

Pallara State School

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Information Handbook

2018

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Our School Identity

Welcome to Pallara State School

We are very proud of our school, and I am delighted to have your family as part of our school community. I sincerely hope you have a prosperous and rewarding association with Pallara State School.

Pallara State School aims to provide a safe, positive, challenging and supportive educational environment for all students. In seeking to achieve this, we encourage open and effective communication among teaching staff, students and parents. We constantly seek to enhance these productive partnerships in order to achieve the best possible education for your child.

Education is a very challenging yet rewarding career. It is challenging as the world is constantly changing and student needs are always diverse. It is rewarding because every day, in every way, we strive to make a real difference for our learners. Like parents, we see them learn and grow, aspire and achieve, succeed and celebrate, from Prep to upper primary school, from childhood to adolescence.

It is our belief that education is the responsibility of both teachers and parents. We ask you to form a partnership with us so we can work together to provide the best possible educational outcomes for your child. You are most welcome to join us here at school. Your support, whether as a volunteer parent assisting in classrooms, tuckshop, library, or at special school activities and sporting events, is always greatly appreciated. We encourage you to take advantage of the many opportunities provided to visit the school and actively share in your child's education.

Being a part of your child's education can take many forms. This information booklet is produced to answer those questions that arise as parents contemplate the beginning of the school year. Indeed this information booklet seeks to list many facets of our school, but please contact us if you need more information.

I look forward to working with you and your child. I hope you will be as proud of our school and students as we are, and that the story of your child's life at Pallara State School is a story of excitement, adventure and joyous success.

Yours sincerely,

Mark Johnstone

Principal

School Profile

Pallara State School was established in 1959 and moved from 282 Ritchie Road in 2015 to its new location today of 39 Ritchie Road Pallara. Our school is newly built and located in a pleasant rural environment and yet only minutes away from the suburbs of Forest Lake, Heathwood, Forestdale, Regents Park, Browns Plains, Hillcrest, Calamvale and Acacia Ridge. The school provides educational services to the community from Pallara and the surrounding suburbs.

Our classrooms are well-equipped with computers and Internet access. The Resource Centre/Library houses a computer lab, entertainment equipment, filming green room and is well-stocked in current library resources.

The school provides an innovative and responsive curriculum for Prep to Year Six. There are currently approximately 400 children enrolled at Pallara State School. Future enrolments over the next three years are expected to increase steadily.

The school has a wide variety of modern resources for every age level from Prep to Year Six. Our school endeavours to offer small classes, which comply with Education Queensland's class size targets. Our quality curriculum offers a range of options for all students, with specialist teachers in Japanese, Music and Physical Education. The school also enlists the services of advisory and visiting specialist teachers to support both staff and students.

Pallara State School enjoys the strong support of parents and community.

Mission Statement

Pallara State School offers children a learning environment, which fosters the intellectual, social, physical and cultural growth of the individual so that their highest potential may be achieved. We believe in:

- Creating lifelong learners
- Relevance beyond school
- Educating students for an unknown future, and
- Recognising adults as learners too.

<p>We believe in fostering lifelong learning, therefore:</p> <ul style="list-style-type: none"> • we strive to develop in children the skills and knowledge of processes which foster a love of learning and support continuing learning • active, responsible participation in learning situations is encouraged for all • professional development opportunities will be provided for staff and parents • learning should be relevant and enjoyable for students, parents and staff. 	<p>We believe that the school and community should be integrated, therefore:</p> <ul style="list-style-type: none"> • the community is recognised as a valuable school resource • an effective community – school partnership should exist • open and regular communication is essential • family input is critical • Community groups are, and will continue to be encouraged to interact with our school.
<p>We believe in an holistic approach to Education which develops children as active responsible citizens. Consequently,</p> <ul style="list-style-type: none"> • social • emotional • physical • cultural • educational • spiritual • artistic/creative; and • technological needs of children underpin our practice. 	<p>We believe in creating a learning environment that provides for optimal teaching/learning experiences, therefore we:</p> <ul style="list-style-type: none"> • consider the ever changing nature of our society • believe that all members of a school community can make a worthwhile contribution to society • believe that individuals are responsible for their own actions and outcomes • believe in the rights and responsibilities of all members of the school community.
<p>We believe in fostering a caring, co-operative environment, where:</p> <ul style="list-style-type: none"> • the school community is aware of and appreciates and respects the natural and the physical environment of the school; • A range of skills necessary for safe and effective interaction with the natural environment is developed; • A welcoming, safe, supportive environment is developed and promoted. 	<p>We believe in creating a culture for the realisation of self-worth by:</p> <ul style="list-style-type: none"> • promoting self-esteem • respecting cultural differences • establishing mutual respect as the basis of relationships • providing opportunities to maximise potential • acknowledging that children’s needs and abilities differ and change • ensuring equitable opportunities are provided for all children • providing for flexibility in the grouping of students • providing opportunities for specialisation in teaching

Values

The following common values have emerged from Australian school communities. These values are consistent with Australia's democratic traditions including beliefs in equality, freedom and the rule of law, and our overall commitment to a multicultural society where all are entitled to justice and a fair go.

They are:

1. **Tolerance and Understanding** - accepting other people's differences and being aware of others.
2. **Respect** - treating others with consideration and regard.
3. **Responsibility** (personal, social, civic and environmental) - being accountable for, and in charge of action – responsibility for one's own actions, including the exercise of self-discipline; responsibility for the way in which one interacts and co-operates with others, especially for resolving differences in constructive, non-violent ways; responsibility for one's own role in the maintenance and preservation of the environment.
4. **Social Justice** - being committed to the pursuit and protection of the common good where all persons are entitled to legal, social and economic fair treatment.
5. **Excellence** - seeking to accomplish something noteworthy and admirable both individually and collectively, and performing to the best of one's ability.
6. **Care** - caring for self and showing interest in, concern for and care for others.
7. **Inclusion and Trust** - being included and including others; listening to one another's thoughts and feelings actively; and creating a climate of mutual confidence.
8. **Honesty** - being truthful and sincere; committed to finding and expressing the truth; requiring truth from others; and ensuring consistency between words and deeds.
9. **Freedom** - enjoying all the rights and privileges of citizenship free from unnecessary interference or control, and standing up for the rights of others; ensuring a balance between rights and responsibilities.
10. **Being Ethical** - acting in accordance with generally agreed rules and/or standards for right (moral) conduct or practice.

Beliefs

Pallara State School is committed to:

- excellence – setting standards and delivering high quality educational services
- inclusiveness – recognising diversity and treating all people with respect and dignity.
- participation – encouraging community participation and involvement of parents/carers in partnership with school; and supporting young people's access to diverse learning pathways.
- safety – creating safe and tolerant learning environments for all students, teachers and staff.
- accountability – upholding the standards, which the community, parents and government set for effective performance of educational and professional services.

