Buddina State School is a Prep to Year 7 Education Queensland State Primary School which opened in 1979 with 250 students. Today Buddina State School caters for approximately 600 keen and enthusiastic students.

Buddina has a well-earned reputation as being an excellent school that offers quality education to the students in our community. Students are offered an optimum learning and growth environment, delivered with a sense of enthusiasm and commitment.

The school is committed to high standards in all areas. It is well served by dedicated, enthusiastic and caring staff who most willingly and ably share their talents and abilities with students and other professionals.

At Buddina State School we highly value the role parents need to play in the education of their child. With every new family joining us, we ask you to set aside one hour for an enrolment interview with your child/children and a member of our school leadership team. You, as parents, know your child best so please ensure you assist our staff in getting to know your child.

Thank you for choosing Buddina State School and allowing us to provide education in a caring and stimulating environment for your child.

Debe Crotty
Principal
Our School Community

The Buddina State School community is vibrant, inclusive and diverse. Our school offers educational programs within a dependable, safe environment where every individual is valued and encouraged to belong.

Buddina State School is open to all students, Prep – Year 7, and we value excellence, inclusiveness, participation, safety and accountability. Our staff are leaders of learning and take an individual as well as a collective accountability for student learning. We take particular pride in offering every student the opportunity to achieve the best educational outcomes in all areas of the curriculum. Students are encouraged to be active participants in the learning process and special emphasis is placed on individuals reaching their potential and developing a confident attitude to learning through the provision of a differentiated curriculum and a broad range of excellence programs.

At Buddina we Develop Worthy Citizens for a Changing World by providing:
Quality curriculum from Prep to Year 7
Access to state of the art Information Communication & Technology
Excellence programs for high achievers
A strong emphasis on the Early & Middle Phases of Learning
An inclusive approach catering for all students' needs
An Instrumental Music Program extending musical talents and interests
Strong community involvement
Supportive staff – working on delivering exciting programs
A dynamic Physical Education Program
Professional development for all our staff members

You are invited to visit our website where updated information about the school is available.

Care for Ourselves  Care for Others  Care for our Learning  Care for our School
Parents as Partners

At Buddina State School we make the following commitment to parents and caregivers

**Buddina Staff will seek to ensure that you...**

- are treated with courtesy and respect
- receive a quality education for your child
- have the opportunity to participate in your child’s education
- receive accurate information about your child’s learning and behaviour at school and the programs that support your child’s development
- have the opportunity to participate in school decision making
- can ask questions and have access to information about why decisions are made at Buddina State School and within Education Queensland
- receive regular oral and/or written reports about your child’s progress
- feel free to raise and discuss school issues at P&C meetings
- can contact school staff for a confidential discussion about anything that you are concerned about or interested in.

**We encourage you to...**

- ensure your child attends school regularly and on time
- motivate your children to value learning
- help with your child’s learning and behavioural development
- recognise and respect the rights of all members of the school community
- discuss with your child’s teacher promptly about anything that may be affecting your child’s learning, behaviour or health
- keep informed about what is happening at school by reading fully all correspondence from school
- participate in developing school policies through appropriate forums
- respect and support the implementation of school policies
- discuss with the Principal aspects of policies you feel need further consideration
- ensure the school has accurate personal information about your child, including your home address, contact telephone numbers, medical and custody updates
- take advantage of opportunities to talk with school staff at appropriate and agreed times
- supervise your child’s homework tasks

**PLEASE ENSURE THAT ALL CONTACT NUMBERS ARE KEPT UP TO DATE FOR EMERGENCIES PHONE 5477 8888**
We also welcome you to participate by…

- becoming active members or supporters of Buddina’s Parents and Citizens Association
- attending parent education courses
- sharing your ideas through the school planning processes
- attending school functions and meetings
- working with teachers in the classroom
- helping in the tuckshop
- helping with sports days, school excursions, special events etc
- sharing your interests or skills with the rest of the school community
- attending Learning Expos, Parades and Fundraising events

The Staff of Buddina State School believes that…

- education begins at home – parents and caregivers are the first and most influential teachers of their children
- all members of the school community have a responsibility to take an active interest in their community school
- all contributions should be valued in a productive partnership
- parents and caregivers have special knowledge of their own children
- students learn better when parents and schools work together
- students learn better when their school experiences are based on an understanding of their backgrounds
- productive partnerships are based on acceptance of all members of the school community as equals
- different but complementary knowledge, expertise and skills can improve learning outcomes for students
- learning is best developed in a flexible, safe environment and in an atmosphere of free and open communication
- education should offer all children the opportunity to achieve to the best of their abilities.

At Buddina State School we have a very active Parents and Citizens Association.
We encourage all parents and citizens to attend:
- Where: School Staffroom
- When: 3rd Thursday of every month
- Time: 8:45am
- Why: To assist in decisions relating to your child’s education at Buddina
Enrolment & Administration

Year 2013 at a Glance

2013 School Terms

<table>
<thead>
<tr>
<th>Term</th>
<th>Dates</th>
<th>Student Free Days:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>Tuesday 29 January to Friday 28 March</td>
<td>Thursday 24/01/13 &amp; Friday 25/01/13</td>
</tr>
<tr>
<td>Term 2</td>
<td>Monday 15 April to Friday 21 June</td>
<td>(Because of the unusual Easter Break) No Student Free Day</td>
</tr>
<tr>
<td>Term 3</td>
<td>Monday 8 July to Friday 20 September</td>
<td>(Because of the unusual Easter Break) No Student Free Day</td>
</tr>
<tr>
<td>Term 4</td>
<td>Tuesday 8 October to Friday 13 December</td>
<td>Student Free Day: Monday 21/10/13</td>
</tr>
</tbody>
</table>

