Contact Numbers
School Office
Ph: 07 3869 7333
Fax: 07 3869 7300
Email: admin@nashvilless.eq.edu.au
Website: nashvilless.eq.edu.au

Important Information
School Hours 8:40am—2:40pm
First Break 10:40am—11:20am
Second Break 1:20pm—1:50pm
Jabiru (OSHC) Ph: 07 3869 3925
Welcome to
Nashville State School

At Nashville State School
Children Come First

Our School Profile

Nashville State School, 'Where children come first' is Brighton's best kept secret. Located on the Third Lagoon in North Brisbane's Bayside, we are a co-educational primary school offering programs from Prep to Year 7. Nashville State School is part of the Bramble Bay Cluster of Schools and the Metropolitan region of the Department of Education and Training.

Our caring and dedicated staff work with our families and community to offer our students learning opportunities which engage them intellectually, physically, socially and emotionally, optimising their participation while aiming for excellence.

All Learning Areas are addressed with literacy and numeracy as a key focus, supported by higher order thinking skills.

During 2009, our school went through major renovations as part of the Federal Government’s ‘Building the Education Revolution (BER) – National Schools Pride’ program. As part of this program the school has a large assembly hall with kitchen and meeting rooms, and renovations to the primary classrooms in Block A and B. In 2013 many of our buildings were painted and the P&C have refenced the outside boundary.

A high computer ratio, and interactive whiteboards in all classrooms means that our students can travel beyond the classroom on their learning journey to engage them and open their minds. Mobile devices such as iPads are being introduced to the school. Our school is well resourced and supported by a very active Parents and Citizens Association who help us to achieve our goals.

The teaching facilities consist of 2 prep rooms and 10 primary classrooms, a library, computer lab, a multi purpose hall, music room, and three undercover play areas. Each primary class is either a double classroom space, has access to an adjacent spare classroom or has a withdrawal room.

Our school is located close to Bracken Ridge High School and this is our main feeder high school, and many students also attend Sandgate District State High School. All schools work closely to provide an excellent educational service to the students of Nashville.

Our specialist learning areas and Prep precinct are airconditioned and the P&C’s major fundraising project is to aircondition the whole school.
PRINCIPAL: Tracey Douglas
HEAD OF CURRICULUM: Ange Padgett

PHONE: (07) 3869 7333
FAX: (07) 3869 7300

EMAIL: admin@nashvilless.eq.edu.au

WEBSITE: www.nashvilless.eq.edu.au

NASHVILLE APP: Search for Nashville State School in the App Store or in the Google Play Store

ADDRESS: Douglas Street, Brighton  Q  4017

POSTAL ADDRESS: PO Box 1003, Brighton Nathan Street  Q  4017

OFFICE HOURS: 8:15am to 3:15pm
(Outside these times your messages will be recorded on the answering machine so we can call at a later time)

SCHOOL HOURS:
First Bell - 8:30am
Lessons Commence - 8:40am
1st Break - 10:40am - 11:15am
Lessons Resume - 11:20am - 1:20pm
2nd Break - 1:20pm - 1:45pm
Lessons Resume - 1:50pm - 2:40pm
School Finishes - 2:40pm

No children should arrive at school before 8:15am. A more suitable time would be 8:30am.
Dear Parents/Carers

Nashville State School has provided an excellent education to the students of Brighton for over 50 years. The school has a long tradition of excellence in academic achievement, sport, the arts, sustainability and community engagement.

At Nashville State School every child, everyday, every lesson is learning and achieving. In order to achieve our vision we are growing a culture based upon a positive caring environment; high standards of work, behaviour and uniform; innovative and individualised learning pathways and high levels of student support.

We are committed to achieving quality learning outcomes for all students. Our Prep to Year 7 curriculum is based on the Australian Curriculum Guidelines, Early Years Guidelines as well as the Queensland Curriculum and Assessment Framework. The school provides extension programs, early intervention programs as well as special needs support.

Sustainability Education is an integral component of the school and the school has a Sustainability Environmental Education Plan. All classes are involved in an aspect of the school-wide program and sustainability is integrated across the curriculum.

Parents play a vital role in helping their student to achieve to their potential and at Nashville State School we encourage parental participation in the education process. Encouraging students to read daily, complete homework, assignments and assessment pieces are vital areas of parental support for learning. Another way to assist your child and others is to play an active role in the Parents and Citizens' Association which has a long successful history of supporting students at Nashville.

2014 is an important year in the history of Education. It marks the last year that Year 7 students will be included in primary schools. This year we will be preparing our Year 6 & 7 students for high school and we aim to make the transition as smooth as possible.

Thank you for choosing Nashville State School and I look forward to assisting your student to achieve their potential.

Yours in education,

Tracey Douglas
Dip T, B Ed, M Ed Admin.
Principal
At Nashville State School, every day counts.

**Our Vision** - Everyday, in every classroom every child is learning and achieving.
1. All staff believe that all students can achieve higher academic results.
2. Effective curriculum delivery is underpinned by explicit instruction.
3. School Learning Culture:
   - the practices within the school enhance the learning climate and tone;
     - clear teacher and student commitment to expectations of high academic performance;
     - emphasis on uniform/dress code;
     - high standards of student behaviour, (i.e. positive school-wide behaviour, orderly student movement, high student engagement and motivation within the classroom);
     - high student attendance with all students attending greater than 95% of the time and arriving on time;
   - high level of community engagement and support with frequent parent/teacher conversations about their child’s learning progress.
   - staff have a high level of indigenous/ cultural respect and understanding and support students to be proud of their cultural background.
   - leaders actively coach and support teachers in their skill development.

**School-Wide Pedagogy (Four Pillars) – I Do, We Do and You Do:**
Every Staff Member -
1. builds effective relationships with all students;
2. accepts accountability for each student’s learning (uses data to inform their teaching and student learning);
3. delivers each lesson using explicit instruction –Warm Up, I do, We do, You do, Plough back;
4. uses strategies to move student knowledge from short term to long term memory.

**Learning Environment (The Six Givens):**
Every Staff Member -
1. establishes productive relationships with all students;
2. establishes an atmosphere of high expectations;
3. has a focus on high standards of student presentation and handwriting;
4. regularly corrects student work and provides feedback to each student;
5. has a high standard of classroom display that is relevant and educationally stimulating;
6. sets a positive learning environment.

**Student Engagement (The Three Imperatives):**
Every Staff Member facilitates high student engagement -
1. Students feel valued and respected by all their teachers
   - developing and valuing each student’s cultural identity;
   - ensuring that each student feels valued and respected by them;
2. Students have work at their ability
   - ensuring that each student is given work and other learning experiences at their ability level;
   - engaging each student in their progress towards their learning goals;
3. Students have friends at school
   - supporting each student to have friends at school.
Nashville State School Reading Program

Reading is a high priority at Nashville State School. The aim of our whole school reading program is to produce confident and competent readers. Our school uses a range of reading procedures which include Modelled Reading, Shared Reading, Guided Reading and Independent Reading. These procedures fit with our whole school pedagogical approach following the Gradual Release Model of ‘I do, We do, You do’ where each procedure involves varying degrees of responsibility from both the teacher and the student.

