

MOUNT PETRIE STATE SCHOOL



VOLUNTEER INDUCTION BOOKLET

Dear Volunteer

Thank you for taking the time and effort to be a volunteer helper here at Mount Petrie State School. Your contribution is highly valued as an essential part of the service extended to the students of our school and the development of the Mount Petrie State School Community.

Partnership is essential.

It is generally accepted that when parents express confidence in the school and are involved with it in some way, their children are more likely to be happier and perform better in the classroom. Children see their parents and teachers sharing common beliefs, attitudes and goals. They therefore feel more secure and so will be more motivated to learn.

Mount Petrie State School encourages the forging of close links with parents and members of the wider community. Once forged, these links have been found to result in:

- *greater understanding by parents and the community of their children's schooling*
- *greater understanding by teachers of the children and their needs*
- *better communication between home and school*
- *fewer crises and misunderstandings*
- *higher pupil morale and confidence*
- *more goodwill and mutual esteem between parents, members of the wider community and school staff.*

True partnership is present when caring adults in the home, community and school support each other in the interest of the child.

For this to happen, the channels of communication must be wide open, information must be freely available and conversation must take place.

The involvement of the volunteer workforce in our school provides a wider education which meets the needs of both the school community and the wider community giving a range of experiences which may not otherwise be available.

We aim for Mount Petrie State School to be a place that people enjoy doing things that are important and valued with others who care and to whom respect can be given. We work best as a cooperative team.

Together Everyone Achieves More

Your assistance to our school – our students, our staff, our parents, our community – is indeed greatly appreciated by all associated with our school. Thank you again for the time, effort and commitment you give to Mount Petrie State School.

***Michael Cini
Principal***

Who can volunteer ?

Volunteers can be anyone who wishes to provide a service free of charge to Mount Petrie State School and contribute to either one or some of the following:

- *the educational experiences of students,*
- *development or maintenance of facilities,*
- *the development or maintenance of resources ,*
- *the provision of services which support students during their school day*
- *any other school activity.*

Principles Governing Volunteer Employment – from LL -08

- (a) Volunteers must conduct themselves in a manner acceptable to the principal.*
- (b) Volunteers are accepted in response to the identification of a school need and to assist in satisfying that need.*
- (c) Volunteers are deployed, within their category of work, at the discretion of the principal.*
- (d) Volunteers work at the direction of a member of staff.*

The Four Most Important Volunteer Qualities

- 1. Punctuality: Always arrive on time for any volunteer activity. The school day and class periods are set for specific times and if you are 10 to 20 minutes late, the activity may be over when you arrive.*
- 2. Dependability: Teachers and staff members rely on the services performed by volunteers. If you are unable to volunteer on your scheduled day it is essential that you contact your teacher so other arrangements can be made.*
- 3. Confidentiality: As a matter of professional ethics, volunteers do not discuss teachers, children or classroom affairs with other people. It is extremely important that confidentiality be upheld at all times*
- 4. Positivity: In building relationships, seeing all situations in a positive light, such as seeing problems as challenges, or changes as opportunities, assists in keeping things in perspective and gives the most valuable support to a teacher and students. A sense of humour helps too!*

What can volunteers do?

Volunteers can undertake a range of tasks. They can

1. Contribute to the educational experiences of students by

- *helping in the classroom eg cooking, computers, reading*
- *change reading books*
- *make resources such as games, charts*
- *set up equipment for a class or group activity*
- *work with individual or groups of students as directed by a teacher*
- *accompanying students on excursion*
- *participating in Reference Group meetings when an invitation is extended. Reference groups exist in each of the Key Learning Areas and maybe formed when new*

programs have been developed and parent and community input is invited to ensure that the needs of the total student is met.

- *coaching sport*

- 2. Assist in the development or maintenance of Facilities, for example**
 - *painting*
 - *participating in working bees to work in the grounds*
 - *minor repairs*

- 3. Assist in the development or maintenance of resources, for example**
 - *working in the library*
 - *sewing*

- 4. Provision of services which support students during their school day**
 - *tuckshop*

- 5. Actively support fundraising ventures.**

These are just a few ideas. Any skill can be used in the school when someone is willing to participate.

Volunteers can:

- ☺ *Enrich all school programs*
- ☺ *Complement the contributions that all staff members make to the school*
- ☺ *Develop a team approach of staff and parents working together*
- ☺ *Assist the school to meet the expectations of the community*

VOLUNTEER INDUCTION RATIONALE

Children's success at school is directly related to the quality of relationships which exist within the school community.