The School Day

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.15 to 8.30am</td>
<td>Recommended time of arrival</td>
</tr>
<tr>
<td>8:30am</td>
<td>Bell</td>
</tr>
<tr>
<td>8:40am</td>
<td>Bell</td>
</tr>
<tr>
<td>10:45am</td>
<td>Bell</td>
</tr>
<tr>
<td>11:00am</td>
<td>Bell</td>
</tr>
<tr>
<td>11:25am</td>
<td>Bell</td>
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<tr>
<td>11:30am</td>
<td>Bell</td>
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<tr>
<td>1:30pm</td>
<td>Bell</td>
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<tr>
<td>1:40pm</td>
<td>Bell</td>
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<tr>
<td>1:55pm</td>
<td>Bell</td>
</tr>
<tr>
<td>2:00pm</td>
<td>Bell</td>
</tr>
<tr>
<td>2:45pm</td>
<td>Bell</td>
</tr>
</tbody>
</table>

Your child has a better opportunity to perform well if they arrive at school by 8:30am to prepare for the school day and formal instruction begins at 8:40am. It is essential that children arrive on time as arriving late means that they miss out on valuable morning notices, revision and social skill opportunities.
Student Dress Code / Uniform Code

At Buddina State School we actively encourage our students to take pride in themselves and their school. One way in which this is achieved is through the adherence to the school’s dress standards. As the parent/carer and provider of your child, we seek your support in this matter.

The agreed standard of uniform and items of clothing has the P&C Association’s full endorsement and is compulsory for all students at all times when engaging in school activities:

In circumstances where unsuitable dress is worn, action will be taken by the Principal.

Our school colours are jade and navy. Our logo is embroidered or printed on each garment and depicts the Point Cartwright lighthouse as a symbol of the school as being a guiding light in education. The sailing boat is our coastal emblem which symbolises the school steering the students towards the goal of excellence within a safe and supportive surrounding. White socks and enclosed black shoes (preferably joggers) complete our uniform. Shoes must be suitable for sport and other physical activities.

Our summer uniform consists of a unisex polo shirt which may be worn out over either unisex shorts or rugger shorts by the boys and with unisex shorts, or skirts by the girls. All shorts are to be above the knee in length and are not to have multiple pockets (ie cargo shorts). A dress reflecting the colour and style of the main uniform is also available for girls Year 1 – 7.

The winter uniform reflects the colours and design of the summer uniform. A navy blue jacket is available as part of the school’s winter uniform. A navy blue tracksuit may also be worn. Multi-coloured leg-ins or tracksuits are not part of our school uniform.

Purpose The dress code outlines appropriate dress standards for students. These standards reflect community standards. The policy incorporates the recommendation and requirements of relevant health and safety policies. It takes into account State Legislation.

The policy reflects the principles of:
• access and participation
• respect for others
• continuity and fair trade practice regarding uniforms
• responsiveness and sensitivity
• school community awareness
• upholding community expectations

Inappropriate dress refers to clothing or apparel that the student wears that is, or could be deemed to be:
  a) unsafe for the student or others; and
  b) likely to result in a risk to the health of the student or others.
  c) Offensive
  d) likely to disrupt, or negatively influence, the normal operation of the school;
### Buddina State School Uniform Policy

#### School Policy

<table>
<thead>
<tr>
<th>Uniform</th>
<th>Parents are advised that</th>
<th>Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>The uniform is jade and navy in colour and the components are: jade polo-shirt with navy sleeves, white side panels, navy collar with 2 jade stripes with a navy embroidered logo. The shirt is matched with navy unisex shorts or culottes (for girls). The unisex shorts have a jade logo printed on the lower left leg.</td>
<td>Buddina is a “Uniform School” where students are required to wear the uniform.</td>
<td>Students wearing inappropriate clothing or apparel will be asked to dress appropriately and to remove the non-uniform item when appropriate. Students not wearing school uniform will be ineligible to represent the school away from the campus or appear in school promotional photos.</td>
</tr>
</tbody>
</table>

School dresses are available for Year 1-7 girls. Dresses are not to be worn by Prep students. Plain navy tights may be worn under school dresses in winter. Bike pants visible below the hem line are unacceptable. Navy school jackets and plain navy track pants complete the winter uniform. Hooded jackets are unacceptable.

#### Jewellery

| Students may wear a watch and small plain sleepers or stud earrings. A student may wear a medical bracelet if required. | Other jewellery may be “unsafe for the student or others”, as they could become caught in play equipment or could come into contact with another student causing injury. Necklaces, bracelets and bike/house keys on neck chains are not appropriate. | A student wearing other jewellery will be asked to remove the item and if necessary take it to the office for safe-keeping for the remainder of the day. |

#### A Broad brimmed Hat

| Is to be worn for all outdoor activities. The uniform comprises a navy broad brimmed hat that is available at the School Uniform Shop. | Non-wearing of a hat is “likely to result in a risk to the health of the student” Buddina follows the Sun-State guidelines of the Queensland Cancer Society | A student not wearing a hat will be excluded from all outdoor activities. During play times a student will be required to remain seated in the shade if not wearing an appropriate hat. |
**Buddina State School**  
*‘your pride, their future, our commitment’*

**Shoes and Socks**  
Students are to wear enclosed plain black shoes (with black laces) suitable for all activities (joggers are encouraged) and ankle length white socks clearly visible above the shoe line at all times unless directed otherwise by the teacher for a specific activity. There is to be no visible colour on the shoes or on the outside edge of the soles. Laces are to be plain black.  

