

WELCOME TO MIDDLE RIDGE STATE SCHOOL

PARENT HANDBOOK

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CONTACTS

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FROM THE PRINCIPAL



VICTORIA MENKINS
Principal

At Middle Ridge State School, our vision, **"Where seeds of learning become forests of opportunity,"** encapsulates our positive, productive relationships; our high expectations for learning and behaviour; our seamless curriculum delivery; and our high-quality teaching, which is both explicit and engaging.

We aim to nurture self-belief, increase learning opportunities, and enhance learning outcomes for **ALL** students, instilling in them a love of learning.

We have purposefully worked to develop our school culture, **"The Middle Ridge Way,"** in ways that will further engage each student in a safe environment. Our school prides itself on being "values-based" through the looking, thinking, and acting that we encourage, fostering a culture of educational achievement and engagement.

Our school culture is:

1. welcoming;
2. where the conditions for learning are ever-present;
3. in which we examine how our behaviours affect us, others, and our world;
4. in which there is a shared belief that we are a part of something special and great; and
5. in which the language creates and fosters our school values of **Honesty, Respect, Kindness, Self-discipline, Social Justice, Co-operation** and a commitment to **Learning**.

At Middle Ridge State School, we are committed to the following principles:

1. All staff members in our school consider it their responsibility to make every student, parent, and visitor feel noticed, welcomed, and valued.
2. Our school rules and values are the tools we use to teach students to become the moral and ethical citizens we expect them to be.
3. Students tell a story about themselves that is one of possibility and potential and perform in ways that are consistent with that belief.
4. Students go beyond the minimum needed to get by to discover what they are capable of achieving.
5. Our school is the best place to teach, the best place to learn, and the best place to work.

Middle Ridge State School has developed a reputation for its sound, inclusive educational programs and practices, as well as for the growth of a great learning community. The school is privileged to be supported by a proactive, future-oriented P&C Association, whose many enthusiastic parents voluntarily give their time across a range of school pursuits, programs, and activities.

Sporting opportunities, a strong instrumental and arts program, specialist teaching in languages, health and physical education, and an emphasis on literacy and numeracy competencies combine at MRSS to support lifelong learning.

At Middle Ridge State School, all staff members strive to create an atmosphere of mutual trust, confidence, and support for all children. Leadership development, educational excursions, and enrichment programs feature prominently, with children being nurtured through their formative years to develop as capable and socially responsible citizens for the future.

The school is led by a Principal and three Deputy Principals. Further instructional leadership is provided by three Heads of Department for Curriculum, Pedagogy, and Special Education, as well as a teaching staff of more than 50 full-time and part-time teachers. This includes Support Teachers for Literacy and Numeracy, a Teacher Librarian, Music Teacher, Physical Education Teacher, Specialist Instrumental Music Teachers, a Languages Teacher (Mandarin/Chinese), and Special Education Teachers.

Learning programs across 32 classrooms are further supported by a skilled workforce of approximately 15 teacher aides, as well as additional part-time specialist staff members, including a Guidance Officer, Social Worker, Family Support Coordinator, Chaplain, Speech-Language Pathologist, a teacher of English as an Additional Language/Dialect, and Advisory Visiting Teachers for Physical, Hearing, and Intellectual Impairment.

I look forward to welcoming you to Middle Ridge State School in the near future and encourage you to become a partner in your child's education.



HISTORY

Middle Ridge State School was established on 27 May 1884 and is one of the oldest primary schools in the Toowoomba region. Located in the suburb of Middle Ridge, the school originally served a small rural farming community known in earlier years as the "German Settlement" district.



During the late 1800s and early 1900s, the school became an important centre for the growing local community, with strong ties to nearby churches, farming families and the former Middle Ridge Shire. Enrolments grew steadily, reaching around 160 students by the early 1900s.

Over the decades, the area transformed from farmland into a thriving residential suburb of Toowoomba. As Middle Ridge expanded, so too did the school. Today, the school caters for more than 750 students from Prep to Year 6 and is recognised for its strong academic, sporting and arts programs, along with its supportive community culture. The school's motto, "Where seeds of learning become forests of opportunity," reflects its long-standing commitment to education and student growth.

Middle Ridge State School is an independent, inclusive state primary school providing education for students from Prep to Year 6. In 2026, the school has an enrolment of approximately 760 students.

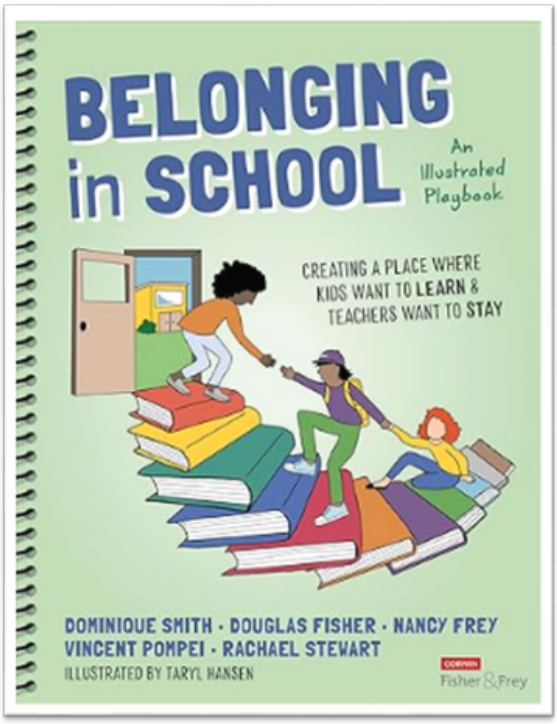
SENSE OF BELONGING

THE FOUNDATION OF WELLBEING AND ENGAGEMENT AT MIDDLE RIDGE STATE SCHOOL

At Middle Ridge State School, we are proud to foster a culture of belonging that underpins our students' wellbeing, engagement, and academic success. This philosophy is grounded in the evidence-based research conducted by Doug Fisher, Nancy Frey, and Dominique Smith, as outlined in their influential work, *Belonging in School: Creating a Place Where Kids Want to Learn and Teachers Want to Stay*. Their research highlights the critical role that a sense of belonging plays in creating an inclusive and supportive school environment where every student and staff member feels welcomed, valued, and empowered to thrive.