Students are also explicitly taught reading strategies, including both word identification and comprehension strategies. Our aim is to develop efficient readers where the use of these strategies becomes automated.

The school also commits a large amount of its budget to fund a ‘Swarm Approach’ to assist with the explicit teaching of reading. This involves each class having at least two trained teacher aides in their room, three times per week when ‘Guided Reading’ is taking place. This allows teachers to work with small groups to effectively target individual needs.

Home Reading Program

At Nashville we see learning as a partnership between the teacher, community, parent and student. A whole school approach to home reading has helped raise reading standards at our school. The whole school approach includes tracking and rewarding students for every home reading session completed. Students are rewarded by entering the 100, 200 and 300 reading club. There is also a class award presented at the weekly school parade for the class who has participated in the most reading sessions.

How does it work?

When a book is taken home, the title and date started need to be recorded on the yellow Borrowing Card. Sometimes the teacher will do this but parents can help by filling out the book details. The yellow Borrowing Card also includes three columns (TO, WITH, BY), we ask all parents to tick the appropriate box each night. That is; did you read to your child, did you read with your child or did your child read by themselves.

The recording system is simple. Complete a reading session with your child and then sign and date the green numbered Record Card. Remember only sign 1 box per night!

Nashville State School Spelling Program

At Nashville State School we believe.... Learning to spell is part of learning to write. Writing gives spelling its context; without writing spelling has no purpose and no audience. (First Steps Writing Resource Book, Second Edition, Dept. of Education and Training, Western Australia, 2005). The ability to spell accurately and automatically enables writers to effectively convey their message and be understood by an audience. So too, knowing what words mean, how they sound, how they look, how they change form, and where they come from supports the reading process. Our teachers acknowledge the interdependence that exists between reading, writing and spelling in order to maximise the potential for teaching and learning. It is only through an integrated, balanced and systematic approach that enhanced learning outcomes for spelling can be achieved.

At Nashville State School we endorse a whole school approach to the teaching of spelling where spelling procedures and strategies are explicitly taught across the school.
We believe that one of the best ways to teach spelling is to teach it within the context of writing. Nevertheless we use a comprehensive and systematic whole school approach. We explicitly teach spelling allowing students frequent opportunities to explore and analyse words and daily opportunities for writing. This provides students with an opportunity to practise and apply new spelling knowledge.

Teaching and Learning

A quality education and high expectations for students is part of the high performing Nashville school culture. A vision and whole school approach to enhance student learning outcomes includes explicit teaching practices, guided reading and spelling program, a home reading program, Horizons program for our highly able students and collaborative planning, coaching and feedback processes. Every day, every child is learning and achieving at Nashville.

The Australian Curriculum caters for Prep through to year 10 in English, Mathematics, Science and History (from 2013). The units of work covered in Prep have been organised within the 5 Contexts for Learning.

The five contexts for learning are:

- Real-life situations
- Focus Learning and Teaching
- Investigations
- Play
- Routines and Transition.

The Prep teachers are supported by a team of teacher aides and teaching consists of a variety of whole class, small group and individual activities. Phonics and phonemic awareness are taught using the highly successful Jolly Phonics Program which develops knowledge of sounds and letters. Learning to read is a major emphasis in Prep and during the year reading groups are established with explicit teaching of strategies to develop fluency and comprehension skills. The explicit teaching of vocabulary also assists Prep students in their reading development. Students will use their knowledge of phonics and phonemic awareness to develop their writing skills.

Each term the administration of the school observes all teachers and provides regular feedback according to our agreed upon school-wide pedagogy. This process ensures a consistent approach to teaching and learning across the school. Our school-wide pedagogy is based upon five key areas:

1. Using student data to provide effective teaching and learning
2. Knowing your students
3. Engaging every child to achieve his/ her best
4. Having high expectations for all
5. Aligning practices

At Nashville State School we use research based and successful teaching approaches in our school. These are Explicit Teaching and Inquiry-based Teaching.
Explicit Teaching

Our Explicit Teaching methodology is based on research and ensures that all students achieve. The methodology consists of Warm up, I Do, We Do, You Do, and Ploughing Back phases in each lesson. All teachers across the school are coached in the methodology which ensures consistency of approach across the school.

Explicit Teaching Lesson Phases

Warm Up (15 – 20 minutes)

The Warm Up is designed to reinforce previously learnt work by moving learning from short term to long term memory. This is done to develop automatic responses in students. In the English lesson warm up activities will include spelling, phonics, vocabulary activities, blending, segmenting, sight words, definitions of text type, and grammar and punctuation. In Mathematics warm ups include timetables, rules and formulae, shapes, and mental maths activities.

I Do

In the I Do phase the teacher introduces and defines the skill to be taught. The teacher breaks the concept into as many steps as possible. Each step is clearly explained and demonstrated in detail. In English this could be the framework for the written task. The teacher will revise and reinforce the concept and skills taught as the lesson proceeds.

We Do

In the We Do phase is where the students individually complete set tasks from the skills and concepts that they have learnt in that lesson. This is a quiet work time where the teacher works with students individually and extends students.

You Do

The You Do phase is where the students individually complete set tasks from the skills and concepts that they have learnt in that lesson. This is a quiet work time where the teacher works with students individually and extends students.

Ploughing Back

This phase of the lesson completes the cycle of learning. The teacher leads the students through a review of the lesson and the key points.

Inquiry Based Teaching

Inquiry Based teaching is the art of developing a challenging situation in which students are asked to observe and question phenomena; pose explanations of what they observe and conduct experiments in which data are collected to either confirm or contradict their theories. At Nashville SS the inquiry based teaching methodology is used in our science programs.
The Australian Curriculum

The implementation of the Australian Curriculum was introduced to Queensland Schools in January 2012 and is gradually being phased in to replace the Queensland Curriculum.

Queensland State Schools have implemented the Australian Curriculum for English, Mathematics, Science and History.

Within all learning areas, there is a focus on developing seven General Capabilities of students. The General Capabilities of the Australian Curriculum are developed through the Key Learning Areas (English, Mathematics, Science and History). The General Capabilities are Literacy, Numeracy, ICT competence, Critical and Creative Thinking, Ethical Behaviour, Personal and Social Competence and Intercultural Understanding. Throughout their schooling students will develop and use these capabilities in their learning across the curriculum, in co-curricular programs, and in their lives outside school.

Incorporated within each of the four Learning Areas and the seven General Capabilities, are the three Cross-Curriculum Priorities. Students will learn about Aboriginal and Torres Strait Islander Histories and Cultures, Asia and Australia’s engagement with Asia, and Sustainability.

At Nashville State School teachers use the Curriculum into the Classroom (C2C) materials created by Education Queensland to plan units for the Australian Curriculum. The C2C materials provide a starting point for curriculum planning and our teachers adapt them to meet individual student needs.