Non-wearing of shoes could be “unsafe for the student or others”. Shoes with high heels or platforms are not suitable. Thongs are not acceptable. Ankle high shoes and soft slipper style shoes are unacceptable as these are not safe for sporting activities.  

Students wearing inappropriate footwear will be excluded from all outdoor activities until suitably attired.

**Helmets**  
Students riding bicycles are to wear suitable helmets.  

Non-wearing of helmets could be “unsafe for the student or others”.  

A student not wearing a helmet will be referred to the school’s Adopt-A-Cop.

**Nail Polish**  
Nail polish is not part of the school uniform.  

Only clear nail polish is to be worn.  

Students wearing coloured nail polish will be asked to remove it by the next day.

**Hair**  
All long hair must be neatly tied back. Dyed hair and extreme hairstyles are unacceptable unless prior permission has been granted for special events e.g. Shave for a cure, Sports Day.  

All hair accessories must be in the school colours  

Beyond shoulder length hair is required to be plaited.  

Long hair could be “unsafe for the student”.  

Long flowing ‘pony tails’ may result in easy transfer of head lice  

Students will be required to tie back/plait long hair.

**Make Up**  
Make up is not part of the school uniform.  

All forms of make-up including mascara, eye liner / shadow and lipstick are inappropriate for school. Clear medicated lip balm may be worn if required.  

Students wearing make-up will be asked to wash it off and be encouraged not to wear it again.
**Attendance at Buddina State School**

**Admission to School**

When enrolling at Buddina State School you will be asked to set aside approximately 1 hour to meet with the Principal or Deputy Principal. This meeting represents the first and most significant phase of the induction process for members new to our school.

Enrolling families will be taken on a tour of the school to view our wonderful facilities and to meet the appropriate teachers. Following this initial induction meeting, booklist and uniform requirements are organised. Most commonly, students are not placed into class the same day the enrolment process has occurred, rather they return the following day fully organised and placed into a class. An induction buddy will be arranged by the class teacher.

Where possible you are asked to enrol your child/children prior to their first day of the school year so that a teacher and class may be allocated and furniture provisions organised. Most significantly, because we are a strict uniform school, enrolled students are expected to be in full uniform for their first day of school. Uniforms may be purchased as part of the enrolment process.

**2013 Student Resource Scheme**

The Student Resource Scheme operates across all year levels. The provision of this scheme ensures that well resourced learning by our students remains our key focus. The scheme is not a fund raiser for the school. Its purpose is to provide you, the parent, with a cost effective, value for money alternative to purchasing textbooks, resources, consumables and materials from elsewhere, through reduced prices gained from the school’s bulk purchasing processes. Fees are paid directly into your child’s classroom account to buy essential resources and materials used in his/her classroom.

The **Participation Fee for 2013** includes the following:

<table>
<thead>
<tr>
<th>Goods or services provided</th>
<th>Year levels involved</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reproduced class workbooks, worksheets and teacher-prepared material which complement and/or substitute for a Maths textbook</td>
<td>Years 1</td>
<td>$10.00</td>
</tr>
<tr>
<td>Year 2–7</td>
<td></td>
<td>$12.00</td>
</tr>
<tr>
<td>Reproduced class workbooks and worksheets and teacher-prepared material which complement and/or substitute for textbooks</td>
<td>Prep</td>
<td>$21.00</td>
</tr>
<tr>
<td>Year 1</td>
<td></td>
<td>$14.00</td>
</tr>
<tr>
<td>Year 2–7</td>
<td></td>
<td>$18.00</td>
</tr>
<tr>
<td>Student material used for classroom projects eg A3 paper, coloured printing, newspapers, cookery items etc</td>
<td>Pre – Year 1</td>
<td>$8.00</td>
</tr>
<tr>
<td>Year 2–7</td>
<td></td>
<td>$8.00</td>
</tr>
<tr>
<td>Subject material where the core curriculum is extended eg technology (iPads; apps; disk; digital tools including microphones, cameras etc), sporting equipment, arts and drama events</td>
<td>Prep – Year 1</td>
<td>$14.00</td>
</tr>
<tr>
<td>Year 2–7</td>
<td></td>
<td>$14.00</td>
</tr>
<tr>
<td>Specific, quality Art and craft supplies such as various coloured paint and paint pots, paintbrushes, cardboard, glitter, stickers, stencils, pipe cleaners, clay etc</td>
<td>Prep</td>
<td>$31.00</td>
</tr>
<tr>
<td>Year 1</td>
<td></td>
<td>$28.00</td>
</tr>
<tr>
<td>Year 2–7</td>
<td></td>
<td>$10.00</td>
</tr>
</tbody>
</table>

**TOTALS:**
- PREP & Year 1: $74.00
- Years 2–7: $62.00

*Religious Education $6.00 for those wishing to participate*

*Instrumental music costs will be invoiced separately for those wishing to participate.*

**PLEASE NOTE:** Resources provided by this scheme are totally separate to what is required through the book lists. A Participation Agreement Form needs to be completed by the parent/caregiver and returned to the school office with payment.

