

Pallara State School



School Information Handbook 2024

School Motto – Be Your Best

39 Ritchie Road
Pallara QLD 4110
07 3727 4222

Email: admin@pallarass.eq.edu.au
Absence: absentee@pallarass.eq.edu.au
Website: www.pallarass.eq.edu.au

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Principal's Welcome

Welcome to Pallara State School. I am very proud of our school and 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, parents, and carers. We constantly seek to enhance these productive partnerships 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 students. Like parents and carers, we see students learn and grow, aspire and achieve, succeed and celebrate, from the early years to upper primary school, from childhood to adolescence.

It is our belief that education is the responsibility of both teachers and parents/carers. 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 or carer 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 and carers 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 of excitement, adventure, and joyous success.

Yours sincerely,

Mark Johnstone

Principal 2016 to current



Acknowledgement of Country

We acknowledge the traditional custodians of the country on which we walk, live and learn – the Jagera people of the Yuggera Nation. We recognise their long history on the land upon which our school is built, and the care they gave to these lands for thousands of years. We pay our respect to their cultures and to Elders past, present and future, and recognise their continuing connection to land, air and sea.



Our school [Acknowledgement of Country video](#) can be viewed on our school website and is a reminder that our school is situated in the Yuggera Nation. At formal events, staff and students join together in doing the actions and thinking about the meaning of the words as we say them. Our school Reconciliation Action Plan can be viewed on our school website.

Pallara Fast Facts


These are the latest school statistics based on data collected in September 2023.

Pallara State School

Fast Facts



2016-2024
9 years



Pallara State School is located in the Yuggera Nation and means *flat land*.

Public-private partnership school situated in one of the most rapidly growing areas in Queensland.

A large, multicultural school with a small school community feel.

Innovation, responsive curriculum delivered by highly-skilled staff.

Safe, supportive, inclusive and disciplined learning environment.

BYOD laptop program from Year 1-6.

Strong focus on sustainability through an environmental education program.

The squirrel glider is featured on our school logo.

Part of a progressive, high performing education system based on Equity and Excellence that realises the potential of every student.

136 staff working with 1187 students in 48 classes from 33 countries of origin who speak 57 different languages.

For 65% students, English is an additional language.

26% students are supported under NCCD.
6% have a specific diagnosed disability.
3% of students have a First Nations background.

Our school motto is
Be Your Best.

Our Vision

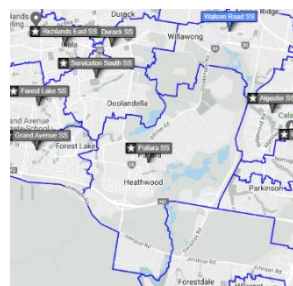


Queensland State Schools form a progressive, high performing education system based on [Equity and Excellence](#) that realises the potential of every student. Pallara State School is committed to enacting the department's plan with a focus on educational achievement, wellbeing and engagement, culture, and inclusion. We want parents, community – and most importantly students – to know that we will give them every possible opportunity to succeed. We are a large, culturally rich school that strives to maintain a small school feel with the strong support of parents, carers and wider community members. Consultation takes place across a range of levels. By working collaboratively, we are all responsible for contributing to a positive school-wide culture with high expectations for learning and the way we conduct ourselves.

School Profile

The name *Pallara* means *flat land*. Our school is located in the [Yuggera Nation](#). Our logo features the squirrel glider (or *bagu*) which can be observed in the one-hectare environmental zone behind our school, a tributary of Oxley Creek which flows into the Brisbane River. As one of three Public-Private Partnership schools in Queensland, the school was rebuilt and rebranded from the old site further north along Ritchie Road which opened back in 1959.

On a seven-hectare site situated in the Brisbane City Council and Education Queensland's region of Metropolitan South, Pallara State School opened its doors in 2016 to 317 students. Since then, the school has undergone rapid growth due to the development in the surrounding suburbs from rural farming land to pleasant, but densely populated suburbs including Pallara, Heathwood, Forest Lake and Forestdale. The school operates under an Enrolment Management Plan providing educational services to families residing within the catchment. As enrolments are expected to steadily increase over the next few years, this plan ensures guaranteed enrolment for families within this area.



We have **136** highly skilled staff working in a range of roles. Our current enrolment as of August 2023 is **1187** students across **48** classes from Prep to Year 6 in a co-educational setting. Our students represent **33** countries of origin who speak **57** different languages. For **65%** of students English is an additional language. **26%** of students are supported under the Nationally Consistent Collection of Data on School Students with Disability (NCCD) and 275 students are supported through our Inclusion Program. **6%** of students have a specific diagnosed disability. **3%** of students are from a First Nations background.

The school is committed to providing an innovative and responsive curriculum delivered by quality teachers utilising a range of modern resources. Our students are taught the eight Australian Curriculum Learning Areas with specialist offerings in Science, Music, Health & Physical Education



and Japanese. We comply with Education Queensland's class size targets of a maximum of 25 students in Prep-Year 3 and 28 students in Year 4-6 classes. Our facilities include air-conditioned buildings, modern library, multi-purpose hall, multi-purpose courts, play oval, filming green room, outdoor learning areas and outdoor classrooms in our environment area.

We pride ourselves on four main points of difference identified through our signature programs:

1. **Information, Communication and Technologies** - Through our signature BYOD program students from Year 1 through to Year 6 engage with the curriculum by using a personal laptop to enhance and accelerate their learning. This platform enables students to obtain crucial skills required for jobs of the future and to thrive in this digital world.
2. **Environmental Sustainability** - The Pallara Environmental Education Program and Environment Club offers students across all year levels a broad range of activities to build their knowledge and skills of environmentally sustainable practices and how to care for our planet.
3. An innovative **Inclusion Program** based on Equity and Excellence that meets the needs and realises the potential of every student.
4. A targeted **Literacy** improvement agenda with a focus on phonics, writing and reading aligned to evidence-based research and high-yield practices.

Our Beliefs

At Pallara State School, we believe in a holistic approach to education which develops children as active, responsible citizens. Consequently, the social, emotional, physical, cultural, creative and technological needs of our students underpin our practices. We believe in creating a culture that promotes positive mental health while respecting cultural differences and establishing mutual respect as the basis of relationships.

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 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 every student.

Our 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 ethical (moral) conduct or practice.

Our Culture

Positive school culture is created and fostered when all members of the school community work together to enact the school's vision, values, and beliefs. Student achievement and wellbeing is enhanced when all stakeholders actively contribute to the school.

At Pallara State School, culture exists on **three** levels.

- 1) The **student** culture
- 2) The **staff** culture
- 3) The culture amongst **parents, carers** and the **broader community**.



Parent and Community Engagement

We understand that first and foremost, education begins at home. Parents and carers are the first and most influential teachers of their children. Genuine parent engagement exists when there is a meaningful relationship between parents and teachers with the shared goal of maximising learning outcomes for students. Parents and other visitors to our school ensure their communications and conduct at the school and school activities is respectful, in line with the [Parent and Community Code of Conduct](#). There are several ways we encourage parents and carers to uphold a positive school culture and support their child.

- ensure your child attends school every day and on time
- motivate your child to value learning and do their best
- [engage](#) with your child's learning and behavioural development
- tell your child's teacher promptly about anything that may be affecting your child's learning, behaviour or health (**page 14 & 47**)
- recognise and respect the rights of all members of the school community
- keep informed about what is happening at school by reading fully, all correspondence from the 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 current and accurate personal information about your child, including your home address, contact phone numbers, email addresses, medical information, 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, including reading at home and encouraging them with their learning.

We welcome you to engage with our school community. There are several ways to [get involved](#).

- Become an active member or supporter of the Pallara P&C Association.
- Become a Class Parent Representative.
- Volunteer in classrooms, the Tuckshop, Library and school events (**page 22**).
- Attend parent information sessions, celebrations, and special events.
- Share your interests, knowledge or skills with the school community.

Levels of Consultation

At Pallara State School, there are four levels of consultation used to inform school decision-making and to obtain school-wide feedback on specific issues. Being involved in school decision-making shows your child you value their education and assists the school to move forward on key strategies and actions. To become policy, decisions are ratified at all four levels. If a consensus cannot be achieved at any level or a change occurs, the decision goes back to level one and the process begins again. An explanation of each level follows.

1. **School Staff**
2. **Class Parent Representatives**
3. **P&C Association**
4. **School Council**



1. School Staff

Pallara State School staff aim to enact our school vision, beliefs, values and culture. We seek to ensure that every student, every day has the right to a high-quality education that will support their academic development and range of learning needs, whilst understanding their diverse backgrounds. Staff undertake a rigorous induction program upon commencing employment.

The teaching profession has an expectation of high standards of ethical behaviour. The following formal frameworks provide staff with a guide to professional conduct and encourages them to demonstrate high professional standards in their roles and in their dealings and relationships with students, families, carers, colleagues, and the broader community. This means treating all stakeholders with courtesy and respect.

- [Code of Ethics for Teachers in Queensland](#)
- [Australian Professional Standards for Teachers](#)
- [Code of Ethics for the Queensland Public Service](#)




Teachers seek to ensure that parents and carers receive accurate information about their child's learning and behaviour at school through effective communication pathways, and that parents and carers feel heard, particularly when discussing the needs of their child. Our teachers do their best to work alongside parents for the purpose of achieving the best educational outcomes for each child with a collective responsibility for all students in the school.

The most up-to-date [staff list](#) and email addresses can be found on our school website. Staff are identifiable by their name badges. Students refer to staff by their title and surname. Teacher's names and classes are visible on doors of classrooms.

Staff List as of November 2023

Executive Leadership Team



Teacher Coach	Mrs Nicole Miller	
Mentor Teacher	Mr Philip Thomas	
Classroom Teachers	53 Teachers from Prep to Year 6	
Inclusion Teachers	11 Teachers from Prep to Year 6	
Specialist Teachers		
Library	Library Staff	
Environment	Mr Jonathan Clark	
Music	Mr Ian Phillips	
Instrumental Music	Mr Cason Mackenzie	
Science	Miss Ashleigh Murphy & Mr Adam Daley	
Health & Physical Education	Mr Steven Albert & Mr Jason Liutama	
Languages (Japanese)	Mrs Jacinta Waddell	
Visiting Specialists		
	Guidance Officer – Liz McCracken	
	Speech Language Pathologist - Miki Fegelson	
	Senior Advisory Visiting Teacher - Deborah Hardy	
Administrative Officers		
	Mrs Karen Bruback	
	Mrs Krystal Rykiert	
	Mrs Annette Raass	
	Mrs Shubhi Khandelwah	
Facilities Manager - Delta FM	Mr Risman New + 6 Delta FM personal	
ICT Technicians		
	Mr Adam Lickerman	
	Mr Greg Duncan	
School Chaplain	Mrs Hayley Eggins	
Teacher Aides	37 General and Inclusion	

2. Class Parent Representatives

Each class from Prep to Year 6 has one Class Parent Representative each year who volunteers for the role. This is a wonderful opportunity to be a part of your child's education and the Pallara State School community.

The Parent Representative role is one based on mutual trust. As a Parent Representative, you are a valued member of our school community who acts as a role model for other parents by demonstrating respect for personal differences and conducting themselves in a respectful manner.

Parent Reps consult with the parent body and meet with the school executive team around school decision-making. We offer two Parent Rep meetings on-site twice per term in the following weeks, except Term 1 when there is one meeting in Week 5.

- Week 1 - Thursday 8:30am
- Week 5 - Thursday 8:30am

The Principal emails the minutes of each meeting back out to Parents Reps, who then share this information back to the parents of their class using the safe and confidential Parent Rep email groups set up by the school.

Recruiting takes place at the start of each school year. Parent Reps are given a copy of the *Class Parent Representative Guidelines* including the role description. Please email your child's class teacher if you are interested in this role. More information can be found on our school website.

3. Parents and Citizens Association

P&Cs Qld is a statewide organisation representing P&C Associations. The Pallara [Parents and Citizens \(P&C\) Association](#) is a great way to get involved and stay informed about what is happening in our school community.



The P&C is a friendly gathering of people who are committed to working towards common goals that improve outcomes for our children and the school. The P&C consults with community members and provides advice and recommendations to the Principal on issues and concerns in respect to the student body and the general operations and management of the school. It provides and assists in the provision of financial or other resources and services for the benefit of students of the school.

The P&C ratifies school policies, funding, and strategic planning documents. The Executive positions held are President, Vice President, Secretary and Treasurer. The Principal attends all meetings and shares a report.

All parents and community members are encouraged to attend P&C meetings and become a member. Membership is voluntary. It gives you voting rights at meetings and the opportunity to be involved in the future direction of the school. The Annual General Meeting is held early each year and is advertised in the school newsletter.

We offer two choices for parents to enable them to attend at least one meeting each term at a convenient time.

- Week 2 - Thursday 6:30pm at the school.
- Week 6 - Thursday 6:30pm via a virtual online meeting.

4. School Council

[School Councils](#) are founded in Queensland State Schools for the purpose of:

- establishing strategic direction and priorities of the school
- approval of the school's strategic plan
- facilitating and developing relationships between the school, the community and community organisations,
- operating in a way that achieves the best learning outcomes for the students.

The Pallara School Council comprises of the Principal, P&C President, teaching and non-teaching staff members and two parents. School Council elections are held at the beginning of the year and each appointed member holds office for two years unless the school council decides otherwise. [Forms](#) can be found on our school website.

Members attend two meetings per term:

- Week 2 - Thursday 7:30am at the school
- Week 6 - Thursday 7:30am at the school



Blue card requirements apply to school council members who are not parents, teachers, or students under the age of 18 years. A valid blue card must be obtained before commencing duty for the school council which includes attending council meetings.

Our school engages with members of the community and government representatives.