The relationships in our school community are enhanced through the significant contribution made by volunteer workers.

Interactions between volunteers and staff enhance the role that Mount Petrie State School plays in the community.

Volunteers are a valuable resource providing meaningful learning experiences, friendship, support, advocacy and significant skills.

We encourage volunteers to share their skills and abilities and to complement our staff in meeting our students' individual needs.

YOUR RESPONSIBILITY AS A VOLUNTEER

As a volunteer, you adopt a professional attitude of mutual respect and confidence. Your cooperative attitude, expressed in the willingness to provide needed services, is deeply valued. You become a member of a team.

You should:

- *Be punctual and reliable*
 - *Notify the school in case of an absence*
 - *Sign in and out on the time sheet provided in the school office or classroom*
 - *Wear your volunteer name tag while volunteering at school*
 - *Practise the professional ethics of confidentiality (Not discussing with unauthorized persons at any time the affairs of teachers, students, or the school)*
 - *Be willing to offer supportive and supplemental service under professional supervision and direction*
 - *Become familiar with school and classroom policies and practices*
 - *Be capable of adjusting to each teacher's individual style and following his/her directions*
 - *Be willing to have short conferences periodically to allow for a more rewarding volunteer experience*
 - *Set a good example of appearance and behaviour for students*
 - *Accept individual teacher's decisions not to utilize volunteers in their classrooms*
 - *Show respect towards persons with an obligation to*
- # *Treat all people with dignity and respect at all times.*
- # *Respect and be sensitive to an individual's cultural and ethnic background.*
- # *Be responsive, engaging and helpful to the reasonable requests of students, parents, guardians, work colleagues and members of the general public.*
- # *Actively discourage any form of harassment or unlawful discrimination.*
- # *Ensure one's personal appearance and presentation is clean, tidy and appropriate for the work role performed.*

REMEMBER THAT...

- *The principal or program administrator has the basic responsibility for the volunteer program*
- *The teacher or staff member has responsibility for the selection of content and instructional strategies and disciplinary procedures*
- *Confidentiality is imperative*

- *If in doubt or uncomfortable about anything, talk to the teacher or Principal.*

Guidelines for Confidentiality and Ethics

Teachers, staff, and other adults working in the school setting will be at times privileged to confidential information as they work and spend time with children and their families. A strict code and policy of confidentiality is maintained and upheld at all times during school and after school hours to ensure the privacy of the children and families who are involved in any aspect of the elementary school program.

All volunteers and visitors must protect and respect confidentiality. Mount Petrie State School staff members do not discuss your child with unauthorised personnel outside of school. Visitors and

volunteers must uphold and support our policy, which protects the confidentiality for all staff members and students. We ask that you refrain from commenting on, reporting about, or discussing any child in and out of the school. By supporting our policy of confidentiality, dignity and respect will be afforded to all members of the Mount Petrie State School Community.

Values are taught at Mount Petrie State School, the most important of which is respect of self and others. By adhering to the above policy, volunteers have an opportunity to model our school's values, most particularly the value of respect.

The recommended "best practice" for those involved in our school programming is to treat all information regarding children with complete confidentiality. These guidelines protecting student and family rights with respect to confidentiality and ethics will assist you:

- *Never share a child's or family's issues with another family.*
- *Avoid talking about a particular child in the presence of other students or people who are not authorized to access information.*
- *Refrain from discussing personal issues with parents and families.*
- *Obtain written permission from parents before sharing or receiving information with anyone outside the school setting.*
- *Defer to a supervisor (such as an administrator) when people request sensitive information*
- *Avoid judging families or imposing personal values on a child if there is a difference in belief systems.*
- *Avoid gossip at all times and refer direct questions and/or concerns to someone authorized to provide accurate information.*
- *Be aware that written permission must be sought to take a photograph and/or to make video or audio records used for research, advertising, and/or publishing in a newspaper, or for any other purpose.*

Confidentiality can ONLY be broken when:

- *A child is in danger, with regard to health, neglect, or abuse and it becomes necessary to report confidential information without permission.*
- *When a child imparts information that implies abuse or neglect, you are legally obligated to report this information to your immediate supervisor.*

Rights of Volunteers

As a volunteer worker at Mount Petrie State School you can expect:

- *recognition and thanks from Mount Petrie State School for your valuable time and assistance;*
- *something for yourself, such as new skills, friendships or personal fulfilment;*
- *information which will help you do your tasks;*
- *worthwhile duties that you are comfortable with and interested in. You can say 'no' to duties you do not like or feel comfortable with;*
- *consideration and respect of other volunteers, staff and students;*
- *assistance to familiarise yourself with the school's environment and relevant policies;*
- *clear instructions to assist you to work in the school;*
- *to feel comfortable about going to the teacher or principal for support;*
- *to be able to make suggestions and be involved in planning where practicable.*

Criminal History Check

Volunteers who do not have a child attending the school will be required to undergo a criminal history check. An application form is available from the school's office.

