Welcome to Shailer Park State School
‘Creating Bright Futures’

ADMINISTRATION

POSTAL ADDRESS: Bulwarna Street, Shailer Park, 4128
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Facsimile 3209 8431
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Special Education Program 3440 8315

PRINCIPAL: Mr Jeff Bull
DEPUTY PRINCIPAL: Mrs Julie Canham
HEAD OF SPECIAL EDUCATION SERVICES: Mrs Kym O’Kane
GUIDANCE OFFICER: Mr Perry Anderson
SUPPORT TEACHER – LITERACY AND NUMERACY: Ms Fiona Qoronalau
BUSINESS SERVICES MANAGER: Mrs Vanessa Josey
ENROLMENT OFFICER: Mrs Michelle Williamson

OFFICE HOURS: 8.00AM – 4.00PM

SEMESTER DATES FOR 2014:
TERM 1 Tuesday 28 January – Friday 4 April
TERM 2 Tuesday 22 April – Friday 27 June
TERM 3 Monday 14 July – Friday 19 September
TERM 4 Tuesday 7 October – Friday 12 December
There will only be one Pupil Free Day in 2014: Monday 20 October
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1.0 WELCOME

Dear Mums, Dads and Carers,

I am pleased to welcome you to our school community. You are now members of a dedicated team that has as its primary focus the education and development of your child.

At Shailer Park State School we value and encourage strong partnerships between home and school, as we believe that the home is the major influence on a child’s life. In fact, the child’s parents, carers and extended family members are your child’s first teachers. We would like to invite you to develop co-operative relationships with staff members during the time that you and your family are members of our school community. You are always welcome to visit the school to discuss your child’s progress with myself, the Deputy Principal, Head of Special Education Services or your child’s class teacher.

This handbook and enrolment pack provides you with some basic information about our school’s facilities, procedures, workforce and curriculum. Further information and amendments can be found on our school website. I encourage you and your child to become familiar with this information to ensure your stay with us is enjoyable and beneficial to your family. You are invited to keep in touch with the school by reading the fortnightly newsletters, regularly accessing the school’s website, attending monthly P&C meetings and involving yourself in various school activities.

Regards,

Jeff Bull
Principal
2.1 Our School Vision

At Shailer Park State School we are Creating Bright Futures through a positive learning culture that fosters a love of learning, empowering our students to become tomorrow’s confident global citizens.
2.2 Location and Characteristics

Shailer Park State School is located in the South East Region and attracts the majority of students from surrounding suburbs of Shailer Park, Daisy Hill, Tanah Merah, and Loganholme. The community consists of a broad cross section of society and includes a range of socio-economic and cultural backgrounds. The school was established in 1982 at the time when rapid growth in the area was evident. Enrolments peaked at 900 in the late 80’s. At present, 450 students attend the school. Currently there are 18 classes from Prep to Year 7 and a Special Education Program.

We focus on improving all students’ outcomes, particularly in English, Mathematics and Science, using 21st Century teaching strategies and technologies. In 2012 we successfully introduced the Australian National Curriculum from Prep to Year 7. We have a strong commitment and focus on digital literacies and the innovative teaching and learning that this enables. To accelerate learning all of our classrooms utilise appropriate technologies, including Interactive Whiteboards, iPads, and other digital devices. Our school is also connected to a range of Global Learning Communities.

We have a full uniform and high expectations on behaviour, using the School Wide Postitive Behaviour Support philosophy. The education of our children is a partnership with parents to develop every child to their full potential.

Shailer Park has a commitment to maximise the educational opportunities and outcomes for every student, providing each of them with the skills and passion to participate in a global community.

Shailer Park State School provides a school environment that:
- Focuses on learning and wellbeing
- Fosters a love of learning
- Provides multiples learning opportunities for students
- Teaches students the skills of learning and how to be effective learners, now and into their future
- Ensures students are safe, responsible, and respectful
- Caters for diversity
- Prepares students for the 21st Century
- Utilises a diverse range of technologies to enhance learning and engagement
- Ensures staff members are aware of their responsibility in providing quality learning environments and effective pedagogy

Our talented teaching and non-teaching staff are commited to developing in our students a true love of learning, developing confident, resilient young people who are well prepared for a meaningful future. We are committed to achieving and celebrating academic excellence, social and emotive strength, sporting brilliance, and cultural excellence.

2.3 Our School Motto

~ Creating Bright Futures ~

Our school motto is Creating Bright Futures. At Shailer Park we build a positive learning culture, provide challenging interactive and engaging learning experiences whilst nurturing relationships with families and the wider community. The Shailer Park Spirit is obvious as you walk through the school. Students at Shailer Park State School thrive in an environment which encourages resilience, resourcefulness, combined with tolerance, understanding and respect for the diversity which exists in our community and world.

At Shailer Park State School we embrace a community of parents, teachers, and carers who will positively and productively support ours students to become confident, self-motivated life learners. We will guide them in becoming responsible and respectful citizens who positively contribute to society.
3.0 OUR CURRICULUM

3.1 Core Curriculum

Curriculum and Assessment Plan 2012-10-31
The core learning at all year levels is grouped around the key learning areas of:

- English
- Maths
- Science
- Study of Society and Environment/ History
- The Arts
- Health and Physical Education
- Language other than English – Japanese Years 6 & 7
- Technology

The school has developed sequential programs in all areas to ensure a continuity of learning from one year level to the next. Our school uses the Australian Curriculum in Mathematics, English, Science, and History as of 2013 and will introduce the Australian Curriculum on other learning areas as it becomes available.

Our school has created a unique curriculum plan that meets all expectations of the Australian curriculum whilst being relevant to our content and our students.

Education Queensland's Curriculum into the Classroom project (programs and resources) supports the implementation of the Australian Curriculum.

To form the core of our curriculum is the remaining six KLA's – Health and Environment, Technology and The Arts, Shailer Park State School uses Education Queensland's Scoping and Sequencing program to inform our intended curriculum.

3.2 Literacy and Numeracy

Our Prep Program is based on the Early Years Curriculum Guidelines and the Foundation level of the Australian Curriculum. These guidelines provide us with a framework that encourages us to be reflective as we plan the curriculum with the children. The curriculum allows us to focus on individual children and how they learn and develop.

Our program aims to develop each child's skills in literacy, numeracy, creativity, thinking and working collaboratively with others. These are skills for life long learning.

Play is a fundamental medium for young children’s learning. At Shailer Park Prep, we encourage and promote children’s learning through play as well as through formal and informal learning opportunities.

Everybody needs to be literate and numerate to be successful in life. Literacy and numeracy are integral to effective learning, teaching and assessing in all curriculum areas and across all phases of learning. (http://education.qld.gov.au/curriculum/area/literacy/index.html)

At Shailer Park State School literacy and numeracy are our priority and are the basis of our core curriculum. As part of our 2012 Quadrennial School Review, literacy and numeracy were identified as two of our focus areas. Literacy and numeracy teams have been established to oversee the implementation of the school's literacy and numeracy plans. The teams will also be supporting teachers in their provision of a literacy and numeracy rich educational program for all students.

Education Queensland’s Curriculum into the Classroom (programs and resources) supports the implementation of the Australian Curriculum.
3.3 **Information and Communication Technologies (ICTs)**

Shailer Park State School recognises the importance of developing skills in ICTs. Teachers and students are engaged with ICTs across all year levels and all areas of the curriculum. ICTs resources are important learning tools used in all areas of our school. Students make wide use of the computers and interactive whiteboards (SmartBoards) in the classroom for educational purposes. They are utilised in a range of ways from research, presentations.