Our commitment to this philosophy is reflected in our impressive 94% student attendance rate, a testament to the positive and inclusive culture we have cultivated.

THE 11 DIMENSIONS OF BELONGING





Fisher and his colleagues identify 11 key dimensions of belonging that schools can intentionally foster to ensure every individual feels part of the community.

These dimensions form the foundation of our approach at Middle Ridge State School:

1. **Welcomed** – Every student and family is greeted warmly and made to feel part of our school community from the moment they arrive.
2. **Invited** – We actively include all students in classroom activities, discussions, and school opportunities, ensuring everyone has a voice.
3. **Present** – Students are encouraged to bring their authentic selves to school, celebrating their unique identities and backgrounds.
4. **Known** – Teachers and staff take the time to understand each student's individual strengths, needs, and qualities, ensuring every child feels seen and valued.
5. **Accepted** – Our school fosters an environment of unconditional acceptance, where students feel safe and supported by their peers and teachers.
6. **Involved** – Students are given meaningful opportunities to participate in learning, school events, and collaborative activities, fostering a sense of purpose and engagement.
7. **Heard** – We prioritise listening to our students, valuing their opinions, ideas, and perspectives in decision-making processes.
8. **Supported** – Our staff provide guidance, encouragement, and resources to help students succeed academically, socially, and emotionally.
9. **Befriended** – Positive relationships and connections are nurtured between students and staff, creating a strong sense of community.
10. **Needed** – Students are encouraged to contribute to the school community, helping them understand the value of their unique contributions.
11. **Loved** – Care, empathy, and genuine concern for one another are at the heart of our school culture, ensuring every student feels valued and supported.

HOW WE APPLY THE DIMENSIONS OF BELONGING

At Middle Ridge State School, we integrate these dimensions into every aspect of school life. For example:

- To foster involvement, we encourage collaborative learning projects and provide opportunities for students to set and achieve personal learning goals.
- To ensure students feel known, our teachers conduct regular personal check-ins and maintain detailed learning profiles for each student.
- To promote a sense of being heard, we create platforms for student voice, such as student councils and classroom discussions, where their ideas and opinions are respected and acted upon.

These practices are not just limited to the classroom. They extend to extracurricular activities, school events, and interactions between staff, students, and families, ensuring a holistic approach to belonging.

THE IMPACT OF BELONGING

Research shows that when schools actively cultivate a sense of belonging, the benefits are profound. Students who feel they belong are more engaged in their learning, perform better academically, and demonstrate improved social-emotional well-being. At the same time, staff members report greater job satisfaction and a stronger sense of purpose within the school community.

Belonging is not about simply fitting in; it is about creating authentic connections where every individual feels valued for who they are. By embedding the 11 dimensions of belonging into our school culture, we are building an inclusive, supportive, and empowering environment where students and staff alike can thrive.

A SHARED COMMITMENT

At Middle Ridge State School, we believe that fostering a sense of belonging is a shared responsibility. We invite parents and carers to partner with us in creating a school community where every child feels welcomed, known, and valued.

Together, we can continue to build a school culture that supports the well-being and engagement of all our students, ensuring they have the foundation they need to succeed.

For more information about our approach to belonging and how you can support this at home, please don't hesitate to contact the school or visit our website.

THE MIDDLE RIDGE **WAY**

THE MIDDLE RIDGE VALUES

RESPECT

I treat others the way I want to be treated.

MYSELF AND OTHERS

- I show respect for myself and all members of the school community (students, teachers, parents, teacher aides, visiting teachers, volunteer helpers)
- I ensure others are not exposed to fighting, pushing, teasing, physical or verbal harassment (no bullying)
- I respect the rights of myself and others
- I speak politely and use good manners
- I move quietly around the school, so others aren't disturbed
- I take pride in myself, my school uniform, and my school
- I practice good hygiene

PROPERTY

- I respect the belongings of myself and others
- I remove my muddy shoes before entering the classroom
- I respect the gardens, classrooms, school resources etc.

SELF-DISCIPLINE

I use myself-control to make good choices.



- I manage and am responsible for my behaviour
- I accept the consequences of my behaviour
- I listen to and follow instructions and directions
- I make appropriate choices without supervision
- I use playground/classroom equipment safely during school hours
- I move safely and sensibly around the school (walk on concrete pathways)
- I resolve conflict in an appropriate manner
- I keep my hands and feet to myself
- I play safely in the forest
- I enter and exit the classroom in an orderly manner
- I am in the right place at the right time
- I use sporting equipment away from buildings and glass
- I am sun safe and wear a broad brimmed hat
- I wheel my bike/scooter in the school grounds & along the footpath at the front of the school
- I wait quietly for buses and before entering classrooms after breaks.

THE MIDDLE RIDGE VALUES

CO-OPERATION

I get along with others.

- I work and play, considering others by taking my turn, and sharing and encouraging others
- I respectfully follow instructions from staff members, student leaders & adult volunteers



LEARNING

I have a go and do my best when I am learning.

- I take responsibility for my learning without interrupting the learning of others
- I respect others' right to learn
- I complete tasks to the best of my ability
- I am prepared and organised for school
- I bring a positive attitude to all learning tasks



HONESTY

I am truthful to myself and others.