**PLEASE NOTE:** If you do not elect to join the scheme you are still required to return the Participation Agreement Form, indicating your intentions, to the school office. You will need to make an appointment with the Principal or the Business Services Manager to discuss our decision, as it will be your responsibility to purchase all books and resources provided by the scheme.
**Compulsory Attendance**

As per the Education (General Provisions) Act 2006 all children of at least 6 years (in 2007) or 6 years 6 months (from 2008) must be enrolled and attend a State or Non State School. Parents of children of compulsory school age have a legal obligation to ensure their children are enrolled in school and attend for every day of the educational program in which they are enrolled.

Where a student is frequently absent with or without a satisfactory reason the school is responsible to make reasonable attempts to verify the situation. The school will monitor unnecessary absenteeism carefully to ensure the student's opportunity to learn is not impaired. The school will notify carers of 3 consecutive unexplained absences or an excessive amount of irregular absences.

**Departure from school**

Students are dismissed at 2:45pm. Once dismissed, students are to proceed home or attend afternoon programs as directed by their parents/carers. Should a student not be collected by 3:00pm, students are to report to the office.

Parents/carers are also asked to collect their children from their classroom or the school gate and escort them to the car, especially students in Years Prep to 3. If arriving before 2:45pm please wait quietly in the closest undercover area to your child’s classroom, out of your child’s sight.

**Students collected early**

Parents/carers wishing to collect students from school early are required to
- advise the school by note or phone of the intended early collection, on the day of early collection
- report to the Administration Office upon arrival
- your child will then be called to the office to meet you

If a person other than the parent/carers is to collect a child early from school, they will require a note from you and will need to be identified on your child’s file as an approved emergency contact or family member.

Due to our duty of care responsibilities we are unable to allow students to leave our care during school hours to make their own way home unsupervised by an adult.

Therefore, written or verbal requests from parent/carers to “Let students go early” will be referred to the Principal where alternative arrangements will be negotiated with the parent/carer by phone.

**Student Transfer**

When a parent ceases their child’s enrolment at Buddina State School and when transferring to another state/non state school within Queensland, a transfer note is completed and forwarded to the new school. The purpose of this Transfer Note is to provide information that will help the Principal ensure continuity of the student’s educational program and meet the Principal’s duty of care in relation to the student and the school community.

Please advise the office and class teacher if your child/children will be transferring from the school as soon as possible so that this transfer note can be completed. It is our intent to facilitate your child’s transition to a new school by providing informative reports and your early notice is appreciated.
Assemblies

Assemblies are conducted weekly. Years P-3 on Tuesdays 2:10 - 2:45pm
Years 4-7 on Wednesdays 2:10 -2:45pm

Parents/Carers are encouraged to attend assemblies whenever possible to celebrate with us our students’ successes and to keep abreast of school life generally.

Books and Tools

Every student is expected to have the necessary tools and equipment needed for their learning.

Health and Safety

Illness

We advise you to keep your child at home if they are not well. If a child is injured or becomes unwell they are seen in the first aid room in the administration block. Parents will be contacted to collect their child if they are too unwell to remain at school.

Please ensure school records are kept up to date with current contact details.

First Aid

No medical treatment is permitted in the school except first-aid. This is an immediate, temporary treatment given by the first-aid officer in case of an accident. After the emergency has been met, responsibility rests with the parents, doctor or ambulance officer. The school’s obligation extends to placing the injured person in the care of those responsible for child health. Please ensure that contact details are correct and up to date incase of an emergency.

Medication

Only medication prescribed by a qualified medical practitioner can be dispensed at school. Parents must complete a medication form and the medication must be sent to school in the packaging with the original dosage attached by the pharmacist. The medication will be stored and dispensed according to the doctor’s or pharmacist’s instructions. Details will be entered in the official register upon administration of the medication. Non prescribed medication (such as Panadol etc) cannot be administered.

Sun Safety Policy

We are very conscious of sun safety at our school and recommend that you apply sunscreen prior to your child’s arrival at school. Children must have their own wide-brimmed hat to wear. We strongly adhere to the school rule—NO HAT, NO OUTSIDE PLAY
Excursions

Excursions are organised by teachers to enhance the curriculum offerings for all students. Excursion planning is a consultative process where the Parents and Citizens Association are informed of each planned excursion. During the planning process all safety requirements are adhered to and duty of care considerations extended to students including adult/student ratio considerations.

Staff members organising school excursions ensure:
- timely advice is given to Parents/Guardians and students of details of location, timetable, supervision provided, activities undertaken and anticipated learning outcomes during school excursion
- written consent of parent/guardian for all participating students is obtained
- suitability of venue for school excursion and apply risk management process when evaluating health and safety factors of any activity.
- supervision of all groups and that ratio of adults/students is appropriate to age and developmental levels of children
- records are kept of students’ significant medical conditions where required
- accident report forms are kept in relation to any accidents occurring during an excursion
- an emergency contingency plan is developed to ensure that contact can be made with personnel involved.

Parents are advised that the Department of Education Training and the Arts does not have Personal Accident Insurance cover for students.

It is a personal decision for parents as to the type and level of private insurance they arrange to cover students for any accidental injury that may occur.

Smart Moves

The Smart Moves program improves focus and raises energy levels of students through integrated physical activity into school programs. This includes structured games, short “energiser” sessions and a variety of physical activities.

Car Parking and Bikes

Buddina State School has many parking areas outside of the school grounds. The turnaround, outside the Administration building, however, is restricted to families with a physically impaired student or delivery vans / taxis. This area is not a drop off zone.
Making a Complaint

During the course of your children’s school years, you may have cause to make a complaint about an issue with your child’s education. Education Queensland is committed to ensuring that all complaints are dealt with in a fair and equitable manner. There are processes and support structures in place to enable parents/carers and students to work through any issues they may have with Education Queensland provisions.