At Pallara State School we seek to:

- inspire every student to be the best they can and embrace learning throughout life.
- challenge, rethink and innovate a school of value for the future.
- continue to be a professional, high performing, proud and committed educational community.

We believe that all students:

- have the capacity and the right to learn.
- are individuals and subsequently learn and achieve in different ways, at different rates and with different needs.
- bring valuable histories, languages and cultures to the learning process.
- come with differing values and circumstances conducive to learning.

We believe all students have the right to:

- a safe, supportive and disciplined learning environment
- expect a futures orientated, accessible, socially just and salient curriculum
- a creative and individualised educational response that focuses on diversity and flexibility.
- be supported by teachers who operate as active professional learners within a culture of high learning expectations.
- a learning environment that caters to the learning needs of each and every student.

Therefore, our curriculum aim is to empower our students with the capacity to enrich the communities and cultures of the future and embrace life's challenges to realise tomorrow's possibilities as motivated caring, global contributors and creative adept producers.

Collectively these statements of purpose, beliefs, aspirations and mission form *Our School's Identity*. This identity articulates a shared understanding of our purpose; the beliefs that inform our practice; the quality of school we will collectively strive to be; and our hopes and dreams for the students who learn and grow within.

We invite you to become a part of this community and contribute towards our bright future.

Staff

Principal	Mr Mark Johnstone
Deputy Principal	Mrs Lauren Sturges
HOC (Head of Curriculum)	Mrs Lynda Ellis
Business Manager	Mrs Sandra Johnstone
Teachers	Full time and Part time
Specialist Teachers	Learning Support, Music, LOTE - Japanese, Library, Phys. Ed., Instrumental Music, Head of Curriculum, Special Education.
Visiting Specialists	Guidance Officer, Speech Pathologist, AVT Hearing Impaired.
ICT Technician	Mr Frank Riccobon
Teacher Aides	Full time and Part time
Administration	Mrs Kerrie Morgan

Communication Contacts

 Address:	39 Ritchie Road Pallara QLD 4110
 Telephone:	3727 4222
 Email:	admin@pallarass.eq.edu.au
 Web site:	www.pallarass@eq.edu.au

School Map



Parents as Partners

Linking school and families to provide quality education for our students

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

Pallara State School staff will seek to ensure that you ...

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

We encourage you to ...

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

We also welcome you to participate by ...

- becoming active members or supporters of Pallara State School Parent's and Citizen's Association and associated committees
- attending parent information sharing sessions
- sharing your ideas through the school planning processes
- attending school functions and meetings
- working with teachers in the classroom
- helping in the tuckshop or library
- helping with sports days, school excursions, special events etc.
- sharing your interests or skills with the rest of the school community
- attending Learning Celebrations and Culmination Days.

The staff of Pallara State School believe that ...

- education begins at home - parents and caregivers are the first and most influential teachers of their children
- all members of the school community have a responsibility to take an active interest in their school
- all contributions are valued in a productive partnership
- parents and caregivers have special knowledge of their own children
- student achievement is enhanced when parents and schools work together
- student achievement is enhanced when school experiences are based on an understanding of the diverse background of students
- productive partnerships are based on acceptance of all members of the school community as equals
- different but complimentary knowledge, expertise and skills can improve learning outcomes for students
- learning is best developed in a flexible, safe environment which fosters effective communication between all stakeholders
- learning experiences should offer all children the opportunity to achieve to the best of their abilities.



Enrolment and Administration

2018 at a glance

Term Dates

Start Term 1 - Monday, 22 January

End Term 1 - Thursday 29, March

Start Term 2 - Monday, 16 April

End Term 2 - Friday, 29 June

Start Term 3 - Monday, 16 July

End Term 3 - Friday, 21 September

Start Term 4 - Monday, 8 October

End Term 4 - Friday, 14 December

Public Holidays

Australia Day - Friday, 26 January

Good Friday - Friday 30 March

Easter Monday - Monday, 2 April

Anzac Day - Wednesday, 25th April

Labour Day - Monday, 7 May

Brisbane Show Holiday - Wednesday, 15 August

Queen's Birthday - Monday, 1 October

Student Free Days

Term One – Thursday 18, Friday 19 January 2018.

Term Two - Monday 23 April 2018 Commonwealth Games.

Term Four - Monday 22, October 2018.

Each term a calendar of events is distributed to all families. This allows parents to plan for, and participate in, as many school events as possible.

The School Day

8:15 am - Recommended time of arrival

Bell times

- 8:25am - First Bell - Line up to go into class
- 8:30am - Learning activities commence
- 10:30am - First break eating time commences
- 10:45am - First break play time commences
- 10:55am - First bell stop play and line up to go to class
- 11:00am - Learning activities recommence
- 12:50pm - Second break eating time commences
- 12:55pm - Second break play time commences
- 1:20pm - First bell stop play and line up for class
- 1:25pm - Learning activities recommence
- 2:30pm - School day ends.

Arrival to School

Your child has a better opportunity to perform well if they arrive at school on time to prepare for the school day and formal instruction, which begins at 8:30 am. For this reason we ask all parents/carers to ensure their children arrive at school just prior to, but not later than 8:20 am. If you need to bring your child earlier PCYC offer before and after school care their contact details are 0437 084 792 or

<https://pallarapcyc.hubworks.com.au>

There is no designated teacher on playground duty before school although students arriving early may sit in the under covered tuckshop area. **All play areas are out of bounds before school.**

Departure from school

Students are dismissed at 2:30 pm. Once dismissed, students are to proceed home according to parental instructions. Students discovering that their pick up arrangement has not occurred as planned are instructed to report to the office rather than wait unsupervised for an extended period of time.

Students arriving late

Students arriving late to school are required to report to the office with their parent or caregiver before proceeding to their classroom. The Parent/Caregiver is required to accompany the student in at the time of arrival. The student will be given a Late Slip which they are to give to the classroom teacher.

Students leaving early

Parents/carers wishing to collect students from school early are required to advise the school by note or phone of the intended early collection on the day of, or prior to, the day of early collection. Upon arrival the parent/carer must report to the Administration Office to sign the child out through the ID Attend system.

If a person other than the parent/carer is to collect a child early from school, they will require a note from you. Due to our duty of care responsibilities we decline requests to allow students to leave our care to make their own way home unsupervised by an adult during class time. Therefore, written or verbal requests from parents/carers to let students go early will be referred to the Principal who will negotiate alternative arrangements with the Parent/Carer.

School Routines and Procedures

Absences

So that regulations under the Education Act are followed, parents are requested to provide an explanation regarding a child's absence from school. In the event of your child being absent from school, please either contact the school by phone, fax or send a note with the child on the day of return to school. A text message is sent to parents/caregivers if your child is marked absent on any given day. After the third day of absence without explanation, the parent will be contacted by the school requesting an explanation for the child's absence.