- I tell the truth at all times
- I use things that only belong to me unless given permission
- I return things that don't belong to me
- I take responsibility for my choices



THE MIDDLE RIDGE VALUES

KINDNESS

I care for myself, others and the environment

- I offer to help others
- I speak politely
- I consider others' feelings
- I encourage others
- I include others
- I am welcoming
- I am a good friend

TO THE ENVIRONMENT

- I help keep rooms, equipment, toilets, and grounds clean
- I keep out of gardens
- I protect fauna / flora in school grounds
- I keep my environment litter free



SOCIAL JUSTICE

Treat others fairly when I work and when I play.

- I play fairly by sharing, taking turns and being a good sport.
- I appreciate differences
- I am inclusive of others



Code of Conduct

We are committed to providing a safe, respectful and supportive learning environment where students, staff and visitors feel valued, and learning is the priority.
Our Student Code of Conduct promotes positive behaviour, outlines expectations, and explains how we encourage appropriate conduct and respond to unacceptable behaviour.

The full Student Code of Conduct is included in this pack and is also available on our school website.

ENROLMENTS

Eligibility Criteria for Enrolment at Middle Ridge State School

Middle Ridge State School is an Enrolment Managed school - this means that specific criteria will need to be met in order for a student's application for enrolment to be accepted and deemed successful.

Visit the map here.

What is the Eligibility Criteria?

Local Catchment Area

A school's local catchment area is the geographical area from which the school is to have its core intake of students. Middle Ridge State School is located within a geographic catchment area defined by the State Government. An initial determiner of enrolment eligibility will be the family's principal place of residence that should be located within the defined local catchment area.

There are also residency requirements and eligibility limitations associated with satisfying the criteria to be considered 'in-catchment'. We may accept out-of-catchment applications only if enrolment capacity exists.

Documentation Required for Enrolment

The following documentation is required at the time of making an enrolment application.

To establish residency you will require one of the following **Primary** sources of evidence:
(a) A full TRC Rates Notice showing that you are the owner of the home
(b) A current lease agreement in your name
(c) An unconditional contract of sale establishing that you are purchasing the home, in your name,

and

You will also require a **Secondary** source of evidence showing the same residential address in your name. This may be **either**:

(a) A gas bill
(b) An electricity bill
(c) A telephone bill

To be considered for enrolment, the residential address being offered must be the principal place of residence.

Please note: In the event you live within the catchment area and the living arrangement is with family/friends/ some form of private agreement, more documentation may be requested by the principal at any point during the initial stages.

Other documentation required at the time of lodging your Enrolment Application

(i) Your child's Birth Certificate
(ii) Previous school Report Card (if a non-Prep enrolment) or a Transition Statement (pre-Prep providers – C&K Centres/licensed Kindergartens & Childcare Centres)
(iii) Copies of Custody Orders, Parenting Agreements or any relevant Court Orders

Feel free to contact our school office should you require clarification or further advice concerning any of the above information.



Visit our online Enrolment Enquiry Form via this QR code.

Queensland Government

THE MIDDLE RIDGE **WAY**





CURRICULUM

The Australian Curriculum

The Australian Curriculum sets out the core knowledge, understanding, skills and general capabilities that are important for all Australian students. It describes the learning entitlement of students as a foundation for their future learning, growth and active participation in Australian society. It makes clear what all young Australians should learn as they progress through schooling. It is the foundation for high-quality teaching to meet the needs of all Australian students.

Our Curriculum covers the following Learning Areas:

English, Mathematics, Science, HASS (Humanities and Social Sciences), The Arts, Music, Technologies, Health and Physical Education and Chinese.

Assessment & Reporting

The Australian Curriculum outlines the depth of understanding and sophistications of skill that students are expected to have at each point in their schooling.

Our school year is divided into two semesters, with two terms in each semester. We provide you with feedback on your child's progress at the end of each semester via a report card. At the end of Terms One and the beginning of Term Three, your child's teacher will offer you an interview. You are also encouraged to keep in regular contact with your child's teacher throughout the year to monitor your child's progress.

NAPLAN: Students in Years 3 and 5 participate in the NAPLAN tests in Term 1. We send an individual NAPLAN report home with students, usually late in Term 3. Teachers ensure students are familiar with NAPLAN online platform, and it is not necessary for students to undertake additional preparation outside of school. You can support us by ensuring your child is at school on time, has eaten breakfast, and is well rested in preparation for tests. Further information is at www.nap.edu.au.

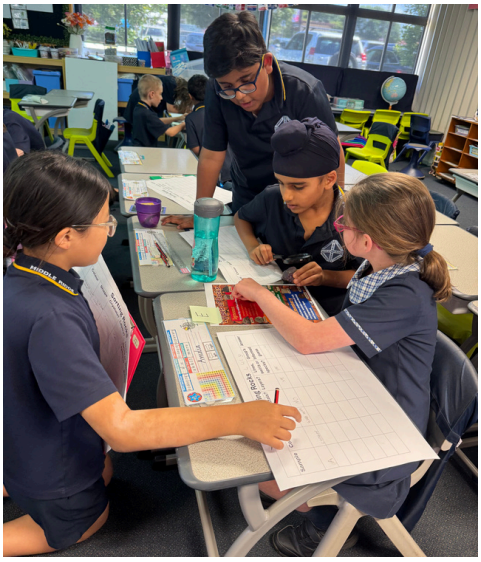
Prep

In Prep, students cover the full range of academic learning areas as outlined in the Australian Curriculum. In line with the curriculum, we will 'provide' some learning areas and allow students to 'experience' others. When we 'provide' a learning area, such as English, Mathematics and Health and Physical Education, students are taught, assessed and reported on for this learning area.

When students 'experience' a learning area, such as The Arts, Technologies, HASS and Science, students are taught the content and their understanding is monitored. These learning areas are not formally assessed. Experiencing the learning areas ensures continuity of learning in an age-appropriate way and that the necessary learning for success in Year 1 is undertaken.