Pallara State School Map



A ADMINISTRATION & STUDENT SERVICES	F PREP AMENITIES & COVERED AREA	L JUNIOR LEARNING	Q DESIGN, SCIENCE & MUSIC	W SENIOR LEARNING	AMENITIES
B HALL	G ANCILLARY SERVICES	M JUNIOR COVERED AREA	S SENIOR LEARNING	X GROUNDS CARE	CORE
C STUDENT SUPPORT CENTRE	H BIKE ENCLOSURE	N JUNIOR LEARNING	T SENIOR COVERED AREA		PREP
D PREP LEARNING	I RESOURCE & INFORMATION CENTRE	O JUNIOR LEARNING	U SENIOR LEARNING		JUNIOR
E PREP LEARNING	K JUNIOR AMENITIES	P CANTEEN, AMENITIES & COVERED AREA	V SENIOR LEARNING		SENIOR

Communication Directory

To support stakeholders' involvement in student's learning and wellbeing, Pallara promotes communication within the school community. **Your contact details and family emergency information must be kept up to date through the office.** This will ensure you receive information in a timely manner, and we can contact you in case of emergency. We keep a record of student names, medical details, addresses, email addresses and contact numbers as well as emergency contact names and numbers. Should any of your details change please advise the office as soon as possible. The following list provides a snapshot of communication pathways in our school.

Pathway	Contact Information
Main Office	☎ (07) 3727 4222 Office opening hours are Monday-Thursday 8am-3:30pm & Friday 8am-3pm.
Postal Address	✉ 39 Ritchie Road, Pallara QLD 4110 EQ School Code: 0831
Reporting a Crime	☎ School Watch 13 17 88 ☎ Police Link 13 14 44 To report suspicious after-hours activity, unauthorised entry, or vandalism.
Payment Window Opening Hours	📅 Monday-Wednesday 8am-9am We are a cashless school. Payments can be made via card at the payment window down the right-hand side of the Administrative Building, or through the BPOINT link in emailed invoices. More information on page 26 .
School Website	🌐 https://pallarass.eq.edu.au The hub for all information about our school. Permission forms are saved under <i>Events & Excursions</i> .
Admin Email	✉ admin@pallarass.eq.edu.au General school email address – change your contact details, ask a question or advise us about information or medication regarding your child.
Absentee Email	✉ absentee@pallarass.eq.edu.au If your child is unwell or unable to attend school, send a message to this email address stating your child's name, class, dates and reason. We advise you to 'CC' the class teacher into this email. See page 17 .
Community Newsletter	✉ Emailed fortnightly to parents and carers on Thursday of even weeks. Available electronically on the school website and through the QSchools app, it is a must-read for all school and learning updates.
Community Calendar	✉ Each term, a Community Calendar is distributed digitally to all families and can be downloaded from our school website. This gives parents and carers plenty of notice to plan for events and promote community engagement. Should a date change occur, parents will be notified through all available pathways.
Push Notifications	✉ Notifications are sent to parents via email from time to time, to give reminders about upcoming events and share timely information. These can also be viewed on the electronic sign at the front of the school.
School Information Handbook	📖 This handbook (that you are reading now!) contains everything you need to know about our school. A digital copy can be found on our website. New families receive a hard copy on enrolment. This is a must-read for all!
Outside Hours School Care (Helping Hands)	☎ 0475 837 187 ✉ pallara@helpinghandsnetwork.com.au ✉ https://www.helpinghandsnetwork.com.au/gld/pallara-state-school/ If you need to bring your child before 8am or you cannot collect your child by 2:50pm each day, there is an on-site service that provides before and after school care. Helping Hands is located on the premises and operates on school days from 6:30am-8:30am and 2:30pm-6:00pm . They offer vacation care over school holidays. More information can be found on our school website.
Inala School Dental Clinic	☎ 3278 7035 Metro South Health provides free dental care to children aged 4 through to Year 10 who are eligible. This is located at Inala State School, Glenala Road, Durack.

Pathway	Contact Information
Interpreting Service	☞📞Face-to-face and telephone interpreting services are available through TIS National. This is a free government service that can provide interpreters for over 160 languages. School staff are available to set this up.
Kubbi Café (School Tuckshop)	✉ pallara.tuckshop@gmail.com If you have any queries for anything Tuckshop-related, such as the ordering process or menu suggestions please email Shalisa, the Tuckshop convenor, or pop into the Tuckshop. The Qkr! app is required for placing orders. Volunteers are welcome. More information can be found on page 19 .
P&C Association	✉ bandc@pallarass.eq.edu.au ☞ P&C Meetings take place twice per term on Thursday evenings of Week 2 (on-site) and Week 6 (virtual). More information can be found on page 11 .
Class Parent Representatives	✉Email your child's teacher if you are interested. ☞ Parent Rep Meetings take place on-site twice per term on Thursday mornings of Week 1 and Week 5. More information on page 10 .
Contacting a Teacher	✉ Email - Formal line of communication between teacher and parent. A full list of staff emails can be found on the school website. ✉ Class Dojo - Informal messaging service between teacher and parent. Please reach out to the class teacher via email or Class Dojo with any questions, messages, or concerns. Allow up to 24 hours for teachers to respond. Teachers will not respond during teaching time. Avoid sending messages late at night as staff are off duty and at home with their families. Teachers are not available before school as this is key preparation time for the day ahead. See page 15 .
Meeting a Teacher	☞ Should a parent or carer wish to arrange a meeting with a teacher for any reason, a request for a mutually suitable time should be arranged.
Parent Interviews	☞ Formal Parent-Teacher Interviews take place at the end of Term 1 & 3. Page 47 .
Stakeholder Meetings	☞ Should a teacher or the school wish to arrange a meeting with the parents or carers for any reason, a request for a mutually suitable meeting time will be arranged via email or phone call.
Parent Information Workshops	☞ Throughout the year, a range of parent workshops are available. These are advertised through our main pathways. Early in the school year, teachers offer Parent Information Sessions. Parents and carers are encouraged to attend.
School Opinion Survey	✉ Each year in Term 3, we encourage parents and carers to have their say by completing the departmental School Opinion Survey. This data helps to celebrate our successes and determine school focus areas.
Raising a Concern or Making a Complaint	During your child's school years, you may have cause to raise a concern or make a complaint about an issue with your child's education. ✉ If a parent or carer wishes to speak with a Deputy Principal regarding a classroom complaint, they must raise the issue with that teacher first. ☞ A meeting with a Deputy Principal will take place after this has been followed. If the issue could not be resolved or the circumstances require going directly to the Principal, please be aware the staff member may be told of the complaint and offered the right of reply. View the Department's Parent Complaint Process .
Principal or a Deputy Principal	Should a parent or carer wish to speak to a Principal or Deputy Principal for any reason, it is best to phone the office to request a mutually suitable time. Office staff will advise if someone is available or pass a message on for a Principal or Deputy Principal to follow-up. Alternatively, you can send an email using staff email addresses found on our school website.
Custody / Parental Orders	On occasion, we may have to act on custody information held in our confidential school files. Please inform the office in person so this information remains current and is supported by appropriate documentation. Where necessary the Principal or Deputy Principals may clarify any changes. So that appropriate actions can be taken by the school, if necessary, it is essential that both Admin and the class teacher are informed of all custody orders and concerns.
Crisis Support	☞ Lifeline – Call 131 114 . Free, 24-hour telephone crisis support service for suicide prevention, mental health, and emotional assistance. ✉ Domestic Violence Connect https://www.dvconnect.org/ - Find pathways to safety, away from domestic, family, and sexual violence.

Mobile Phone Apps

Parents and carers are highly encouraged to download these free mobile phone apps to access school information and make their lives easier.



Application	Information
	<p>QSchools</p> <p>This app gives parents and carers access to the latest school news, newsletters and calendar events. To receive automatic updates, including event reminders and payment due dates, you will need to ensure that QSchools push notifications are enabled in your phone settings. All Queensland state schools are searchable via the app. To set up QSchools, search for <i>Pallara State School</i> then make it a favourite by clicking the star. You may follow multiple state schools for your children, including high schools. For more information visit our school website.</p>
	<p>QParents</p> <p>This app is an optional, secure online portal created by the Department of Education to provide parents of Queensland state school students with 24-hour access to their child's information including, attendance details, behaviour, report cards and assessment dates, upcoming events, timetables, invoices, payment history and student photos. Parents can also communicate directly with their child's school. To register you will need: your unique invitation code sent to you by your child's school, an active email account, each child's EQ ID number and 100 points of ID to verify your identity. Assistance is available at Help (qparents.qld.edu.au) or by calling 13 74 68.</p>
	<p>Qkr! (pronounced Quicker)</p> <p>This app is a secure and easy way to pay for school items from your phone at a time and place that suits you. All Tuckshop orders are placed online using the Qkr! app. To set your child up in the app, search <i>Pallara State School</i>. Register each child and set up their profile ensuring the correct class is selected. We are unable to change this for you. Qkr! eliminates the need for cash at school and allows gold coin donations and payments to be made for events such as discos, free dress days and a range of other events. Help guides can be found on the school website.</p>
	<p>Class Dojo</p> <p>This app provides a global community for teachers and families to come together to share kids' most important learning moments, class updates and reminders about upcoming events and payments. There is an individual messaging service for the teacher and parent which provides an alternative to email. Students earn points which accumulate towards Top of the Diamond celebrations. Parents are invited by their child's class teacher to join the class at the beginning of the year or upon enrolment. Parents are required to sign a permission form for their child to participate in this app. Admin staff do not engage with parents through the individual messaging service. See page 14 for further advice.</p>
	<p>Social Media</p> <p>The school does not have a Facebook page. There are several community Facebook pages you may join, especially if you are new to the area. The <i>Pallara Community & Surrounds</i> Facebook page is a popular, local page. We ask that you speak respectfully of our school on community pages and seek assistance from us should you have a school issue or concern.</p>

School Year

The Department of Education sets the term and school holiday dates for all Queensland state schools outlined in the [Queensland state school calendars](#). For public holidays, show holidays and special holidays in Queensland, visit the [Queensland Government website](#). At Pallara State School we aim to provide opportunities to get together as a community. School events serve to bond our community, celebrate our successes, and establish our unique school culture and history. Below is an outline of the **2024** school year.

Term	Weeks	Start	End	Public Holidays	School Events
Term 1	10 weeks	Mon 22nd Jan	Thurs 28th Mar	Fri 26 th Jan - Australia Day Fri 29 th Mar - Good Friday Sun 31 st Mar - Easter Sunday Mon 31 st Mar - Easter Monday	Harmony Week Easter Hat Parade Cross Country NAPLAN Parent Interviews
Term 2	10 weeks	Mon 15th Apr	Fri 21st Jun	Thurs 25 th Apr - ANZAC Day Mon 6 th May - Labour Day	ANZAC Ceremony Sports Carnivals Under 8s Day Music Showcase Evening National Sorry Day Book Fair
Term 3	10 weeks	Mon 8th July	Fri 13th Sep	Wed 14 th Aug - Show Holiday Fri 30 th Aug - Student Free Day	NAIDOC Parade Reconciliation Week Book Week Parent Interviews
Term 4	11 weeks*	Mon 30th Sep	Fri 13th Dec	Mon 7 th Oct - King's Birthday Mon 25 th Dec - Christmas Day Tues 26 th Dec - Boxing Day	Pallara's Got Talent Day for Daniel Remembrance Ceremony Christmas Concert Step-up Day

*School terms are usually 10 weeks; however, every 7 years one term is 11 weeks.

School Day

To ease congestion around the school, we run a staggered school day for the Juniors and Seniors. Please be aware of the variation to start and finish times below. No students or parents are allowed to enter classrooms or buildings without a staff member present.

What's Happening?	Junior School Prep-Year 2	Senior School Year 3-6
Helping Hands opens	6:30am	
School Gate opens – line up outside class	8:00am	
Warning Bell	8:10am	8:25am
School Begins	8:15am - Junior	8:30am - Senior
Late slip required	8:25am	8:40am
Munch 'n Crunch (in class)	9:15am	9:30am
1st Break Eating	10:15am	10:30am
1st Break Play	10:30am	10:45am
Middle Session	10:45am	11:00am
2nd Break Eating	12:35pm	1:00pm
2nd Break Play	12:45pm	1:10pm
Afternoon Session	1:15pm	1:40pm
School Finishes	2:15pm - Junior	2:30pm - Senior
Council buses depart	2:45pm	
Remaining students taken to office	2:50pm	
Parents called (if required)	3:00pm	
Helping Hands closes	6:00pm	

Attendance

Regulations under the [Education Act](#), state that all children should be enrolled at school and should attend every school day. It is a parent's responsibility by law to ensure that their child attends school on every school day for the educational program in which they are enrolled. Any time a student is not attending or participating in their educational program it is considered an absence and must be explained. [Every Day Counts](#) is a state-wide initiative addressing the problem of student absences.

Research in Queensland shows that higher student attendance at school is associated with higher student achievement. Missing out on school through lateness or absence leaves children vulnerable to falling behind as shown in the tables below. Children with poor attendance tend to achieve less in both primary and secondary school. Regular attendance at school is essential for educational progress and the development of necessary social skills, which can result in confident, resilient students with a strong work ethic and ability to interact positively with others.

Attendance	Days Absent	Weeks Absent	Lessons Missed
100%	0 days	0 weeks	0 lessons
97%	5 days	1 week	30 lessons
95%	10 days	2 weeks	50 lessons
90%	20 days	4 weeks	100 lessons
85%	30 days	6 weeks	150 lessons
80%	40 days	8 weeks	200 lessons

Minutes late per day	Equates to days of teaching lost in one year	Which means this number of lessons missed
5 mins	10 Days	17 Lessons
10 mins	7 Days	35 Lessons
15 mins	10.5 Days	52 Lessons
20 mins	14 Days	70 Lessons
30 mins	21 Days	104 Lessons

Absences

Illness or Emergency

If your child is unwell or unable to attend school, parents and carers are required to email absentee@pallarass.eq.edu.au at the earliest opportunity, stating the child's full name, class, dates absent and reason. We advise you to CC the class teacher into this email. Alternatively, parents may use the QParents app to notify an absence. Where there is a medical reason, illness, or other reason for an extended period of absence, we request parents and carers provide evidence, such as a doctor's certificate.