In the event of a child being absent for a period of three weeks without notification and efforts by the school to contact parents are unsuccessful, the child's enrolment will be cancelled. Where an unsatisfactory explanation of absenteeism is received from the parent/carer and truancy is apparent, the matter will be reported to the appropriate authorities.

It is our aim to enhance learning outcomes and monitor unnecessary absenteeism carefully to ensure a student's opportunity to learn is not impaired by truancy.

Absence for the purpose of family vacation and the like should be requested through the Principal; and learning requirements negotiated.

Regular attendance by each child is essential for satisfactory progress to be made; therefore, parents must assume the responsibility for the regular attendance of their child/children.

Access to School

Students are not permitted to linger in the school grounds after they have been dismissed for the day, except when under the supervision of a parent or teacher, or while waiting for transport home. Children are taken to the office at 2:45 pm if they have not been collected. Inala PCYC offers before and after school care on premises for children who are enrolled with them

Parents/carers are asked to actively discourage children from playing in the school grounds before and after school. Unauthorised use of the school grounds is officially trespassing and instances will be reported to the police when the welfare of the school facility is considered to be at risk.

If you do see an unauthorised entry or vandalism occurring to our school after hours, please ring School Watch on 13 17 88 or Police Link on 13 14 44.

Accidents

In the case of minor accidents a staff member will clean the wound with and apply a dressing. In the case of a more serious accident, a staff member will render first aid to the best of their ability, while contacting the Principal. Should we feel the case requires further attention the parent will be contacted for instructions. In the event of what is deemed an emergency, an ambulance will be called.

Annual Events

At Pallara State School we aim to provide wonderful opportunities to get together as a community to enjoy ourselves and celebrate learning.

Activities such as Easter Bonnet Parade, Book Week Parade, Inter-House Sports Days, Under 8's Week and End of Year Concert etc. will become established as special events for Pallara. These school activities serve to bond our community; celebrate our successes; and establish our unique school culture and history.

Banking for Students

A student banking service operates through the Commonwealth Bank. This is conducted one day per week. Student bank books are to be handed into the office on a Wednesday for processing.

Behaviour Management

The purpose of a school's Responsible Behaviour Plan is to achieve a safe and supportive school environment.

A supportive school environment is one where:

- all members of the school community feel safe and are valued;
- social and academic learning outcomes are maximised for all through quality practices in the areas of curriculum, interpersonal and school organisation;
- school practices which involve a planned continuum from the positive or preventive actions for all students to the responsive actions for specific individuals and groups;
- non-violent, non-coercive and non-discriminatory language and practices are defined, modelled and reinforced by all members of the school community;
- suspension and exclusion procedures are considered only when all other approaches have been exhausted or rejected;
- a preventative, supportive and responsive behaviour plan is endorsed and followed.

High standards of behaviour are expected at all times. Safe, Respectful, Caring, Considerate and Responsible behaviour form the basis of our school rules. The well-being and safety of all is of high priority at all times. Students are encouraged to accept responsibility for their own behaviour. Emphasis is placed on creating a positive and supportive environment. Clear expectations are established, communicated and maintained. Behaviour issues are handled promptly.

We aim to develop self-discipline by:

- maintaining consistent standards of behaviour throughout the school
- communicating clear expectations
- acknowledging those who are demonstrating appropriate behaviours
- encouraging ownership of, and responsibility for, behaviour
- encouraging appropriate behaviour choices.

We value the involvement of parents in each child's development. Where significant concerns exist or a significant incident occurs, parents will be contacted. Parents can initiate discussions on behaviour at any convenient time. Sharing of information likely to impact on a child's behaviour is vitally important.

Bicycles

A bike rack is provided near the main school entrance for students' use. For safety reasons students must not ride into the grounds but should dismount at the gate and push their bikes to the bike rack. Students riding bicycles are to wear suitable helmets with straps firmly secured. Non-wearing of helmets is against the law and is punishable by law.



Book Club

The school participates in the activities of the Scholastic Book Club which makes books available to students at regular intervals during the school year at low costs. Children are supplied with order forms for the purpose of making their own selections. All orders are to be done online by parents/caregivers. The Library gains from the children's participation in this activity as we receive bonus points. These bonus points are used to obtain Library resources.

Custody/Parental Orders

On occasion, we may have to act on custody information held in our confidential school files. It is vital that this information remains current and is supported by appropriate documentation. If a change occurs regarding the custodial care of your child/children, please report this to the office in person. Where possible the Principal will meet with you to clarify the changes. So that appropriate actions can be taken by the school if necessary, it is essential that both the Principal and class teacher are informed when there are concerns surrounding custody issues.

Detention

The Queensland Education regulations allow for the school day to be extended by 30 minutes after school finishes, or during the lunch break, as detention. This may be for a student to complete work not done during the day because of tardiness, or to complete work not completed to a satisfactory level; or as consequence for inappropriate behaviours. While we do not encourage this practice, it may be necessary at times.

Children are often given the choice of alternate times for detention so as to cause as little inconvenience to parents as possible. This procedure is in line with the school Code of Behaviour. Parents will be notified in advance if a child is required to remain after school.

Dress Standards

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

Uniform - Pallara State School is a "Uniform School" where students are expected to wear the uniform. To represent the school on excursions, interschool sport etc. all students are to wear the appropriate school uniform. Students not wearing the uniform are required to bring an explanatory letter from their parents. Students wearing inappropriate clothing or apparel will be asked to dress appropriately and their parents/carers will be contacted. Students not wearing school uniform will be ineligible to represent the school away from the campus.

Hats - The school hat is to be worn for all outdoor activities. Non-wearing of a hat is ***'likely to result in a risk to the health of the student'***. Pallara State School follows the Sun-Safe guidelines of the Queensland Cancer Society. Caps are not permitted and will be considered as 'no hat'. A student not wearing a hat will be excluded from all outdoor activities – **NO HAT NO PLAY**.

Shoes and socks- Students are to wear enclosed black shoes and white socks at all times, unless directed otherwise by the teacher for a specific activity. Non-wearing of shoes could be ***'unsafe for the student or others'***. Shoes with high heels or platforms, thongs and sandals are not suitable. A student will be asked to replace their shoes and will be excluded from all outdoor activities until suitably attired. Parents/carers will be notified that the student is not appropriately dressed.

Jewellery -Students may wear a watch, and small plain studs or sleepers. A student may wear a medical bracelet or medical necklace with notification to the administration. Other jewellery may be ***'unsafe for the student or others'*** as they could become caught in play equipment or could come into contact with another student causing injury. On safety grounds some jewellery items may be required to be removed for some activities. Necklaces, bracelets and bike/house keys on neck-chains are not appropriate. Parents may negotiate with the Principal the wearing of a signet ring or religious tokens as items of significance, stating their recognition of possible injury and indemnifying the school. A student wearing other jewellery will be asked to remove the item and if necessary take it to the office for safekeeping for the remainder of the day.