English:

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate with and build relationships with others and with the world around them. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society. In this light it is clear that the Australian Curriculum: English plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia’s future.

Most parents try to support their child with homework. Homework should enhance student learning by providing opportunities to consolidate classroom learning as well as developing time management skills. The school’s position on homework is this…

The Australian Curriculum: English Foundation to Year 10 is organised into three interrelated strands that support students' growing understanding and use of Standard Australian English. Together the three strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking and writing. The three strands are:

- Language: knowing about the English language
- Literature: understanding, appreciating, responding to, analysing and creating literature
- Literacy: expanding the repertoire of English usage.
**Mathematics:**

Learning mathematics creates opportunities for and enriches the lives of all Australians. The Australian Curriculum: Mathematics provides students with essential mathematical skills and knowledge in Number and Algebra, Measurement and Geometry, and Statistics and Probability. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

The Australian Curriculum: Mathematics is organised around the interaction of three content strands and four proficiency strands.

The content strands are Number and Algebra, Measurement and Geometry, and Statistics and Probability. They describe what is to be taught and learnt.

The proficiency strands are Understanding, Fluency, Problem Solving, and Reasoning. They describe how content is explored or developed, that is, the thinking and doing of mathematics. They provide the language to build in the developmental aspects of the learning of mathematics.

**Science:**

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. The knowledge it produces has proved to be a reliable basis for action in our personal, social and economic lives. Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world through exploring the unknown, investigating universal mysteries, making predictions and solving problems. Science aims to understand a large number of observations in terms of a much smaller number of broad principles. Science knowledge is contestable and is revised, refined and extended as new evidence arises.

The Australian Curriculum: Science has three interrelated strands: Science Understanding, Science as a Human Endeavour and Science Inquiry Skills.

Together, the three strands of the science curriculum provide students with understanding, knowledge and skills through which they can develop a scientific view of the world. Students are challenged to explore science, its concepts, nature and uses through clearly described inquiry processes.

**History:**

History is a disciplined process of inquiry into the past that develops students’ curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. It promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times.

It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day. History, as a discipline, has its own methods and procedures which make it different from other ways of understanding human experience. The study of history is based on evidence derived from remains of the past. It is interpretative by nature, promotes debate and encourages thinking about human values, including present and future challenges. The process of historical inquiry develops transferable skills, such as the ability to ask relevant questions; critically analyse and interpret sources; consider context; respect and explain different perspectives; develop and substantiate interpretations, and communicate effectively.
The Australian Curriculum: History is organised into two interrelated strands: Historical Knowledge and Understanding and Historical Skills.

**Health and Physical Education (HPE):**

HPE is the study of key elements that affect individual’s health and fitness. These include the social, emotional and physical aspects combined with fundamental movement skills that can be used in a range of activities. Students will learn that health can be influenced by a number of factors such as those of media and advertising, personal availability and access. They will gain understanding of how movement skills can be used in a range of physical activities to promote fitness.

At Nashville State School students will work in both the classroom as well as participate in practical activities. They will engage in lessons that promote a healthy lifestyle and learn movement skills and techniques related to sports and fitness.

Our school also facilitates the following programs to assist students in developing skills within HPE:

- Learn to swim - Years 2 to 4
- Water Safety – Years 5 to 7
- Summer Sports Rotations – Years 5 to 7
- Winter Sports Rotations – Years 5 to 7
- Leadership Camp – Years 5 to 7
- Athletics Rotations – 10 years old and up
- *Life Education (Prep to Year 7)
- *Footsteps Dance Program (Prep to Year 7)
- *Skipathon (Prep to Year 7)

*These additional programs incur a cost/fundraising and occur every two years

**Languages Other Than English (LOTE):**

In a world where cultural diversity, international trade and communication have become of paramount importance, students can look forward to an increasing wealth of opportunity for the future. LOTE can provide students with the skills to engage meaningfully with people of other cultures and to understand that language is a tool for making meaning.

At Nashville State School students from Years 4 to 7 learn Japanese. They engage in activities that will gradually increase their knowledge and skills through using familiar concepts and situations.

These will build up to experiences which involve communicating with other speakers of the language and more skilful use of register and grammatical conventions. The LOTE program also covers aspects of Japanese society and increases familiarity with issues of culture and everyday life.
Technology:
Technology is essentially about solving problems. People encounter many challenges from providing shelter against the weather, producing engines that are fuel efficient to making a sandwich. The needs identified, determine the technology that is created and how it is used. ICT (Information Communication Technologies) are a part of the subject, but are only one possible context. The process of designing, making and evaluating is at its core. Students will be asked to consider environmental and social implications of their designs along with the use of appropriate materials and techniques for construction.

Students engage in activities that present them with a situation or problem that needs a solution to meet goals or achieve a purpose. They consider effective ways of meeting the challenges faced and present effective systems or products to do this. The processes involve generating ideas, group discussion, investigating implications, producing and building, and finally evaluating and appraising designs, products and consequences.

The Arts:
The Arts covers the following strands: dance, drama, music, visual arts and media. The Arts allow students to communicate visually and explore ways in which to express themselves without the use of spoken and written forms of interaction. The subject offers the use of a range of media and processes for students to discuss and interpret ideas and make responses or observations. Through The Arts, students develop spatial awareness, fine and gross motor skills, and challenge their artistic abilities through creative and aesthetic experiences. They will also develop understanding and appreciation of the arts of Australian and other cultures.

Instrumental Music:
Students in Years 5 to 7 have the opportunity to learn to play brass, woodwind or percussion instruments. Instruments are loaned to pupils for a period and a music specialist teacher from Education Queensland provides instruction. The students are invited to attend and participate in various music festivals throughout the year to showcase what they have been learning. Students participating in the program are required to pay a levy to cover the costs of servicing the instruments, participating in competitions and purchasing sheet music.

Studies of Society and Environment (SOSE):
SOSE is divided into strands: Place and Space, Culture and Identity and Political and Economic Systems. These strands are taught under the overarching concept of inquiry where students use skills such as planning, information gathering, interpretation, communication and reflection which are the guiding strategies behind the subject. SOSE engages students in the study of national and global communities from the perspectives of social, cultural, economic, political and environmental relationships at particular times and places. They can develop an appreciation of those aspects and views to help become informed and aware members of Australian society. Over time, students develop the ability to reflect on issues of culture, democracy, past events and ideas and appreciate and respect cultural identity.
ICT:
In the Australian Curriculum, students develop ICT capability as they learn to use ICT effectively and appropriately to access, create and communicate information and ideas, solve problems and work collaboratively in all learning areas at school, and in their lives beyond school. The capability involves students in learning to make the most of the digital technologies available to them, adapting to new ways of doing things as technologies evolve and limiting the risks to themselves and others in a digital environment.

ICT capability supports and enhances student learning across all areas of the curriculum. Students develop and apply ICT knowledge, skills and appropriate social and ethical protocols and practices to investigate, create and communicate, as well as developing their ability to manage and operate ICT to meet their learning needs.