Family Vacation

Absence for the purpose of family vacation during the school term is not recommended and may have a negative impact on the child's educational progress. Extended absences must be approved through the Principal using the *Application for Exemption from School* form requested through the school office. Students absent during the school term for family holiday purposes will not be provided with schoolwork.

Absenteeism

Absenteeism is carefully monitored by teachers and Admin to ensure student progress is not impaired by truancy. A text message is sent each day to parents and carers whose child is marked absent without a reason, prompting parents to reply. After the third day of absence without explanation, or in the event of regular absence from school, the parent or carer will be contacted by the school and asked to provide an explanation. In the event of a child being regularly absent or late to school, a meeting with the parent may be requested by Admin and a letter of notice may be sent home. In the event of a child being absent for a period of three weeks without notification and efforts by the school to contact parents and carers are unsuccessful, the child's enrolment will be cancelled. Where an unsatisfactory explanation of absenteeism is received from the parent/carers and truancy is apparent, the matter will be reported to the appropriate authorities.

Preparing for School

How can you maximise your child's learning and wellbeing, to give them the best possible chance of having happy, calm, settled and successful days at school? Learning, friendships, and behaviour choices can be significantly impacted if children's basic needs are not met. Parents are responsible for ensuring their child is school-ready. Here are some ideas to assist.

Needs	Information
Consistent sleep routine	Go to bed and wake up at the same time every day. Children aged between five and twelve require 9.5 to 11 hours of sleep each night.
Visual routines	Have a visual timetable or poster setting out simple, consistent routines for the mornings and evenings. An example morning routine may include: wake up, eat breakfast, brush teeth, get dressed, pack bag, go!
Arrive on time	This allows your child to build friendships and get settled for the day.
Bring a water bottle	Water hydrates the brain and helps your child's concentration in class. The recommended daily water intake for primary-aged children is 1-1.5L. Energy and caffeinated drinks are not to be consumed by students on site.
Pack a healthy lunch	Please refer to the information below about packing a healthy lunchbox.
Bring your hat	Your child will require a Pallara bottle green bucket hat to play outside. Read our school's Sun Safety policy and see page 40 for more information.
Bring your laptop charged	Help your child to ensure they charge their laptop overnight and bring it to school in its case every day ready for learning. Refer to page 43 .
Set up a quiet study area	Set up a desk and chair for homework and other tasks at home, with the necessary equipment, a visual timetable, and some positive affirmations.
Supporting mental health	Doing regular physical activity and staying off electronic devices / screens after 6pm is important for children, just as it is for adults. Practice some Resilience Project GEMS from the TRP at Home site or visit the following website for more ideas https://www.healthdirect.gov.au/kids-mental-health .

Packing a Healthy Lunchbox

Your child's main source of energy for optimal learning comes from the food they eat. They will need food for first and second break, as well as munch 'n crunch which takes place during the morning session of learning. Please send a fruit and/or vegetable snack for your child to eat in this time. Here are some healthy examples of what to pack in a school lunchbox. Staff encourage students to eat their lunch. Due to allergies and hygiene, there is no sharing of food. We are unable to provide fridges, microwaves, cutlery, or crockery to students, so keep this in mind when packing their lunch. The use of cooler bags and ice-bricks are recommended for keeping items cold, while pre-heated food in thermos containers helps to keep food warm.

NAQ Nutrition's guide for Packing a School Lunchbox

1. A healthy meal that includes salad or vegetables



2. A healthy snack:

- Yoghurt
- Cheese & crackers
- Homemade muffins
- Homemade pikelets
- Long life milk popper
- Plain popcorn
- Veggies & hummus

3. Fruit
Make it interesting:

- Variety
- Cut up fruit
- Fruit salad
- Fruit kebabs
- Fruit shapes

4. A water bottle



Keep it cool
Add an ice brick or frozen drink bottle.
Use in a cooler bag.

Plan ahead
Meals and snacks can be made in advance and frozen.

Get the kids involved
in packing their own lunch.

Web: www.foodsmartschools.org Email: info@foodsmartschools.org © NAQ Nutrition - Australian Nutrition Foundation (QAF) Inc trading as NAQ Nutrition. All rights reserved.



Tuckshop (Kubbi Café)

Kubbi Café* is run by the school P&C Association and operates five days per week from Monday to Friday, before school and at both first and second break. Orders are placed online through Qkr! (**page 15**) which is a pay-as-you-go system. There is an extensive menu to choose from which caters for all dietary requirements including vegetarian and halal options. Menu options change daily and are available on the app. Daily cut-off times are as follows:

- **7.45am** - First break orders for Prep to Year 2 close
- **8am** - Lunch orders close for first and second break.
- **11am** - Late order lunches for emergencies only with a limited menu.
- **8am-1pm** - Barista coffee, and hot / iced drinks are served for staff, parents, and school visitors during this time.



Tuckshop monitors collect class boxes ten minutes before each break. Teachers are responsible for handing out lunches and ice-block / hot chocolate tickets to students. Students take their ticket to the Tuckshop to collect these items. Birthdays treats for the class are available for purchase through the app. Tuckshop fundraisers such as meal deal days take place throughout the year and incorporate red foods. Our Tuckshop provides catering for school events such as Principal's Afternoon Tea.

Shalisa, our Tuckshop convenor, is always looking for volunteers. If you can give up some time, great or small to help in the Tuckshop, please email pallara.tuckshop@gmail.com or stop by to see her. Training is provided. If you have any queries for anything Tuckshop-related, such as the ordering process or menu suggestions, please do not hesitate to reach out.

**Kubbi is the Yaggara word for possum, of which can be found in our environmental zone.*

Before school

Please allow time for traffic if driving to school to ensure your child arrives on time. During road and building works, you will need to exercise more patience than usual. We ask parents and carers to ensure their child arrives 10 minutes earlier than their respective start time. This allows them to settle more easily into the day and prepare for learning. Upon entering the school, students are required to move to their precinct and sit in two straight lines outside their classroom. There are no designated staff on duty before school as this is key preparation time. The play areas and equipment are out of bounds before school. Students who arrive before 8am on a regular basis should consider the outside hours school care service, Helping Hands. Information can be found on our school website.



Departure from school

Students are dismissed from class as per the bell times and proceed out of the school grounds according to parental instructions. It is important that plans are clear between family members about how to depart and get home safely. Please allow time for traffic, to ensure your child is picked up on time. During road and building works, you will be required to exercise more patience than usual.

Parents are welcome to park and collect their child from outside classrooms. We ask that parents and carers to stand clear of their child's classroom windows and doorway whilst teachers finalise the day and give important messages to their class. Prep students in their first six months of schooling are required to be collected by parents from outside their classroom. The play areas and equipment are out of bounds after school. Parents are responsible for their children whilst on the school grounds and must actively discourage them from playing on equipment and out of bounds areas.

Students may depart through the side gate or top exits, including the main gate or ramp to the pick-up zone and public carpark. The executive team are on duty in the afternoons at these locations to ensure students depart safely. Siblings finishing at 2:15pm must wait at the side gate or top pick-up zone where they are supervised by school staff. The Tuckshop area may be used as a family meeting point, provided children are supervised by their parents. Students are not to wait outside the office as this area is already congested in the afternoons.

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, carer or teacher, while waiting for transport home or if they are participating in an after-school extra-curricular activity. A range of after school programs are offered on-site, where students are collected from the pick-up zone at the time notified within permission forms.

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. At 2:50pm any remaining students will be brought to sit outside the office, where parents must collect their child. At 3pm, students not collected are brought inside the office and parents are called. Children will not be allowed to leave the office unsupervised. Students not collected by 2:50pm on a regular basis should consider the outside hours school care service, Helping Hands. Information can be found on our school website.

More information about Transport can be found on **page 36**. More information about after-school programs can be found on **page 54**.

Students arriving late

Any student arriving late at school in the morning is required to report to the office with their parent or carer where they will be issued a **late slip**, before proceeding to their classroom. The late slip is handed to the classroom teacher upon entry, to confirm the student has been officially signed in.

The official times for lateness are:

Prep-Year 2: Students arriving after 8:25am.

Year 3-6: Students arriving after 8:40am.



Students leaving early

Parents or carers wishing to collect their child early from school are required to advise the school by email or phone of the intended early collection on the day of, or prior to, the day of early collection.

Upon arrival to the school, the parent or carer must report to the Administration Office to sign the child out and an early departure slip will be issued. Parents and carers are required to collect their child from the classroom by handing the teacher the **early departure slip**.

The office does not call for students to walk up to meet their parents. If a person other than the parent or carer is collecting the child early, the parent / carer must notify the office via email or phone and the person will be required to provide identification to the office before the early departure slip is issued.

Duty of care states that we may decline requests to allow students to make their own way home unsupervised. Written or verbal requests from parents and carers to let students go early will be referred to the Principal who will negotiate alternative arrangements with the parent/carer.

Eating and Lining-up Expectations



Active supervision by staff and high expectations of students during break times ensure the safety and wellbeing of all children and create a safe and enjoyable lunchtime experience for all. Staff wear yellow high-visibility vests while on duty, so they are easily identifiable to students. We encourage you to discuss these eating and lining-up expectations at home with your child. When we work together it creates a safe, happy environment for our students at school.

- School bags are stored on the racks. They are not left on the ground. Bags are zipped up.
- Tuckshop is handed out by class teachers. Students do not touch Tuckshop items.
- We are responsible for our belongings. Lunchboxes, hats, water bottles, jumpers and other items must be labelled with full name. Lost items should be taken to the lost property tables.
- We WALK on concrete paths around the school. We take our lunchbox and hat with us to our eating area. Students sitting and playing in direct sunlight must wear a hat.
- We SIT DOWN to eat in the correct area. We sit with our friendship groups. There is no sharing of food or drinks for medical and hygiene purposes. We do not walk around at eating time. We do not sit in front of doorways, toilets, or stairwells. If we need to go to the toilet, get a drink or put rubbish in the bin, we put our hand up. An adult on duty will let you go.
- A few minutes before the play bell, we ensure our area is clean and tidy and rubbish is in a pile ready to be put in the correct bin (general waste, soft plastics, compostable organics, and recyclable containers). Adults may ask students to assist with keeping areas clean. Dustpans and brushes are available for each eating area.
- When the play bell goes, we stay seated with our hand up. An adult on duty will let you go provided your area is clean. We put our rubbish in the correct bins and our lunchbox in the correct place, before moving off to play. We do not leave our lunchboxes on the ground or left behind in empty tubs.
- Students are encouraged to finish their lunch in the allocated time; however, they have the option of continuing to eat for longer if required, ensuring the correct lunchbox procedures are then followed.
- We eat and play in the right place at the right time and not in out of bounds areas. Junior students do not play in the Senior Precinct and vice versa. We do not bring items, cards, equipment, or games from home, except a handball with your name. All students may play on the oval. Play bins with sports equipment are available for both breaks. The multi-courts are open at first break. The Hall and Library is open at second break as per the timetable. Clubs, programs and sports run for students in Years 3-6.
- Students and parents do not enter classrooms without a staff member present.
- We follow the School Rules and use the High-5 strategy. If help is required, look for adults on duty wearing yellow high-visibility vests or report to your class teacher.
- When the bell goes at the end of lunch, stop playing. Return equipment to play bins and pack away games. Get a drink, go to the toilet, and move to your line-up area.
- When we line up, we sit in two straight lines facing forward. You may talk quietly with your line-up buddy. Give your teacher a big smile when you see them!

Wet Weather

Should inclement weather make outdoor play impossible at lunch times or ground conditions unsuitable for play, one of two options are called:



- 1) **Restricted Play:** Students eat and play in undercover areas. Clubs continue as normal.
- 2) **Wet Weather:** Students eat in their normal undercover area then return to their classroom during play time for wet weather activities, where they are supervised by school staff.

The actual lunch time may be shortened if inclement weather is of a dangerous nature.

Emergency Procedures



Fire and lockdown practices occur at various times throughout the year. Staff are trained to respond in these situations, including cases where a malicious threat may pose a risk. Teachers inform students about their duty in this regard. In emergencies, the Emergency Services will be notified to assist where necessary.

Fire - In the event of a fire, evacuation procedures are followed. The fire alarm will sound – (siren)...*Emergency*...(siren)...*Evacuate*... Teachers and staff promptly escort students from buildings within 90 seconds of the alarm sounding, to assemble in class groups on the oval. Teachers check all children are accounted for. Parents, visitors, and volunteers to the school follow the shortest practical route to the oval and immediately report to the fire wardens in pink vests. Parents and carers on-site may contact their children once the roll call is complete.

Lockdown - In the event of a lockdown the following procedures are followed. The lockdown song will sound - *Three Little Birds* by Bob Marley. If in class, staff close and lock all doors and windows and keep children and adults in rooms lying on floor, out of sight until further notice. Teachers check all children are accounted for and report this to the office. During break times, an alternative plan is followed to ensure the safety of all students and staff.

Use of School Grounds

We do not hire out our school grounds due to the high number of students in after school care.

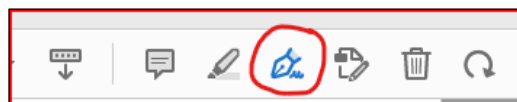
Visitors to the school

All visitors, including volunteers, must report to the office upon arrival to receive authorisation to be in the school grounds and be signed in at reception. Visitors will be given a sticker or badge to wear on their clothing whilst visiting. Upon departure, visitors must report back to the office to be signed out. Visitors must be aware of Emergency Procedures.