When making a complaint, it is in the best interest of complaint resolution to ensure that you:

- provide complete and factual information in a timely manner;
- deliver your complaint in a non-threatening and non-abusive manner and
- not make frivolous or vexatious complaints or include deliberately false or misleading information.

You should be aware that if you are making a complaint about a staff member, that in most instances the staff member will be told of the complaint and offered the right of reply. You also have the right to have a support person participate throughout the process.

If your complaint relates to suspected official misconduct or criminal activity then you should make your complaint directly to the Crime and Misconduct Commission (www.cmc.qld.gov.au/) or the Queensland Police Service (www.police.qld.gov.au/).

The following 5-step procedure may assist parents/carers, and school staff to reach an outcome that is in the best interests of the student.

1. Discuss your complaint with the class teacher
2. Discuss your complaint with the Principal or ask the Principal to assist by participating in conflict resolution
3. Contact District Office
4. Complaint still not resolved
5. Independent Review

A guide to making a complaint with contact number/addresses for the five steps above is available at the school office.

Our Facilities

Resource Centre

The Resource Centre (Library) is located in the centre of the school and is utilised by all students for borrowing, reading at lunchtimes, and whole class lessons. There is an outdoor classroom attached as well as a full computer lab with 30 new desktop computers. The Resource Centre is managed by our Teacher Aide Librarian five days a week. In 2013 the Resource Centre will undergo an upgrade which we are all excited about.

Learning Centre

Our new Learning Centre is located near the Hall and behind the Support Centre. This building is fully air-conditioned and is used by Camp Australia, our out of school hours care providers. During the school day we use this building for a variety of purposes including: Artist in Residence Program, Indigenous Art lessons and Instrumental music.
Curriculum

Buddina State School teachers are fully implementing the new Australian Curriculum into classroom practice and are making great use of the C2C (Curriculum into the classroom) resources provided exclusively for Education Queensland schools. Buddina State School’s curriculum content has been determined by the Australian Curriculum in the areas of English, Mathematics, Science and History and through the Essential Learnings in the areas of Technology, The Arts, Studies of Society and Environment, Health and Physical Education and Languages other than English (Japanese).

The Australian Curriculum

The Australian Curriculum describes a learning entitlement for each Australian student that provides a foundation for successful, lifelong learning and participation in the Australian community. It acknowledges that the needs and interests of students will vary, and that schools and teachers will plan from the curriculum in ways that respond to those needs and interests. The Australian Curriculum acknowledges the changing ways in which young people will learn and the challenges that will continue to shape their learning in the future. The Australian Curriculum will eventually be developed for all learning areas and subjects set out in the Melbourne Declaration: initially for English, mathematics, science and history; followed by geography, languages, the arts, economics, business, civics and citizenship, health and physical education, and information and communication technology and design and technology.

Curriculum Framework

Buddina State School's framework has been developed and is in continual adjustment to meet the transitional requirements of the Queensland Assessment and Reporting QCAR Framework and the Australian Curriculum.

Curriculum Planning

Buddina State School has a of Head of Curriculum who oversees and assists teachers in planning quality units of work and ensuring that teachers are adequately resourced to deliver the curriculum for students.

To ensure consistency of teaching and learning, each year level teaching team is released from normal classroom duties each term to work with the Head of Curriculum to construct a unit of work for the following term.

These units of work:
- align with the schools student learning continua
- are robust and relevant to students needs
- enhance student numeracy and literacy skills
- provide opportunities for students to engage in higher order thinking through integrated learning activities
- incorporate ICT tasks from the school’s ICT task continua
- incorporate assessment tasks and moderation processes
- promotes inclusively and overcome any barriers that might limit students’ full participation in learning
Buddina State School
‘your pride, their future, our commitment’

Buddina State School Units of Work

<table>
<thead>
<tr>
<th>Year</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>PREP</td>
<td>I CAN BE A CARING SUPERHERO</td>
<td>I CAN BE A DESIGNER</td>
<td>I CAN BE AN AUTHOR AND ILLUSTRATOR</td>
<td>I CAN BE A SCIENTIST</td>
</tr>
<tr>
<td>YEAR ONE</td>
<td>LIVING ADVENTURES</td>
<td>HAPPY SAILORS</td>
<td>OUR COASTAL HOME</td>
<td>STEP BY STEP</td>
</tr>
<tr>
<td>YEAR TWO</td>
<td>SHARING OTHER PEOPLE’S STORIES</td>
<td>OLD TOYS, NEW TOYS, GIRL TOYS, BOY TOYS, PUSH TOYS, PULL TOYS</td>
<td>GROWING AND CHANGING</td>
<td>SAVE PLANET EARTH</td>
</tr>
<tr>
<td>YEAR THREE</td>
<td>LET’S INVESTIGATE OUR LOCAL ENVIRONMENT</td>
<td>IT’S ABOUT TIME</td>
<td>WE’RE HOT AND HEALTHY</td>
<td>PLAYTIME</td>
</tr>
<tr>
<td>YEAR FOUR</td>
<td>ENVIRONMENTS AT RISK IN A CHANGING WORLD</td>
<td>MY LAND, YOUR LAND LET’S CARE FOR IT TOGETHER</td>
<td>STORIES TELL THE STORY</td>
<td>CAN WE BUY IT MUM?</td>
</tr>
<tr>
<td>YEAR FIVE</td>
<td>ADAPTATIONS TO DIFFERENT ENVIRONMENTS</td>
<td>ANIMATING ‘N SPACE</td>
<td>POEMS CAN TELL STORIES</td>
<td>MOVIES ARE NARRATIVES</td>
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<tr>
<td>YEAR SIX</td>
<td>RETHINK, REDUCE, REUSE, RECYCLE</td>
<td>ENERGY EVERYDAY</td>
<td>ROCKY FORESHORE – KEEP IT SAFE!</td>
<td>WHAT A DISASTER!</td>
</tr>
<tr>
<td>YEAR SEVEN</td>
<td>DOES MY VOTE COUNT</td>
<td>THE CELEBRATION OF INDIGENOUS PEOPLES</td>
<td>AUSTRALIAN LITERATURE</td>
<td>WHAT MAKES US AUSTRALIAN?</td>
</tr>
</tbody>
</table>