The Commission for Children and Young People is responsible for administering an employment screening service for persons engaging in child-related employment. This screening will be known as the "working with children check". This check will require that the preferred applicant for a position identified as child-related employment undergo a criminal history check that will include a search of Queensland and interstate police databases.

The Commission will, on the basis of a person's criminal history, determine their suitability to work with children and young people. The 'blue card' will be issued upon acceptance.

Please never be alone in a room with a student. Should you be given the task of working with an individual student, do so in an open space in view of a teacher.

Smoking Policy

Teachers, supervisors of staff, other employees and volunteers must:
(a) *not smoke in the presence of students, be it on school grounds, excursions, camps or other school activities; and*
(b) *satisfy their workplace health and safety obligation under Section 36 of the Workplace Health and Safety Act 1995.*
Students and others at the school or departmental workplace must:
(a) *not smoke while on school grounds, excursions, camps or other school activities; and*

(b) comply with instructions given for workplace health and safety (Workplace Health and Safety Act 1995).

From : HS-04 Total Ban on Smoking in Government Buildings and Offices

Sign On Register

All volunteers must register at the school upon commencement of the volunteer time by signing the visitor's register and wearing the identification badge. Visitor registers are available at the school's office or at the classroom block.

School Hours

WE NEED TO ADD THIS YET

Emergency Evacuation

***Fire/Bomb Threat Drills** are carried out once a term. The signal is the prolonged sounding of the siren. The classroom will have the evacuation route displayed. Volunteers are to join the group wherever and whenever they are in the school. You will be shown the evacuation plan and will need to sign the register to indicate that you have read the plan.*

***Lockdown drill** is carried out once a semester. The signal is the prolonged sounded of an intermittent siren. Personnel go to the nearest building and secure.*

Parking

Volunteers are encouraged to park in the car park at the front of the school that is entered off Mt Petrie Road.

Toddlers

Toddlers are not to be brought to school with the parent if volunteer service is in a classroom, as in most cases, the toddler could distract the children from their work and make it difficult for the volunteer parent to concentrate on the set activity.

If no time is available without your toddler, then you may be able to assist the school in other ways, such as the making of resources to assist the teaching program as this could be done in areas of the school where your toddler will not be a distraction to students.

Meal breaks

You are welcome to use the classrooms for your refreshments. It is very important that you keep confidentiality, as break times are times for staff & volunteers to relax and be themselves. Any information gained by conversations or observations about school related issues with staff members or other volunteers are not to be shared without permission from the staff or volunteer. Such actions will be considered as a breach of confidentiality and will result in the person or persons involved being accountable to the Principal and may result in the termination of their availability to assist the school.

Inclusive Learning

Understanding and Responding to Diversity

Education Queensland is committed to ALL students achieving to their full potential. By understanding and valuing student diversity schools can create environments where:

- *all students feel a strong sense of belonging and respect in learning programs and in the life of the school*
- *all parents and carers in the community can help to shape the learning life of the school.*

Behaviour Management

Education Queensland schools provide environments that maximise the educational opportunities and outcomes for all students through:

- *quality practices in the areas of curriculum, interpersonal relationships and school organisation*
- *fair and just practices that comply with relevant legislation*
- *consideration and use of suspension and exclusion procedures only when all other approaches have been exhausted.*

At Mount Petrie State School our aim is to create the conditions necessary for each child to move towards responsible self-management. We believe optimum learning occurs when a child is self-managed, that is when they independently manage their behaviour appropriately. Children will move towards this goal at their own pace and they will have specific individual needs along the way. We endeavour to assist children to find ways of satisfying their needs in responsible ways.