Year 1-6

Students in Year 1 to Year 6 are provided (taught, assessed and reported on) the following:



English & Mathematics – every semester every year.

Health & Physical Education, Science, HASS (Humanities & Social Sciences) and Music – at least one semester every year.

Technologies and The Arts – at least one semester in a Band (Yr1/2, Yr 3/4, Yr 5/6).
Students in Year 1 to Year 6 participate in Technologies and The Arts for one semester each year but may only be reported on in these learning areas at the end of the Band Yr 2, 4 & 6.

Chinese – Yr 5 & 6 one semester each year.

Homework

Reading is the most important activity in the school curriculum and one of the easiest to supervise and encourage at home. Prep to Year 6 students should do some reading every night. Teachers may set specific homework reflecting work done in the classroom. Some children may be required to complete unfinished class work at home.
The homework guidelines for different age groups are as follows:

YEAR LEVELS - Time allocations

Prep - Should not exceed 10 mins per night
Year 1-2 - Approximately 15 mins per night (Should not exceed 1 hour per week)
Year 3-4 - Approximately 20 mins per night (Should not exceed 1 hour 20 mins per week)
Year 5-6 - Approximately 30 mins per night (Should not exceed 2 hours per week)

For further information please refer to our Homework Policy available from our school website.

READING

At Middle Ridge State School, we base our reading instruction on the **Science of Reading**. Our approach is informed by evidence-based research and includes the key components of phonemic awareness, phonics, vocabulary, fluency and comprehension.



InitiaLit

The InitiaLit program is delivered from Prep to Year 2 and provides explicit, systematic instruction in the essential components of reading. Through engaging and structured lessons, students develop the foundational skills needed to become confident and successful readers and writers.

Decodable Readers

Students in Prep, Year 1 and Year 2 use decodable readers to apply the phonics knowledge and decoding skills they are learning in class. These carefully sequenced texts align with the letter–sound relationships that have been taught, helping students build accuracy, fluency and confidence. As students become proficient readers, they transition to increasingly complex texts that further develop comprehension.

Tricky Words

Some high-frequency words contain spelling patterns that do not align with students' current phonics knowledge and cannot be easily decoded. These words are taught explicitly and systematically, with students learning to identify the "tricky" part while applying their phonics knowledge to the rest of the word. As students deepen their understanding of the English spelling system, many of these words become automatically recognisable.

Language

Strong language skills are essential for reading success. Children learn to read by combining their knowledge of language with their understanding of letters and sounds to make meaning from text. For this reason, oral language, vocabulary development and background knowledge are key components of reading instruction at Middle Ridge State School. Students are provided with rich language experiences through quality literature, shared reading experiences, classroom discussions and vocabulary instruction.

Families can support oral language development at home by:

- Engaging in regular conversations with their child.
- Using rich and varied vocabulary.
- Reading aloud every day.
- Singing songs, rhymes and nursery rhymes.
- Introducing and discussing new words.
- Making connections between words with similar meanings.

For more ideas on supporting your child's language development, visit the First Five Forever website.



MUSIC

Middle Ridge State School has a proud history of Music Education. Learning music can build the skills and experiences young people may need for a future world that is increasingly complex and connected through creativity, communication, critical thinking and collaboration. It is widely accepted that a well-rounded music education can increase students' language and literacy skills, and can improve students' self-confidence, concentration, resilience and wellbeing.

Classroom Music Program

Students from Prep to Year 6 participate in weekly Classroom Music lessons where a sequential approach to rhythmic and melodic musical literacy is the focus of all musical activities.

Choral Program

Opportunities are available for students from Year 2 to Year 6 to join the Choral Program by participating in the following choirs: Year 2 Singers, Junior Vocal Ensemble, Senior Vocal Ensemble and Middle Ridge Voices.

Instrumental Music Program

Opportunities are also available for students from Year 3 to Year 6 to join the Instrumental Music Program by participating in String (Year 3 to Year 6) or Multi-instrumental Brass/Woodwind/Percussion/Bass Guitar (Year 4 to Year 6) lessons. Instrumental Ensemble opportunities available for students in the Instrumental Music Program include Beginner Strings Junior Strings, Senior Strings, Chamber Strings, Training Band, Symphonic Band and Jazz Band.

Performance Opportunities

Performance opportunities for students in the Choral, String and Band Programs include School Assemblies, Anzac Day, Remembrance Day, Toowoomba Choral and Instrumental Eisteddfod, Sing Out, String Out, Choral and Instrumental Fanfare, school concerts and other special events.

Collaborative Opportunities

Middle Ridge Music students regularly participate in choral and instrumental workshops with renowned music clinicians to extend and enhance their musical knowledge and skills. Students also participate regularly in music workshops and concerts with students from other local schools. Students are also invited to nominate for the State Honours Ensemble Program, organised by the Griffith University Queensland Conservatorium in November each year.

Award Winning Music Program

While the philosophy of the Middle Ridge Music Program is to focus on students experiencing the thrill of performance and feeling proud of their hard work and commitment, Middle Ridge music students regularly achieve success in music competitions due to the school's outstanding culture of musical excellence. Recent awards include:

- State finalist in Choral Fanfare for Middle Ridge Voices
- 1st place for Middle Ridge Voices and Senior Vocal Ensemble in the Toowoomba Eisteddfod
- 1st place for Beginner Strings, Junior Strings, Senior Strings, and Chamber Strings in the Toowoomba Eisteddfod, with the String Program being awarded the Primary School String Aggregate Trophy for the most outstanding String Program in Toowoomba
- Regional Finalist for Senior Strings and Symphonic Band in Instrumental Fanfare
- Junior Vocal Ensemble and Middle Ridge Voices awarded the Most Outstanding Primary Performance in Fanfare for the Darling Downs South West region





Middle Ridge State School is proud of the music students' achievements, which are gained through hard work, dedication and a commitment to musical excellence. Through weekly lessons, rehearsals, workshops and performances, students in the Music Program at Middle Ridge State School are able to explore their musical potential and feel a sense of pride in both individual and group achievements. We warmly welcome all students to the Music Program, and hope all children who learn music at Middle Ridge State School have a rich and rewarding experience that may benefit their lives for many years to come.