Nail polish-Nail polish is not part of the School uniform. Only clear nail polish is to be worn as other colours are ***'likely to disrupt, or negatively influence the normal operation of the school'***. Students wearing coloured nail polish will be asked to remove it by the next day and their parents/carers will be notified by letter.

Hair -To reduce the transfer of head lice, long hair is to be plaited, braided or tied back with suitable hair accessories. Long hair that is not tied back could be ***'unsafe for the student'***. Dyed hair is discouraged. Dyed hair and inappropriate hairstyles are not permitted as they do not reflect the values of the school. Not limited to: Mohawks, tracks, inappropriate hair colour. Parent/carers will be notified if their child's hair is inappropriate for school.

Enrolments

Enrolments for the following year can be made from the commencement of Term Three each year. Sighting of a Birth Certificate or similar evidence of birth date is required. All students who reside within the local catchment area and are eligible for enrolment in the educational program by the school have a right to enrolment at the school.

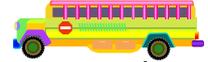
Parents who wish to enrol at the school will need to demonstrate that the child resides within the catchment area via a copy of a rates notice, electricity account, in the name of the parent/guardian of the student enrolling. An enrolment cannot be accepted without these documents.

Electronic Appliances



Children who bring mobile phones, iPods, iPads, electronic games, etc to school must hand them in to the office before 8:30am and collect them from the office at 2:30pm. **No mobile phones are to be left with children during the day.** Students found using mobile phones will have the device confiscated. It may then be collected by parents. The school accepts no responsibility for lost or stolen items not handed into the office.

Excursions



Excursions to places which enrich the curriculum are undertaken as the opportunity arises. Transport is generally by bus and parents are advised in advance of itinerary and costs. Written permission is required for all children to attend an excursion. Occasionally one or two parents are asked to accompany the class to assist with supervision. Please be aware all excursion payments must be received by the due date as late payments are not accepted.

Family Emergency Information

This information is kept at the school office and records student names, addresses and contact numbers as well as emergency contact names and their phone numbers. Should you change any of your details please advise the office staff as soon as possible.

Please keep all contacts up to date.

Fire Drill



Fire drills are regularly practised at school, and children are constantly reminded of their duty in this regard. Should a fire occur in the school, students would be clear of the buildings within 90 seconds of the sounding of the alarm.

Parents who may be in the school at the time of an alarm or a fire should proceed by the shortest practical route to the oval.

They must not try to contact their children. The fire drill procedures in operation ensure that teachers check all children once the assembly point is reached. Parents removing children during these times could cause teachers unnecessary concern through breaking routine.

Forbidden Articles

Toy guns, swords, matches, pocket knives, chewing gum or any potentially dangerous objects are forbidden at school and on school bus transport and will be confiscated. Less dangerous items will be returned that afternoon for the child to take home. Parents will be contacted to pick up the more dangerous items from school.

Note: Children who bring other toys to school to play with do so at their own risk of breakage and damage.

Fundraising

The Parents & Citizens' Association conduct various fundraising projects throughout the school year. These projects provide funds that are spent on improving school facilities and to provide resources over and above those supplied by the Education Department.

The Student Council also hold fundraisers at various times throughout the year to raise funds for student-initiated projects.

Interviews

Should a parent wish to have an interview with a teacher, a request for a mutually suitable time should be arranged with the teacher. If a parent wishes to see the Principal regarding a classroom complaint **they must have already consulted with the child's classroom teacher**. No interviews with the Principal will take place until this procedure has been followed. To ensure that the Principal is available it is best to phone to request an interview.

Library

Each week, children are taken to the school library to change their library books. Library books should be taken to and from school in a library bag for protection of the books. Children are encouraged to borrow books for both entertainment and research.

The cost of lost or damaged books must be met by parents. Library bags are available for purchase through the Uniform shop.



Lost Property

Each year the school accumulates lost property, therefore, please ensure that **ALL your child's belongings are clearly labelled**.

The lost property box is located in the foyer of the Administration building. Parents/carers are encouraged to seek lost belongings at any time.

At the end of each term all lost property items will be displayed in the undercover area near the tuckshop on the last school day and students are encouraged to check for any of their lost belongings.

Lost property items not collected throughout the year are donated to charity. Unclaimed school uniform items will be reserved to cater for "life's little emergencies and accidents".

Medical Matters

Departmental Policy

The following is Education Queensland's Policy on the issue of medication being given to students by school staff.

(A) Should medication prescribed by the student's medical practitioner be required to be administered while the student is at school or involved in school-approved activities, a parent/legal guardian must make a written request to the principal of the school.

(B) Where a teacher or other adult person on the school staff has been authorised by the principal to administer medication to students, the instructions provided must be written on the medication container by the pharmacist at the medical practitioner's direction. The teacher or other authorised person will not accept the instructions solely from the parent/legal guardian. The instructions on the medication container need to indicate specific times at which medication is to be administered, as well as quantity of medication to be administered.

(C) Medication shall be kept in a secure place in the office. an exception is, in selected cases, of inhaler therapy for asthma. On written permission from a parent/legal guardian and with the approval of the school principal, a student may be responsible for their inhaler.

(D) Non-prescribed oral medication (such as analgesics and over-the-counter medications) will not be administered by teachers or other persons or the school staff.

(E) Instructions to vary dosages of ongoing medication must be supported by a letter from the Doctor.

Implications for parents/carers at Pallara State School

- Parents/carers must make a written request to the principal if they wish for their child to be administered prescription medication during the school day or on camps, excursions and other school-approved activities.
- Medication must be sent to school in the correct container, which has the specific times (eg. 12:00 pm.) medication is to be administered as well as the quantity of medication (5 ml) to be administered, clearly marked on the container by the pharmacist. Please note that a direction such as "Give three times daily" is not sufficient under departmental regulations. Parents will need to alert their doctor and pharmacist of the requirement when medication is being prescribed.
- Non-prescribed oral medication (eg. Panadol, cough mixture etc.) will NOT be administered, even with a letter of consent and instructions from parents/carers.
- Prescribed medication will not be administered if it bears the name of someone other than the child and/or the medication is beyond its use by date.

Ambulance

In the event of a severe accident or sudden illness, the Ambulance will be called to attend to the child, and if necessary, escort that child to the nearest hospital or doctor.

As it is our policy to make urgent contact with the parent/carer or nominee in such cases, it is essential that you are diligent in providing the school administration with up to date contact phone and mobile phone numbers. It is essential that our files remain current and accurate.

