researching
Year 5	30min	Number Facts, Spelling, Composing (Minor Written tasks) Reporting / Researching, Reading, Publishing, Investigating
Year 6	40min	Number, Reading, Spelling, Writing, Reporting and or Researching, Publishing, Investigating

Expectations of quantity, quality and process should be clearly set for child, by the teacher. Homework tasks must be clearly evaluated providing feedback to students and parents.

Complaints Management Process

Background

Murphy's Creek State School acknowledges the vital role parents play in educating their students and supporting the school. As such the views of parents and community members are important to the school as a way of improving services. We welcome any opportunities to improve what we do at Murphy's Creek State School and to continue and review that which works well.

Policy

On occasions members of the school community may wish to communicate with the school on a matter of concern.

These communications can be categorised as follows:-

1. **A Concern** – where the actions of the school have caused concern and or inconvenience to a community member or members. These are usually minor in nature and generally don't warrant an investigation, but the school knowing this information can bring about an improved service or provide an opportunity to more clearly explain current practice.
2. **A Complaint** – where there has been a serious incident that requires further investigation by the Principal or another Education Queensland officer. All complaints will result in a written response
3. **An Acknowledgement** – where something good has happened and it is felt that this arrangement or habit should continue.

By understanding these three types of communication, it is hoped that areas of deficiency or success can be addressed and productive habits can continue. All parents and community members are asked to support this policy and process to make continual improvements to the functioning of the school. A form for making a complaint is available at the office.

Prep Year Philosophy

Students and their parents are welcomed into Murphy's Creek Preparatory Year by caring, committed and experienced staff members. In the Prep Year the students are encouraged to explore their environment, practise specific skills and complete guided activities. The interests and opinions of individuals are valued and everyone is treated with respect.

Parents are welcomed into our Prep Year as we believe that communication with parents to be an essential factor if educators are to cater for the individual needs of the students as the information the parents share paints a comprehensive picture of their child.

The learning environment is organized so that the students are able to feel secure as they develop an understanding of the routines of the classroom. Lessons are prepared with the development levels of the students in mind so that each individual is catered for.

In the multi-age classroom peer tutoring plays an integral part in the learning process. The older students are experienced in the routines and are able to aid the younger or new students to settle in. There are also many opportunities during the day for the students to share their knowledge and skills with each other.

The peer tutoring strategy is extended to include visits from older students which introduces the different age group thus allowing new friendships to be made and skills to be practised.

Each day the students also participate in a class sharing session which allows them to learn communication and language skills. The students enjoy these sessions as they help them to improve their social skills.

The students are encouraged to see themselves as a sharing and caring class which allows them to unite in the common goal of increasing their knowledge and skills in a safe and supportive environment.

Conclusion

We hope that this Prospectus helps with your family's induction to our school and we look forward to building positive working relationships with you.

If you have any further questions don't hesitate to call the school or email the.principal@murpcreess.eq.edu.au.