HEALTH & PHYSICAL EDUCATION



Our Middle Ridge State School HPE Program is aimed at building more than just physical fitness – It's about encouraging an attitude in young learners to enjoy participating in all aspects of their physical skill development; building healthy habits and lifestyle choices; fostering resilience and encouraging the value of teamwork.



All year levels participate in Australian Curriculum aligned weekly Physical Education Lessons. Currently Year 1 -6 Classes receive 30-minute PE lesson and Prep classes receive two 30-minute PE lessons per week. Students also participate in specific Health Education lessons.

Key Focus Areas Across All Year Levels:

- Health Benefits of Physical Activity
- Fundamental movement skills leading to games and sport
- Decision-making and problem solving for Health & Safety
- Safe practices and protective behaviours
- Respectful relationships and emotional wellbeing



Class Swimming Lessons

Middle Ridge State School students are very fortunate to have access to a temperature regulated pool on campus.
Students in Years 1-6 participate in 12-14 Swimming Lessons throughout Terms 1 and 4 each year whilst Prep Students receive 6-7 lessons in Term 4.
Swimming Lessons are free of charge and delivered by Accredited Swimming Teachers / Instructors to ensure consistency of delivery and aquatic safety of students.

Representative, Inter & Intra School Sport Opportunities

Middle Ridge State School has a vibrant Intra School House Competition that includes participation in Annual Swimming, Track & Field and Cross-Country Carnivals. Our School House Teams are:

Hume – Purple; Ramsay – Red; Spring – Yellow; Stenner – Green.



Our students have the opportunity to participate in the full spectrum of the Queensland School Sport Representative program through our membership of Darling Downs School Sport. Team sport representation is generally for 10-12Yrs Students whilst 9Yr Old students may represent in the individual program for Cross Country, Swimming and Track & Field.
Students are also afforded opportunities to participate in Interschool Sport Gala Days and organised competitions eg. Basketball and Touch Football.

Camp

Students in Years 5 and 6 attend an annual year level camp. Currently the duration of the camps are three days/two nights. Our camps attempt to focus students on personal growth and independence through engaging in group activities and team building exercises that help to build empathy, deepen existing friendships and create new social bonds.
Currently the Year 5 cohort attend Sunshine Coast Recreation Camp at Lake Currimundi on the Sunshine Coast. Year 6 students attend The Great Aussie Bush Camp Kindilan at Redland Bay.

Staff encourage attendance on these camps as a valuable opportunity in many respects.



LIBRARY

Our Middle Ridge State School Library Program is designed to build more than just literacy skills – it's about fostering a genuine love of reading, learning and discovery. The program encourages students to explore a wide range of books and resources, develop their information and research skills, and become confident, independent learners. It also promotes creativity, curiosity, critical thinking and a lifelong appreciation for literature and learning.

All year levels are provided with opportunities to engage with literature, develop their understanding of library resources and learn how to access, evaluate and use information effectively. The library also supports classroom learning by providing resources and experiences that enrich students' learning across all curriculum areas.

Key Focus Areas Across All Year Levels:

- Developing a love of reading and literature
- Building literacy, comprehension and communication skills
- Developing research, information literacy and digital literacy skills
- Encouraging critical thinking, creativity, curiosity and independent learning
- Promoting respectful, responsible and safe use of library resources and digital information
- Supporting students to explore diverse perspectives, ideas, cultures and experiences through literature





STUDENT SUPPORT

At Middle Ridge State School, we are committed to supporting every student through a whole-school approach that values diversity, promotes inclusion, and fosters high-quality teaching and continuous improvement. We believe that all students can learn and demonstrate growth in their educational journey.

Our consistent, school-wide practices ensure a coordinated response to the diverse needs of learners by maintaining high expectations, monitoring student progress, and providing targeted support through effective teaching practices.

Inclusive Education

We align our practices with the Queensland Department of Education's Inclusive Education Policy, which ensures that every student, regardless of their background or abilities, can access and participate in high-quality education alongside their peers.
This includes:

- **Valuing Diversity**: Recognising and celebrating the diversity of our school community, including culture, language, religion, gender, and abilities.
- **Promoting Inclusion**: Ensuring all students feel welcomed, respected, and valued as members of our school community.
- **Equity and Excellence**: Providing equitable access to resources and opportunities to support every student's learning and wellbeing.
- **Collaboration**: Working closely with families, support services, and the wider community to meet the individual needs of students.
- **Reasonable Adjustments**: Making adjustments to teaching, assessment, and the learning environment to ensure all students can participate fully in their education.

For more information on the Department of Education's Inclusive Education Policy, visit Inclusive Education.

Special Education Program (SEP)

At Middle Ridge State School, we are proud to offer a dedicated **Special Education Program (SEP)** to support students with disability. Our SEP is designed to ensure that every student can access and participate in education on the same basis as their peers, in line with the Disability Discrimination Act 1992 and the Disability Standards for Education 2005.

Key features of our SEP include:

- **Individualised Support**: We provide tailored support for students with verified disabilities, including intellectual disability, autism spectrum disorder, hearing impairment, vision impairment, physical impairment, and speech-language impairment.
- **Collaboration with Families**: Our SEP team works closely with families to develop and implement Individual Curriculum Plans (ICPs) and other personalised learning strategies.