In order to meet our aim of creating and maintaining a supportive environment in which all members of the school community can develop as responsible Australian citizens, the Mount Petrie State School community places emphasis on the following values:

- ***Care*** for self, others and property;
- ***Cooperation*** with all members of the school community; are
- ***Responsible*** for their own actions;
- ***Respect*** the rights of all;
- ***Persevere*** to achieve quality goals; and are
- ***Proud*** of effort and achievements.

Further Support for Schools

Education Queensland employs behaviour management support staff to help schools develop behaviour management plans and strategies. These staff may also provide programs to schools and support or refer individual students identified as being at risk of not completing compulsory and post-compulsory levels of schooling. At Mount Petrie State School, we are supported by the Behaviour Management Advisory Visiting Teacher (AVT) Team based at Park Ridge State High School. Visits are in response to referrals made by the class teacher or a member of the Administration Team, in response to a step achieved on the School's Behaviour Management Plan or in response to situations as they arise.

Some Hints for Volunteers

1. Encourage self evaluation

Eg What do you want? What's the rule? (State : This is what I want from you)

What are you doing? Saying? (This is what I see/hear)

Is it working? Is it against the rule? (It's not working for me)

Can you figure out a better way? (This is what I want you to do)

Avoid Rhetorical Questions :

*Eg You know what the rule is, don't you? **What's the rule***

*You weren't where you were supposed to be were you? **Where were you supposed to be?***

*You know you shouldn't have done that, right? **What did you do?***

*This is important to you, isn't it? **Is this getting you what you want? What do you want?***

*You want to do better, don't you? **Do you want to figure out a better way?***

2. Accentuate the positive

Children who feel accepted and liked can learn and be successful in school. Here are some ways in which school volunteers are able to help students have that feeling:

- *Learn the children's names*
- *Let them know they are important*
- *Praise children for success*
- *Always be sincere and honest*
- *Listen carefully to what the children tell you*
- *Show the children a genuine interest*
- *Accept the children as individuals*
- *Be respectful of confidential information*

3. Praise the type of behaviour you wish continued

Praising a child's desirable behaviour emphasizes it and the undesirable drops out of sight.

4. Be sure to offer the child a choice when you are prepared to accept his/her answer

If he/she must do a thing, tell him/her to do it; if you ask him/her whether he/she wants to, you must be ready to accept either a yes or a no answer.

5. Give the child a choice of two courses of action when feasible

Ask "would you like to work at the table or at your desk "often brings more successful results than a command. It gives the child a personal interest in the situation and develops independence and initiative.

6. Avoid conflict and forcing an issue as much as possible

Distraction works most times. Otherwise please refer the situation to the teacher or the Principal.

7. Step into a social conflict situation only when necessary

Such as to prevent injury or to suggest a socially approved solution of a difficulty. Children need to learn self reliance as well as cooperation. If left to themselves, they often end conflicts and solve difficulties in satisfactory ways of their own. This is valuable learning which may be prevented when the adult interferes too hastily.

8. Prevention is more effective than a cure in dealing with children

Anticipation is the most effective way of dealing with problems. Learn to anticipate and prevent rather than mop up after a difficulty.

9. Be consistent about limits which you set.

Recognizing this means more security for the child. When limits are necessary they should be clearly defined and consistently maintained. Children are expected to pick up any area they have played in, with your help.

Use the language: This is what works for me (following directions etc) This is what doesn't work for me (nagging, whinging, arguing)

10. Never leave children alone in a room or outdoors at any time, for any reason

The health and safety of the children are a primary concern at all times. Any areas with sharp edges or slippery surfaces should be closely supervised.

Helpful Guidance Techniques

- *Focus on Do's Instead of Don'ts - Say "Roll the ball on the floor" instead of "Don't throw the ball."*
- *Build Feelings of Confidence - It is important for a child to develop a feeling that he/she is able to do things, that he/she is a capable and worthwhile person. Example - "You really worked hard building that tower..."*
- *Change the Environment to Change Behaviour - Sometimes changing the environment will solve situations that frustrate children and irritate parents. Example - If block structures are being knocked over because of traffic, move the block area.*
- *State Suggestions or Directions in a Positive, rather than a Negative Form - "Let's see if Sue can catch the ball" instead of "Don't hit the window." Or, "Give me the*

ball to hold while you are climbing" instead of "Don't climb with the ball in your hands."