As well as desktops computers in every classroom, a bank of over 50 laptops is able to be accessed by all students in the school. Other ICT resources which are available at Shailer Park State School include: over 50 ipads, green room media studio, digital camera; video cameras; iPod Touches; iPod nano listening posts; Bee-Bots; digital pens; and digital recording tools. 24/7 learning is also available to all students in our school as we provide access to personalised Literacy Planet and Mathletics programs to be used at school. In 2013, we will also be continuing with our on-line learning programs in areas such as writing, science, reading and mathematics to allows students to engage with students at their level throughout Queensland.

3.4 **Homework**

In this school, homework is regarded as a means of reinforcing some aspect of the curriculum previously covered in the class and also a means of developing desirable attitudes towards work habits. It plays a meaningful part in the consolidation of techniques and skills and assists in the recall of basic knowledge.

Home study for Years 1-3 will generally include these aspects:-
- Home reading
- Work sheet material
- Completion of projects and/or class activities
- Mathletics tasks
- Literacy planet tasks

Home study for years 4-7 will in general include these aspects:-
- Home reading tasks
- Home study activities to be completes each evening or a contract style
- Mathletics tasks
- Literacy planet tasks

Arrangements for each week
- Completion of project and/or general school activities
- Preparation of talks and class presentations

The interest that is shown by parents in the work that students bring home is a great help in ensuring successful learning at school. Please check with the relevant classroom teachers regarding the pattern of homework set in their particular class. If your child is having difficulties with their homework please see your child’s class teacher or encourage your child to discuss and seek assistance from their class teacher.
3.5 **Camps and Outdoor Education Program**

The purpose of the Camp and Outdoor Education Program is to assist the individual to further develop interpersonal and physical skills through an integrated program in the outdoor environment. Students in Year 5 experience an overnight camp as arranged by the PE and class teachers. Students in Year 7 have the opportunity to attend a week long camp to Canberra.

Aims and Objective of School Camps:
- to encourage development of problem solving and leadership skills;
- to investigate different learning environments through participation in environmental experiences;
- to involve students in situations aimed at developing greater interpersonal skills and understandings;
- to involve students in situations that are challenging and that develop physical capabilities;
- to stimulate interest in and appreciation of other learning environments;
- to extend students’ experience, develop self-reliance and responsibility through expedition work and activities of a more demanding nature than normally encountered;
- to train students in larger group work, problem solving and teamwork.

3.6 **Excursions and Performances**

From time to time educational excursions, activities held within the school and performances are organised to reinforce work being undertaken at school. Students who wish to go on an excursion must meet the school’s requirements concerning appropriate dress and grooming, safety gear and standard of conduct. Parents are required to meet costs associated with excursions, incursions and performance where applicable. Permission to attend some of these events is granted upon enrolment. In some cases medical information forms are required for excursions. Detailed information about an excursion, incursion and/or performance will be forwarded home at appropriate times throughout the year.

3.7 **Religious Instruction**

A Co-operative Religious Instruction Program is run by a group of approved instructors from Logan East Christian Education Council. The Logan East Christian Education Council is represented by the following churches: Uniting, Baptist, Lutheran, Anglican, Church of Christ, and Assembly of God.

Religious Instruction is provided to students whose parents/carers have provided permission and runs for 30 minutes per week. Parents/carers who have indicated a religion on their enrolment form or who have returned permission letters will be in their lessons.

3.8 **Borrowing of Resource Centre (Library) Resources**

All students in the school are able to borrow up to three books in total at any one time from the resource centre. There are rules and requirements that are explained to students by the teacher librarian. Students in the Early Years of Learning (Prep – Year 3) are required to use a library bag when borrowing books from the resource centre.
3.9 Special Education Program (SEP)

Shailer Park State School’s Special Education Program operates through a continuum of support services in recognition and appreciation of individual needs and diversity. Staff celebrate a team approach. Regular support and information is shared between parents, family members and class teachers with the SEP staff. The collaboration, cooperation and communication amongst all people involved are critical for student success. Through knowledge and understanding comes acceptance and effective inclusion.

Special Education teachers and teacher aides work from within the classroom to provide the necessary programs and adjustments required to meet the individual needs of students. Students with similar needs are ‘clustered’ into age appropriate groups and linked to ‘mainstream’ groups as full time class members. Special Education and mainstream teachers work cooperatively, sharing expertise and forge worthwhile professional partnerships in providing a quality education program for all students in their class. Specific tasks such as preparation of Educational Adjustment Plans, planning and assessment across the range of students in the class, behaviour management planning, development and implementation of Individual Education Plans (IEPs), are undertaken cooperatively, with the Special Education teacher being the case manager for students with disabilities.

Services include:
- guidance officer support
- learning support teacher support
- quality classroom environment
- quality outdoor areas - horticulture, sensory areas, hospitality centre - set up as a home kitchen to assist in the development of functional life skills for students
- monthly “parent coffee chats”
- regular newsletters

3.10 Special Programs and Activities

Tuition is available through our Instrumental Program for selected children in Years 3-7 by part-time teachers of brass, woodwind, string and percussion, who visit the school each week. Students who have been involved in a similar program in other schools will be included into the program wherever possible. Parents who wish their child/children to participate in these programs should contact Glen Court, our Instrumental Music Teacher. Students will be required to purchase/hire an instrument and uniform; costs are also incurred for transport and entry to competitions. The Instrumental Music Program Policy Handbook can be viewed on our school website.

A variety of special programs are offered to the students throughout the year. Programs may vary depending on the interests and needs of the students; and the availability of staff and performance/competition opportunities. Some of the school current special programs are outlined below:

(a) Dance
Participation in the Dance Program is open to Year 1-7 students. Auditions are held at the beginning of each year to choose students who wish to participate in the Dance Program. Regular practice sessions are conducted at lunchtime and after school during the course of the year. A full commitment to these sessions is a prerequisite for selection into the Program.
Dance groups perform at various competitions, Eisteddfods and events during the course of the year, such as: Annual Beenleigh Eisteddfod, Redlands Eisteddfod, Logan Impact Awards, Under 8’s Day, Shailer’s Got Talent, Gala Night, Shopping Centre Displays, Child Care Centres, Education Week and school parades.

(d) School Leaders
Students are given opportunities to further develop their leadership skills. Depending on the criteria/requirements, students are able to either nominate for or apply for positions including: School Captains; Sports Captains; and Student Councillors.

(e) Competitions
Throughout the year, students will be invited to prepare for and enter a range of intra- and inter-school competitions or challenges. These competitions or challenges may include but are not limited to: Readers Cup; Premier’s Reading Challenge; Shailer’s Got Talent; Opti-Minds; Maths Team Challenge, Science Challenges.

3.11 Sports Houses

There are three sports houses in our school. They are:
- Acacia – gold
- Banksia – green
- Callistemon – red

Your child will be allocated to one of these houses on admission.

3.12 Sports Program

Our sports program further extends our PE program to include opportunities for students to participate in:
- (a) Cross Country Events
- (b) Sports Days
- (c) District and Regional Sports
- (d) Interschool Competitions – dependent upon selection of District sports
- (e) Gala Days – full day events once a term (dependent upon identified District sports)
4.0 OUR SCHOOL WEEK

4.1 Our School Session Times

School Hours – Strictly 8.00am to 3.00pm. Students who arrive prior to 8.00am are expected to be enrolled with the Before and After School Care Program.