Volunteers in the school

We welcome volunteers in our school, particularly parents or grandparents who can assist in classrooms. All volunteers, except parents, are required to hold and show a Blue Card. Each year volunteers must complete the volunteer induction. This is an annual requirement to enable volunteers to work in classrooms, around the school or attend school events, such as excursions. This can be done by completing the MAST (Mandatory All-Staff Training Program) key messages guide, signing it and presenting to a member of Admin. The form is available here [MAST_2023.pdf](#) and can be filled out and signed electronically. Once signed (electronically or pen), hand in or email to admin@pallarass.eq.edu.au for confirmation. To sign electronically in Acrobat Reader (Free), click on this button. Volunteers must be aware of Emergency Procedures.



Smoking

Smoking is banned in schools and 5 metres around school grounds.

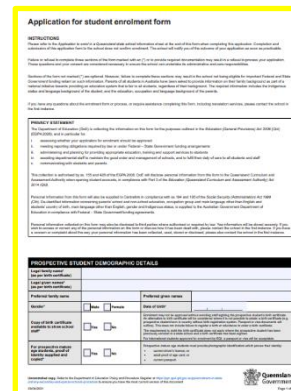


The Government has banned the smoking of any tobacco products including vapes and electronic cigarettes within five metres of any state or private school grounds is banned. This applies before, during and after school hours as well as over weekends and school holidays. On the spot fines can be issued 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 cigarettes and dispose of litter thoughtfully before reaching the school boundary.

Enrolments

The [Department of Education](#) is responsible for providing facilities to meet the educational needs of students residing within a [school's catchment area](#). Every child has the right to attend their local state school.

Pallara State School is governed by an [Enrolment Management Plan](#) which provides educational services to families who reside within our catchment area. As student numbers increase, this plan ensures guaranteed enrolment and sufficient facilities for all students who reside within the local catchment area.

The image shows a yellow-bordered form titled 'Application for student enrolment form'. It contains sections for 'INSTRUCTIONS', 'ENROLMENT DETAILS', and 'PROSPECTIVE STUDENT DEMOGRAPHIC DETAILS'. The 'ENROLMENT DETAILS' section includes checkboxes for 'Enrolment type' (New, Transfer, Re-enrolment) and 'Enrolment status' (Full-time, Part-time, etc.). The 'PROSPECTIVE STUDENT DEMOGRAPHIC DETAILS' section includes a table for 'Student details' with columns for 'Student name', 'Date of birth', 'Gender', 'Enrolment status', and 'Enrolment type'. There are also checkboxes for 'Enrolment type' (New, Transfer, Re-enrolment) and 'Enrolment status' (Full-time, Part-time, etc.).

Enrolments take place throughout the year for students commencing immediately. Enrolments for the following year commence in Term Three each year.

Parents and carers who wish to enrol at the school will need to:

- Attend the school office to collect an enrolment pack.
- Complete all forms in the enrolment pack in the name of the parent/carer of the student enrolling, including the yellow *Application of Student Enrolment form*.
- Provide documentation as per the checklist in the enrolment application, including birth certificate or similar evidence of birth date.
- Demonstrate proof that the child resides at an address within the catchment area by showing two forms of identification, both primary and secondary evidence. A statutory declaration may be accepted; however, must stipulate residence in the Pallara catchment and be written in first person.
- Attend an enrolment interview facilitated by the sector Deputy Principal. The parent/carer and the student enrolling must attend the interview.
- Allow a 24-hour turnaround for the enrolment to be processed and commencement to begin.
- Pay the Student Resource Scheme fee (**page 25**) before enrolling to ensure the student has access to school resources and stationery ready for their first day.
- Talk to their child about starting at a new school. [Click here](#) for more information.

It is important to note the following when enrolling your child:

- Enrolment fraud can lead to a termination of enrolment by the Principal.
- An enrolment cannot be accepted without the required documents outlined by the Education Department's enrolment-management policy.
- We have a requirement to ensure that all children who are enrolling are living at an address within the catchment and are residing there for at least the next 6 months.
- If a student moves out of catchment whilst enrolled, they may still attend the school.
- Students with actively enrolled siblings are deemed eligible for enrolment, even if the student resides outside the catchment area. However, if the sibling is no longer enrolled and is out of catchment, we cannot enrol the new student.
- Staff may enrol their child based on the longevity of the staff member at the school and upon discretion of the Principal. Staff must discuss this with the Principal beforehand.
- Exemptions apply for out of home care children with extenuating circumstances.
- Dual enrolments are not possible. For example, if a child is enrolled at the School of Distance Education they will need to cancel their enrolment first before enrolling at our school.
- Tourist visas can be accepted if the child resides within the catchment.
- If a parent wishes to unenroll their child, they must inform the school office via the following email address admin@pallarass.eq.edu.au.
- If a child has been unenrolled and wishes to reenrol, they can return only if in catchment; however, we cannot guarantee the child will be able to return to the same class.



School Fees

There are three main costs associated with attending Pallara State School. We recommend that your child begins with these, so they feel included and settle quickly into learning.

App	Information
1. School Uniform	Please refer to information on page 38 about our Uniform Policy and how to purchase the school uniform.
2. Laptop and accessories	Please refer to information on page 43 about our BYOD (Bring Your Own Device) laptop program for students from Year 1-6.
3. Student Resource Scheme	Please refer to information on page 24 about the Student Resource Scheme.

Student Resource Scheme

The Queensland Government supports children's education by funding instruction (teachers), facilities (school grounds, buildings, internet) and administration (staff to run the school). Funding for schools does not extend to individual student resources used in the classroom.

The aim of Pallara State School is to achieve the best learning outcomes for all students. On enrolment, the school asks parents and carers contribute to the Student Resource Scheme (SRS) for the duration of the enrolment. **The cost varies per year.** This is an all-inclusive fee for each student for resources for the year. A reduced rate applies for students who enrol throughout the year. This is advised by the Administrative Team upon enrolment.

The Student Resource Scheme (SRS) operates under the policy and guidelines of the Department of Education and Training. It is not a fundraiser for the school. The scheme is supported and approved by our Parents and Citizens Association (P&C), is managed by the school, and operates in accordance with the Education (General Provisions) Act 2006.



Participating in the SRS ensures that all students have access to the same standard of resources. It also offers a convenient, value for money alternative for parents as we source the items that your child needs for school at cost-effective prices due to our ability to buy in bulk. Parents **do not** need to do any shopping from a booklist at local stores. By paying the SRS fee each year, your child will have access to the following resources for a comfortable, well-resourced learning experience.

- textbooks
- exercise books
- workbooks
- erasers
- glue sticks
- scissors
- pencils
- markers/pens
- crayons
- rulers
- calculators
- all other stationery
- folders
- whiteboards
- photocopy paper
- art & craft supplies
- other school resources
- classroom consumables
- cooking materials
- sanitiser
- tissues
- Laptop apps & programs
- Laptop anti-virus protection
- Microsoft Office programs



It is important to note the following about the Student Resource Scheme:

- To opt in, parents must sign and return the SRS Participation Agreement form. Each child must have an individual form.
- Invoices are issued once this form has been returned to the school office. The preferred method of payment is BPoint. To pay using BPoint, refer to **page 26**.
- If you have previously opted into the SRS, your participation is assumed for the remainder of your child's enrolment, unless you inform the school otherwise by completing a new form.
- SRS invoices are emailed out in November for the following year's fee. This enables families to forward plan.
- Student resources will not be distributed to students until the full or first payment has been paid to the school.
- Any unpaid invoices will be managed according to the department's Debt Management Procedure and may result in the student being excluded from the scheme and/or from participating in extracurricular activities until payments are made.
- Resources such as textbooks or musical instruments that will be used over a longer period are hired to students to further reduce costs for families.
- A repair or replacement cost will be charged to the parent for any items that are damaged or not returned. For example, library books and instrumental music instruments.

What happens if I choose not to participate in the SRS?

- If you are not satisfied that the SRS fee represents good value for money based on the inclusions listed you will need to complete the SRS Participation Agreement form, indicating that you do not wish to participate.
- You will still be 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. The school will give you a detailed list of resources that you will need to provide.
- Your child will not be able to participate in extra-curricular activities such as sporting events, camps, excursions, or incursions. This is because resources are a crucial component in your child's education, and this is the school's priority.

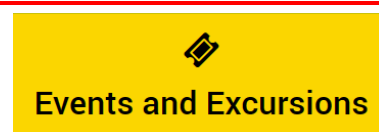
If you would like to participate but are experiencing financial difficulties, please contact Sandra Johnstone our Business Manager on sjohn303@eq.edu.au to arrange a confidential meeting to discuss options.



Participation in School Events

School excursions, incursions and camps are offered as part of our educational program to enhance and enrich curriculum programs. Lead-up and follow-up classroom activities are designed around excursions, incursions, and camps within the context of the curriculum. Every effort is made to keep expenses to a minimum for parents and carers, with sufficient time for information to go out and payments to be made. Please be mindful that only students who have fully paid their SRS fee will be able to attend these events.

Written permission, through an *Activity Consent Form* is required for children to attend excursions, incursions, and camps. This is sent home as a paper copy with the child. **Parents are required to keep the front page containing event information and return the back pages including medical information by the DUE DATE on the form.** Reminders are sent out beforehand. **Late forms are not accepted.** Current permission forms can be downloaded from our website under the *Events and Excursions* tab.



Transport to excursions and camps are generally by bus. Parents and carers are advised in advance of itineraries and costs. Occasionally, parents and carers are asked to accompany the class to assist with supervision.

Money Collection

Parents and carers are asked to take note of the date that permission forms and money are due. This is usually a minimum of two weeks from the day that forms are sent home. **Please be aware that full payment must be received by the due date.**



Late payments are not accepted. Reminders are given through all communication pathways. Our Refund Policy states that refunds and credits to accounts are determined on a case-by-case basis. The [Refund Policy](#) and [Refund Form](#) can be found on our school website.

Electronic Invoices

When payment is required for an activity, an electronic tax invoice will be issued the next business day after permission forms are sent home. Please note, invoices can only be emailed to one parent/carer. Open the attachment in the email and use BPOINT to pay the invoice. **BPOINT is the preferred method of payment.** On the invoice you will find your child's reference number and a unique, secure BPOINT link located at the bottom left-hand side of the attachment in the emailed invoice. Click this link to go to the secured BPOINT site and pay your invoice. Further support for BPOINT can be found using the links below.

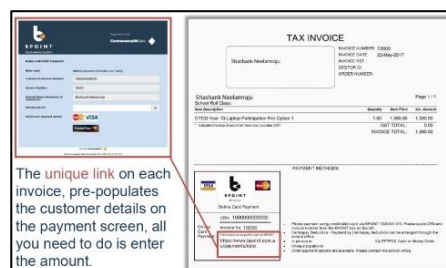
BPOINT Phone payment: 1300 631 073 (via card)

BPOINT Online payment: [LOGIN](#)

Get to know your BPOINT: [INVOICE](#)

Get to know your BPOINT: [STATEMENT](#)

Get to know your BPOINT: [UNIQUE LINK](#)



Payment Window

If you wish to pay in person for school costs, EFTPOS is available for debit and credit card payments at the *Payment Window* situated down the right-hand side of the Administrative building. This is for payment of accounts only. There is NO CASH OUT. **Electronic payments will only be accepted at the payment window from Monday to Wednesday between 8am-9am during school terms.** The window is closed at all other times.

Smaller payments

We are a cashless school and do not accept notes or coins. In addition to the Tuckshop ordering system, the Qkr! app is used for smaller payments such as gold coin donations and fundraising events run by the Student Council, P&C and School Chaplaincy. For example, discos, free dress days etc.



Fundraising

The P&C Association, Student Council and School Chaplaincy conduct fundraising events at various times throughout the school year to raise funds for projects that improve school facilities, foster student initiative, and provide resources above and beyond those supplied by the Education Department. We encourage you to support these events.

School Camps

School camps take place in Years 3-6. Our [Camp Policy](#) can be found on our website. Camp payments may be paid off in instalments but must be finalised before the due date. Limited updates are provided to parents whilst on camp. Parents will be contacted in emergencies. Camp venues and number of nights are subject to change. The following is a general overview.

Year	Type of Camp	Number of Nights
Year 3	Sleepover - At school in classrooms	One night
Year 4	Beach Camp - Sunshine Coast	Two nights
Year 5	Bush Camp - Location advised	Two nights
Year 6	Beach Camp - Gold Coast	Two nights



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 under 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 location. 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 Doctor's letter.

Medical Responsibilities of Parents

- Parents and carers must complete the appropriate medical forms if they wish for prescription medication to be administered to their child during the school day or on camps, excursions, and other school-approved activities.
- Medication must be sent to school in the correct container with the specific times (e.g. 11:00am) that the medication is to be administered as well as the quantity of medication (5mL), clearly marked on the container by the Doctor and Pharmacist. Please note that a direction such as *Give three times daily* is not sufficient under departmental regulations. Parents and carers will need to alert their doctor and pharmacist of the requirement when medication is being prescribed.
- Non-prescribed oral medication (e.g. 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.
- Medication must be collected on the child's last school day of the year as all unused medication will be disposed of.

Ambulance

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

As it is our policy to make urgent contact with the parent/carers or nominee in such cases, it is essential that you are diligent in providing the school administration with up-to-date contact 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 contacts who will be able to respond in 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 wellbeing of the child.

Illness and First Aid

All classrooms have a supply of band aids and basic equipment to help all students. Sick or injured students are referred by staff through a referral slip to the first aid room in the Administration building. Students are treated by trained staff members who have current first aid certificates. They are adequately supervised until there is no need for further treatment or assistance. Injuries and illnesses are recorded in our system.