- *Give the Child a Choice Only When You Intend to Leave the Decision up to Him/Her. Don't Ask if He/She Wants to do Something That is Necessary for Him/Her to Do - "It's time to come in" rather than "Do you want to come in now?"*
- *Use Words that Help a Child Feel Reassured Instead of Guilty. Avoid Labelling the Child as Good or Bad - "Talk to James, let him know what you want" rather than "You're a bad girl to hit James."*
- *Avoid Trying to Get a Child to do Something by Comparing the Child to Another or Encouraging Competition - "I'll loosen your shoelaces so they will go on more quickly: rather than "If you hurry you will beat Billy dressing."*
- *Avoid Making Models in any Art Medium. Adult Participation Should be on the Child's Level.*
- *Give the Security of Limits - "James in five minutes it will be time to put your paint smock away and wash up." Be a good model. Follow all the rules you expect the children to follow. Be sure a child understands what you are saying. We sometimes use words that children do not know. Keep your voice as low as possible. The children will get louder as your voice get louder. Be sure your rules match the child's ability to understand them. Recognising a child's good behaviour and ignoring poor behaviour encourages the good behaviour.*

Service to students with learning difficulties or learning disabilities

In all regular schools there are students with learning difficulties who need assistance to access the curriculum.

Some of these students are experiencing short term or persistent problems in literacy, numeracy and/or learning how to learn.

Some have learning disabilities. Due to the neurological basis of their difficulties, they have persistent long-term problems and need a high level of support. These students have average to above average cognitive ability.

All students with learning difficulties need to work in a supportive and inclusive environment, where teachers and support personnel work together to provide strategies to assist them to access the curriculum.

The SupportTeacher Learning Difficulties (STLD) *assists class teachers to build support for these students into the class environment and into their classroom units of work.*

The role of the STLD includes the management of the Appraisal process in the school. The Appraisal process involves the identification of students with learning difficulties and learning disabilities, the recommendation of a Program Type which determines the level of modifications required to the classroom program, and collaboration between the STLD and the class teacher to develop the Support Plan which incorporates the modifications into the class program.

The STLD is involved with a range of activities that facilitate the management of support for students with learning difficulties in the school, including:

- participation in the school Special Needs Committee or equivalent structure;*
- consultation with parents;*
- training and management of teacher-aides and volunteer tutors;*
- professional development for staff and the school community regarding students with learning difficulties in the school;*
- management of funds allocated for learning difficulties support;*
- collaboration with the range of other personnel including the school guidance officer, advisory visiting teachers, speech-language pathologist, etc.*
- consultation with personnel from other relevant agencies*

Students taking Medication

Some students have short-term illnesses or ongoing medical conditions that require them to take medication during the school day. In many cases, these students need help from school staff to administer their medication.

Please check with the teacher if a child mentions about being on medication. This may be a cue for the teacher to explain a medical condition if it has not already been done so.

Student Protection (reference DOEM HS-17)

All volunteers must be trained in the Student Protection Policy. For new volunteers, this is part of the initial induction session.

From the Department of Education Manual HS 17

“If a student makes a complaint or reports directly to a school based employee, the employee should listen attentively in a non-judgmental manner, and record the free and spontaneous words uttered by the student in relation to the allegations. If clarification is required, the use of leading questioning should be avoided. The employee should be careful not to pre-judge the veracity of the information provided, and should respond with student safety foremost in their minds.

Parents/caregivers, students and other adults making or reporting allegations should be advised to maintain confidentiality of all information except to those who are authorised to investigate the matter.

If a principal receives a report from an employee that provides information that a child has been or is likely to be harmed, and the principal reasonably suspects that the child is need of protection, the principal must report the matter to the local office of the Department of Families in the first instance, and to the Queensland Police Service only if there is evidence of criminal conduct involved. The employee who provided this information to the principal must be available to give a first hand account of the situation to an investigating authority if required.

Once a formal referral is made to the Department of Families, it is then the role of this agency in conjunction with the Queensland Police Service (if it involves a criminal matter)

to investigate the report, identify the source of the harm, assess its significance and undertake protective measures for the student.

The role of employees in the detection of harm of a student is not an investigative one. Employees must not undertake investigations beyond satisfying themselves that they have reasonable grounds to suspect that a student has been, or is at risk of harm. The employee or principal is not obliged to obtain proof, establish the cause of the harm or assess its severity.'