8.00 – 8.15am Students must be seated in the enclosed area next to the Administration Building until the 8.15am bell rings.
8:50am School Day Starts – rolls marked, messages etc
11:00am First Break (Lunch) – Eating Time
11:10am Play
11:50am End of play, Classes resume
1:30pm Second Break (Afternoon Tea) – Eating Time
1:40pm Play
2:00pm End of Play, Classes resume
3:00pm School Day Ends

4.2 Assembly

Whole school assemblies are held every alternate Friday at 9:00am. Assemblies are held in the Multi-Purpose Hall. All parents and caregivers are welcome.

A major objective of these assemblies is to recognise excellent work, exemplary behaviour or significant improvement in any area of the school curriculum.

At the Whole School Assemblies, awards are presented to students who have demonstrated those qualities and performances which we, as a school seek to promote.

Awards for student of the week are presented. In addition, certificates for success in academic, athletic, artistic, musical performance and competitions are presented. It is regarded as important that students receive active encouragement in all areas of school endeavour.

4.3 Cash Collections

All cash relating to classroom activities or events will be collected at the administration office cash window. The payments for an excursion must include a permission slip and medical form (if applicable) signed by a parent of carer. The cash window is open on Tuesday, Thursday and Friday mornings from 8.30am – 11.45am. Money cannot be collected at any other times. EFTPOS and Internet Banking is available. The EFTPOS minimum is $10 and cash out facilities is not available. For Internet Banking please follow the procedures outlined on the relevant information letters.

4.4 Class Organisations

Classes are generally organised around year levels, where possible. Composite classes will only exist if enrolment numbers require this course of action to be necessary.

Class groupings are determined by the Principal and Deputy Principal in consultation with classroom teachers, specialist teachers, teacher aides and where relevant, parents.
5.0 OUR COMMUNICATION METHODS

5.1 Appointments

Parents/Carers are welcome to consult with teachers, the Principal, Deputy Principal or Head of Special Education by appointment regarding student progress or concerns at school.

Making an appointment is necessary to enable school staff to:
- ensure that you receive quality time,
- be prepared for the interview if certain information is needed,
- be available, as there are regular meetings and other commitments which place a demand on the staff member’s time.

Appointments with your child’s teacher can be arranged through making contact either by phone, email, or speaking with the teacher with suggested times you are available so that a mutually convenient time can be arranged. Appointments with the Principal, Deputy Principal or Head of Special Education can be made via the Administration Staff.

When requesting an appointment, please let us know of the nature of your request so that information can be gathered to assist.

5.2 Enrolments

An enrolment form needs to be completed for every child at the time of their enrolment. These regulations of the Education Act to note are:
- For the purpose of enrolment of a child, the Principal requires a parent/guardian to produce documentary evidence of the date of birth of this child if the child is from interstate or from a non-state school, or produce a transfer form if the child is from another state school.
- If a student was born overseas, evidence of Citizenship, Passport and Visa must be produced prior to the commencement of enrolment.

If a child is enrolling in Prep, he/she must attain the age of five (5) on or before June 30, in their Prep year. Proof of a child’s date of birth is required.

Children enrolling from another school should provide their new teacher with any reports from their previous school. Previous schools will be automatically contacted to ensure continuity of services.

5.3 Newsletters

Our fortnightly school newsletter is sent home to parents via the youngest child in the family. Newsletters will also be accessible on our school website www.shaiparkss.eq.edu.au.

5.4 Parent/Teacher Communication

Parent nights are held for each class/year level as early as possible at the beginning of each school year. These nights allow parents to ask questions about teaching methods, classroom organisation, and learning content. They also allow teachers and parents to get to know each other.

Teacher will send a Class Newsletter each term to provide you with an overview of the term ahead.
5.5 **Reporting**

Students in Years Prep-7 are given written reports twice a year at the end of each semester. Interviews will be invited at these times through the report card where teachers will indicate if they would like to see a parent/carer, or a parent/carer can indicate when the report is returned that they would like an interview with the teacher.

Parents and carers can request an interview at any time. Interview times will most likely be offered before or after school.

If reports are to be given to a parent other than the custodial parent, this request must be in writing. Our preference is for a copy to be requested by the custodial parent who can pass the copy on to the non-custodial parent.

Please note that the teachers in the school are the only ones authorised to report on the progress of your child. Please do not approach a volunteer who works with your child to ask how your child is going. This is not within the role of a volunteer. It can lead to misinterpretation of information and puts the volunteer in the position of breaching confidentiality, jeopardising their position of a classroom volunteer.
6.0 OUR STUDENTS’ WELLBEING

6.1 Attendance/Absenteeism

If we are to achieve the results that both you and the school want for your child, regular and punctual attendance at school is vital.

The Education (General Provisions) Act 2006 states that “Each parent of a child who is of compulsory school age must-
(a) ensure the child is enrolled at a State school or non-State school;
(b) ensure the child attends the State school or non-State school, on every school day, for the educational program in which the child is enrolled;
unless the parent has reasonable excuse”

Children who are absent are required to bring notes signed by their parents explaining their absence or alternatively parents can ring the school’s absence line on 3440 8366.

Under the Roll Marking in State School policy, leisure activities such as going shopping, fishing, visiting friends, are not deemed as a reasonable explanation for a child’s absence from school. Parents are required to provide an explanation for any absence from school pertaining to their child.

What is a satisfactory reason for my child being away?

A reason will be considered satisfactory if it identifies the absence as an allowed absence. Allowed absences are absences from school for up to 10 days due to illness. It is important that a parent/carer state the reason for the child’s absence. To state that the child was away is insufficient. Reasons for allowed absences may include such factors as:
- medical or dental treatments or procedures
- specialised training
- sporting events other than those associated with the or the education system
- funerals
- cultural reasons, or
- family reasons

Professional judgment is exercised when deciding whether other types of reasons offered to explain an absence are satisfactory and the following are taken into consideration:
- a student’s past attendance record;
- the student's particular circumstances; and
- consultation with the school Principal regarding a child’s attendance.

If no such advice is received, a note will be sent home seeking explanation or a phone call may be made to a parent.

It is imperative that all children are in their class for roll call. Roll call is at 8.50am.

The daily routine of the classroom is established at this time and “LATE ARRIVAL” by students disadvantages them. This also reinforces expected practices for real life. “Lateness is not tolerated in any occupation”.

It is expected that arrangements are made for student ‘pick-ups’ at 3.00pm. Parents are NOT to wait directly outside classrooms as this causes a disturbance to the teacher and children. We request that parents collecting children MUST wait under the ‘Covered Area’ nearest to the classroom. When the bell rings, you are free to move to the classroom to collect your child. Prep parents must wait outside of gate.

For security and safety reasons, students must be signed out and collected from the office if they have to leave at any time during the day.
When does my child have to attend school?
Each parent/carer of a child who is compulsory school age (in primary school from aged 6 in their first year of compulsory schooling which is year 1) must ensure the child attends school on every school day unless the parent/carer has a reasonable excuse.

What is the difference between an explained absence and an unexplained absence?
Absences for which a satisfactory reason has been provided are considered explained absences, and the student's enrolment in compulsory schooling or compulsory participation is viewed as continuous. An absence for which a satisfactory reason has not been provided is considered an unexplained absence.