- **Specialist Staff**: The program is led by our Head of Special Education Services (HOSES), who oversees the planning and delivery of support services. Our SEP team includes a range of specialist staff who work collaboratively to meet the diverse needs of students with disability. These include:
    - Occupational Therapist (OT): Supporting students with fine motor skills, sensory needs, and functional independence.
    - Physiotherapist: Assisting students with physical impairments to improve mobility, posture, and participation in physical activities.
    - Speech-Language Pathologist (SLP): Supporting students with communication, language, and speech development.
- **Inclusive Practices**: We prioritise inclusive education by supporting students to participate in mainstream classrooms wherever possible, with appropriate adjustments and additional support.



- **Targeted Interventions**: For students requiring more intensive support, we provide small group or individualised instruction tailored to their specific learning needs.
- **Skill Development**: Our program focuses on developing academic, social, and life skills to support students in achieving their full potential.

If you would like more information about our Special Education Program or believe your child may benefit from additional support, please contact our **Head of Special Education** via the school office.

Medical Support for Students with Medical Conditions

At Middle Ridge State School, we are committed to ensuring the safety, health, and wellbeing of all students, including those with medical conditions such as epilepsy, asthma, diabetes, anaphylaxis, and other health needs. We work closely with families, healthcare professionals, and our school nursing team to provide appropriate support and care.

Key aspects of our medical support include:

- **Individual Health Plans (IHPs)**: For students with specific medical conditions, we develop Individual Health Plans in consultation with families and healthcare professionals. These plans outline the necessary care, emergency procedures, and adjustments required to support the student's health and safety at school.
- **Emergency Action Plans**: For conditions such as anaphylaxis, asthma, and diabetes, we require families to provide up-to-date Emergency Action Plans from their child's doctor. These plans ensure that staff can respond effectively in case of an emergency.
- **Staff Training**: All staff receive regular training in managing medical conditions, including the use of EpiPens, asthma inhalers, and other emergency medical equipment. This training is provided in accordance with the Queensland Department of Education's guidelines and ensures staff are equipped to respond confidently and appropriately.

- **Nursing Team Support**: Our school is supported by a nursing team that provides expert advice, training, and assistance in managing students' medical needs. The nursing team works closely with staff and families to ensure the best outcomes for students.

Administration of Medication

If your child requires medication to be administered during school hours, we follow the Queensland Department of Education's guidelines for the safe administration of medications in schools. These guidelines ensure that medication is managed responsibly and in a way that supports the health and wellbeing of students.

Key points include:

- **Parent/Carer Responsibility**: Parents or carers must provide the school with a completed and signed **Administration of Medication at School Record Sheet**. This form is available from the school office.
- **Medication Requirements**: All medication must be provided in its original packaging with a pharmacy label that includes the student's name, dosage, and administration instructions. Over-the-counter medications, including paracetamol, cannot be administered without a pharmacy label and written instructions from a medical practitioner.
- **Storage and Administration**: Medications are stored securely at the school and administered by trained staff in accordance with the provided instructions. A record is kept of all medications administered.
- **Emergency Medications**: For emergency medications such as EpiPens or asthma inhalers, parents/carers must ensure these are provided to the school and are within their expiry date.

If your child requires medication to be administered at school, or if you have any questions about the process, please contact the **main office** or our **Head of Special Education** for further information. You can also find more details on the Department of Education's website: Administration of Medications in Schools.

Nationally Consistent Collection of Data (NCCD)

The Nationally Consistent Collection of Data on School Students with Disability (NCCD) is an annual process that helps schools, education authorities, and the government better understand and support students with disability.

At Middle Ridge State School, we participate in the NCCD to ensure we are meeting the needs of all students requiring adjustments due to disability. This process involves:

- Identifying students who require adjustments to access education on the same basis as their peers.
- Recording the type and level of adjustments provided to support these students.
- Using this data to inform teaching practices and resource allocation.

The NCCD is conducted in accordance with the Disability Discrimination Act 1992 and the Disability Standards for Education 2005. Participation in the NCCD does not affect a student's enrolment or academic record, and all information is collected and stored securely.

If you have any questions about the NCCD or how it applies to your child, please contact the school office. You can also find more details on the NCCD website

Our Commitment to Student Wellbeing

We provide an inclusive learning environment for all students through:

- Disability and learning support;
- Support for students with specialised health needs;
- Recognising and celebrating diversity in culture, language, religion, and gender;
- Supporting students who are refugees or in out-of-home care; and
- Student wellbeing and health initiatives.

Who to contact about your child's needs

Our teachers and support staff work collaboratively to understand and support your child's individual learning needs. Reasonable adjustments are made to ensure every student can access the best possible learning experience.

In most cases, your child's classroom teacher will be your first point of contact for discussing any questions, concerns, or information relating to your child's learning and wellbeing. If your child requires additional support or documentation (e.g., doctor's letters or checklists), you can contact our Head of Student Support Services via the school office or by email at **sssm@middleridgess.eq.edu.au**.

Please refer to the ***Medication Management at MRSS*** section of this Parent Handbook for further information around our requirements/expectations.

Extra-Curricular Offerings at Middle Ridge State School

At Middle Ridge State School, we believe in fostering holistic development by providing a wide range of extra-curricular activities to support our students' academic, creative, and personal growth. Participation in these activities provides valuable opportunities for students to develop critical thinking, teamwork, and a love of learning beyond the classroom..

ICAS Testing

The International Competitions and Assessments for Schools (ICAS) provides students with the opportunity to challenge themselves in various academic subjects, including English, Mathematics, Science, and Digital Technologies. This globally recognised program allows students to test their skills against peers from across the world while receiving detailed feedback to support their learning journey.

Australian Mathematics Competition (AMC) and QAMT Quiz

The Australian Mathematics Competition and the QAMT Quiz are prestigious events that inspire students to engage with mathematics in a fun and challenging way. Open to students in Years 5-6, the AMC and QAMT Quiz encourage problem-solving and critical thinking through a series of thought-provoking mathematical problems.