Note: These units may change slightly if newer versions of the Australian Curriculum are published
Assessment and Reporting
Buddina State School has an assessment and reporting process guided by the Queensland Curriculum, Assessment and Reporting Framework and Federal Government student reporting processes. Teachers use both formative (assessment for learning) and summative assessment (assessment of learning) techniques to make judgements on students’ academic progress.

Standardised Testing
Throughout your child’s school life they will be asked to participate in a variety of standardized tests. These tests are a Federal requirement (Naplan Yrs 3/5/7) or a school requirement which may include such items as a reading comprehension test or PM reading benchmarks for the younger children.
All of these assessment items work together to paint a picture of your child’s knowledge and understanding as well as trends across the school. This information then allows the teacher to tailor the education more closely to the needs of your child.

Formal Reporting-Years P-7
Parents receive a written report of their child’s academic achievement, effort and attitude towards learning in each key learning area at the end of each semester. The written report format follows the guidelines as set out by The Australian Federal Government. Year 1-3 student academic achievement is reported on the 5 point scale from Very High - Requires Support and the Year 4-7 student academic achievement is reported on the 5 point scale A to E.

Parents are also offered two parent/teacher interviews per school year, where their child’s academic performance and achievements are explained in greater detail. Parents are strongly encouraged to attend these meetings. These interviews are based on the three way method of communication where the parent/teacher and student are present. The student may be present for all or part of the interview period.

Informal Reporting
Classroom teachers conduct an informal parent information afternoon early in Term 1 to give a brief explanation of the units of work planned and activities, (such as excursions and class events) forthcoming for students throughout the year.
Parents also have the opportunity to view firsthand the learning tasks undertaken and the academic achievements of their children through class Learning Expos that are presented by all classes. Dates for 2013 Learning Expos will be advised throughout the year.
All classroom teachers have an open door policy for parents to discuss concerns and issues that they may have in regards to their child’s learning. The procedure for a personal interview with a classroom teacher is to make an appointment through the administration officers.

Embedding Aboriginal and Torres Strait Perspectives in Schools (EATSIPS)
Weaving the Indigenous story into the fabric of education through teaching about Indigenous cultures and perspectives in schools has been identified nationally as key to improving outcomes for Indigenous peoples. Embedding Aboriginal and Torres Strait Islander perspectives will enhance the educational experiences of non-Indigenous students as well. It will not only give them a more accurate and richer understanding of Australia’s history and culture, it will help them to understand how we got to where we are today; and how we might move forward together. It’s about reconciliation.
Buddina State School works in partnership with the local indigenous community and our neighbouring school Kawana to create a program that caters for the specific needs of our indigenous and non-indigenous students. This program includes cultural sessions for students, parents and teachers; indigenous art lessons, and indigenous perspectives in the units of work throughout the year.
Extra Curricula Offerings
We encourage our students to participate in extra curricula activities. Offerings include:

Instrumental music

Artist in Residence Program

Physical education program including Cross Country, Athletics, Soccer, Swimming, Surf Skills, Recreational Sports

Surf and Skate Academy
Under 8’s Day Activities for all Years P-3 students

Book Week Activities

Voices on the Coast

Environment Club
The Environment Club works hard to look after our school environment and develops programs to encourage our community to reduce our environmental footprint while also modelling environmentally friendly behaviours for the younger children.
**Buddina Supporting Excellence Program**

Buddina has a program called "Enrich-a-kids" which provides our school with the opportunity to extend children displaying particular talents in either Mathematics and/or Literacy. These children are nominated for this program by their class teacher through analysis of data. It is our aim to extend and build upon this program in the coming years, in order to better cater for children exhibiting qualities of "giftedness".

**Programs of Excellence**

**Chess**

Students from years 1 to 7 have the opportunity to attend private chess tutoring provided by Mr Tony Powell. This runs for an hour, one day per week. They also have the opportunity to participate in the locally run Interschool Chess Tournaments that are held in terms 2, 3 and 4.

**Individual Learning Plans**

Classroom teachers and Specialist teachers work together to provide Individual Learning Plans (I.L.Ps) for students who are performing above their current year level in one or more areas of learning.

**Surfing Academy**

Elite surfing students are chosen to participate in excellence training with accomplished surfing teachers.

**B.S.D.E (Brisbane School of Distance Education)**

This is a 10 week 'Unify' program that is run in Term 2. High achievers from Years 5, 6 and 7 work with an on-line teacher once a week for 40-60 minutes. They are also required to complete 30-60 minutes follow-up activities in their own time.