What if my child is absent or plans to be absent for more than 10 consecutive days?
When a student is absent, or plans to be absent, for more than 10 consecutive school days for any reason, the parent complies with their obligations in respect to compulsory schooling or compulsory participation by either:
- seeking an exemption from their obligation; or
- by negotiating with the Principal to make an alteration to a student's educational program; or
- by seeking to arrange a flexible arrangement for the student.

What if my child needs to leave the school ground, or other educational site, for a short period of time?
Requests for permission for a student to leave the school grounds, or other educational site, for a short period of time can be made. Professional judgment is exercised as to whether or not the reason provided for the planned absence is satisfactory. Students may not leave the school grounds or educational site if the reason provided is not considered satisfactory. Consideration of the reason for leaving school grounds includes:
- any risks that might be associated with the student leaving the school grounds or educational site;
- any potential impact on their learning program; and
- who will assume duty of care for the student during their absence

Please also be aware that absences of over 3 weeks without contact from parents/carers to explain the absence a process as determined by Education Queensland will proceed.

6.2 Leaving the School Grounds

Children are not permitted to leave the school grounds for any reason. Should leave be necessary for a doctors/dentist appointment or emergency, parents/caregivers are required to sign the child out through the office. Please call into the office when you arrive and collect the necessary leave slip.

6.3 Accidents and Sickness

Whilst the care and protection of your child at school is a priority, accidents may still occur. In the case of an accident or illness, only basic first aid can be administered. Parents will be contacted as soon as possible and advised of the circumstances, usually with the recommendation that the child be collected and taken home. If there is a serious accident, the ambulance will be called to transport the child to hospital.
6.4 Address Details and Emergency Contacts

It is essential that the school office maintain up-to-date records of your address, telephone number and emergency contacts in case of illness or injury to your child. If we do not have current contact information about your family, your child may spend unnecessary time in our sick room. Please notify us in writing immediately of any changes.

6.5 Classroom Helpers and Visitors to the School

All visitors and volunteers (including parent helpers) need to sign a register at the front office upon arrival before proceeding into the school. They will then receive a temporary identification badge. This helps to identify permitted personnel and to account for all in the event of an emergency evacuation. We ask that all classroom helpers comply with school security in this way.

Helpers and visitors are required to return to the office and sign out before departing. This does not apply to parents / guardians when dropping off or collecting children at 8:50am or 3:00pm. Tuckshop volunteers are to sign the visitors register at the school office.

6.6 Concerns

We believe that positive partnerships with the home are important to the effective performance of our students. From time to time you may have a concern about a school matter or there may be a decision you cannot understand.

If you have an issue or concern about any matter, e.g. your student’s performance, our performance, school decisions or procedures, we encourage you to make an appointment to come and talk the matter over with either the teacher, Principal, Deputy Principal or Head of Special Education. We need to know about the matter quickly so that it can be resolved quickly.

Please be aware that it is often not helpful, for building positive relationships and resolving issues within the school to talk about your concerns with others people other than your child’s teacher, Principal, Deputy Principal or Head of Special Education. We are more likely to have the information that will assist you.

**DISAGREEMENTS BETWEEN STUDENTS – PARENTAL INVOLVEMENT**

From time to time, there may be concerns about the interactions between children at school. Such matters need to be brought to the attention of a teacher, Principal, Deputy Principal or Head of Special Education, who will deal with the matter. **Under no circumstances should parents take matters into their own hands, such as speaking to a child other than their own while at school.**

It is important to us that all students feel safe in the school, so any situation which would make a student feel uncomfortable must be taken seriously and addressed.

Should a parent wilfully disregard this request, please be advised that the parent may be wilfully disturbing the good order and management of the school which could be in breach of the Education (General Provisions) Act 2006 - Section 47.

If your child is unhappy about anything at school or does not feel safe for any reason, please let their class teacher know immediately.

The Principal has final responsibility for the management of all complaints that relate to school management issues. If the complaint is in relation to official misconduct, the complaint is directed to the Workforce Standards and Performance Unit and the Legal Services Branch.
6.7 Confidentiality

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 must be maintained and upheld at all times during school and after school hours to ensure the privacy of all members of our school community.

All members of the Shailer Park State School Community must protect and respect confidentiality. Shailer Park State School staff members do not discuss your child with unauthorised personnel outside of school. We ask parents, carers, visitors and workers to 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.

The recommended "best practice" for those involved in our school 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 this 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.
- Do not ask a person who works as a volunteer for a report about your child or any other child in the school, or about what happens in the classroom. All reporting is to be done by the class teacher. Any concerns should be taken up with the class teacher.
- 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 (including for memorabilia purposes).

6.8 Consent Forms – Copyright

The school requires a parents or carers permission to use copyright material, image recording or name of students under 18 years of age. This permission generally allows us to use the student's own work, their name and any photographs or recordings of the student for school related purposes. Details of the permission sought are outlined on the Consent Form. The Consent Form is included in the Enrolment Pack and should be completed on enrolment.

6.9 Custody

In these situations, it is imperative that the Principal be advised, in writing, as to the custody and access arrangements of the children involved. If a court order has been issued, then the Principal will ask for a copy of the court order to be included in student's files. This is to ensure that school personnel comply as far as possible with requests in relation to:-
(i) granting or refusing access to children during school hours;
(ii) providing certain information to the other party.

6.10 Dental Health Service

Free Dental treatment is available providing the application/consent form has been completed by parents. Parents/Caregivers will be contacted by letter when a visit from the Dental van is imminent.
### Disease Time Out Table (recommended by Department of Health)

<table>
<thead>
<tr>
<th>Disease</th>
<th>Exclude</th>
<th>Contacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chicken Pox</td>
<td>Exclude until all blisters have dried. This is usually a least 5 days after the rash first appeared in unimmunised people and less in immunised people</td>
<td>Pregnant women and anyone with an immune deficiency (e.g., Leukanemia) or receiving chemotherapy or immunosuppressive therapy may require preventive immunoglobulin and/or exclusion for their own protection. Contact local public health unit for advice. Otherwise not excluded.</td>
</tr>
<tr>
<td>Cold sores</td>
<td>Exclude young children unable to comply with good hygiene practices while sores are weeping (sores should be covered with a dressing where possible).</td>
<td>Exclude young children unable to comply with good hygiene practices while sores are weeping (sores should be covered with a dressing where possible).</td>
</tr>
<tr>
<td>Conjunctivitis</td>
<td>Exclude until discharge from eye(s) has ceased unless non-infectious conjunctivitis.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Diarrhoea and/or Vomiting</td>
<td>Exclude until there has not been a loose bowel motion for 24 hours.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Diphtheria</td>
<td>Exclude according to public health unit requirements.</td>
<td>Exclude according to public health unit requirements.</td>
</tr>
<tr>
<td>Glandular Fever</td>
<td>Exclusion not necessary.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Hand Foot and Mouth Disease</td>
<td>Exclude until all blisters have dried.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Head Lice</td>
<td>Exclusion is not necessary if effective treatment is commenced prior to the next attendance day (i.e. the child does not need to be sent home immediately if head lice are detected).</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Influenza and Influenza-like Illness</td>
<td>Exclude until well.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Measles</td>
<td>Exclude until at least 4 days since the onset of rash. Written medical clearance form doctor or public health unit is required to return to school, confirming child is not infectious.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Mumps</td>
<td>Exclude for 9 days after onset of swelling</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Pertussis (Whooping Cough)</td>
<td>Exclude until child has received 5 days of appropriate antibiotics or for 21 days from the onset of coughing. Written medical clearance from doctor or public health unit is required to return to school, confirming child is not infectious</td>
<td>Contact Public Health Unit (3000 9148) for advice.</td>
</tr>
<tr>
<td>Ringworm, Scabies</td>
<td>Exclude until the day after appropriate treatment has commenced.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Rubella (German Measles)</td>
<td>Exclude until fully recovered or for at least 4 days after the onset of rash.</td>
<td>Not excluded (female staff of childbearing age should check their immunity to rubella with their doctor).</td>
</tr>
<tr>
<td>School Sores (Impetigo)</td>
<td>Exclude case until has received appropriate antibiotics for at least 24 hours. Sores on exposed areas must be covered with a watertight dressing.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Whooping Cough</td>
<td>See Pertussis</td>
<td>See Pertussis</td>
</tr>
<tr>
<td>Worms</td>
<td>Exclude if loose bowel motions present.</td>
<td>Not excluded.</td>
</tr>
</tbody>
</table>