Maths Team Challenge and QAMT Quiz

The Maths Team Challenge and QAMT Quiz are collaborative events that allow students to work together to solve a range of challenging mathematical problems. These competitions foster teamwork, communication, and logical thinking while developing a deeper appreciation for the beauty of mathematics.

Opti-MINDS

Opti-MINDS is an exciting program that nurtures creativity, teamwork, and innovation. Students work in teams to develop imaginative solutions to complex, open-ended challenges in categories such as Science/Engineering, Language/Literature, Media/Communication, and Social Science. The program culminates in a stimulating presentation of their work at the Regional Challenge. Winners at the regional level are offered the opportunity to participate at state level.

Chess Lessons and Competitions

Chess is a fantastic way to develop strategic thinking, concentration, and problem-solving skills. At Middle Ridge, students can participate in chess lessons to learn and enhance their skills, preparing them to compete in interschool individual and team chess competitions. These events provide an excellent opportunity for students to put their knowledge to the test and enjoy the camaraderie of friendly competition.

Premier's Reading Challenge

The Premier's Reading Challenge encourages students to develop a lifelong love of reading. By setting personal reading goals and exploring a variety of texts, students build their literacy skills and confidence. This initiative celebrates reading achievements and fosters a culture of reading within the school community.

Readers Cup

Readers Cup is a fun and engaging competition that promotes teamwork and a passion for reading. Students work in teams to read a selection of books and then compete in a quiz-style event to test their knowledge. This activity encourages collaboration, comprehension, and a love of literature.

Aussie Hoops

Aussie Hoops is a basketball program designed to introduce students to the fundamentals of the sport in a fun and inclusive environment. Through skill-building activities and games, students develop coordination, teamwork, and a love for physical activity.

Auskick

Auskick is an Australian Rules Football program that provides students with the opportunity to learn and practise the basic skills of the game. With a focus on fun, participation, and teamwork, Auskick helps students build confidence and enjoy the benefits of physical activity.

We are proud to offer these enriching opportunities for students to get involved in activities that interest and inspire them.



MEDICATION MANAGEMENT AT MRSS

DoE Medication Guidelines to which MRSS adheres to

- Medication must be prescribed by a health practitioner (doctor, dentist),
- Medication must be in its original container,
- Medication has an attached pharmacy label with doctor's name listed,
- Consent to Administer Medication Form must be filled in before any medications can be given by staff,
- Over the counter medication (e.g. paracetamol, eye drops, cough syrup) will not be administered unless it has been prescribed by your child's qualified health practitioner/doctor,
- Ensure medication hasn't reached its expiry date,
- One Medication per Consent to Administer Medication Form

We cannot accept medication that has been altered in anyway (e.g. If your child is on a half dose, please provide a pill cutter).

Doctor's Letters & Checklists

From time to time, a medical professional may request that your child's teacher complete a checklist or provide a letter regarding your child's progress at school. These documents assist the medical provider in gathering relevant information to support your child's care. Please note the following important guidelines:

- **Third-Party Consent Form**: Before any information can be shared, a completed third-party consent form must be obtained from and returned to the school office.
- **Turnaround Time**: A minimum of **two weeks** is required for the completion of any medical checklists or letters. This timeframe allows for the necessary internal processes and approvals within the school.
- **Submission**: All completed checklists and letters will be sent directly to the requesting medical practitioner

Emegency Health Plans

If your child has a health condition that requires an emergency response or medication, you will need to ask your child's doctor to provide a Medical Health Plan outlining the symptoms, treatment, and required procedures.

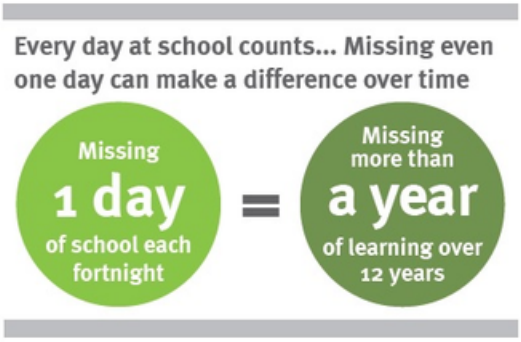
Once all required information and medication have been provided, please attend the school office and complete a Consent to Administer Medication Form. The Medical Health Plan and medication will then be processed. The medication will be distributed to the child's classroom, and relevant Action Plans will be filed accordingly.

GENERAL SCHOOL PROCEDURES

Absences

Please call, email our office or utilise QParents to notify the school if your child will be absent – this ensures the safety of your child. **Every day counts.** Regular attendance is essential for continuity of learning for your child. If your child is unwell, however, they should remain home. All absences must be explained.

Read more about QParents via the above QR Code.



Assembly

Assembly occurs fortnightly. Junior Assembly (P-3) occurs on the even school week, and Senior Assembly (4-6) occurs on the odd school week.

Prep students will commence attending assembly (officially) from Term 2. Year 3s will move to Senior Assemblies in Semester 2. A Whole School Assembly will occur on the last day of each term.

Bell Times

8:45am	First Bell
8:50am	School starts (any student who arrives after this time MUST sign in via the office).
11:00am	FIRST BREAK
11:33am	End of First Break
11:40am	Middle session starts
1:20pm	SECOND BREAK
1:53pm	End of Second Break
2:00pm	Final session starts
3:00pm	School finishes

Booklists

Our school booklist is available to purchase online or in person via Browns Office Choice. You can access this booklist via the Browns Office Choice website, or you can request a paper copy from our office. Families may also wish to source the items themselves.