Learning areas provide the content and contexts within which students develop and apply the knowledge, skills, behaviours and dispositions that comprise ICT capability.

At Nashville State School, all classrooms have computers as well as access to the internet and DETE’s network. Nashville also has a computer lab with a class set of computers. Interactive whiteboards and/or interactive data projectors are a teaching tool in every classroom. The school has also recently purchased a class set of iPads and look to extend the number of these in the near future.

Prep:
The Prep Curriculum includes the four Learning Areas of the Australian Curriculum; English, Mathematics, Science and History. Additionally, students engage with the Queensland Early Years curriculum. The domains of this curriculum include:

Social and Personal Learning – social learning, personal learning
Active Learning Processes - thinking, investigating, imagining and responding
Health and Physical Learning - making healthy choices, gross-motor, fine-motor

Assessment and Reporting:
Parents will receive regular information about their child’s achievements including:

- Twice yearly written student reports which are written and presented at the end of Semester One and Two. These will rate student achievement, effort and behaviour using a five-point scale and include teacher comments and days absent.
- Access to parent-teacher interviews each term, formal invitations to attend a meeting during Term One and Three, and informal meetings when requested or required.
- NAPLAN reports are Literacy and Numeracy reports for Years 3, 5 and 7 students that clearly present information about their child’s achievement against the rest of the nation.

Whole School Diagnostic Assessments are scheduled at particular times throughout the year. This information is tracked at a school level and the assessments are analysed to inform each teacher’s program.
HORIZONS Program

The Horizons Program includes many new challenges to extend our highly able students in academic achievement as well as sport, The Arts, sustainability and community engagement. Programs offered from year to year vary depending on the make-up of our individual students. This year a few highlights of the program included selected students being offered ‘mini-scholarships’ to participate in online extension programs as well as the school’s involvement in the Maths Tournament, where selected students were coached by our Numeracy Coach and Head of Curriculum.

Support and Intervention Program

Teachers have the assistance of a Support Teacher Literacy and Numeracy, Advisory Visiting Teacher and a Guidance Officer to help children with special learning needs to reach their potential. The SEIT Committee meets every fortnight to discuss referrals of students with support and enrichment needs. This includes learning difficulties, misbehaviour, and health and safety concerns. From this meeting a set of actions or responses are activated. A range of trained support teacher aides are available to support the class teacher, small groups and individuals when needed.

Homework

Most parents try to support their child with homework. Homework should enhance student learning by providing opportunities to consolidate classroom learning as well as developing time management skills. The school’s position on homework is this… Homework should be ‘owned’ by the child and his/her teacher. Sometimes children may need guidance in organising their time to enable them to complete their homework. Further, we ask for parents to provide a suitable place as well as set up a routine, that they monitor and encourage efforts and participate where appropriate for example with home reading and number facts. The school strongly encourages daily home reading, revision of sight words and number facts. Each teacher will set a homework schedule for their class. Homework should not be something that is laboured over and nor should it take too long. Please feel free to talk to your child’s teacher for further information.
In 2013, Nashville State School we began to implement the School Wide Positive Behaviour Support process.

School Wide Positive Behaviour Support (SWPBS) covers all school levels and is a process for creating and teaching high expectations to all students. It is about creating clear expectations, rewards and consequences across all school contexts. This is done by analysing the school’s data to identify what needs to be taught to the students. SWPBS is not a specific program but a process of identifying where our school’s specific behaviour needs are and addressing these proactively through a series of targeted lessons within the classroom. It is not a quick fix but rather a lengthy process and it has been around for a long time based on a long history of practice and research.

SWPBS consists of three levels of support. The first level is for all students all the time and focuses on teaching how to walk, talk and think as a member of a positive school community. The second level is for identified groups of students who may require guidance to display appropriate behaviours. The third level is targeted to individual student needs and consists of a small number of children from within the school community.

In Term One, a team of teachers, teacher aides, a P&C representative and a parent representative began training with other schools, in order to effectively begin the process. The team liaises with school staff and the community in order to implement different aspects of the process.

Our mission statement is:

At Nashville State School we create and sustain a culture where every day, in every classroom, every child is learning and achieving in a safe, respectful and challenging environment.

The next step in the process is creating a matrix of specific expectations across all school contexts. Targeted lesson plans are then developed for whole school use in order to create a common language amongst the whole school community. We will then create a ‘brand’ to promote our values and expectations within the school and community.
Everyday in every classroom, in every lesson, children are learning. Every day counts. It is the School's legal responsibility to ensure that student absences are accounted for and valid.

From time to time a student might be absent from their educational program. Parents must comply with their compulsory schooling or compulsory participation obligation by providing a satisfactory reason for these absences. Absences for which a satisfactory reason has been provided are considered explained absences, and an absence for which a satisfactory reason has not been provided is considered unexplained absences. Processes are implemented when an unexplained absence persists for more than 3 consecutive school days. When a student is absent on school days for any reason, the parent must comply with their obligation in respect to compulsory schooling.

All absences must be followed up with a written letter of explanation to the class teacher for our school files. It is appreciated that all absences will be notified to the school office on the day or prior to the day/s absent.

In the case of an accident every endeavour is made to contact the parents, hence our family record system. Occasionally it is impossible to contact anyone and in such cases the principal acts (in the place of the parents) and decides what action should be taken.

It is the parents’ responsibility to ensure that the records held at school are correct. Please send information relating to changed family details in writing immediately the changes occur.

Nashville State School has an active travel program. The students are encouraged to travel to school in a way that reduces their environmental footprint. This can be walking, riding a bike or sharing transport with another family. Each class accumulates active travel points each week and the highest scoring class receives the Active Travel Trophy on parade. A whole school tally also tracks our progress over the year towards achieving our target number of points. A large graph is on display in the office area of our annual progress.

Regulation 23 of the State Education Act states:

a) To enrol in Prep a child must turn 5 by July 1 of his/her enrolment.
b) For the purpose of enrolment of a child, a Principal must require a parent to produce documentary evidence of the date of birth (Birth Certificate).
c) Immunisation records.

For all new students enrolling at the school an interview with the Principal has to be arranged. Interview times can be booked through the office.

School commences at 8.40am. At the 8.30am bell, pupils are allowed to go into the classrooms to settle and get ready for the day. We encourage students to be in attendance at this time, to be ready for learning at 8.40am.
Whole school assembly is held at our school every Friday at 2.15 pm in the school hall. The School Captains organise and conduct this assembly. The agenda includes “Golden Dustpan” (for the cleanest classrooms), Reading Awards, Active School Travel, Individual Achievement Awards, Sports Reports and whole school celebrations. It provides an atmosphere of celebration of the week’s activities.

**Assessment and Reporting**

Parents will receive regular information about their child’s achievements including:

- Twice yearly written student reports which are written and presented at the end of Semester 1 and 2. These will rate student achievement, effort and behaviour using a five-point scale and include teacher comments and days absent.
- Access to parent-teacher interviews each term, formal invitations to attend a meeting during term 1 and 3, and informal meetings when requested or required
- NAPLAN reports are Literacy and Numeracy reports for Years 3, 5 and 7 students that clearly present information about their child’s achievement against the rest of the nation.