**Buddina SS Writer’s League**

The Year Seven students at the school have the opportunity to take part in a Journalism Club where they write articles for the newspaper and have them published.

**Competitions**

Throughout the year the school takes part in a variety of competitions. These include Reader's Cup Challenge, Tournament of the Minds and various writing competitions.

**Reader's Cup Challenge**

Teams of four students together read a set of books, and then compete with other school or public library teams to answer quiz questions from the books. Readers Cup competitions challenge students to read widely, work collaboratively in a team and continue developing a love of reading. It allows readers to compete at a regional and state level similar to sporting competitions and to meet other students with an equal passion for books.
Young Scholars
Students in year 5 apply to become a part of the Young Scholars program where they work with academically talented students from other schools in areas of excellence.

Robotics
Available for students from years 5 to 7 to work with motorised Lego. Students use problem solving and computer programming skills to design machines that can manoeuvre through obstacle courses.

Problem-solvers Club
Lunchtime activity open to any students from Years 3 to 7. This is a ‘lead-in’ program for the upcoming competition Tournament of the Minds (held in term 3). Students participate in drama, speaking and problem-solving activities designed to broaden their thinking and oral speech skills.

Curriculum Compaction and Differentiation
Teachers and students work with experts in the field of differentiation and curriculum compaction to better cater for the needs of all our students.

Information on Selection Process
At Buddina State School, the referral of students suited to our Excellence Program is the responsibility of the classroom teacher, parents, the school appointed Excellence Teacher and the Guidance Officer.

Process:-

Step One – A discussion with parents and carers is carried out by the classroom teacher to obtain permission for referral to the program. The student is then brought to the attention of the Student Support Services Team.

Step Two – Level of access to the school’s Excellence Program is determined. Discussions with parents, teachers and student ensue.

Step Three – Academic strengths are clarified where necessary though testing. Referral to the school’s Guidance Counsellor for further testing may be required.

Step Four – Monitoring of progress is carried out with classroom teachers, parents and school administration staff on a term-by-term basis through Individual Learning Plans
Information and Communication Technology (ICT) and Smart Classrooms.

At Buddina State School we aim to prepare our students for the rapid changes they will face in a technological society. We provide our students with the necessary resources to develop ICT skills and information literacy skills.

Hardware

- The school is fully networked, with fibre optic connections to the school and between all classroom blocks.
- The school has a ratio of 1:5 computers to students throughout the school.
- There are 4 computer labs located around the school campus accessed by all students from Prep to Year 7.
- As well as the computer labs, each classroom has a least two operational computers and a network printer within the teaching block.
- Students have access to other ICT equipment such as scanners, digital cameras, DVD cameras, video editing software and multimedia resources as well as iPads, iPods, digital cameras, videos, microphones and microscopes.
- All classes have a data projector.

Software

- All computers at the school have Windows 7 operating system
- Buddina State School is a partner in the Education Queensland Microsoft software agreement, enabling all students full use of the Microsoft Office suite of programs

Computers in Learning

ICTs are integral to planning and assessment in all learning areas. Our teachers integrate ICTs into curriculum delivery, planning, assessment and reporting. In the development of each unit of work, year level teaching teams work with the Head of Curriculum in planning ICT tasks that enhance learning and develop students ICT and information literacy skills.

ICT Inclusion

Students are learning to source and critically evaluate ICT tools and resources, and to make appropriate choices about what, when, where and how to use ICTs in their learning and assessment activities. Inclusion of digital technology requires a strong focus on cybersafety.
Internet Access
Students have managed access to the Internet and email as appropriate. Students are provided with their personal email address which remains active while they remain a student with Education Queensland. All networked computers within the school are connected to the Internet, to allow students access to online content and services wherever they are in the school, (as part of Education Queensland’s Smart Classrooms Strategy). Students have access to Education Queensland’s safe and secure web based learning platform called the Learning Place.

Support Services
Buddina State School fosters an inclusive model for all students. Support programs are based in the Support Centre block where a range of programs to support student’s with varying educational and associated needs. The services are accessed through a referral process and prioritised through our Student Services Team. Special Education programs, Behaviour Management, Guidance and Counselling, Chaplaincy, Indigenous Education, Speech, Language Pathology and Learning Support operate from the Support Centre.

Students with Disabilities
Students with a verified diagnosis in autistic spectrum disorder, hearing impairment, intellectual impairment, physical impairment, speech-language impairment, vision impairment or a combination of these are supported. Students are identified through the Education Adjustment Program (EAP). Adjustments are made in the regular class program to provide an inclusive education. Students needs are identified in an Individual Education Plan and additional teacher/teacher aide time may be provided. Individual programming includes both a curriculum and life skills approach.

Learning Support
Our Learning Support programs are managed by our Support Teachers: Literacy and Numeracy who provide a comprehensive range of support programs for students experiencing learning difficulties. Identified students may be offered programs such as Support-a-Reader, Support-a-Writer, Support-a-Maths Learner, cross-age tutoring and a variety of other customised literacy and numeracy support programs.

Guidance and Counselling
Our Guidance Officer provides a range of services including cognitive assessments, counselling, and referral to community agencies.

Visiting Specialist Staff
A Speech Language Pathologist visits weekly. Students are referred for speech language therapy by their class teachers and prioritised for support through our Student Services Team. Advisory Visiting Teachers, Occupational Therapists and Physiotherapists visit regularly and provide support for identified students. Support is also provided for students with English as a Second Language.