In addition to your own contact numbers we request the name and phone numbers of two or three emergency contact people who will be able to respond to an emergency situation involving your child on your behalf. If this is not possible, our course of action is to take whatever steps necessary for the safety and well-being of the child.

Illness / First Aid

Sick or injured students are referred to the sick bed in the administration area where they are treated by staff members who have current first aid certificates. They are adequately supervised until there is no need for further treatment or assistance.

If deemed necessary, parents/carers will be advised by phone that their child is sick or injured and will be asked to collect their child from the Administration Office as soon as possible. In the event of the parents/carers not being contactable, emergency contacts will be advised. Please advise the school if a person other than the parent/carer will be collecting your sick child from the school.

Infectious diseases - exclusion from school

Please find following a table that shows the minimum exclusion periods from school, Prep and childcare facilities based on National Health and Medical Research Guidelines. The guidelines within the table have been drawn up on the premise that children who have been ill with an infectious disease will not return to school until they have fully recovered. The only exception to this rule is that children with certain skin diseases may return once appropriate treatment has commenced (see table). These recommended periods are issued as a guide to schools and medical practitioners, and may be modified in individual cases as circumstances warrant. Variations from these recommendations may be warranted in cases of local epidemics.

In cases of doubt or for guidance about conditions not mentioned on the list, advice should be sought from the appropriate clinician, school medical officer or medical officer of a health authority.

Regional Health Authority, Environmental Health Unit, recommends that all children should be immunised against measles, mumps, rubella, poliomyelitis, diphtheria, pertussis and tetanus, according to The National Health and Medical Research Council (NHMRC) recommended schedule. If this was to occur the need to exclude case contacts should not arise.

Condition	Exclusion of cases	Exclusion of contacts
<i>Amoebiasis (Entamoeba histolytica) and Campylobacter</i>	<i>Exclude until diarrhoea ceases.</i>	<i>Not excluded.</i>
<i>Chicken pox</i>	<i>Exclude until fully recovered or for at least five days after the eruption first appears. Note that some remaining scabs are not a reason for continued exclusion.</i>	<i>Any child with an immune deficiency (for example, leukaemia) or receiving chemotherapy should be excluded for their own protection. Otherwise not excluded.</i>
<i>Conjunctivitis</i>	<i>Exclude until discharge from eyes has ceased.</i>	<i>Not excluded.</i>
<i>Cytomegalovirus Infection</i>	<i>Exclusion not necessary.</i>	<i>Not excluded.</i>
<i>Diarrhoea</i>	<i>Exclude until diarrhoea has ceased.</i>	<i>Not excluded.</i>
<i>Diphtheria</i>	<i>Exclude until medical certificate of recovery is received following at least two negative throat swabs, the first not less than 24 hours after finishing a course of antibiotics and the other 48 hours later.</i>	<i>Exclude family/household contacts until cleared to return by an appropriate health authority.</i>
<i>Glandular fever (mononucleosis)</i>	<i>Exclusion is not necessary.</i>	<i>Not excluded.</i>
<i>Hand, Foot and Mouth disease</i>	<i>Until all blisters have dried.</i>	<i>Not excluded.</i>
<i>Haemophilus type B (Hib)</i>	<i>Exclude until medical certificate of recovery is received.</i>	<i>Not excluded.</i>
<i>Hepatitis A</i>	<i>Exclude until a medical certificate of recovery is received, but not before seven days after the onset of jaundice or illness.</i>	<i>Not excluded.</i>
<i>Hepatitis B and Hepatitis C</i>	<i>Exclusion is not necessary.</i>	<i>Not excluded.</i>
<i>Herpes ("cold sores")</i>	<i>Young children unable to comply with good hygiene practices should be excluded while the lesion is weeping. Lesions to be covered by dressing, where possible.</i>	<i>Not excluded.</i>
<i>Hookworm</i>	<i>Exclusion not necessary.</i>	<i>Not excluded.</i>
<i>Human immune.- deficiency virus infection (HIV AIDS virus)</i>	<i>Exclusion is not necessary unless the child has a secondary infection.</i>	<i>Not excluded.</i>
<i>Impetigo</i>	<i>Exclude until appropriate treatment has commenced. Sores on exposed surfaces must be covered with a watertight dressing.</i>	<i>Not excluded</i>
<i>Influenza and influenza-like illnesses</i>	<i>Exclude until well.</i>	<i>Not excluded.</i>
<i>Leprosy</i>	<i>Exclude until approval to return has been given by an appropriate health authority.</i>	<i>Not excluded.</i>
<i>Measles</i>	<i>Exclude for at least four days after onset of rash.</i>	<i>Immunised contacts not excluded. Unimmunised contacts should be excluded until 14 days after the first day of appearance of rash in the last case. If unimmunised contacts are vaccinated within 72 hours of their first contact with the first case they may return to school.</i>
<i>Meningitis (bacterial)</i>	<i>Exclude until well.</i>	<i>Not excluded.</i>
<i>Meningococcal infection</i>	<i>Exclude until adequate carrier eradication therapy has been completed.</i>	<i>Not excluded if receiving rifampicin.</i>
<i>Molluscum contagiosum</i>	<i>Exclusion not necessary.</i>	<i>Not excluded.</i>

<i>Mumps</i>	<i>Exclude for nine days or until swelling goes down (whichever is sooner).</i>	<i>Not excluded.</i>
<i>Parvovirus (erythema infectiosum fifth disease)</i>	<i>Exclusion not necessary.</i>	<i>Not excluded.</i>
<i>Poliomyelitis</i>	<i>Exclude for at least 14 days from onset. Re-admit after receiving medical certificate of recovery.</i>	<i>Not excluded.</i>
<i>Ringworm, scabies, pediculosis (lice), trachoma</i>	<i>Re-admit the day after appropriate treatment has commenced.</i>	<i>Not excluded.</i>
<i>Rubella (German measles)</i>	<i>Exclude until fully recovered or for at least four days after the onset of rash.</i>	<i>Not excluded</i>
<i>Salmonella, Shigella</i>	<i>Exclude until diarrhoea ceases.</i>	<i>Not excluded</i>
<i>Streptococcal infection (including scarlet fever)</i>	<i>Exclude until the child has received antibiotic treatment for at least 24 hours and the person feels well.</i>	<i>Not excluded</i>
<i>Tuberculosis</i>	<i>Exclude until a medical certificate from an appropriate health authority is received.</i>	<i>Not excluded</i>
<i>Typhoid fever (including paratyphoid fever)</i>	<i>Exclude until approval to return has been given by an appropriate health authority.</i>	<i>Not excluded unless considered necessary by public health authorities.</i>
<i>Whooping cough</i>	<i>Exclude the child for five days after starting antibiotic treatment.</i>	<i>Exclude unimmunised household contacts aged less than 7 years for 14days after the last exposure to infection or until they have taken five days of a 14-day course of antibiotics. (Exclude close child care contacts until they have commenced antibiotics).</i>
<i>Worms (intestinal)</i>	<i>Exclude if diarrhoea present.</i>	<i>Not excluded.</i>

See NHMRC Recommended Exclusion Periods on-line:
<http://www.health.gov.au/nhmrc/publicat/fullhtml/exclusion.htm>
 Parents/carers are asked to observe these regulations fully.