Any head injuries or other serious injury will be reported to parents as soon as possible via phone. Children displaying any signs of sickness will be asked to collect their child from the Administration Office as soon as possible. In the event of the parents and carers not being contactable, emergency contacts will be advised. Please keep your contact details up to date in our system and advise the school if a person other than the parent/carers will be collecting your sick child from the school.

Infectious Diseases and 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 contacts should not arise.

Condition	Exclusion of Cases	Exclusion of Contacts
Amoebiasis (<i>Entamoeba histolytica</i>) and <i>Campylobacter</i>	<i>Exclude until diarrhoea ceases.</i>	<i>Not excluded.</i>
Chicken pox	<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>
Conjunctivitis	<i>Exclude until discharge from eyes has ceased.</i>	<i>Not excluded.</i>
Cytomegalovirus Infection	<i>Exclusion not necessary.</i>	<i>Not excluded.</i>
Diarrhoea	<i>Exclude until diarrhoea has ceased.</i>	<i>Not excluded.</i>
Diphtheria	<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>
Glandular fever (mononucleosis)	<i>Exclusion is not necessary.</i>	<i>Not excluded.</i>
Hand, Foot and Mouth disease	<i>Until all blisters have dried.</i>	<i>Not excluded.</i>

Condition	Exclusion of Cases	Exclusion of Contacts
Haemophilus type B (Hib)	<i>Exclude until medical certificate of recovery is received.</i>	<i>Not excluded.</i>
Hepatitis A	<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>
Hepatitis B and Hepatitis C	<i>Exclusion is not necessary.</i>	<i>Not excluded.</i>
Herpes (cold sores)	<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>
Hookworm	<i>Exclusion not necessary.</i>	<i>Not excluded.</i>
Human immune – deficiency virus infection (HIV AIDS)	<i>Exclusion is not necessary unless the child has a secondary infection.</i>	<i>Not excluded.</i>
Impetigo	<i>Exclude until appropriate treatment has commenced. Sores on exposed surfaces must be covered with a watertight dressing.</i>	<i>Not excluded</i>
Influenza and influenza-like illnesses	<i>Exclude until well.</i>	<i>Not excluded.</i>
Leprosy	<i>Exclude until approval to return has been given by an appropriate health authority.</i>	<i>Not excluded.</i>
Measles	<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>
Meningitis (bacterial)	<i>Exclude until well.</i>	<i>Not excluded.</i>
Meningococcal infection	<i>Exclude until adequate carrier eradication therapy has been completed.</i>	<i>Not excluded if receiving rifampicin.</i>
Molluscum contagiosum	<i>Exclusion not necessary.</i>	<i>Not excluded.</i>
Mumps	<i>Exclude for nine days or until swelling goes down (whichever is sooner).</i>	<i>Not excluded.</i>
Parvovirus (erythema infectiousum fifth disease)	<i>Exclusion not necessary.</i>	<i>Not excluded.</i>
Poliomyelitis	<i>Exclude for at least 14 days from onset. Re-admit after receiving medical certificate of recovery.</i>	<i>Not excluded.</i>
Ringworm, scabies, pediculosis (lice), trachoma	<i>Re-admit the day after appropriate treatment has commenced.</i>	<i>Not excluded.</i>
Rubella (German measles)	<i>Exclude until fully recovered or for at least four days after the onset of rash.</i>	<i>Not excluded</i>
Salmonella, Shigella	<i>Exclude until diarrhoea ceases.</i>	<i>Not excluded</i>
Streptococcal infection (including scarlet fever)	<i>Exclude until the child has received antibiotic treatment for at least 24 hours and the person feels well.</i>	<i>Not excluded</i>
Tuberculosis	<i>Exclude until a medical certificate from an appropriate health authority is received.</i>	<i>Not excluded</i>

Condition	Exclusion of Cases	Exclusion of Contacts
Typhoid fever (including paratyphoid fever)	<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>
Whooping cough	<i>Exclude the child for five days after starting antibiotic treatment.</i>	<i>Exclude unimmunised household contacts aged less than 7 years for 14 days 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>
Worms (intestinal)	<i>Exclude if diarrhoea present.</i>	<i>Not excluded.</i>

Parents and carers are asked to observe these regulations fully. See [NHMRC Recommended Exclusion Periods](#) on-line.

Head Lice

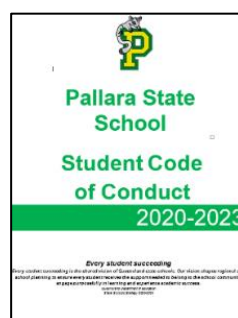
Head lice are not a disgrace. Any child or adult can become infected. This happens through close contact of heads or by sharing items such as combs, brushes, hats, etc. of an infected person immediately after they have used them. Information letters are sent home to the parents and carers of students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

<https://www.childrens.health.qld.gov.au/health-a-to-z/head-lice>

Student Code of Conduct

The Department of [Education Queensland's Student Code of Conduct](#) policy clearly sets expectations about staff responsibilities to support students to understand and meet discipline expectations of the school, and guidance on the application, where required, of disciplinary consequences.

Pallara State School's [Student Code of Conduct](#) policy is endorsed and followed. A copy can be found on our school website and is explained to newly enrolled students and their parents. It outlines our system for encouraging positive behaviour, preventing problem behaviour, and responding to unacceptable behaviour.



We aim to achieve a safe, supportive, positive, and productive learning and teaching environment every day, where all school community members including students, staff, families and the wider community have clear and consistent expectations and understandings of their role in the educational process.

At Pallara, emphasis is placed on creating a positive and supportive school environment where:

- all members of the school community feel safe, respected, and valued,
- social and interpersonal skills are encouraged and developed through a range of programs, including The Resilience Project,
- academic learning outcomes are maximised for all, through quality curriculum practices, differentiation, and effective school organisation,
- school practices involve a planned approach, including positive and preventive actions and 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.

School Rules and Motto

The wellbeing and safety of staff and students is always of high priority. We hold our students to high standards of behaviour and encourage each of them to play their part in contributing to our positive school culture. Our school community has identified the following school rules to teach and promote these standards.

Our school rules have been agreed upon and endorsed at all levels. They are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour. **Safe**, **Respectful**, **Caring**, **Considerate** and **Responsible** behaviour form the basis of our **School Rules**. The four rules are governed by our overarching **School Motto**: **Be Your Best**.



Students are encouraged to accept responsibility for and take ownership of their behaviour. We aim to develop self-discipline within our students by:

- maintaining consistent standards of behaviour throughout the school,
- establishing, communicating, and maintaining clear expectations,
- acknowledging those who are demonstrating appropriate behaviours,
- recognising and celebrating students who demonstrate excellent behaviour,
- encouraging ownership of, and responsibility for, their behaviour,
- encouraging appropriate behaviour choices.

High-Five Strategy

Pallara State School implements the High-Five strategy as a proactive and preventative measure to promote positive student behaviour. The High-Five Strategy give students steps for how to deal with any issues they may incur whilst at school and we talk about these with students on a regular basis. The High-Five can also be applied to daily life to help build positive relationships with others.



Strategy	Examples of how to react	
Ignore	<ul style="list-style-type: none"> • Pretend you didn't hear it. • Do not make eye contact. • Maintain positive body posture (calm, confident) 	<ul style="list-style-type: none"> • Think positive self-esteem statements. • Count to five in your head slowly. • Take deep breaths.
Talk Friendly	<ul style="list-style-type: none"> • Use a calm voice. • Maintain eye contact. • Use confident body language. • Say "Please leave me alone" 	<ul style="list-style-type: none"> • Maintain relatively close body proximity. • Use "I" statements - I feel when you..... because.....
Walk Away	<ul style="list-style-type: none"> • Stand tall, head up high. • Look confident. • Do not use eye contact. • Do not look back. 	<ul style="list-style-type: none"> • Walk somewhere, preferably towards a congested area or towards an adult. • Walk confidently, but don't run.
Talk Firmly	<ul style="list-style-type: none"> • Use an assertive voice, slightly raised. • Tell them to stop. "Stop! I don't like it!" • Re-state your statement. - "I said..." 	<ul style="list-style-type: none"> • "I asked you to leave me alone." • "I'm going to report if this continues."
Report	<ul style="list-style-type: none"> • Walk away and tell a staff member on duty in a yellow high visibility vest • Tell your classroom teacher. • Go to a safe zone 	<ul style="list-style-type: none"> • Bystanders - support and report • Report to a Deputy Principal • Report until somebody listens.

Classroom Behaviour Diamond

The Classroom Behaviour Diamond is a reinforcement tool used by all teachers in all classrooms, including specialist lessons. The Diamond system is made up of two distinct parts; **the proactive section (green)** and **responsive section (red)** as outlined in the diagram. Each diamond contains two sets of names for each student in the class. One set of names is placed in the name box at the bottom of the green section and the second set in the other name box at the top of the red section.



Proactive Section



When students display behaviour that is in line with the school rules they earn rewards, such as *Dojo points*, and work their way up the diamond at their own pace. They continue until they reach the *Top of the Diamond*. At this point, students receive a diamond certificate and attend the Top of the Diamond celebration.

Their name goes back to the name box at bottom of the green section, and they start again. For more information about **Positive Behaviour**, refer to **page 33**.

Responsive Section

When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of the expected school behaviour, then ask them to change their behaviour so it aligns with our school rules, thinking about how they might act more safely, respectfully and responsibly. This is a teaching and learning opportunity that encourages students to reflect on their own behaviour, evaluate it against the school expectations and plan how their behaviour could be modified.



If the student continues to display behaviour that is not in line with the school rules, they will be asked to move their name down the diamond one step to *Warning*. If they continue to display behaviour that is not aligned with the school rules, they will continue to move their name down accordingly.

For *Time Out* (in the classroom) or *Buddy Class* (in another classroom), the student is given a break of usually 5-15 minutes to think about their behaviour choices and engage in a reflective conversation with the teacher before returning to their work. The teacher will notify the parent.

For a student who reaches *Office* at the bottom of the Diamond, they complete their work with their sector Deputy Principal (or the Principal) in the office. The student will engage in a reflective conversation with the Deputy Principal before returning to their classroom. The Deputy Principal will notify the parent. A further consequence may follow if required. For more information, refer to **page 35**.





At the end of every school day the responsive names are moved back to the name box to start fresh the next day. This system helps students to be mindful of their choices and the impact these choices can have on themselves and others.



Positive Behaviour

To celebrate positive behaviour, our school rules are reinforced through a formal recognition and monitoring system. This system is designed to increase the quantity and quality of positive interactions between students and staff. It is designed for all students with varying levels of effort and achievement to experience positive success. All staff members are trained to give consistent and appropriate acknowledgement and rewards. Awards are kept track of in our school system.



Award	Information
<p>Top of the Diamond</p> 	<p>When students reach the top of Classroom Behaviour Diamond they receive a coloured diamond certificate and attend the Top of the Diamond celebration where they receive an ice block from the Principal or Deputy Principals. This occurs on Thursday afternoons for Junior students (even weeks) and Senior students (odd weeks). Different coloured certificates are given to represent the number of times the student reaches the top of the diamond in a school year (e.g. 1st blue, 2nd pink, 3rd green etc). There is an expectation that all children get to top of the diamond each term.</p>
<p>Gotcha Awards</p> 	<p>For all students each week, there is an opportunity to receive Gotcha Awards. When staff members observe or 'catch' a student following the school rules in non-classroom areas they can choose to give them a Gotcha Award ticket. This reinforcement occurs continuously throughout each day. Students fill out their ticket and drop it in the designated collection box, Junior or Senior, in the office. At parade, each classroom teacher draws one name from the Gotcha Awards Box. These students are rewarded with a prize from the rewards basket. We love seeing the smiles of the winning students.</p>
<p>Student of the Week Award</p> 	<p>Every fortnight, classroom teachers nominate one student from their class to receive the Student of the Week award. This award is presented on Parade to recognise notable efforts or improvements in learning and behaviour. Students have the privilege of sitting on the stage and having their certificate presented by the Principal and Deputy Principals. Teachers notify parents the week prior and invite them to attend. At the end of Parade, students have their photo taken as a group. Photos are displayed in the school newsletter and in the office foyer. It is not possible for every child in every class to receive this award each year; however, it should not be the case that a child in a class receives more than one Student of the Week award per year.</p>
<p>Principal's Award</p> 	<p>The Principal's Award is the most prestigious level of recognition a student can receive at Pallara State School. Class teachers nominate seven students throughout the year from their class who consistently display exemplary learning and behaviour. This award acknowledges each child's contribution to our positive school culture and their ability to demonstrate the school motto: <i>Be Your Best</i>. Students and their parents are formally invited to attend the <i>Principal's Afternoon Tea</i> celebration which takes place twice per term on the first Wednesday of every month (except Term 1 where there is one celebration). Students have the privilege of having their certificate presented by the Principal and Deputy Principals and a group photo is taken. Photos are displayed in the office foyer and names are put in the school newsletter. Parents are welcome to take photos. Students enjoy a lovely afternoon tea with their parents, catered for by our school Tuckshop and funded by our P&C. It is not possible for every child to receive this award over the course of their schooling journey at Pallara; however, it should not be the case that a child in a class receives more than one Principal's Award per year. It is possible that a student who receives the Principal's Award may also receive Student of the Week throughout the year.</p>

Parade

Parents and community members are welcome to attend Parades and ceremonies. Whole-school Parades take place on the first Monday of each term, except when a public holiday falls on this day. Thereafter, fortnightly parades take place on Mondays in the school hall at the following times:

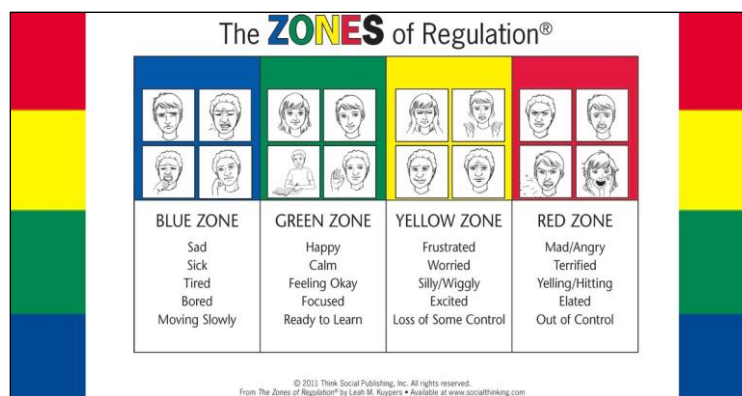
- **Senior Parade** (Years 3-6) – Mondays of **even** weeks starting at **1:45pm**.
- **Junior Parade** (Prep-Year 2) – Mondays of **odd** weeks starting at **1:30pm**.