Together this information will provide a comprehensive picture for parents to help them support their child’s education, and make informed decisions about where their child may need additional support.

**Attendance**

Regular attendance at school is essential so that the child can maximise the programs available. If there is a change in the child’s routine that will affect his/her attendance at school, please notify your child’s class teacher.

Please ensure that your child is on time to school as lateness can stress young children and can disrupt the program that has already begun.

**Commencement of Day:**
8:30 am - First Bell  
8:35 am - Prepare for class  
8:40 am - Commence lessons

**Conclusion of Day:**
2:40 pm - Students to be collected by 2:40pm and must leave the school grounds as soon as possible after this time.

Should you be delayed, please ring the school office on 3869 7333. If your child is not collected and we don’t hear from you, we will contact emergency contacts to locate someone to come and collect your child.

**Access to Classrooms**

In the interests of maintaining a high level of safety within the School grounds, any parent, friend or visitor coming into the School must report to the school office before proceeding. This includes parents on regular rosters e.g. classroom helpers, room parents. Visitors to the School will be issued with a Visitor’s Badge which should be returned upon leaving the School. Ex-students and friends of students do not have automatic access to the School grounds and should seek permission from the Office. Ex-students and friends of students who do not follow this procedure will be asked to leave the School grounds immediately.
Parents are asked to conduct all business from the school office and are asked not to enter the office work area unless specifically asked to do so by an office staff member or by the School Principal. The Staffroom is the space used by teachers during their break times and for meetings. It is out of bounds to students unless permission is given by a staff member. It is open to parents or visitors by invitation of staff.

APP (Nashville State School)

Nashville State School has an App available for download. If you have an iPhone, PC or Mac you can search for Nashville State School in the App store and install OR if you have an Android phone you can search for Nashville State School in the Google Play Store and install.

Banking (Student Banking)

Student Banking is banked each Wednesday. The Commonwealth Bank pays a commission to the school for all accounts and deposits. New accounts can be opened through the Sandgate Commonwealth Bank branch. You can also apply to open an account online. Students can obtain some reward items for regular deposits and there are also some very exciting competitions that can be entered.

Behaviour Management (Responsible Behaviour Plan)

Please refer to the – Parents Guide to the Responsible Behaviour Plan for Students in your enrolment package. This is a whole school document that is based on Education Queensland's The Code of School Behaviour, The National Goals for Safe Schooling and Values Education.

Bicycles

Bicycles and scooters are not to be ridden within the school grounds and should be walked only. The bicycle compound is locked at 8.45 am and re-opened at 2.30 pm daily. The Bicycle compound is only locked during school hours.

Birthdays

You may wish to bring a cake or patty cakes to share when it is your child’s birthday. Please consult your child’s class teacher as some students do have allergies or specific dietary requirements.

Camping

Nashville State School has a very successful camping program for years Year 5 to 7. The students are involved in 3 to 5 day camps at various venues such as Environmental Education Centres. Parents will be given plenty of notice and detailed information regarding, dates, program, costs, venue, menu’s etc. These opportunities develop leadership, team building and independence skills as well as links with the curriculum that provide rich teaching and learning opportunities.

Chaplaincy

Nashville State School has the support of a chaplain two days per week. The role of the chaplain is designed to assist with the provision of pastoral care to complement the welfare services and support our guidance and counselling services. The programs offered are inclusive of all people and show respect for all spiritual beliefs.
Effective communication between home and the School is vital for the efficient running of Nashville State School and for the maximum benefit to be gained by the students in our care. Please make appointments to speak to the relevant staff member if you have any issues, concerns or queries. Our focus is on the best outcomes for your child and we believe that by working together we can achieve this goal.

Who do you see if…

<table>
<thead>
<tr>
<th>Person to contact</th>
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<tr>
<td>You would like to visit part of the School for the day</td>
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<tr>
<td>You want to clarify a policy on education matters</td>
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<tr>
<td>You want to clarify a policy concerning School administration</td>
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<td>You have a question about School payments</td>
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<td>You have a question about the uniform</td>
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<tr>
<td>You wish to discuss an enrolment issue</td>
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<tr>
<td>Any matter of general policy which causes you concern</td>
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<tr>
<td>You have a question about a child having emotional or behavioural problems</td>
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<tr>
<td>You have a question about tests, examinations and assessment</td>
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We look forward to open communication between staff and parents. Please feel free to discuss any concerns or issues with us as they arise. If you have any further needs you wish to discuss please make an appointment through the school office to speak to the Principal or Head of Curriculum.

Communication occurs through:
- Regular class news updates
- School newsletters
- Informal conversations
- Parent information evenings
- Appointments
- Parent / Teacher Interviews
- Our School Website
- Email and App updates
- School sign, Parent Notice Board

Complaints Management

If you have a concern or issue regarding your child please contact your child’s class teacher or the office. For advice where to address the issue. An appointment can be made with the principal to achieve an effective resolution for all parties. Please see separate handout in your enrolment package for further details.
Contact with Students

Any messages or contact with students during the school day can be left with the office staff to be passed on to your child. This may include phone messages or any items that may have been forgotten throughout the day.

If your child requires a mobile phone for safety reasons before and after school hours, all mobiles MUST be handed into the office for the duration of the school day and will be able to be collected again at 2:40pm. It is the child’s responsibility to remember to collect their phone at the end of the school day.

Date of Birth

It is an Education Queensland requirement that the school sights some proof of the child’s date of birth. This could be a birth certificate or extract. If you have not previously been enrolled at a state school, we do require a copy of this upon enrolment.

Dental Clinic

A dental clinic is located on our school site and the dental health team attend approximately every 18 months. However if they are not at Nashville, and you need dental work done for your child please contact the school dental clinic emergency number 1300 365 997 to make an appointment at another location.

Departures

Parents wishing to take children out of the school during school hours must report to the office to establish their identity and sign their children out. Children will not be permitted to wait outside the school fence for a parent to collect them. All children must be collected from the school office.

Electronic Devices Policy

Students must not bring valuable personal technology devices such as cameras, gaming devices, digital video cameras, MP3 players or iPods to school as there is a risk of misuse, damage or theft. The school accepts no responsibility for loss, damage or theft. Items used on the school premises will be confiscated and made available from the office at the end of the day.

Emergency Contact Information

Parents need to ensure that their emergency contact details remain updated at school all of the time. Changes to work, home, mobile phone numbers happen all of the time and the school needs to be kept informed of any changes.

Enrolment Procedures

Please complete the enrolment form and deliver it to the school as soon as possible. Children may be enrolled on the first day of school, but it would be a great help to have these enrolment forms in before the summer vacation to assist with classroom preparations.