Head Lice

Head lice are not a disgrace. Any child or adult can become infected. This happens through close contact of heads or by sharing items such as combs, brushes, hats, etc. of an infected person immediately after they have used them. Information letters are sent home to the parents/carers of students suspected of infection or who may have come in contact with an infected person.

For more information on the management of head lice visit
www.health.qld.gov.au/headlice

School Dental Service

Metro South Health provides free dental care to children throughout the region. All children aged 4 through to Year 10 are eligible for free dental health. Appointments can be made by calling the Inala School Dental Clinic on (07) 3278 7035. The dental clinic is located at Inala State School, Glenala Road, Durack.



Money Collection

When your child is invoiced for an activity the invoice will be sent home or emailed. **BPoint is the preferred method of payment.** On the invoice you will find the BPOINT code and your child's reference number located at the bottom left hand side. EFTPOS is available for debit, cheque and credit card accounts.

This is for payment of accounts only – NO CASH OUT.

Parents/carers are also asked to take note of the date that money is due as late payments will not be accepted.

PLEASE NOTE PAYMENTS WILL ONLY BE ACCEPTED AT THE PAYMENT WINDOW FROM MONDAY TO FRIDAY BETWEEN 8:00AM TO 9:00AM. PAYMENTS CAN BE MADE OVER THE PHONE BY SELECTING OPTION 2 OR ONLINE USING THE BPOINT NO YOUR INVOICE. NO PAYMENTS WILL BE ACCEPTED AT THE FRONT COUNTER.

Newsletters

Newsletters are produced each fortnight. The newsletter is emailed home and is also available electronically on our website and through the QSchools App. QSchools is a free app that keeps parents and carers up to date with what is happening at the school. Parents are asked to please read the newsletter carefully and reply promptly when required.

Parade

Every Monday afternoon at 2:00pm we hold our weekly assembly at the tuckshop undercover area. Students and teachers share general school notices and reports. Each week "Student of the Week" awards are presented. Parents are most welcome to attend.

Parents and Citizens Association

The P&C is a group of parents and other interested community members who are involved in many decisions concerning the future of the school. You are encouraged to attend these meetings. Interest in the education of children at Pallara State School is the only requirement for membership.

The Parents' and Citizens' Association (usually) meets at 6:30pm in the Library on the third Thursday of each month from February to December. All parents and community members are welcome to attend.

As parents, we all play an important role within our school community in a variety of ways. As part of that role, you are asked to **support** and **assist** with P&C activities, which not only help with supplying extra funds to the school but also provide important services to the children and the school community.

P&C Executive positions are President, Vice President, Secretary and Treasurer. The Annual General Meeting is held in February each year and is advertised in the school's newsletter.

Parking Rules around Schools



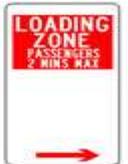
School pedestrian crossings are provided to help students and parents to cross the road safely on the way to and from school. The crossing on Wadeville Street has crossing supervisors who stop vehicles before allowing children to cross. Drivers must slow down and stop when a pedestrian steps onto a marked crossing and drivers must give way to any pedestrian on the crossing.

TWO MINUTE DROP OFF ZONE RULES

Passenger set down and pick up zones are in use at the front of the school. These zones allow passengers to be dropped off or picked up without affecting traffic flows.

If you park in these zones, even if you remain in your car, you can be fined. Make sure these spaces are only used to pick up or drop off.

Drop-off and pick-up areas, where you can quickly set down and pick up your children, are common outside schools. They create a safe environment for children and keep traffic moving. **Drop-off and pick-up areas are signed with passenger loading zone signs. These signs mean you have a maximum of 2 minutes to drop off or collect your children**



How they work:

There can often be queues at drop-off and pick-up areas outside schools. When using a drop-off and pick-up area you:

- must use the area like a quick moving taxi rank
- need to move forward in the queue of vehicles to the signed area
- can get out of your vehicle to quickly help your children get in and out safely (once in the signed area) - however you must not walk away from your vehicle
- **are only allowed 2 minutes in the signed area (if you take any longer you can be fined) - if your children are not ready to get straight into your vehicle at pick-up time, you will need to drive round and queue to enter the area again**
- should only let your children out once you have pulled into the signed area (it is dangerous to let them out while waiting in a queue)
- should teach your children to look out for your vehicle and to get in quickly when you pull up
- must enter front in (never reverse).

Students enter vehicles in the green zone only. This enables good traffic flow and alleviates traffic hold ups.

Parking or stopping across the pedestrian crossing on Wadeville Road is definitely **not allowed** and you could be fined for this unsafe practice. More importantly, this endangers our crossing supervisors as well as our students and parents who are using the crossing. Please be mindful of where you stop and park.

The school has a large parent car park next to the drop off/pickup areas. Parking on the road outside of the grounds is not permitted and may result in fines.

Smoking

Smoking banned 5 metres around school grounds

Smoking any tobacco products or using an electronic cigarette [within five metres of any state or private school grounds](#) has been banned. This applies before, during and after school hours as well as over weekends and school holidays. On the spot fines can be issued by environmental health officers, police or other officers authorised by the local government to anyone found in breach of this legislation. The ban does not extend to businesses or residences that share a property boundary with a school. Smokers are asked to put out your cigarette and dispose of the litter thoughtfully well before you reach the school boundary.



www.health.qld.gov.au/public-health/topics/atod/tobacco-laws/schools/default.asp

Uniform

A consistent presence of full uniform is a very powerful way to create a sense of pride and school community. Our proud students present in our full school uniform every day and are a credit to themselves, their parents and their school.

Our school colours of green and gold combine to create a composed and distinctive look. Pallara State School seeks support from parents to ensure their child is dressed every day in full school uniform, including black covered shoes, white socks and a Pallara State School hat (School/House colour hat) which is available at the uniform shop.

Dress Uniform

Children wear the dress uniform daily except on days when the child has Physical Education lessons or participates in interschool sport, when they may wear the school polo shirt. **It is expected that all students wear their dress uniforms for school photos.**

Girls - Green and white checked dress or green skirt or shorts with the checked top.
Boys - Green and white checked shirt and green shorts.

All children wear white socks with covered black shoes and a bottle green wide-brimmed school hat.

Sports Uniform

Children wear the sports uniform on days they have Physical Education lessons and interschool sport.