Student of the Week certificates are presented on Parade. Parents are invited to attend this presentation and have an opportunity to take a photo at the end. Parents must be mindful of taking photos of other students. Student of the week awards do not occur on whole-school Parades. Gotcha tickets are drawn and announced by class teachers on Parade. Students are expected to follow the school rules on Parade and ensure whole-body listening is being demonstrated.



Zones of Regulation

The Zones of Regulation provide a simple approach to educating students how to regulate their emotions and manage their big feelings through effective social-emotional skills and strategies. We use the zones to empower students and build a safe, supportive environment that fosters learning and wellbeing for all. For more information, also see School Programs – The Resilience Project on **page 50**.



Parent Support

We value the involvement of parents and carers in their child's development. There is a popular saying around schools that *'we will believe half of what they say about you if you believe half of what they say about us'*. Schools are complex places and from time to time some students don't get on with each other. That happens in life so we shouldn't be surprised it happens in school. We encourage you to work with us to help educate your child to respond in ways that make it better. If, however, we judge that the behaviour has crossed the line into [bullying](#) and intimidation then we will act firmly and decisively to keep people safe. We ask that you be on the same page as us, as we do the very best for every child every day, helping our students to learn life's important lessons so they can effectively contribute to society when they grow up.

Where behavioural concerns exist or an incident occurs, parents and carers will be contacted by a Teacher (regarding minor behaviour), or Deputy Principal (regarding major behaviour that may result in a consequence). The sharing of information between parents and school is likely to have a positive impact on a child's behaviour, provided all parties work together to support the student to make positive choices moving forward. Parents and carers may initiate discussions on behaviour using the procedures outlined in the Communication Directory on **page 13 & 14**.



School Disciplinary Consequences

[Supportive discipline](#) is an important part of the work undertaken in schools each day to help students develop and extend their capabilities in self-management and personal responsibility. The focus for teachers is on implementing proactive, preventative approaches that facilitate student growth.

At times, disciplinary consequences may be used as part of a student's educative process. The role of disciplinary consequences is to assist students to understand behavioural expectations and to learn more acceptable ways of interacting and engaging with others. Principals and teachers ensure that decisions about discipline at school are fair, balanced, and ethical considering the individual circumstances of each student and the severity of the incident.

Disciplinary consequences may include in-class responses managed by the teacher, such as:

- verbal reprimands
- restatement of rules or expectations
- reminders and practise of routines
- restriction or removal of in-class privileges
- behaviour monitoring systems (diamond)
- time out or [detention](#)
- communication with parents.



For persistent or more serious behavioural incidents, other school disciplinary consequences may be implemented, such as:

- temporary relocation to Buddy Class, Responsible Thinking Room or school office.
- stakeholder meetings with parents, teacher, DP, Head of Inclusion and Guidance Officer.
- other [intensive support](#) options, such as a play plan or structured play.

Responsible Thinking Room

Pallara State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, behaviour issues are handled promptly, and students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

As part of a proactive and responsive approach, Pallara State School has implemented a Responsible Thinking Room (RTR). The RTR is a quiet, supervised area designed to provide students with the opportunity to reflect on their behaviour. When a child has been referred by a staff member to a member of the Administration Team and an out of play consequence is given, the student will go to RTR for this consequence. This room is supervised by trained



teachers and is only used during second break. During this time, students reassess their choices and focus on behaving more appropriately by completing a Behaviour Reflection Plan. Parents will be notified by a Deputy Principal to inform that the problem behaviour has been investigated, dealt with and a consequence applied.

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. This procedure is in line with the school Code of Behaviour. Parents and carers will be notified in advance if a child is required to remain after school.

Transport

We ask all community members to do their part to ensure the safety of our children on their way to and from school is a main priority, along with the safety of our staff and families. A 40km/hr school zone is in action around our school to reduce traffic speed during the times indicated on the school zone sign. There are often queues outside the school - on roads, in the carpark and the drop-off and pick-up zone. Please express patience, care, and consideration for others no matter which mode of transport you use. Fines for non-compliance with the road rules are enforced by Brisbane City Council parking inspectors and Queensland Police who patrol at peak times.



Staff Duty of Care

After school, we have staff on duty to supervise the side gate, bus stop and pick-up zone at the front of the school. Please be mindful these staff are giving up their time for your child's safety. Please follow the directions of and be respectful towards staff whilst they help to enforce rules, supervise children to depart safely and keep the flow of traffic. There is no capacity for staff to provide duty of care before school.

Active School Travel

At Pallara, we encourage families to use active school travel where possible. Leave the car at home and cycle, walk, scoot, or skate with your child to school. This will create healthier, more active students and families, build a sense of community, tackle traffic congestion, build road safety awareness and create safer streets for our children.

Bicycles and Scooters

Our bike and scooter racks are located 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 bike or scooter to the racks.

All bikes and scooters MUST be locked with a personal lock while stored in the racks during the day. Students are to wear suitable helmets with straps firmly secured. Non-wearing of helmets is against the law.



Pedestrian Crossings



School pedestrian crossings are provided to help students and families to cross the road safely on the way to and from school. The state-wide *School Crossing Supervisor Scheme* allows us to provide rostered crossing supervisors to stop vehicles before allowing children and families to safely cross pedestrian crossings. Drivers must pay attention to crossings and slow down, then stop when a pedestrian steps onto a marked crossing. Drivers must give way to any pedestrian on the crossing. Parking or stopping across a pedestrian crossing is illegal. More importantly, this endangers our crossing supervisors as well as our students and parents who use the crossings.

Car Parking

Some families choose to drive their child to and from school. There is a large public car park located at the front of the school. Students and families entering and exiting the school from the public carpark must use the pedestrian crossing and ramp into the grounds. It is illegal to cross the road from the car park to the main gate to enter the school. Parking on the road outside of the grounds in undesignated areas such as footpaths, across driveways and in bus zones is not permitted.

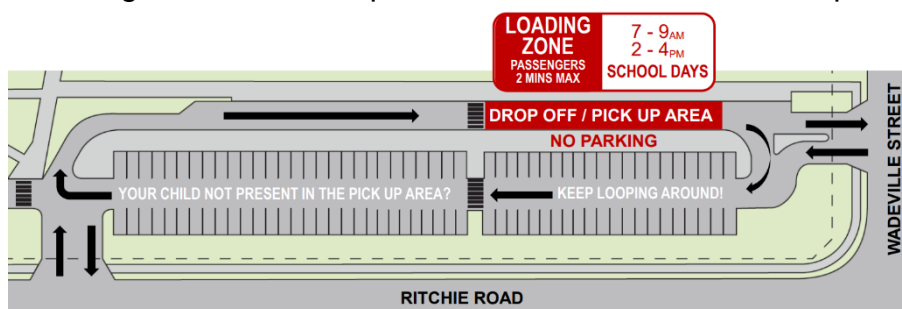


Drop-off and Pick-up Zone

The drop-off and pick-up area at the front of the school is governed by a designated two-minute passenger loading zone from 7-9am and 2-4pm on school days. This zone creates a safe environment for children to be quickly dropped off or picked up whilst keeping the flow of the traffic. The loading zone sign provides a maximum of two minutes to drop off or pick up your children in this area. Parking in this zone for longer than two minutes, even if remaining in your car, is an offence and can result in you being fined by the relevant authorities. To ensure the safety of our children, staff, and families, and to avoid unnecessary issues, we ask all community members to express patience and consideration for others, by following the rules for the appropriate use of the pick-up and drop-off area.



- Observe the traffic signs displayed and follow the road rules, for example, no parking in the loading zone, permit holders only in disabled parking, staff cars only in staff carpark etc.
- If you arrive before the end of your child's school day, use the carpark. Children and adults use the pedestrian crossing to safely move between the school and carpark.
- Cars parked and left in the loading zone will be asked to move by having their number plate called over the loudspeaker system to avoid the risk of being fined.
- Be mindful of the time you enter the pick-up zone. It takes approximately 3-5 minutes for the children to arrive in the zone after being dismissed from class.
- To allow the zone to flow in accordance with its design, vehicles are required to continually move forward in the queue towards the loading bays ensuring no large, empty spaces between vehicles. Enter the bays front on and never reverse.
- You are allowed to wait for a maximum of two minutes in the signed area. The first car will be asked to move on if their children are not present or ready to get in. If this is the case, you may park in the carpark or complete a full loop and re-join the queue.
- Children must exit and enter vehicles from one of the loading bays in the zone. It is illegal for children and adults to enter or exit from the existing queue or from the right-hand lane.
- Remind your children to be on time and come straight to the pick-up zone after school. They must wait behind the yellow line and talk quietly to their friends being patient and sensible.
- Teach your children to stay with their belongings and look out for their vehicle. When you pull up, they must safely and quickly get in and put their seatbelt on.
- Junior school siblings are required to wait with school staff in the loading zone for their older siblings before being picked up together.
- Once in the loading zone, you can quickly get out of your vehicle to help your children get in and out safely; however, you must not walk away from your vehicle at any time.
- Do not stop to let your children out at the main top gate as this is very dangerous.
- Do not push in front of other cars who are stopped in the left-hand loading bays.
- Do not block both lanes of the zone by having your car on an angle whilst waiting to exit.
- Stay in your lane until the very end of the zone, then merge at the end, like doing up a zip.
- Take turns when exiting. For cars driving up the hill towards the intersection, please allow one car to exit the drop-off / pick-up zone in front of you to keep the flow of traffic.
- If you cannot find your child, please park, and ask for assistance from school staff.
- All remaining students at 2:50pm will be taken to the office and parents will be called at 3pm.



Private Transport

There may be occasions where students are required to seek private transport to and from a venue for an excursion. Where this is the case, parents may be asked to assist. In some cases, school staff may drive students to and from events. In all cases, where students are transported in a private vehicle, a *Private Vehicle Transport form* must be completed and handed to the office or a Deputy Principal. The organising teacher will be able to provide this form.

Council Bus

There are currently three main council buses servicing Pallara State School in the mornings and afternoons. The 803, 804 and 126 buses have been provided especially for Pallara students only. Parents or older siblings may travel on the bus if necessary. Students must purchase a Child Go Card and tap on every time they board the bus. Go cards can be purchased from the Forest Lake newsagency.



For bus times, maps and stops, visit the [Translink](#) website and our school website [Transport section](#). Currently the bus stop is located at the side entrance to the school on Wadeville Street. If this changes, we will inform all families. In the morning, students disembark the bus and move straight to their class line-up. In the afternoon, students line up in the Junior Precinct where a roll is taken.



Students are supervised by school staff whilst waiting for and boarding the bus, and up it until safely departs. There is CCTV on the bus. All students are expected to follow school rules and behave in the line with the School Code of Conduct ([page 30](#)) and [Department of Transport Code of Conduct](#) policy. Parents will be contacted if misbehaviour on the bus occurs. We encourage parents and students to watch the [Safe Bus Travel video](#) together before travelling on the bus.

Uniform Policy

Upon enrolment, students and parents agree to and sign the [Uniform Policy](#).

At Pallara State School, we actively encourage our students to '*Be Your Best*' and take pride in themselves and their school. One way in which this is achieved is through adherence to the school's dress standards. Pallara State

School is a *Uniform School* where students are expected to present in full school uniform every day. A consistent presence of full uniform is a very powerful way to create a sense of pride and school community. High expectations around uniform lead to a greater focus on learning and positive student interactions. As the parent or carer, and provider for your child, we seek your support to ensure your child is dressed every day in the appropriate school uniform in line with this policy.

Clothing or items that are '*offensive or likely to disrupt or negatively influence the normal operation of the school*' are not permitted. 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 and carers will be notified. Students not wearing school uniform may incur a [uniform infringement](#) notice and will be ineligible to represent the school away from the campus, including excursions and sporting events.

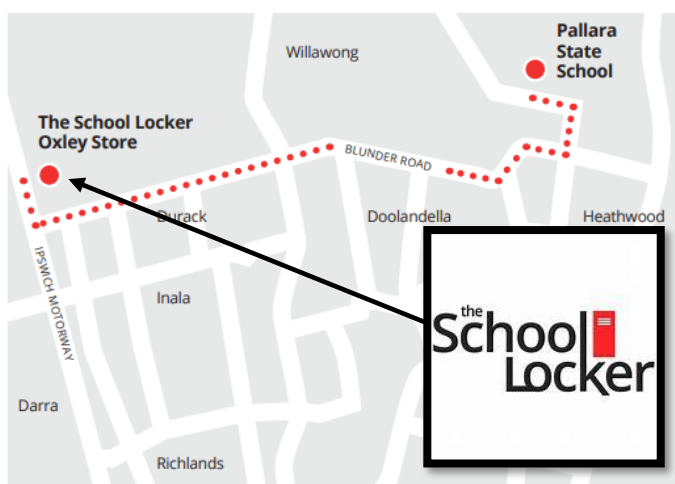


Uniform Range

Our school colours of **bottle green** and **gold** combine to create a modern, composed and distinctive look. Your child will require the following items, which are explained below.