If this is your child’s first year of school here are some handy hints in readiness for a smooth beginning:

- Know his/her own name, address, telephone number and your name.
- Know what class any older brothers or sisters are in.
- Be able to dress and undress him/herself competently.
- Know his/her own clothes, school bag and other belongings (which should all be clearly marked with his/her name).
- Know how to use the toilet and wash his/her hands.
- Use “please”, “thank-you” and “excuse me”.
- Know how to open lunchbox containers and packets.
- Know how to open school bag and take it on and off back.
- Learning how to tie shoelaces or velcro shoes

**Excursions**

Excursions to cultural events; to observe aspects of industry; to participate in outdoor activities are common place. Parents will be advised in advance of such trips and related costs.

**Extra Curricular Activities**

Nashville offers a range of extra and co curricular activities for our students. These include School Choir, Instrumental Music (woodwind) and Band, School Sport, Student Leadership Program, Japanese (year 4-7) and we also have a playgroup every Tuesday morning. We have a Footsteps dance program alternate each year with the Life Education Van. A full list of extra curricular activities will be provided as the opportunities arise, for more information please see our school website or contact our office.

**Family Information Database (OneSchool)**

The School operates a computer database which consists of data relevant within our School community. For each family, the information required includes:

- Parent’s detail’s
- Children’s names and ages
- Family address and telephone number
- Emergency contact names and telephone number
- Family doctor’s name, address and telephone numbers
- Students’ medical history, medicare number
- A forwarding address or telephone number when a family or student leave.

Information generated from the database is used by the administrative and teaching staff to assist in determining what resources are needed in the school and to contact you in emergencies. Parents must notify the school in writing if these circumstances change to ensure we have the information needed to contact you in case of an emergency or to forward information.

Nashville State School takes seriously its responsibility in maintaining and protecting the confidentiality of this database information. Please ensure you keep the school informed if there are any changes to your home details or circumstances.
Fire Drill / Evacuation / Lockdown

Procedures have been adopted which allow for speedy evacuation in cases of emergency and regular practice in these procedures is given. When using school facilities please familiarise yourself with evacuation documentation which is clearly displayed in all rooms, near the doorway.

First Aid

Nashville State School has a first aid room located beside the school office. Staff are trained in basic first aid procedures only. Parents will be contacted if the concern needs further attention.

First Day of School

Please bring your child to school between 8:30am and 8:40am. Our class programs are designed to start promptly at 8:40am and this is extremely important to establish this routine.

Take your child directly to the room and the teacher listed on your letter sent to you prior to the first day. Children can be collected from 2:40pm each afternoon. Parents should wait downstairs.

If the parting is difficult on the first morning, make it as brief as possible. Avoid lingering. Your child’s teacher is experienced and competent in handling the situation and children usually settle down quickly once mum/dad is out of sight. Once they are accustomed to their new environment you will be most welcome to join in with class activities.

Headlice

Headlice is an ongoing concern and affects many students. It is the parents’ responsibility to ensure that hair is checked regularly (at least twice a week). Parents will be notified by letter if headlice is found in the hair of a student in a class. We request that parents act promptly to prevent further infestation. There are many products on the market but the best and easiest is ‘combing conditioner through the hair with a ‘fine tooth comb’ on a regular basis.

Health, Hygiene and Wellbeing Policies

If your child should become sick, the staff will notify you first, if this fails, we will notify a nominated emergency contact person to collect the child.

In case of minor illnesses, please use discretion when deciding whether or not to send your child. A child who is unwell will not enjoy or benefit from school and may spread the illness to others. Children with infectious diseases must be excluded from the school for specified times. Please see / ring the staff for details.

Healthy Eating at Nashville

We would encourage all Parents / Caregivers to support our school healthy eating philosophy by sending appropriate food for lunch (first break) and afternoon tea (second break). Lunch should be as simple as a sandwich and fruit. A water bottle is essential for the students to ensure adequate intake of fluids. A piece of fruit is required daily for the class mid-morning fruit break.

Homework Policy

Our homework is designed to consolidate children’s classroom learning, pattern behaviour for lifelong learning beyond the classroom and involve family members in their learning. Teachers help establish a routine of regular, independent study by setting homework on a regular basis.
They will discuss with parents and caregivers any developing problems concerning their child’s homework and suggest strategies to assist with their homework. Students take responsibility for their own learning by accepting responsibility for the completion of homework tasks within set time frames. They are to seek assistance when difficulties arise. They are meant to organise their time to manage home obligations, participate in physical activity and sports, recreational and cultural activities.

Parents can help by reading to children, talking with them and involving them in tasks at home. They can help them to complete tasks by discussing key questions or to directing them to resources.

In the Prep year, generally students will not be set written homework. Home readers and sight words will be encouraged to be taken home.

**In Years 1, 2 & 3** set homework could be up to but generally not more than 1 hour per week.

**In Years 4 & 5** homework could be up to but generally not more than 2 to 3 hours per week.

**In Years 6 & 7** homework could be up to but generally not more than 3 to 4 hours per week.

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### Information and Communication Technology (ICT)

Schools are now educating a generation of students who are growing up in a digital world. As the use of ICTs continues to grow globally, students will increasingly demand an education that embraces ICT. All children from Prep to Year 7 will use the computers with programs ranging from skill development through to word processing. We aim to make pupils aware of the value of computers and to feel confident in using them. All classrooms have access to the internet and DETE’s network. Nashville also has a computer lab with 26 computers that classes can access. Interactive white boards are a teaching tool used in every classroom. The school also has 38 iPads for student use.

### Instrumental Music Program

Children in Years 5 to 7 have the opportunity to learn to play brass, woodwind or percussion. Instruments are loaned to pupils for a period and a music specialist from Education Queensland provides instruction. The students are invited to attend and participate in various music festivals throughout the year to showcase what they have been learning. Students participating in the program are required to pay a levy to cover the costs of servicing the instruments, participating in competitions and purchasing of sheet music to learn.

### Leaving the School Grounds

Children are not permitted to leave the school grounds during the day unless they have a note from a parent or guardian requesting permission to leave the grounds. They must be signed out at the office prior to departure.

### Lost Property

Please mark all items of clothing and equipment with your child’s name and class. Marked items are returned to owners. Unmarked items are placed in the lost property area below the stairs under the office foyer. Parents may look here for lost articles.
Students at Nashville have the opportunity to learn a Language Other Than English (LOTE) from years 4-7. This is a compulsory curriculum area. At present, our students study Japanese.

**Medication**

Should your child need to take prescribed medication during school hours please complete a consent form available at the school office which includes the following information:

- name of child
- name of medication
- exact dose
- exact times to be given
- any extra instruction

*The medication should be in the original, labelled container.*

*Unprescribed medication eg. panadol, cough mixture, etc, cannot be administered at school unless it has a chemist’s label with your child’s name and dosage stated on it.*

**Mobile Phones**

If a student is to bring a mobile phone to school the following procedures will need to be followed:

*An letter from the parents stating that the telephone is to be brought to school (This request will be renewed every year).*

The letter is to be signed off by administration.
The student leaves the phone in the security of the administration office on arrival at school and collects it at the end of the day. Mobile phone must be switched off.
The student is not permitted to use the phone during school time; as necessary communication will be done through the school’s landline phone.
Parents contact the school through the normal channel of the landline phone.
Any students identified with a mobile phone at school without parental permission will have it confiscated and returned at the end of the day.