### Parental Responsibility (Infectious Diseases)

Children are exposed to the risk of catching infectious diseases when in close contact with one another at school. Some examples of infectious diseases that may spread in schools are measles, mumps, chicken pox, rubella and hepatitis B.
Infectious children may have little or no outward sign of disease. They may not even realize they are carrying a disease. It is therefore important that general precautions be taken to reduce the chance of infection spreading. Only in this way will the spread of illness from undetected infectious children be prevented.

To reduce the chance of infections spreading, the school follows strict safety, hygiene and first aid guidelines. It is particularly important that children with open skin wounds have these covered with fresh waterproof dressings before coming to school. Your co-operation is sought in this regard.

Also you are advised to consider having your children vaccinated against diseases that are likely to spread at school. Information about vaccination can be obtained from your Child Health Doctor or from your Family Doctor.

**Toileting**

All students should be toilet trained. However, accidents do occur. If you are aware of your child’s toileting problems, please inform us and always include a disguised package of spare clothing in their bags, or leave one at the front office. We have limited spare clothing and these are not always returned.

**6.12 Emergency Evacuation and Lockdown (Containment)**

Procedures have been adopted which promote the speedy evacuation of students from buildings or securing of students in buildings in cases of emergency. Evacuation – continuous sounding of siren. Lockdown – music being played for a short period of time, followed by no noise until the emergency has passed and the all clear is given. Regular practice is given in these procedures. All members of the school community are requested to participate in all drills.

(a) **Fire Evacuation**

Fire evacuation drills are carried out once a term. Evacuation procedures are explained to the children at these drill and other times. In the case of a fire or bomb threat, it is important that parents do not come and take their child away without the teacher’s permission. A head count of all children is taken and teachers will think that those who are missing are perhaps still in the building if no one has noticed the parent came for their child.

School Staff will generally not attempt to extinguish flames nor will any attempt be made by school staff or students to save equipment. The only concern will be the safe evacuation of all children and others known to be on the premises.

It would be helpful to explain the following procedure with your child:

**Sound: Siren – continuous sound**

**When not in class**
1. Walk to the oval.
2. Go to the place where you have been told your class is to wait.
3. Sit and wait for a teacher to call the roll.
4. Follow instructions from the teacher or emergency services.
5. Move only when told by the teacher or officer in charge.

**When in class**
1. Stand behind your chair at your desk as soon as you hear the siren sound.
2. Move out of the room at the direction of your teacher in single file.
3. Make two lines outside your classroom and move to where your teacher directs you with a partner.
Shailer Park State School
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4. If you are not in the classroom when you hear the alarm, go straight to the oval and wait for your class to come down.
5. When on the oval, let the teacher know if you think anyone who is at school in your class is missing.
6. Follow instructions from the teacher or emergency services.
7. Move only when told by the teacher or officer in charge.

(b) Critical Incident Response – Lockdown or Containment

A Critical Incident is broadly defined as an event which causes disruption to an organization, creates significant danger or risk and traumatically affects individuals within the organization.

The response to many critical incidents will be to instigate LOCKDOWN (also known as CONTAINMENT).

A ‘Lockdown’ may take place when there is a perceived risk or threat to the school, its staff, students or property. This would also include instances such as for example:

- Unauthorised persons, considered dangerous, on school grounds during school hours.
- Instances including domestic breakdowns where estranged parties are attempting to abduct children.
- Severe storm warning, chemical spill etc.
- An emergency situation within the school environment where threats to life exist.

It would be helpful for you to explain the following response from your child for a critical incident:

**Sound:** Universal Lock Down sound

**Students**

1. Walk to the nearest room
2. Older students can take younger students by the hand
3. Sit in the middle of the room
4. Do not sit near a window
5. Be calm and quiet
6. Follow the instruction of the teacher in the room
7. Leave the room only when instructed by the teacher in charge

**DO NOT**

1. Run
2. Go to your own classroom unless it is the nearest room
3. Go to the window
4. Scream, shout, panic
5. Leave the room unless instructed by the person in charge.

**PARENTS:**

1. Parents are not to phone the school upon hearing of a lockdown situation, as the phone line must be kept clear.
2. Parents are not to arrive at the school as no students will be released until the all clear is given and no parent will be allowed entry into the school grounds until the threat has passed.
3. If your child’s stay at school is extended beyond the regular time, parents are likely to receive information about the place and time that their child can be collected via the media.

Volunteers and visitors in the school at the time of the sound of an alarm MUST participate as an example to students and as a precaution that the perceived drill is an actual event.
6.13 **Lost Property**

All property belonging to students should be clearly marked with their names. This includes books, lunch boxes and clothing which are often taken off at school (e.g. hats, raincoats, jumpers and cardigans, shoes and socks). Lost property is available for checking outside the groundsman's room from 9.00am to 3.00pm. Property which is unclaimed for a full term is given to a charitable organization.

6.14 **Lunches**

Our school follows the *Smart Choices* program. This means that only healthy food is offered by the tuckshop and students are encouraged to bring healthy lunches to school. Days for higher fat/sugar content in food (the "red" foods) is limited to two days a term.

You can further support our *Smart Choices* program by providing healthy lunches for your child.

For the safety of all our staff and students we request that you:

- Do not send food in glass
- Do not send food or drink in rip-pull cans
- Please do not provide students with soft drinks or energy drinks
- Send food that your child can easily access e.g. begin to peel the orange, choose yoghurt that can be opened easily. Remember to send a spoon with tubs of yoghurt.

Lunches are kept in your child’s bag all day so you may consider sending lunches packed in containers that keep food cool, perhaps including a frozen drink or ice brick to keep cool. Lunch hour is 11:00 – 11:50, afternoon tea 1:30 - 2:00pm. Students have a set ten minutes to eat at the beginning of each break.

6.15 **Medication**

**Who can administer the medication?**

“School staff can assist a student with medication under the carer provisions of the Health (Drugs and Poisons) Regulation (1996) provided that a written request is received from the student's parent/caregiver and that the medication includes an original pharmacy label detailing the name of the person authorised to take the medication, dosage, time to be taken and medical practitioner's name. Staff must follow the directions on the original label attached to the medication container.

Some students may be approved to self-administer their medication.

School staff are not to administer prescription medications, unless they meet the accountability of a written request from a parent/caregiver and the medication includes an original pharmacy label detailing the name of the person authorised to take the medication, dosage, time to be taken and medical practitioner's name.