Excursion/Incursions

Excursions and incursions are valuable learning experiences, and activities of educational interest may be planned throughout the year. Prior to each occasion, a special information note will be sent home via QParents outlining all arrangements and costs. For any school activities, you **must** provide consent for your child to participate. Payment does not equate to consent.

Family Details

Personal and contact details – ensure address and telephone details are always up to date. Emergency contacts must be local people in addition to the mother and/or the father of the student. If parents are unable to be contacted by phone, emergency contacts are used.

Health & Wellbeing

For the safety of your child and in the interests of the health and wellbeing of the other children in the group, please keep unwell children at home. If your child has a medical condition (e.g. asthma/anaphylaxis) please see the ***Medication Management at MRSS*** section of this handbook.

Teachers need to be made aware of any children with toileting needs. Parents are requested to pack a spare set of underwear for use in emergency situations.

Please visit www.health.qld.gov.au/public-health/schools/prevention and refer to the "*Time Out*" poster under the "*Exclusion guidelines for contagious conditions*". The document is helpful for families to determine when it's safe for their child to return to school after contracting/recovering from an illness (contagious or otherwise).

Lost Property

Lost Property is located at the back of the Admin Building. It is often cleared at the end of each school term. We encourage families to name ALL clothing and items in a way that cannot be removed easily (crossed out or renamed). This gives your items the best chance of being returned to you in the event they go missing.

Mobile Phones

All mobile devices **must** be switched off and signed in at the office. Upon departure from school, students may then sign their device/s out. Should you need to make urgent contact with your child, please contact the office directly, and the message will be passed along accordingly. Parent calls **will not** be put through to children at any point during the school day. Same policy applies for cellular smart watches.

Newsletter

As a regular means of communicating with all families, our school produces a fortnightly School Newsletter (odd weeks). The newsletter link can be found on the school's website. Alternatively, a direct email distribution list is also offered to families that may wish to receive the Newsletter, digitally.

No Pets/No Smoking or Vaping

Pets are not permitted on school grounds at any stage, except for assistance dogs.

Queensland Government buildings/vehicles and offices are bound by a non-smoking policy. Middle Ridge State School does not permit smoking or vaping at any time.

Payments

Our preferred payment method is via BPoint, which can be accessed at the bottom of any invoice you receive (via email).

Alternatively, you can make an EFTPOS payment at the office or a direct deposit to the school's bank account via the following details:

BSB: 064-433
Account No: 00091559
Please use your Student's Name as the reference.

If payments are not made by the expected due date, children will, unfortunately, be ineligible to attend the activity or excursion.

QParents

QParents is a secure online application that gives parents of Queensland state school students access to their child's information, including attendance, timetables, report cards, invoices and payment history. Parents can also update details, explain absences and make online payments. QParents complements existing school communication methods. More information is available in this enrolment pack.

Reporting

School reports will be made available to families at the end of Terms 2 and 4 of each school year. They can be accessed via QParents and will also be emailed to parents.

Roger Guard Lane

Roger Guard Lane is located to the west of our school premises. This is a lane that is open from 8:15 - 8:45am and again from 2:30 - 3:30pm to assist families with school drop-off and pick-up. You can access this lane via a **left turn only** from the western end of Spring Street. We ask parents to seek parking elsewhere if they need to leave their car and enter the school grounds for **any** reason. **Please do not park and leave your vehicle.** This ensures that the laneway is not blocked and helps to avoid delays. Furthermore, the lane will be locked outside of operating hours .

School Arrivals and Departures

Be punctual. Supervision at school does not commence until 8:15am. Your child should not be at school earlier than this unless they are booked with Before School Care. Classrooms open at 8.45am. Parents are expected to leave the school grounds at 8.50am to allow teachers to settle the children for the day's program. Please ensure that the child knows how he/she is going home each day. **Students must be collected by at least 3.30pm each day.** Families should engage with TeamKids (our Before & After School provider) if they are unable to collect your child from school at the aforementioned time. **Playground equipment is out of bounds before & after school.**

Parents are expected to manage younger children's movements before and after school to reduce noise level around classes. Teachers or other staff may intervene should there be a problem.

If you wish to collect your child early or you are dropping your child to school late you **must** attend the office. This ensures that your child remains safe and the correct processes are followed.

The school will only release your child into the care of someone (over the age of 18) who is listed on the student's profile as either a guardian or an emergency contact. If someone was to present to administration that was not listed, you would then be contacted.

Teacher Interviews

Interviews with your child's teacher are scheduled throughout the year. Parents are expected to attend all sessions to discuss their child/ren's progress towards their goals. If you wish to meet with the class teacher, please contact the school office to make an appointment. Teachers are busy people and require preparation time in the mornings before school. Some afternoons, they attend professional development workshops.

Tuckshop

Our tuckshop is open Tuesday to Friday each week (unless advised otherwise). Orders need to be placed prior to 9:00am for same-day orders. Tuckshop orders can be placed via the Flexischools App* (leaflet included in your enrolment pack).

**Please note, you can also utilise Flexischools for uniform orders as well.*

Uniform

Students are to wear full school uniform. The school uniform is a very important way for children to identify with the rest of the school community. It also removes the daily dilemma of choosing what to wear and ensures that appropriate 'SunSmart' clothing is worn - No Hat, No Play (caps are not permitted). Uniform items are available for purchase through the P&C Association Uniform Shop. The Uniform Shop is open **Mondays, 2.00 - 3.00pm, and Thursdays, 8.00 - 9.00am.**

If you are not in the position to purchase uniforms for any reason, please refer to our ***Uniform & Appearance Policy*** (also found in this pack).

Jewellery is not to be brought to school. Studs or sleepers are the only earrings that comply with our school uniform policy. Necklaces, rings and bracelets are not part of the approved school uniform and are not to be worn. If your child is required to wear an item for religious or cultural reasons, an exemption form is attached to the *Uniform & Appearance Policy*.