**Money Collection**

From time to time money is collected for various reasons. It would be appreciated if the correct amount of money is placed in an envelope and clearly marked with the child’s name and what the money is for and taken to the school office. Teachers cannot accept money at the classroom.

During the year, teachers arrange excursions for classes and student groups. These are usually organised in conjunction with topics being studied in class. Parent helpers may be needed from time to time and in such circumstances parents are encouraged to participate wherever possible.

**Music & Choir**

All students participate in music lessons with our music specialist teacher. All students in Year 4-7 are invited to participate in the ‘School Choir’. There are opportunities for our choir to perform at assemblies and local community events. Students from year 5 are able to learn a woodwind instrument and join the school band.
A newsletter is issued every fortnight on a Tuesday via email. Please ensure that you have advised the office of your email address so we can keep you up to date. We encourage all parents to read the newsletter as it contains important messages and a calendar of upcoming events. The newsletter is also available on the Nashville App, school website and the Parent Notice Board.

Outside School Care (JABIRU)

Jabiru conducts our outside school hours care on a non-profit basis, in partnership with the school community. To enquire about OSHC or to address any issue about the service, parents should directly contact Jabiru Nashville on 3869 3925, the Jabiru Office on 3269 0044 or by email to office@jabiru.org.au.

- **AFTER SCHOOL CARE**
  Children are given afternoon tea, homework supervision and interesting games, crafts and activities between 2:45pm and 6:00pm for a small fee. Enrolment forms are available from the Jabiru facility. Service is offered to students from preschool to year 7.

- **BEFORE SCHOOL CARE**
  Children are served breakfast and are involved in supervised activities until 8:30am. Bookings are essential and need to be finalised a week in advance.

- **VACATION CARE**
  Vacation Care is also run on school holidays and pupil free days if there are sufficient numbers. Please see the staff at Jabiru for bookings and more information.

Parent / Caregivers Involvement in the School

Students are more likely to be successful when their parents are engaged in their education. A wide range of research has shown that when parents are truly engaged, children:

- Attend school more regularly
- Are better behaved
- Have better academic outcomes
- Have a greater sense of how to be successful in school
- Are more likely to graduate and go on to post-secondary education.

Parents and carers can support their child’s education by familiarising themselves with the Australian Curriculum, to understand what their child will be learning at each stage of their schooling.

Parental help results in:

- Closer contact with, and a deeper understanding of, the functions of the School.
- Getting to know other parents, teachers, students, and what goes on in your child’s class.
- A closer relationship between parents and their children through the child’s enjoyment of their parent’s involvement and interest in their school. Parents can be involved in helping in a range of ways.
Ways in which you can assist:
- Visiting the room and joining in.
- Reading the noticeboards and newsletters.
- Collecting materials for use in collages and art work.
- Offering to share any hobbies, interests or expertise you may have.
- Assisting with the maintenance of equipment, or facilities.
- Supporting excursions and special events.
- Supporting us at home by asking about your child’s day eg ‘What have you learnt today?’
- Reading and talking to your child daily.
- Supporting our rules and any consequences involved.
- Attending working bees.
- Helping with tuckshop.
- Joining and attending P&C Meetings.
- Helping with our gardens and other sustainable projects.
- Talk with your child about all the wonderful things that they may come across at school.
- Help him/her to become independent in dressing, including putting on shoes and socks. Velcro closures on shoes are easy for younger students to put on.
- Ensure he/she is able to recognise and care for personal belongings. Please label all items.
- Encourage independent toileting.
- Encourage the ability to listen and follow directions.
- Develop listening skills by reading to your child as often as possible. This creates many opportunities for conversation, creativity and intimacy between parent and child.

The teaching staff of Nashville State School, appreciate and celebrate the voluntary help of parents. Together we can achieve the best opportunities for each girl or boy. It really does take a whole village to raise a child.

* Adults (eg. Grandparents or friends) who are not the parents of the children they are assisting, will require a blue card. Application forms available from the school office.

The P&C Association meets on the 3rd Monday of the month at 7.00pm in the staffroom. We encourage all parent/carers to join us at these meetings to discuss and plan for future direction and activities, fundraising, purchase of resources and planning for submissions to improve the facilities and grounds.
We endeavour to send every child home happy every day
We encourage sustained learning and development through play and endeavour to minimise interruptions to the education of each child.
We value safety and security for all.
We believe self-concept improves with success
We believe behaviour management should be a learning experience
We believe students can be taught to make good choices and accept responsibility for their behaviour

Prep Program
The prep program is designed to cater for each child’s interests and needs and to foster the development of certain abilities, attitudes and skills that will assist the child’s educational development. The prep program is the forerunner to many of the programs already running in the primary school and equips the children to ease into these in Year 1.

At prep, the children are encouraged to:
- Express themselves and communicate with others.
- Form basic concepts that help them understand their world.
- Develop self-confidence.
- Make new friends.
- Share and co-operate with others.
- Develop physical skills.
- Develop a positive attitude to learning.
- Participate in early reading, writing and mathematical activities.
- Be responsible for themselves and their belongings.
- Be responsible for their own behaviour and make sensible choices.
- Relate to other adults.

These areas will be developed through play experiences, discussions, stories, drama and role play, music and dance, and by having access to a vast variety of educational resources, links with the school Early Years Literacy Program, the Perceptual Motor Program, the Information Communication Technology Program, the Art and Creative Crafts Program and the Responsible Thinking Program will be established for all children.

Relevant, meaningful planning focuses may include project work, community events and real life problems. These integrated plans should incorporate child initiated and teacher initiated experiences, and be flexible in design to include spontaneous learning situations.

PMP and ‘Fingergym’
Prep students have the opportunity to develop their gross and fine motor skills by participating in two wonderful programs that operate throughout the year.

PMP - Perceptual Motor Program allows students to develop body and spatial awareness and improve movement and confidence. Students participate in loco-motor and non loco-motor activities to support and strengthen the left and right side of the brain connections.

Fingergym is a fine motor program that operates within the Prep classes in throughout the year. This program is designed to develop your child’s hand and finger skills (fine motor skills) through various activities. Fingergym will provide your child with extra opportunities to strengthen their muscles, develop their senses, coordinate their fingers, and practice drawing, writing, cutting, and using other school tools.

It will also be of benefit to children who need help in other areas such as organising themselves and their possessions, starting and finishing tasks, developing confidence, asking for help when needed, and following instructions. Parent help during Fingergym is greatly appreciated.
Recess Times
The prep children will eventually eat with the other early years students and play with them in our early years playground.

Quiet Time
There will be no prescribed rest time in Prep. After lunchtime recess the program will provide an opportunity for the children to participate in a quiet independent activity.

We request that you send a towel along to Prep for your child to lie on if they do need to have a short rest. We ask that the towel remains for the duration of the year.