The administration of over-the-counter medications, including analgesics and homeopathic medications, are subject to the same accountabilities as prescription medications. However, as many over-the-counter medications will not have an original pharmacy label detailing the name of the person authorised to take the medication, dosage, time to be taken and medical practitioner's name, a letter from a medical practitioner will need to be provided to authorise administration of this medication.

For asthma relieving medications such as Ventolin, parents/caregivers are to notify the school in writing if their child has been prescribed this medication by a medical practitioner.”

For asthma relieving medications such as Ventolin, parents/caregivers are to notify the school in writing if their child has been prescribed this medication by a medical practitioner.”
My child needs medication at school, what should I do?

Parents/carers need to:
- notify the school in writing of a health condition requiring medication at school.
- request the school in writing to administer prescribed medication or to assist in management of a health condition
- notify school in writing of any requests and/or guidelines form medical practitioners including potential side effects or adverse reactions
- provide medication in original labelled container to the school.
- ensure medication is not out of date and has an original pharmacy label with student’s name, dosage and time to be taken.
- notify school in writing when a change of dosage is required. This instruction is to be accompanied by a letter from a medical practitioner.
- advise school in writing and collect medication when it is no longer required at school.

6.16 Mobile Phones

Parents, we are seeking your cooperation with this matter. While we recognise reasons such as safety and security for giving a child a mobile phone to bring to school, there are also some risks involved.

Between 8.50am and 3.00pm, the necessity for a child to use one is absolutely NIL.

While these mobiles remain in school bags and in pockets, there is then the risk of the expensive item being lost or stolen. In addition, it is not desirable that children are on pones during the recess breaks to parents, friends, and other acquaintances. In emergencies during school time, access to the school phone system is always available.

We are seeking your cooperation in the following way. If you believe it is necessary for your child to bring a mobile to school, we ask that it is handed into the office before 8.50am where it will be safely kept until collected again at 3.00pm. In tat way, we will satisfactorily address all of the issues raised above.

Should a phone be found in a child’s possession during school time, it will be confiscated. It will then remain in the office until collected by the child’s parents.

6.17 Parking

No parent parking is allowed in the school grounds except in the case of an emergency (i.e. collecting a sick/injured child from the first aid room). No parent or carer should enter the Staff driveway (near hall) either in their car or on foot. This poses a significant safety risk.

Bulwarna Street is extremely busy at school dismissal time and parents are asked to consider the safety of all children by avoiding the illegal practices of double parking and parking in the “stop, drop/kiss, go” zone. The “stop, drop/kiss and go zone” is a designated area in front of the school where parents/carers stop the car, the students get out of the car (ie: they are dropped off, given a kiss) and then the parent/carer drives off (ie: go). This is a three minute only parking area.

A disabled car park has been provided in the round-about at the main entrance.
6.18 **Pets**

Pets are usually not allowed at school except for special occasions. These might include pet competitions, lecturettes or morning talks. Dogs are frequently a nuisance at school. Our first concern is for the welfare of the children. If a dog bites a child or tears the child's clothes, the owner of the dog may be liable. Children must be firmly discouraged from allowing their own dogs or others to follow them to school.

6.19 **Safety and Welfare of Students**

Please encourage children to use the Pedestrian Crossing on Bulwarna Street and Plantain Road as these are patrolled by Crossing Supervisors before and after school. Parents of children who use Geodorum Street are encouraged to assist children when crossing this road as no supervisors are available here.

Parents' cars are not permitted into the grounds for the purpose of dropping off or picking up children. Exceptions to this rule may be made for disabled drivers or temporarily disabled students. Please contact school administration to arrange this parking.

The bitumen turnaround and parking bays in front of the Administration Block are for use by school personnel and official visitors only. Children must enter and leave the grounds via the main pedestrian gate at the front of the school, the small gate at Bulwarna Street (near Prep) or via the two Geodorum Street access ways.

6.20 **School Photos**

Parents are given the opportunity to purchase class photos. This usually occurs around May.

6.21 **Sun Safety**

It is school policy that all students wear a sun safe school hat when engaged in outdoor activity. Teachers will direct students not wearing the school hat to remain under cover. Students are encouraged to apply sun screen daily, prior to coming school and as required throughout the day. Please ensure you label your child’s hat clearly.

6.22 **Travel – To and From School**

(a) **Bicycles, Scooters and Skateboards**

Bicycles, scooters and skateboards are very popular means of transport for students, but are also often involved in serious accidents. It is well recognised that young children have underdeveloped motor skills, peripheral vision and judgement. Bicycles, scooters and skateboards may be ridden to school by students under the following conditions:

- Students wear helmets whilst riding to and from school. (Upon request, a student must be able to produce a helmet to provide evidence of this safety condition.)
- Bicycles, scooters and skateboards are deemed road worthy by the student’s parents/carers
- Children under the age of 10 years ride to school in the company of an adult. (Strongly recommended)
- On arrival to school, bicycles, scooters and skateboards are stored in the assigned area near the Admin building, (It is recommended that all equipment be safely secured as the school is not responsible for any damages or lose.)
• Bicycles, scooters and skateboards not be ridden through the school grounds but pushed to and from the bike rakes.

(b) Bus Information

A limited bus service operates from the school. Students waiting for buses move to the bus pick up area at the Shailer Park High School where they are supervised. There is a covered area for children to wait under in wet weather. For further bus details, please contact TRANSLINK on 131230 or go to the website www.translink.com.au

(c) Stop, Drop and Go Zones

A “Stop, Drop and Go” Zone is at the front of the school. Please do not park in this zone.

6.23 Uniforms

Shailer Park Primary School is a "Uniform School" because the Parents and Citizens Association, representing the parents of this school, decided at the outset to support the wearing of a school uniforms.

The Minister for Education has stated that the advantage of wearing school uniforms "includes developing a sense of belonging to a group, pride in membership of that group, and identification of students traveling to and from school". He also stated that "where uniforms are supported by the majority of parents, he would expect all parents to ensure their children wear the school uniform".

This is our expectation, and we urge all parents to support the accepted standard of dress as detailed below by ensuring that their children wear the correct and appropriate Shailer Park State School uniform at all times.

The school uniform is advocated by the school and the P & C Association for the following reasons:

(a) It gives all students a sense of personal pride in their own appearance

(b) Provided students change into other clothes after school, it should prove long wearing and economical

(c) It encourages identification with the school and promotes school spirit

(d) Distractions caused by variations of dress and grooming are avoided

Uniforms for Formal Occasions

Boys and girls are required to wear complete school (not sports) uniforms for all formal occasions such as special visits outside the school and other public functions.

Student Dress and Tidiness

• The wearing of the school uniform is expected at all times.
• Only school hats (refer section 8.24 Uniforms) may be worn. Students without a school hat may play in the covered areas (this side of the blue lines).
• Safety and security demand that only plain sleepers and studs may be worn for pierced ears. Religious necklaces must be worn against the skin out of sight. Since rings may prove to be distracting and dangerous to the wearer and others, they may not be worn.
• Students’ uniforms should be marked with names.
• Hair must be neat and tidy. If long, must be tied back or pinned away from the face for male and female students. Coloured hair is not permitted.

Parents Please Note:
Students who arrive at school unsuitably dressed may either be sent home or supplied with correct items of uniform, on loan only. Please note the school only has a limited number and sizes of “loan” uniforms.