- Formal Uniform
- Sports Uniform
- Sports House Polo Shirt
- White socks (not low-cut)
- Full black closed-in shoes
- School bottle green wide-brimmed hat (reversible house colour)
- Pallara Library bag
- School bag of your choice

Our range of school uniforms can be purchased from *The School Locker Oxley* store. Opening hours are below. Online orders can be made at <https://theschoollocker.com.au>. Remember to join *The School Locker Student Advantage Program* to access special pricing and generate revenue for your school with every purchase you make. You can set up your membership online or instore.



The School Locker Oxley

The Zone Oxley
2118 Ipswich Road

Trading Hours

Monday	8:30am - 5:00pm
Tuesday	8:30am - 5:00pm
Wednesday	8:30am - 5:00pm
Thursday	8:30am - 5:00pm
Friday	8:30am - 5:00pm
Saturday	9:00am - 3:00pm
Sunday	Closed

Phone 3725 2500

Formal Uniform

Students are to wear the formal uniform on all days except the day your child has their HPE lesson (and Fridays), when they may wear the sports uniform. It is expected that all students wear their formal uniform for school photos. The formal uniform is as follows.

Girls – Green, gold and white checked dress or checked blouse with green skirt or shorts.

Boys – Green, gold and white checked shirt and green shorts.



Sports Uniform

Students are required to wear the sports uniform on the day of their HPE lesson, as well as sporting events. The sports uniform is as follows.

Girls - Green and gold sports polo shirt with school logo and green shorts, skirt or skort.

Boys - Green and gold sports polo shirt with school logo and green shorts.



Sports House Shark Shirt

Pallara State School has four sporting houses related to four sharks. Coloured polo shirts for each sporting house are available at The School Locker store. Students are permitted to wear this polo shirt each Friday and for sports carnivals when represent their sports house. See **page 53** for more information about the sporting houses.



Winter Uniform and Other Clothing

In the colder months, students are encouraged to wear the Pallara green and gold zip-up sports jacket or green Pallara logo jumper; however, any form of bottle green under or outerwear is acceptable (e.g. jumpers, tights, stockings, long pants, long sleeve shirts etc). No other colours are permitted. Religious clothing such as hijabs or turbans must be bottle green. All items listed above can be purchased from other stores.



Shoes and socks

Students are required to wear white socks (not low-cut) with full black, closed-in shoes at all times, unless directed otherwise by the teacher for a specific activity. There are to be no other colours on shoes (e.g. no white soles, stripes or ticks). We recommend sports shoes as students are active during the day. Shoes can be either Velcro or lace up. Shoes with heels or platforms, thongs and sandals are not suitable. Non-wearing of shoes could be *'unsafe for the student or others.'* A student will be asked to replace their shoes and will be excluded from all outdoor activities until suitably attired.

School Bag

A Pallara school bag is available for purchase from the uniform shop. As this is the only part of the Uniform Policy that is not actively enforced, parents may choose either the Pallara bag or any other bag of choice.



Library Bag

The Pallara Library bag is required to be purchased to transport Library books, homework, and letters to and from school.



School Hat

The Pallara State School [Sun Safety Policy](#) follows the Queensland Cancer Society's sun-safe guidelines. Therefore, it is school policy that children wear the **Pallara bottle green, wide-brimmed school hat** for all outdoor activities in the sun including break times. This hat is reversible with the house colours inside to be worn for sports carnivals where students are representing their house. Please take note of your child's house colour before purchasing. Non-wearing of a hat is *'likely to result in a risk to the health of the student'*. Students without a hat must remain in shaded / under-covered areas during breaks and will be excluded from sporting activities or other activities that involve being out in direct sunlight. Caps are not permitted.



Hair

To reduce the transfer of head lice, long hair is to be tied back, plaited, or braided with suitable hair accessories to match the school colours (bottle green, gold, black, white). Long hair that is not tied back could be *'unsafe for the student'*. Dyed hair and inappropriate hairstyles such as mohawks and tracks are not permitted as they do not reflect the values of the school are *'likely to disrupt, or negatively influence the normal operation of the school'*. Parents and carers will be notified if this is the case.

Jewellery



Students may wear a watch and small plain earrings, such as studs or sleepers. Children who wear watches or jewellery to school are responsible for their safety and protection from damage or loss. Smart watches or similar devices are not permitted. A student may wear a medical bracelet or medical necklace. Please notify administration if this is the case and submit a medical plan.

Any other jewellery may be '*unsafe for the student or others*' as it could become caught in equipment or encounter another student causing injury. For safety purposes, jewellery items may need to be removed for some activities (e.g. sports). The wearing of necklaces, bracelets and lanyards is not appropriate. Parents may negotiate with the Principal the wearing of a religious 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, it will be taken 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. Students wearing coloured nail polish will be asked to remove it by the next day and their parents and carers will be notified.

Valuables



Students are not permitted to bring valuable items, such as toys, sports equipment, electronic devices and jewellery to school unless accompanied by a parent or carer and for a specific purpose (e.g. show and tell, Rubik's cube for Mind Games club). Students may bring a personal handball with their name on it. The school accepts no responsibility for lost, damaged or stolen items brought in from home.

Electronic devices

Electronic devices other than a personal laptop must be handed in at the office at the start of the day and collected at the end of the day. This includes mobile phones, smart watches, tablets, and electronic games. Mobiles phones must not be kept in school bags during the day. The use of an electronic device for recording is forbidden on the school grounds and school transport.

Forbidden Items



Forbidden items such as vapes, toy guns, swords, matches, lighters, knives, chewing gum or any potentially dangerous objects, are forbidden at school and on school transport. Students found with forbidden items will have them confiscated. Less dangerous items will be returned that afternoon for the child to take home. Parents and carers will be contacted to pick up more dangerous items from school.

Lost Property

Students are expected to be responsible for their belongings. It is important that **all items brought to school are clearly labelled with the child's full name**, so they can be returned to their rightful owner. The school has a lost property section located in a prominent location, such as the main walkway or Tuckshop area. Parents, carers, and students are encouraged to



check lost property for misplaced items. Items with a name can be returned. Labelled boxes are provided to sort property into categories for ease of searching. Unclaimed items are either donated to charity or stored in the school office to cater for 'life's little emergencies and accidents.'

Curriculum Plan

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

The purpose of our school curriculum is to provide a supportive learning platform and high expectations that build these skills and develop these relationships so students can succeed in secondary school and beyond, with positive beliefs about themselves and their learning.

At Pallara State School we are committed to delivering the [Australian Curriculum](#) through a systematic and developmental framework which is highly differentiated and engaging. [Curriculum Overviews](#) are made available to parents on our school website to communicate the learning happening in classrooms for each year level each term.

Teachers work closely in year level teams to plan collaboratively and digitally following departmental policies and school templates. Each team is released from class to attend a year level planning day per term lead by our two Heads of Department-Curriculum. A range of assessment takes place to gather valid and reliable evidence of student achievement outlined in the *Pallara Assessment Schedule*. Assessment is completed under fair and equitable conditions at school and is not sent home. Reporting information can be found on **page 46**.

Learning Areas Taught by Classroom Teachers

English	Prep to Year 6
Mathematics	Prep to Year 6
Science	Year 5 and 6
Humanities & Social Sciences	Prep to Year 6 - History, Geography, Civics and Citizenship
The Arts	Prep to Year 6 - Visual Arts, Drama, Media Arts, Dance
Technologies	Prep to Year 6 – Design, Digital

Learning Areas Taught by Specialist Teachers

The Arts	Prep to Year 6 - Music
Science	Prep to Year 4
Health & Physical Education	Prep to Year 6 - Health, Movement
Languages: Japanese	Year 5 and 6
Instrumental Music	Year 4 to 6 - Woodwind, Brass, Percussion, limited Strings
Library lessons	Prep to Year 6 - Information Literacy & research skills
Environment program	Prep to Year 6 – Sustainability focus

Students in Classes



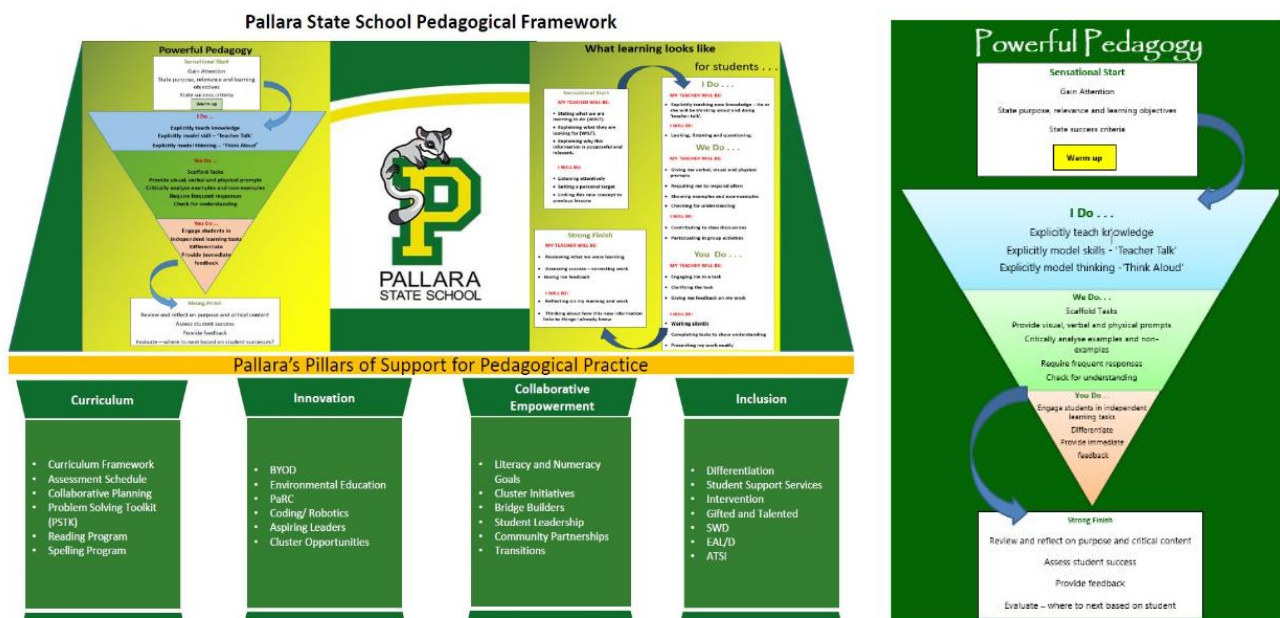
Pallara enacts a looping system where the class teacher and room location change each year; however, students from the same class remain together for a two-year period (except Prep where classes are rearranged moving into Year 1). Looping provides students the opportunity to develop long, lasting friendships resulting in a strong academic focus. The school will not entertain parent requests to move children from one class to another, except in extenuating circumstances and with approval from the Principal. We will always work with you to help solve any issues that may arise. There is a small window each year where parents may complete a Parent Request Form to identify issues or place requests for the following year. Our annual Step-Up Day provides students with an opportunity to meet their new teacher and visit their new classroom; and every second year, they also meet their new class members.

Pedagogical Framework

The [Pallara Pedagogical Framework](#) is used to ensure consistency of practice throughout the school for planning and delivering quality learning experiences. It uses a range of agreed, evidence-based pedagogical practices to engage students in the learning process.

We actively promote explicit teaching through our own framework *Powerful Pedagogy*, adapted through research from John Fleming's concept of explicit instruction. Teachers are familiar with these frameworks, adhere to the format in lesson plans and are observed and given feedback on their use of pedagogy in lessons.

Students are made aware of the curriculum intent and success criteria for each learning episode. Teachers model what is expected in all areas of the curriculum allowing the students to explore the content and complete tasks in an open and supportive manner, before expecting students to complete tasks independently. Teachers are accountable for the learning of each student in their class. They actively use data to inform their teaching and monitor student learning. Teachers engage in Classroom Profiling to reflect on their use of the Essential Skills of Classroom Management.



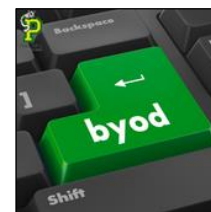
BYOD Program

At Pallara State School, we offer a signature [Bring Your Own Device program](#) for all students from Years 1 to Year 6. As societal trends suggest, today's students live in a digital world where digital literacy is key. Our school is committed to providing educational activities that enable your child to succeed in this digital world and obtain the skills required for many future jobs. Education Queensland is committed to integrating ICTs into all Learning Areas and provides safe Internet access to schools to support student learning.

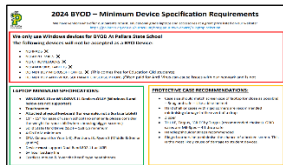
The BYOD program at Pallara State School is a new pathway supporting the delivery of 21st Century learning in a contemporary educational setting that provides increased technology access to our 21st Century learners. It promotes digital ownership using a personal device to empower students to develop their potential and accelerate their learning with the support of digital tools. In this role, the teacher is a facilitator of learning who makes effective decisions about how best to integrate technology into the curriculum and where learning results from continuous dynamic interaction among students, teachers, parents, and the extended community. Each day at school, students continue to read books, practice handwriting, use hands-on equipment, and participate in a range of cooperative activities with their peers.

About the BYOD Program

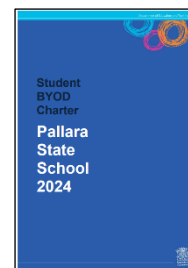
Our [school website](#) provides parents with essential information on how to [join](#) our BYOD program and ensure you are well informed of the requirements and expectations. It provides the fundamental steps to follow, as well as FAQs and important information about [laptop selection](#).