Girls - Green shorts, skirt or skort with a polo shirt with the school logo.
Boys - Green shorts and a polo shirt with the school logo.

All children wear white socks (not low cut) with black sandshoes and a bottle green wide-brimmed school hat.

Winter Uniform

Girls may wear green tights under their dress/skorts.

All children wear a bottle green tracksuit or a bottle green jumper.

HATS: All students must wear wide-brimmed hats. NO HAT NO PLAY.

For safety reasons, it is school policy that children wear black enclosed shoes and a sun safe hat when playing outside in the sun. Students without hats are reminded that the "no hat/no play rule applies" and that they must be seated in the shaded/undercover areas during the breaks. They also cannot participate in sporting activities or other activities that involve being out in the direct sunlight.

Valuables

We do not encourage children to bring anything of value to school unless it is accompanied by a parent and for a specific purpose, eg. show and tell.

PLEASE NOTE: Children who wear watches or jewellery to school will be expected to be responsible for their safety and protection from damage. Valuables, such as electronic games, jewellery, CDs etc. and are not permitted at school.

Visitors to the school

All visitors must report to the office upon arrival to receive authorisation to be in the school grounds and be signed in at reception. Upon departure, visitors must report back to the office to be signed out.

STUDENT RESOURCE SCHEME

The aim of Pallara State School is to achieve the best learning outcomes for all students. Each year, the school asks parents to contribute to the payment for classroom consumables and other resource items as deemed necessary by the teacher and school. The scheme operates under the policy and guidelines of the Department of Education and Training FNM-PR-018: Student Resources Scheme. The scheme is supported and approved by our Parents and Citizens Association (P & C), is managed by the school and operates in accordance with section 51 of the Education (General Provisions) Act 2006.

The provision of this scheme ensures that comfortable, well-resourced learning by our students remains our key focus. The scheme is not a fund raiser for the school. Its purpose is to provide you, the parent, with a cost effective, value for money alternative to purchasing textbooks, resources, consumables and materials from elsewhere, through reduced prices gained from the school's bulk purchasing processes. Items provided by the scheme could include: reproduced class workbooks, additional art and craft supplies; stationery, writing and drawing equipment; consumables and cooking materials, access to Mathletics, Spelling Mastery and Reading Eggs. Please note that only those students paying the SRS will have home access to our school internet based Maths and English programs, (Mathletics, Reading eggs, etc.).

The scheme is voluntary. However, please be aware that books, materials and consumables required under this scheme are *not funded by school grants*.

Therefore if you do not wish to join the scheme you are still responsible for providing your child with the items that would otherwise have been provided by the scheme to enable your child to engage fully with the curriculum.

We ask all parents/carers for your support.

Wet Weather

Should it be raining so as to make outdoor play impossible at lunch times or should rain have made ground conditions unsuitable for play, the actual lunch time play may be shortened. The students will move into school rooms under the supervision of a teacher.

Curriculum

Camps and Excursions

School excursions will be offered as part of our educational program. Every effort will be made to keep excursion expenses to a minimum. Excursions are designed as enhancements to support curriculum programs. Consequently, lead-up and follow-up classroom activities will be designed around the excursion accordingly and within the context of the curriculum. Full payment must be finalised to enable students to attend any camps or excursions. Please be aware camp payments can be paid off in instalments but must be finalised before the due date.

Curriculum Plan

At Pallara State School we are committed to delivering curriculum content outlined in the National Curriculum for English, Maths, Science, HASS.

- Health and Physical Education (HPE)
- The Arts (Art, Music and Dance)
- Technology and languages other than English (LOTE) (Japanese is offered at Pallara State School)

All key learning areas are taught using a range of specialised teaching personnel including classroom, Music, Learning Support, LOTE, Physical Education and Religious Education teachers.

Research shows that by ten years of age, students have formed beliefs about school and about themselves as learners. These beliefs are influenced by their relationships with teachers; their skills in Literacy and Numeracy and Information Communication and Technology (ICT); and their relationships with their peers and family.

Therefore, the purpose of our school curriculum is to provide a supportive learning platform that builds basic skills such as literacy, numeracy, ICT and relationships so that students can achieve, succeed and enter further schooling with positive beliefs and experiences about themselves, schooling and learning.

This curriculum is delivered through trans-disciplinary and trans-formational learning opportunities. Our strong literacy and numeracy foundations take a proactive, structured and deliberate approach to building Literacy and Numeracy competence and confidence in our learners from an early age.

Curriculum Teaching and Learning at Pallara

At Pallara State School our teachers teach an organised curriculum which is highly engaging while developing positive relationships with their students. We set high expectations and believe that students succeed when the intent of the lesson is explicitly stated. Our teachers model what is expected in all areas of the curriculum and then allow the students to explore the content and how to complete tasks in an open and supportive manner, before expecting students to complete tasks independently. This approach has been adapted through research around the work of John Fleming and the approach to teaching known as 'Explicit Instruction'.

Homework

It is important that students consolidate their day's work by doing regular homework and revision. Homework does not consist of written work only. It includes the study of all that has been taught during the day and regular revision of past work. Individual projects, personal writing, leisure reading and researching are all just as important for home study as set written activities.

Excessive time spent on homework can be counter-productive. Please use the following **guidelines** and consider the variety of activities listed above when determining the amount of time needed for homework.

READING: it is expected that all students read each night and we ask parents to a part of this activity. This can take the form of sitting with and helping children to read or simply asking questions about what has been read.

The suggested **maximum** time to complete set work, usually on four nights of the week only, is as follows:

Year 6	30 to 40 minutes
Years 4 - 5	20 to 30 minutes
Years Prep - 3	10 to 15 minutes

Parents can be of great assistance and support to their children and teachers by taking an interest in homework activities. Please view written work and check oral learning. If your child is unable to do set homework for some reason, please contact the class teacher.

Occasionally, when work is not finished in class or work is set as a form of restitution, teachers ask for the work to be finished at home.

Parent Volunteer Information Programs

Every year we will provide a series of parent information programs to enable parents/carers to assist their child with learning in a manner which is consistent with the school's instructional methods.

This information session must be completed for parent/caregivers to be able to assist in classrooms.

These programs will be advertised in our newsletter and/or by flyer. It is hoped that they will be well supported in our quest to engage all stakeholders in the learning process and ensure our children benefit from the strong partnership we form through involvement.

Religious Instruction

Religious Instruction is conducted once a term. Currently only teachers representing an Ecumenical group comprising all the major denominations visit our school.

Children not attending Religious Instruction will spend the time in a separate part of the class attending to schoolwork tasks. Only by written instruction from parents may children be withdrawn from Religious Instruction classes.