Girl’s Summer Uniform
Either - School Dress
      or      Navy Blue Skort worn with Polo Shirt with school emblem
Socks - White (short)
Shoes - Black lace up (or velcro) leather or runners or white runners

Boy’s Summer Uniform
Shorts - Navy Blue Cargo style
Shirt - Polo Shirt with school emblem
Socks - White (short)
Shoes - Black lace up (or velcro) leather or runners or white runners

Girl’s Winter Uniform
Dress with Windcheater or Zip Jacket (with school logo)
      or
Navy Blue Trackpants with Windcheater or Zip Jacket (with school logo)

Boy’s Winter Uniform
Cargo Pants with Windcheater or Zip Jacket (with school logo)
      or
Navy Blue Trackpants with Windcheater or Zip Jacket (with school logo)

Girl’s and Boy’s Sports Uniforms
Navy Blue Skort for Girls/Navy Blue Cargo Shorts for Boys
      with
Polo Shirt in House Colours

Hats
School navy blue Slouch Hat (Wide Brimmed style) or Legionnaires Cap or Bucket Hat with gold embroidered logo

All items of school uniform are available from the School Uniform Shop TUESDAY mornings from 8:15am to 8:45am.

Please Note:
• Due to other commitments, our Uniform Volunteer cannot attend to your needs after 8:45am. Thank you for your understanding.

6.24 Valuables
Extreme care must be taken of valuable items brought to school by students. The school strongly recommends valuable or sentimental personal items not required for learning be left at home. Money for school activities must be paid at the cash window on Tuesday, Thursday and Friday mornings. Any items brought to school are the students’ responsibility. The school will not accept responsibility for loss or damage to items brought to school.
7.0 OUR SCHOOL WIDE POSITIVE BEHAVIOUR SUPPORT

7.1 School Wide Positive Behaviour Support

Our school follows the School Wide Positive Behaviour Support (SWPBS) process which emphasises the use of preventative, teaching, and reinforcement-based strategies to achieve meaningful and durable behaviour outcomes.

Consistent language and predictable consequences applied by all staff, at all times, and in all locations in the school is key to the program's success with students. These expectations and consequences are also shared with parents.

SWPBS forms the basis of a consistent whole-school system and supports the Department of Education, Training and the Arts’ priority to promote positive behaviour in schools. Through SWPBS, schools have access to the resources and tools they need to make evidence-based decisions about additional program and professional development needs for staff. SWPBS schools are more likely to achieve effective results from other programs and professional development such as the Department's Essential Skills for Classroom Management.

A SWPBS team has been formed to guide our future directions.

Our school's three rules
- be safe
- be respectful
- be responsible
are displayed around our school and taught weekly to all our students. Students who always adhere to these rules will be positively rewarded by becoming Gold students and will have access in their lunch breaks to our Gold Room.

7.2 Bullying and Harassment

Bullying is the harassment of another individual and is not acceptable behaviour within our society. It is characterised by the dominance of the powerful over the powerless and it is not necessarily a repetitive attack that causes distress, but also the threat of further attacks.

Every student and adult attending Shailer Park State School has the right to enjoy his/her learning or teaching and leisure time free from bullying or harassment.

**BULLYING MAY INCLUDE:**

<table>
<thead>
<tr>
<th>Verbal</th>
<th>Psychological</th>
<th>Physical</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>• name calling</td>
<td>• intimidating</td>
<td>• pushing and shoving</td>
<td>• hiding and moving the property of other</td>
</tr>
<tr>
<td>• racial insults</td>
<td>• extorting</td>
<td>• kicking</td>
<td>students</td>
</tr>
<tr>
<td>• put downs</td>
<td>• threatening</td>
<td>• punching</td>
<td>• theft</td>
</tr>
<tr>
<td>• intimidating</td>
<td>• instilling fear</td>
<td></td>
<td>• behaving in a manner which causes another</td>
</tr>
<tr>
<td>• taunting</td>
<td></td>
<td></td>
<td>student to fear for their safety</td>
</tr>
<tr>
<td>• teasing</td>
<td></td>
<td></td>
<td>• ordering other students around</td>
</tr>
<tr>
<td>• threatening</td>
<td></td>
<td></td>
<td>when you do not have the authority to do so</td>
</tr>
</tbody>
</table>

Our aim is to ensure that all students and staff have the right to participate and work in a socially just environment.
WHAT YOU CAN DO ABOUT BULLYING AND HARASSMENT?
Speak to your child’s class teacher, the Principal, Deputy Principal, Head of Special Education or Guidance Officer. Be clear to others about how you feel about their actions.

7.3 Responsible Behaviour Plan for Students

At Shailer Park State School, guidelines for effective management of acceptable behaviour include:
- For students who respect the rights of self and others, is cooperative and self controlled:
  - Praise/encouragement (verbal, non-verbal, written)

Guidelines for effective management of unacceptable behaviour include:
- For minor offences including incorrect uniform, failing to complete homework:
  - Teacher/student discussions; classroom consequence; time out during playtime; paper duty.
- For students who continue to violate rights of others in a minor way including playing unsafely, swearing:
  - Teacher records behaviour; time out in another classroom; Behaviour Support referral; Principal or Deputy Principal referral; parents contacted; withdrawal from playground.
- For students who continually breach the rights of others including intimidation, vandalism, defiance, truancy:
  - Behaviour recorded on school database; parents contacted; withdrawal from playground; suspension (1-5 or 6-20 days).
- For students who seriously violate the rights of others and show no signs of wanting to change including dangerous, uncontrollable, uncooperative behaviour:
  - Behaviour recorded on school database; parents contacted; exclusion from school functions; excursions; sporting activities; suspension (1-5 or 6-20 days); exclusion.

A full copy of the Responsible Behaviour Plan for Students based on The Code of School Behaviour has been included in this Enrolment Pack or can be located on our school website.
8.0 OUR FACILITIES

8.1 Our Classrooms

Our school has seven permanent classroom blocks (24 classrooms and double SEP rooms). There is a mix of either single or double teaching spaces. Withdrawal rooms in four of the teaching blocks accommodate special programs and/or support.

Our school also has a Music Block with a teaching space and specialist practice rooms. Our new Resource Centre a library area; two classrooms; two small teaching spaces; a media room with green screen; kitchen; office space; and a meeting room. The old Resource Areas houses our school teaching resources and the work space for our Teacher Aides. Underneath the two-story we have a Teachers Coaching Room, conference room, small kitchen and our newly-opened Discovery Centre. Our new Multi-Purpose Hall consists of a hall area; kitchen; meeting room and amenities. We are able to close in and secure our tuckshop area to make a hall area for discos and other events.

The Administration Block has the offices for the Principal, Deputy Principal, Business Services Manager, Administration Officers, Guidance Officer, as well as having the staff room and first aid room.

There are separate amenity facilities for Prep, Prep-Year 2; Years 3-4 and Years 5-7.

8.2 Our School Grounds

Our 6.16 hectares are equipped with four covered outdoor learning areas, four adventure playgrounds, basketball courts, two cricket practice nets, two ovals, an environmental area, a large sand play area, and a large grassed area known as the ‘terrace’.