Children's Requirements
The children will also require:
- One bag large enough for your child’s belongings (no wheels).
- One lunch box, large enough for afternoon tea and lunch
- A water bottle to use during the day
- Hat as per Prep uniform
- A drawstring bag for library book
- One large box of tissues
- Spare underwear to be kept in school bag
- A towel for resting on (if needed) in Term 1

Queries / Questions and Concerns
If you have a need to speak to someone to discuss your child’s achievements and contributions please contact the child’s class teacher, or Principal.

Any questions regarding your child’s learning and classroom matters should be addressed by the classroom teacher in the first instance.

If you have any further needs you wish to discuss please make an appointment through the school office to speak to the Principal.

At Nashville we are ‘solution focused’ and we believe that together we can achieve successful outcomes for the benefit of all students.

Religious Education
Children from years 2 to 7 may receive religious education taken cooperatively by people from various denominations. Parents will be notified when Religious Education can be offered. Children attend the appropriate religious education class unless the school receives written notification from a parent to the contrary.

Resource Centre
The Resource Centre is the ‘hub’ of teaching and learning resources. It houses the library where fiction and non fiction books, magazines, audio visual materials and a small computer hub can be accessed by all students.

The library is staffed by a teacher-librarian and teacher-aide. Our Teacher-Librarian works with all class teachers to plan content designed to match the outcomes of the classroom programmes. The activities covered in the library will enhance students’ information retrieval skills using resources which may include the Internet, encyclopaedias and CD-ROMs as well as books and other print media. Arts/Media skills, Literature appreciation skills and Literacy strategies may also be utilised. Students are also encouraged to use the Library/Resource centre as a recreational resource and it hosts many programs including ‘Reading Friends’, buddy reading and lunchtime activities. Parents are welcome to visit and help their younger children select a book for borrowing.
Sport

All children from Prep to Yr7 are involved in Physical Education lessons as well as being invited to attend regular morning fitness activities before school. Students from Prep—3 participate in the Perceptual Motor Program which develops fine and gross motor skills. Year 5—7 are also involved in a range of intra-school sports. Some of the sports offered are netball, softball, cricket, soccer, rugby league, touch football, athletics and hockey, as well as a range of activities encouraging children to “Get Active”. Students in Year 3, Term 4 attend learn to swim classes and again in Year 4, Term 1. Year 5, 6 and 7 students participate in a “Water Safety” Program in Term 4. All students will wear a sun safe shirt when swimming. Nashville is working towards a Federal Government initiative of providing 30 minutes of physical activity per day called “SMART MOVES”. Each class breaks for a ‘healthy snack’ during the morning session. All students will have access to sunscreen which will be available in all classrooms.

Student Support Services

The Student Support Services team in our school consists of a Guidance Officer, School Chaplain, Support Teacher for Literacy and Numeracy, Visiting Advisory teachers for behaviour and students with disabilities. The School Chaplain works in the school 2 days per week and is supported by the Local Chaplaincy Committee.

Support, Enrichment and Intervention Programs

Teachers have the assistance of a Support Teacher Literacy and Numeracy and a Guidance Officer to help children with special learning needs to reach their potential. The SEIT (Support, Enrichment & Intervention Programs) Committee meets every fortnight to discuss referrals of students with support and enrichment needs. This includes learning difficulties, behaviour, health and safety concerns and general discussion. From this meeting a set of actions or response is activated. A range of trained support teacher aides are available to support the class teacher, small groups and individuals when needed. The Early Literacy Foundations (ELF) program supports students at the end of year 1 and beginning of year 2. Prep students have access to the Finger Gym (fine motor – getting ready to write) program, an oral language program and Perceptual Motor Program.

Enrichment support programs such as the “Premier’s Readers Cup’, Buddy Reading Program, Reader’s Cup, ICAS testing program run by the University of NSW, accessing Environmental Education Centres for day trips and camps, Music Camps, School Concert, Choir and school ‘Speaking Competition’ enrich the curriculum programs offered to all students.

Talking to Teachers

As well as these formal parent/teacher discussions, parents are encouraged to talk frequently with their child’s teacher during the year. However, we would greatly appreciate it if you could avoid conversations with teachers during class time. It is best to make an appointment at a mutually agreeable time. Sometimes a phone conversation will solve the issue or problem so please utilise this option if necessary.

Toys / Show and Tell

Toys and treasures can be lost or broken so we ask you to ensure that your child does not bring any of these to school. However, for learning purposes your child is encouraged to bring in any type of interesting specimens or objects eg: rocks, shells, flowers, insects, animals to enrich the science program.
Our tuckshop is currently operational every Thursday. When open it operates under the guidelines of the Healthy Food and Drink Supply Strategy Guidelines for all schools. Our tuckshop is only able to open with volunteer help. We always need volunteers to assist so please give generously of your time. Please look at our newsletter to see what is on our Tuckshop menu. Tuckshop orders need to be written on a brown paper bag with your child’s name and class and handed to the office prior to tuckshop day.
Nashville State School has a Student Dress Code Policy. Students wear their school uniform to demonstrate pride and a sense of belonging, as we are a school team who are proud of our achievements. Our school colours are blue and gold. We highly recommend you continue to support our dress code and purchase the correct school uniform. The Uniform and Book Shop is open at different times. Check with the school office for opening times. Our year 7 students together choose a special year 7 senior shirt which celebrates their last year at primary school.

Please ensure all items are clearly labelled.

**BOYS UNIFORM**
- Shirt: Nashville State School Polo Shirt or Blue Check Shirt with gold trim.
- Shorts: Plain royal blue school shorts.

**GIRLS UNIFORM**
- Dress: Blue check with gold trim, front zip, small collar, short sleeves, side pocket, pleat at centre back.
- Shirt: Nashville State School Polo Shirt.
- Skirt: Royal Blue pleated skirt.
- Skorts: Royal Blue skorts/culottes with side seam & side pockets, elasticised backs, two dart pleats on both front panels. These are worn with the Nashville State School Polo Shirt.

**FOR BOYS AND GIRLS**
- Shoes: Enclosed shoes (must be black with black shoe laces).
- Socks: White.
- Hat: Broad brimmed hats and Legionnaires caps in dark blue material are available from the school.

It is compulsory to wear a broad brimmed hat in the playground at all times.

Prep students wear a GOLD hat and all other students wear BLUE.

**FOR WINTER**
A Royal Blue Tracksuit has been selected as part of our official winter uniform. Fleecy jackets are available for all ages. These can be obtained through the school.

**UNACCEPTABLE DRESS**
- Tank Tops, Brief Shorts, Thongs, Bare Feet, Jewellery (other than plain studs, watch).

**CLOTHING IS ON SALE AT THE SCHOOL**
All uniform items can be purchased from the Uniform Shop at the school. Second hand items are also available. Uniform shop hours are Monday 8:30am – 9:00am and Wednesday 2:00pm – 2:40pm.

**TO ORDER**
Write child’s name, class and item/s required on an envelope. Put money inside and leave at the school office. Orders will be filled as soon as possible.