Reporting

Pallara State School seeks to provide quality reporting to ensure meaningful communication about student achievement. Effective reporting is about communicating teacher's professional judgements of an individual student's demonstrations of outcomes intended.

We are committed to providing you with a suite of reports that collectively provides your child, you as parents, and Education Queensland with quality reports that celebrates your child's strengths and successes while providing a focus for future endeavours. The suite of reports provided by Pallara State School involves a number of dimensions and includes:

- Face to Face Reporting (Parent Teacher Interviews, etc.) Terms 1 & 3
- Specialised Reporting
- Semester Reports
- Years 3 and 5 NAPLAN Results

Following is an outline of our reporting schedule. This schedule reflects the type, timing, and intent of the reports provided. As this schedule may vary over time, copies of updated schedules will be forwarded as required.

Face to Face Reporting

Terms 1 & 3

Reporting involves both planned and unplanned conversations between teacher and parent regarding a student's progress. Planned teacher/parent interviews occur at the end of Term 1 and 3 and are booked online via SOBS. Additionally parent/teacher interviews are considered if deemed necessary by either the parent or the teacher.

Informal face-to-face reporting occurs through communication books and conversations as they occur in the course of day-to-day school life.

Specialised Reporting

As needs arise

Students who have had an individual educational or a support program developed for them to meet their very specific needs, will, as a result, receive additional or modified modes of reporting.

Semester Reporting

Written reports will be completed at the end of Terms 2 & 4

They will reflect the extent to which students demonstrate targeted outcomes. These outcomes are derived from eight key learning areas either from the Australian Curriculum or the Queensland Curriculum, Essential Learnings, where a national curriculum is not yet available.

Years 3 and 5 National Reporting

National testing occurs in August for Years 3 and 5 students. This test is formal in nature and is independently marked and collated. Parents will receive the resultant computer generated report once all external marking has been finalised.

Special Services and Visiting Personnel

Guidance Officer

Our Guidance Officer assists teachers by assessing children experiencing learning or emotional problems. Parental consent is obtained and an interview with parents is generally part of the psychological assessment.

Advice is then provided to parents, the teacher and the Support Teacher: Literacy & Numeracy (ST:LaN) to assist students.

Referrals for obtaining assessments should be directed through teachers, ST:LaN and/ or the Principal.

AVT (Advisory Visiting Teacher)

This school is serviced by specialist teachers in Hearing Impairment as required by our student population.

Instrumental Music

The school now offers Instrumental Music lessons to students in Years 4 - 6. The Instrumental teacher will send home information at the start of the school year.

Library

A Librarian visits the school twice a week and provides instruction to children to assist in classroom activities.

LOTE (Language Other Than English)

At this school Japanese is taught to the students in Years 5 & 6 by a visiting teacher who also continues the LOTE program through to Forest Lake State High School.

Music

Music Teachers visits the school twice a week for music lessons. The Music Teachers are also available to assist us with our total music program. We also have an Instrumental Music Teacher.

Physical Education

A Physical Education teacher visits the school three times a week. The PE teacher takes lessons in dance, athletics, skill games, etc. which assist in the overall physical education program at the school.

Speech Language Pathologist

The school provides the services of a Speech Language Pathologist.

Speech Language Pathologists provide support by giving advice to parents and teachers, or devising home programs; or offering therapy to students on a regular or short-term basis.

Concerns about student speech/language arise from parents and teachers.

Referrals are submitted to the Support Teacher for consideration and passed on to the Speech Language Pathologist.

Inclusive Education

Inclusive education means that every day in every classroom, every student is learning and achieving in a safe, supportive, inclusive and disciplined learning environment.

At Pallara State School, we ensure that we provide a supportive and engaging environment for all our students to participate in.

At Pallara State School, an Inclusive Education looks like:

Whole School Approach:

- Administration Team
- Teacher
- Students
- Parents
- Student Support Services
- Guidance/SLP/HOC/HOSES
- Support Staff

Documentation:

- SWD folders
- Individual Support Plans (ISP)
- Individual Curriculum Plans (ICP)
- Individual Behaviour Management Plan (IBMP)
- Profiles
- Supplementary Reports

Programs:

- Literacy and Numeracy Intervention
- Social Skills
- Gross Motor and Fine Motor
- Oral Language
- Reading Groups (4 times per week)
- Maths Groups
- Spelling Mastery

Communication:

- Newsletter
- QSchools App
- School Website
- Electronic Notice Board
- School Term Calendar
- Email
- Communication Book
- Support Plan Meetings
- Parent/Teacher Interviews

Staffing:

- Administration Team
- Guidance Officer
- Speech Language Pathologist
- Special Education Teachers
- Support Teacher Aides
- Head of Curriculum
- Advisory Visiting Teachers (AVT)
 - Hearing Impairment
 - Physical Impairment
 - Visual Impairment

Quality Student Engagement:

- Knowing your students (where they are at and what their needs are)
- Individual goals
- Catering to individual needs
- Catering to different learning styles
- Differentiation
- Making adjustments
- Use of assistive technology
- Use of visuals
- Sensory boxes

Building Teacher Capabilities:

- Data conversations
- Performance Development Plans (PDPs)
- Attending Professional Development
- WOW time
- Teacher observations
- Working with outside agencies/specialists
 - Autism Queensland
 - Autism Hub
 - Speech therapists
 - Occupational therapists

Our students are given the opportunity to learn about and accept individual differences, appreciate diversity and feel respected and a sense of belonging no matter what.

Support Teacher: Literacy & Numeracy

The Support Teacher: Literacy & Numeracy (ST:LaN) co-ordinates much of the specialised support for children over the whole range of learning. Children who are experiencing difficulties are supported through individual instruction, small group instruction, or in consultation with the classroom teacher. Parent concerns should be directed to the class teacher in the first instance. A child experiencing learning problems is often referred to the Support Teacher for assessment or referral for a full assessment by the school Guidance Officer. .

Sports Days

Pallara State School's Sports Days have become an integral part of our sporting culture. The purpose of our sports day is to encourage maximum participation of students and parents; develop good sporting attitudes; and promote the enjoyment of sport and recreation generally.

The focus for Prep to Year 3 is on encouraging all students to *'have a go'* -participate and finish. The sports day for Years 4 to 6 has the added purpose of identifying students who will represent our school at a district, regional or state level.

Sporting Calendar

Our sporting calendar includes:

Term 1: Sports Development, Recreational Sports and Cross Country

Term 2: Athletics and Winter Sports

Term 3: School Sports' Day and District Athletics Carnival

Term 4: Summer Sports, Gala Days, Inter-School competition

Sporting Houses

Pallara State School has four sporting houses:

COLOURS:

Purple

White

Blue

Orange

SHARKS:

Threshers

Tigers

Makos

Hammerheads



We trust your child's education, both academically and socially, will be enhanced by their time spent at Pallara State School.