8.3 School Watch

You are encouraged to keep watch on the school both during and out of school hours, reporting anything suspicious or out of the ordinary to the Principal during school hours and to the School Watch hotline during out of school hours on 13 17 88.
9.0 OUR WORKFORCE

9.1 Our School Staff and Other Personnel

Our school staff comprises of:

- Administration staff
  - Principal, Deputy Principal, Head of Special Education (HOSE), Business Services Manager (BSM) and Admin Officers

- Teaching staff
  - Classroom Teachers, Special Education Teachers, Specialist Teachers (Music, PE, LOTE, Non-Contact), Teacher/Librarian, Support Teacher – Literacy/Numeracy, Instrumental Music Teachers, Key Teacher

- Ancillary staff
  - Cleaners, Janitor/Groundsman, Teacher Aides

- Support staff
  - Guidance Officers, Chaplain, Visiting Advisory Officers, Behaviour Advisory Teacher

- Other staff/personnel
  - School Health Nurse, Dental Clinic, Adopt-a-Cop, School Crossing Supervisor, Parent Helpers

9.2 Overview of Support Staff and Personnel

(a) Behaviour Advisory Teacher (BAT)

The Behaviour Advisory Teacher provides further support for some students who are experiencing behavioural problems.

(b) Chaplain

Chaplaincy at Shailer Park State School involves the non-religious social and emotional pastoral care of students and families on a group or individual basis as requested. Our Chaplain also get to plan, organise and run great and memorable events such as the annual talent show, sibling support group, friendships group and the “Captains of Courage” program. These events are not only fun but they promote healthy relationships, confidence and place value on what’s important in life – people! A highlight of our Chaplain’s week is providing lunch time activities during first break.

(c) Dental Clinic

The opportunity exists for every child who attends the school to receive free, regular dental care. The service is conducted by the Department of Health. Treatment may be provided, depending on the particular dental situation, by dentists or school dental therapists.

(d) English as a Second Language (ESL) Staff

The school has the services of a Specialist ESL Teacher and Teacher Aide time to assist children from migrant/refugee families where there may be a language problem.

(e) Guidance Officer

The Guidance Officer works co-operatively with students, parents and staff to enhance learning outcomes for students through counselling, assessment, program planning and group work. Teachers and parents can refer children to the Guidance Officer through the Student Support Committee.
(f) **Parent Helpers and Volunteers**

Parent helpers are always welcome to participate in various school activities, e.g. in the classroom programs, on excursions, preparing for special events, covering books or gardening. Ask your child’s teacher if help is required or call at the office to offer your assistance. Many teachers encourage family and community members to become part of the educational program by assisting with the planned program of instruction. People interested in helping in this manner should speak to the individual teacher concerned. The decision to have voluntary aid rests with the individual teacher. Having extra adults in the school usually enriches the lives of students. We do appreciate the help that is given to us in this regard.

(g) **School Heath Nurse**

A school health nurse visits the school periodically to check on students’ physical condition. The local council runs an immunisation program through the school. Details will be contained in the school newsletter prior to the event.

(h) **School Crossing Supervisor**

The Department of Transport has appointed crossing supervisors at the pedestrian crossing in Bulwana Street and Plantain Road. This has been done so that your children can cross the road safely both in the morning and afternoon. The crossing is supervised before and after school. Please encourage your child/ren to use this supervised crossing.

(i) **Speech Language Pathologist**

Speech Language Pathologists provide services for students who have special needs in language.

(j) **Support Teacher – Literacy and Numeracy**

Education Queensland provides our school with a full-time and part-time Support Teacher (Literacy/Numeracy). A Support Teacher (Literacy/Numeracy) provides support in a variety of ways to cater for the range of individual needs in the school.

Parents who have any concerns with their child’s progress should speak with their child’s class teacher, who may then refer the child to the Student Support Advisory Committee. This committee may then refer the child to the Support Teacher (Literacy/Numeracy). Alternatively the Support Teacher (Literacy/Numeracy) may consult with parents as a result of working with children in a class. From time to time this teacher also holds sessions to train parents to work as volunteer helpers in the classroom. You will be advised of these sessions through the school newsletter. Our Guidance Officer assists when necessary and also holds courses for parents and students.
10.0 OUR PARENTS AND CITIZENS ASSOCIATION (P&C)

10.1 Meeting Times

All parents and citizens are welcome to attend the meetings of the Association. P and C Meetings are held on the second Tuesday of every month at 7.30pm in the school staffroom. The P&C contribute to the school’s budget through tuckshop, uniform and book sales, and also through fundraising projects. Payments made to the P&C are deposited in the ‘P&C Box’, located in the main foyer of the school office.

10.2 Tuckshop

Our tuckshop is a service organized by the P & C Association for the children (and staff) of our school.

Our Aims
We aim to continue the resolution made by parents and staff which is to improve the nutritional quality of our tuckshop lunches. We will also strive to reinforce home and classroom teaching of the importance of healthy eating. For the children at our school, this means encouraging them to make nutritious food choices by offering food which is consistent with what they learn in the classroom.

How You Can Help the School and Your Children
To achieve our aims, we rely on the valuable assistance of parents and friends of the school - Mums, Dads, relatives and friends are invited to help in one of the following ways:

1. You could attend tuckshop once a month from 8.30am until 12noon to prepare and serve lunch.
2. You could help for part of the time (e.g. an hour or so after dropping your children at school, or after classroom roster).
3. You could assist the Tuckshop Committee with food ideas, menu planning or promoting the tuckshop.
4. You could start-up a child-minding roster where you mind toddlers for others who would like to attend tuckshop.
5. You could be a stand-by in case of illness, or for special events (e.g. sports days).

What’s In It for You?
- You can meet people with similar interests, to exchange information and form friendships
- Your children enjoy seeing you at school
- You get satisfaction from helping children learn about good nutrition and from seeing them experience and enjoy new foods which are attractive and nutritious
- Your lunch is provided on your roster day as well as lunch for your primary school child/children to the value of $3.50 per child.
- If you have any queries please phone the Tuckshop Convenor on 3440 8336.

10.3 Uniform Shop
The Uniform Shop is situated beside the tuckshop. The Uniform Shop is usually open on Tuesdays at 8:15am – 8:45am. As it is run by volunteers please confirm with the school office as to its opening days and times. EFPTOS facilities are available.
11.0 OTHER INFORMATION

11.1 Booklists

Nearing the end of Term 4, students will be issued with a list of items “Back to School Needs”. These items are requirements for their appropriate year level. If orders are placed before the Christmas holidays, the P&C can offer a “Home Delivery Service” – no charge.

It is important that all students have all items exactly as stated on the booklist from the start of the year. Parents of students who enrol during the year should speak to their child’s teacher about books required before making purchase, especially if purchases have been made at a previous school.

While consumables such as glue, colour pencils, lead pencils etc will be listed on the booklist, it is to be expected that all students will need to have these items replaced throughout the year. These items run out very quickly when used every day and it would be appreciated if parents could check on these items regularly and replace when required. This helps not only the teachers, but also your child/children who are able to carry out their work efficiently.

Some teachers may request additional materials not on the booklist at the start of the school years. This is mainly due to the list being compiled before teachers have been assigned to a particular class or year level.

11.2 Outside School Hours Care

Before and After School Care is provided by PCYC. All enquiries please contact 3801 4844.

11.3 Voluntary Contribution

Each year as part of our budget process, the school in consultation with the P&C identifies a funding priority area for the volunteer contribution scheme. When choosing this priority area, the school looks to purchase resources that students can use in classrooms. While the scheme is voluntary, the school relies on all parents to help, as this enables the best possible enhancement of classroom programs for all students.