Chaplaincy
Our chaplaincy program currently operates two days per week and contributes toward addressing spiritual and ethical needs of all students respecting all religious and non-religious beliefs. Parents may request that their child/ren are allowed to access the one religion based session the Chaplain offers at the school in her unpaid time.
Behaviour Support Systems at Buddina

At Buddina State School we are committed to providing a supportive school environment that maximises the educational opportunities and outcomes for all students.

We are committed to ensuring that:
- learning and teaching reflects the principles of equity, effectiveness, responsiveness, participation and accountability.
- behaviour of all school members is socially responsible
- we continuously reflect on our educational practices and work towards improving services within the school
- students are guided towards self management

All members of our school community have the right to:
- feel safe and valued
- be treated with the respect and dignity
- learn in a supportive environment
- understand expectations and consequences of behaviours

Our beliefs are based on the four values of:
- Caring for yourself
- Caring for others
- Caring for your school
- Caring for your learning

In encouraging students to take increasing responsibility for their own behaviours three layers of support are provided: Whole School Behaviour Support, Targeted Behaviour Support and Intensive Behaviour Support. These layers of support form the basis for Buddina’s School Wide Positive Behaviour Support processes.

Positive school-wide behaviour practices is the emphasis on school-wide systems of support that include; proactive strategies for defining, teaching, and supporting appropriate student behaviours, to create positive school environments at all levels.

Instead of using a patchwork of individual behavioural management plans, a continuum of positive behaviour support for all students within the school is implemented in areas including; classroom and non-classroom settings (such as tuckshop and toilet areas).

Positive behaviour support is an application of behaviourally-based systems to enhance Buddina’s capacity and its families and community to design effective environments that improve the link between current practices and the environments in which teaching and learning occurs.

Attention is focused on creating and sustaining primary (school-wide), secondary (classroom), and tertiary (individual) systems of support, by making problem behaviour less effective, efficient, and relevant and desired behaviour more functional.

At the school-wide level, there is a focus on defining, teaching and encouraging school-wide and context-specific expectations, at the secondary prevention level skill instruction is active and focused on ‘core’ skills. At the tertiary prevention level specific skills are taught based on functional behavioural assessment information.

Buddina’s Expectations and Values Matrix was collaboratively constructed to explicitly highlight, define and teach staff, students and parents what Buddina’s Values look like, sound like and feel like across all areas of the school. Acknowledgement for appropriate behaviours at Buddina align with our beliefs which are based on our four Caring Values.
# Buddina State School

‘your pride, their future, our commitment’

## Buddina’s Expectations & Values

<table>
<thead>
<tr>
<th>Play Areas</th>
<th>Care for others</th>
<th>Am I...</th>
<th>Care for yourself</th>
<th>Am I...</th>
<th>Care for your Learning</th>
<th>Am I...</th>
<th>Care for your school</th>
<th>Am I...</th>
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<td></td>
<td>+ Including others</td>
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<td>+ Wearing a hat &amp; shoes at all times</td>
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<td>+ A problem solver</td>
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<td>+ Using school sports equipment only</td>
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<td>+ Playing school approved games</td>
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<td>+ Playing in zoned areas</td>
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<td>+ Stopping! Thinking! Choosing!</td>
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<td>+ Involving myself</td>
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<td>+ Using equipment safely</td>
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<td></td>
<td>+ Watching where I’m running</td>
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<td>+ Wearing a hat &amp; shoes at all times</td>
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<td>+ Using the rest areas when I need to</td>
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<td>+ Thinking before I act</td>
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<td>+ Learning school promptly</td>
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<td>+ Including others</td>
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<td>+ Stopping! Thinking! Choosing!</td>
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</table>
**Sport and Physical Education opportunities**

In addition to offering class physical education lessons, Buddina State School offers students access to a wide range of extra-curricular sporting opportunities.

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Prep</th>
<th>Yr1</th>
<th>Yr2</th>
<th>Yr3</th>
<th>Yr4</th>
<th>Yr5</th>
<th>Yr6</th>
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<td>Recreational Sport</td>
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<td>Skill Devt for all sports</td>
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| Term 2                  |      |     |     |     |     |     |     |      |
| Athletics               |      |     |     |     |     |     |     |      |

| Term 3                  |      |     |     |     |     |     |     |      |
| Interschool Sport       |      |     |     |     |     |     |     |      |
| - Touch football        |      |     |     |     |     |     |     |      |
| - Soccer                |      |     |     |     |     |     |     |      |
| - Oz Tag                |      |     |     |     |     |     |     |      |
| - Rugby League          |      |     |     |     |     |     |     |      |
| - Tennis                |      |     |     |     |     |     |     |      |
| - Netball               |      |     |     |     |     |     |     |      |
Students who demonstrate high level sporting prowess are offered the opportunity to represent the school and compete at District, Regional and State levels in the following sports: Girls softball, Swimming, Aquathon, Australian Football, Girls and Boys hockey, Rugby League (11 and 12 yr old) Boys and Girls Basketball, Cross Country, Golf, Boys and girls Football, Boys and girls Tennis, netball (11 and 12 year olds) Boys and Girls Touch, Track and field, Cricket (12 year olds) Boys Softball, Rugby Union.
Buddina State School
‘your pride, their future, our commitment’

TESTIMONIALS

As a family we could not be happier and we are glad we made the move to Buddina State School.

Penny Family

Buddina has given me the confidence that I will never lose. I wouldn’t want to be anywhere else!

Aimee Scott 2013

Buddina SS has helped me make friends and become more confident in myself.

Blake Calder 2013