Use of the Internet

Should it be necessary in the role of the volunteer to use the internet, use of the school internet is under the same circumstances as school staff. Thus, before using the internet, you will be given a full version copy of the Department of Education Manual CM-12: Staff Intranet, Internet and Electronic Mail Usage Policy which will

The following information comes from CM - 12

5.3 EQ Officers: *The term 'EQ officers' or 'officers' refers to all Education Queensland permanent, temporary, seconded or contracted staff and consultants. Volunteers who assist staff with their professional duties and utilise departmental intranet, Internet and email services are also classified as Education Queensland officers for the purposes of this policy.*

6.4 *Internet and email services can only be used for:*

- (a) Departmental business*
- (b) Limited personal use*

6.5 *Departmental business use includes any activity that is conducted for purposes of accomplishing official business, professional duties including research and, where appropriate, professional development.*

6.6 *Limited personal use means use that is infrequent and brief. This use should generally occur during personal time and should not include uses:*

- (a) That require substantial expenditure of time;*
- (b) For private business, personal gain or profit;*
- (c) That impede the efficiency of intranet, Internet or email services;*
- (d) That clog mailboxes with large numbers of messages;*
- (e) That would violate or breach any State or Federal legislation and regulation;*
- (f) That would violate or breach the departmental Code of Conduct.*

6.7 *As a guide, use that occurs more than a few times per day and/or for periods longer than a few minutes would not be considered limited personal use.*

6.8 *Individual officers may be held personally responsible for any use of intranet, Internet and email services that does not comply with these principles.*

Keeping Valuables Safe

Please ensure that you do not leave your belongings unsupervised in the school. Ask the teacher if there is a place for you to place your handbag while you are working in the classroom, otherwise keep with you at all times.

Finally, some answers to FAQs

What to do if

.....a child misbehaves while you are working with them. Please refer any troublesome students in your care to the teacher or a member of the Administration. If you are assisting a classroom teacher, they will explain to you the classroom behaviour management procedure, which should be displayed in the classroom. Incidences of physical aggression towards yourself or another student are not tolerated and should be reported at once to the classroom teacher or a member of the school Administration. A student, who swears, shows defiance or who will not cooperate should also be immediately referred to the classroom teacher or a member of the Administration.

.....a child works really well for you. Can you give them a reward? You are welcome to give students an Award to encourage the social behaviours of caring, consideration, respect, cooperation, perseverance pride and responsible behaviour.

Please discuss the giving of rewards such as stickers or gifts with your teacher or the member of the Administration before you initiate such.

.....a child gives you information that concerns you or makes you feel uncomfortable. Do not hesitate to let the teacher know. If possible, write down exactly what the child shared with you. Ask the child if they would like to share the information with their teacher or a member of the Administration. Do not ask further questions.

.....You have a concern about something that has happened or is happening in the classroom. Speak to the teacher. If you feel you can't, speak to a member of the Administration.

.....a parent who finds out that you have been working with their child asks you how their child is going. Let them know that you must practice confidentiality. Any information about any children in the school must come from the teacher directly to the child's parent.

.....a policy of the school is questioned. Do not comment. Invite the person to discuss their concerns with the teacher or a member of the Administration. You may like to suggest that in the context of a school, procedures are necessary which may be unnecessary when dealing with smaller numbers or individuals.

.....you are questioned about classroom routine or practices. Do not comment. Suggest that the person seek clarification from the class teacher.

Productive Partnerships

Teaching is a multidimensional responsibility. With the cooperation of all working together the difficulties, needs, frustrations, lack of knowledge, etc. can be met through positive interactions with others. We must work as a team to gain positive results with all we work with. No one person has all the answers, but with collaboration with parents, staff, and outside agencies answers can be found to help solve most, but not all things which we may encounter. We all have areas of expertise that when shared help to provide example and give answers to any situation we may encounter.

Cooperation and teamwork with others are a must for quality relationships. Experiences should be viewed as learning opportunities and times to share and gain information from one another. Time to deal with conflict and time to learn new techniques must be vigorously strived for if success is to happen.

The staff and students of Mount Petrie State School are looking forward to working with you.



MOUNT PETRIE STATE SCHOOL

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ABN: 56 843 809 482

PLEASE COMPLETE THE FOLLOWING ACKNOWLEDGEMENT AND DELIVER TO THE SCHOOL OFFICE...

I wish to acknowledge that I have read and understand the contents of this booklet and that I am aware of my responsibilities as a volunteer, whilst working on the Mount Petrie State School campus or in conjunction with any activities or excursions organised by Mount Petrie State School, related to the programs offered/organised by the school and / or any staff member.

.....
(signed & dated)

Name: _____

Address: _____

Phone No: _____