Before purchasing your child's personal laptop for school, look through the school's [minimum specification requirements](#) to ensure you purchase an appropriate Windows device. These specifications relate to the suitability of the laptop for class activities, meeting student needs, and promoting safe and secure access to the department's network. Take this sheet with you when you purchase your child's laptop, hard case, headphones, and mouse to ensure the minimum specifications have been met.



Parents and carers must attend a BYOD information session. If they are unable to do so, a copy of the [presentation](#) can be found on our school website. Parents must read the [BYOD Charter](#) agreement, then sign and return the back form to the class teacher, before students can bring their own laptop to school. Your child will receive their EQ username and password sheet. Please hold onto this as you will need it for the laptop set-up and future reference.



We have two full-time Technical Officers onsite to support with onboarding, technical issues, and warranty repairs. They are available every day through the BYOD Helpdesk in the Library from: 7:45am-8:30am, 10:30am-11am and 1:30pm - 2pm. They can also be contacted on helpdesk@pallarass.eq.edu.au. For more information about BYOD contact Phil Thomas (ICT Mentor) on pdtho0@eq.edu.au. For information and questions about laptops contact Adam Lickerman (Technical Officer) on alick3@eq.edu.au.

Personal Laptops at School

Personal laptops travel to and from school with students every day. The charger stays at home. The laptop is charged overnight and is brought to school fully charged in a protective hard case. The headphones are kept at school and the mouse is stored in the protective case with the laptop.

At school, laptops are used for educational purposes only. Students have access to a range of online platforms and apps for learning and assessment. Parents will be asked to sign an online consent form for their child to access online programs. Our school uses a program called STILE to create online lessons that align to our Pedagogical Framework. Teachers give students feedback and parents can view completed lessons through the program.



At school, we track and monitor the appropriate use of technology. Games are not to be played in learning time. If the school decides that a student has engaged in ICT misconduct, the appropriate action will be taken in line with the Student Code of Conduct policy, which may include loss of access to their laptop or the network for a set time and parents being notified.



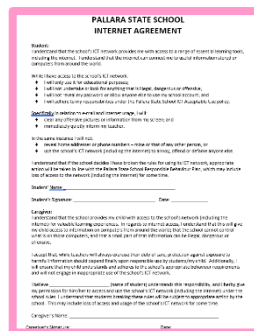
Laptops are stored inside classrooms during break times. Students must not leave their laptop on the ground to avoid damage, particularly during class line-up. Students must not touch each other's laptops. Spare laptops and computers are available in all classrooms for students experiencing technical or battery issues with their personal laptop.

Parents are responsible for how students use their laptops at home. Laptops may be used for some homework tasks. Research suggests that limiting screen time and promoting a balanced, active lifestyle is essential for wellbeing. This includes turning off screens during mealtimes and before bedtime.

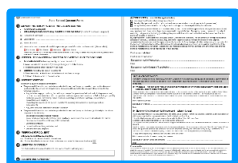
Internet Agreement Form

Pallara State School provides access to the Internet for educational use and communication within the wider school community. Students accessing the Internet without a specific educational purpose should do so using computer resources outside the school. It is important parents and students understand their responsibilities when using the school ICT devices, network facilities that are outlined in the Internet Agreement Form.

To provide your child with access to the Internet, the school requires parents and carers to give permission via the **Internet Agreement Form** to allow their child to use the school ICT network. This needs to be signed and returned to the school. Once students have returned this signed agreement form, they will be issued with a username and password to access the Internet.



State School Consent Form



It is the school's usual practice to take photographs and record images of students and occasionally publish limited personal information and student materials for the purpose of celebrating student achievement and promoting the school and more broadly celebrating Queensland education.

To achieve this, our school uses newsletters, the school website, Class Dojo, Parades, the television in the office foyer and emails to share photos and videos of your child. Parents may use their discretion through the blue *State School Consent form* to determine if they are happy for images and information to be shared through these pathways for this purpose. A record of this is placed on our system for staff to note the permissions of students before sharing digitally. Parents are asked to be mindful of taking and sharing images that contain other children.

Homework

The [Homework Policy](#) at Pallara State School aims to provide an educationally enhancing experience for students with a focus on revising and practicing common Literacy and Numeracy concepts. A reasonable amount of time for homework has been set so as not to create stress within already busy family routines.

Homework Timeframes	
Prep and Year 1-3	Up to but not more than 2 hours per week + 20 mins reading per day.
Year 4 and 5	Up to but not more than 2-3 hours per week + 20 mins reading per day.
Year 6	Up to but not more than 3-4 hours per week + 20 mins reading per day.

The focus for homework is on consolidating, revising, and applying concepts and skills related to previously learnt work in the classroom. When teachers set homework, they consider how it relates to the appropriate year of schooling and individual learning needs. It aims to develop student independence as a learner through extension activities such as investigating, researching, writing, designing, and making, and assists students to prepare for upcoming classroom learning, such as collecting relevant materials and information, or completing surveys. Homework is monitored by the class teacher. Students may access online platforms at home tailored to your child's development, such as Matific and Literacy Planet, provided the School Resource Scheme fee has been paid.



Occasionally, when work is not finished in class or work is set as a form of restitution, teachers will ask for the work to be finished at home. Parents and carers can be of great assistance and support to their children and teachers by taking an interest in homework activities. Please view written work, STILE lessons and check oral learning. If your child is unable to do set homework for some reason or is having any trouble, please contact the class teacher.

Home Reading

Home Reading should be an enjoyable experience for children to build their confidence and love of reading through interesting fiction and non-fiction texts at an independent level.



It is expected that all students read for at least *twenty minutes each night* according to [The Children's Reading Foundation](#). We ask parents and carers to monitor or be a part of this activity. This may include reading with your child to help them learn how to decode the words or listening to your child read. We encourage you to explore books together, ask your child questions and share in a conversation about various aspects and topics related to books.



At school, students borrow Library books and home readers each week in their Library time. Books are transported to and from school using the green Velcro Library bag.

Religious Instruction

The Pallara State School [Religious Instruction Policy](#) follows the guidelines in the Education Act 2006 for how religious instruction is delivered. Religious Instruction is conducted once a term in our school hall by instructors who visit the school from local churches and represent all major Christian denominations.

Religious Instruction Lessons	
Junior - Year 1 & 2	1 x 45-minute lesson per term. *RI is not offered in Prep
Senior - Year 3-6	1 x 1 hour lesson per term.

Religious Instruction is delivered through an opt-in basis. Parents can opt-in during the enrolment process by selecting Yes on the enrolment form for your child to participate or after enrolment by contacting the school with written instruction to do so. Children not attending Religious Instruction will spend the time in class attending to schoolwork.

Please ensure the religion section of the enrolment form is completed and that you have clearly indicated Yes on the relevant section of the enrolment form if you would like your child to participate.

For more information, please refer to the [Religious Instruction](#) section of our school website where you can read the [Christian RI Parent Information](#) brochure.

Reporting

Our teachers support each child to achieve their potential. We are committed to providing students, parents, carers, and the Department of Education with a suite of reports that communicate important information about student achievement and engagement and build partnerships between school and home to enhance learning. We aim to celebrate your child's strengths and successes while providing a focus for how they strive to improve. Following is an outline of our reporting schedule that reflects the type, timing, and intent of reports provided.

Reporting to Parents		
Face to face reporting	Parent Teacher Interviews	End of Term 1 and 3
Written reporting	Report cards emailed home	End of Term 2 and 4
NAPLAN reporting	Hard copy report sent home	Term 2, Year 3 and 5
Specialised reporting	Inclusion students	As required

Parent-Teacher Interviews

Face to face reporting involves planned and unplanned conversations between the teacher and parent / carer regarding a student's progress.



Parent-Teacher Interviews are offered twice per year over one evening in the school hall at the end of Term 1 and Term 3. This is an opportunity for teachers and parents to discuss and share information related to student achievement, engagement, behaviour, and attendance. Parents may ask questions and share information with the teacher about how best to support their child. Classroom, Specialist and Inclusion Teachers, and Admin are all involved in this event. Bookings are taken through the SOBS booking system. Parent and carers receive information beforehand explaining how to book an interview with your child's teacher. Please ensure you book early as places fill quickly.

Additionally, parent-teacher meetings are considered if deemed necessary by either the parent, carer, or teacher. These are booked at a mutually suitable time. Informal face-to-face reporting may occur through communication books, via email or Class Dojo, and through informal conversations that occur day-to-day. For more information, see **page 14 and 15**.

Report Cards

Electronic report cards are issued to parents and carers twice-yearly at the end of Term 2 and Term 4. Please ensure we have your current email address in our system. Report cards are also distributed via QSchools and stored in the QParents app for future reference (**page 15**).

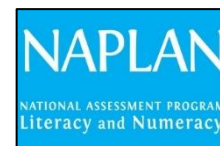
Report cards are legal documents which provide an accurate, professional overview about each child's level of achievement against the Australian Curriculum, as well as further information about their learning, behaviour, and attendance. Effective reporting involves teachers making professional judgements using the appropriate five-point scale about the evidence in student work collected under fair and equitable conditions and assessing them against the targeted aspects of the curriculum. Results are no longer determined by class rankings or numbers of questions correct. For example, a high performing student can only receive an 'A' if sufficient evidence of the 'A-standard' is evident within assessment tasks.

Each report card reflects a child's progress having learnt one semester's worth of work, with the knowledge and skills being greater than those expected in the previous semester. Students in Queensland are assessed against the five-point scale in each of the Learning Areas. Please refer to the front page of your child's report card for an overview of the scale for your child's year level. If you would like to discuss your child's report card, please email your child's teacher to arrange a mutually suitable time.



NAPLAN Reporting

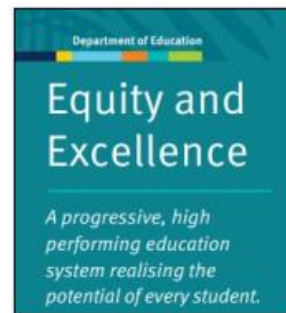
The National Assessment Program for Literacy and Numeracy (NAPLAN) takes place for students in Year 3 and Year 5 at the end of Term 1. These are formal, standardised tests for reading, writing, numeracy and conventions of language (spelling, grammar, punctuation) that are independently marked and collated. Parents and carers receive a hard copy of the computer-generated report once external marking has been finalised. School results are shared with our community in the newsletter and through our four levels of consultation.



Specialised Reporting

Students with an individual educational plan or a support program developed for them to meet their very specific needs, receive additional or modified modes of reporting which is communicated with parents and carers.

Inclusion Program



Inclusive education means that every day in every classroom, every student is learning and achieving in a safe, supportive, inclusive, and disciplined learning environment. We are driven by [Equity and Excellence](#) where we aim to support all students to reach their full potential.

At Pallara State School, we provide an inclusive environment for all students to access the curriculum. We ensure that we provide supportive and engaging environments for all students to participate in their learning. We embrace [inclusion](#) using a whole school approach, as inclusion is EVERYONE'S business.

In line with the Department of Education [Inclusive Education Policy Statement](#), our students are given the opportunity to learn about and accept individual differences, appreciate diversity, feel respected and a sense of belonging, no matter what.

Inclusion Teachers and Teacher Aides support students with verified disabilities; Intellectual Disability, Autism Spectrum Disorder, Hearing Impairment, Visual Impairment and Physical Impairment.

We support students requiring learning support within the curriculum and students who require targeted intervention within specific Learning Areas, through small groups and one-to-one support where appropriate. The [Student Support Services \(SSS\) Committee](#) decides what support a student requires once they have been referred by the teacher and discussed at the fortnightly meeting.

Curriculum support is provided by Inclusion staff for English and Maths. Students who receive support have their learning goals mapped on Achievement Standard Continuum (ASC) to show progress and determine new goals.

Small-group support is also provided for our EALD program, social skills, oral language, LEM Phonics, Heggarty Phonemic Awareness, reading and Numeracy.

Structured play and SSS eating and play is provided for students who require playground and social skills support.

This diagram is an overview of the [Pallara Inclusion Model](#), where students benefit from the support of a multidisciplinary team.

Student Support Services

Our Student Support Services (SSS) team is made up of the following staff ([page 49](#)) as well as Inclusion Teachers for each year level. Classroom teachers express their interest to join the Inclusion team on a rotational basis, to build their knowledge around differentiation and policy, before going back into the classroom.



Inclusion at Pallara State School



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 of our students to participate in. We embrace inclusion using a whole school approach, as inclusion is EVERYONE'S business.

- Collaboration with students, families and the community**
 - Parent/teacher interviews
 - Stakeholder meetings
 - Autism QLD and outside agencies
 - Student Support Services Committee
 - Dojo communication and Communication books
 - Community events
 - Communicate with local kindys and high schools
- Accessible learning environments**
 - Check-in/check-out books
 - Use of specific sensory equipment and visuals
 - Negotiated attendance plans
 - Effective transitions
 - Support to attend excursions/camps
 - AVT and region support
 - Ramps/lifts
 - Sensory room
 - BYOD
 - In-class, inclusion teacher and aide support
 - Differentiation and reasonable adjustments
- Respect and value diversity**
 - Celebrate Disability Awareness Week
 - Supported eating and play in SSS
 - NAIDOC and Harmony Days
 - EAL/D support
- Effective transitions**
 - HOSES involved in enrolment interviews
 - Transitions to prep and high school
 - Transitions to high school
 - Prep, BYOD and general information sessions
 - Transition Social Stories
 - Targeted transition support
- Confident, skilled and capable workforce**
 - Professional development
 - Support meetings and conversations
 - Watching Others Work (WOW time)
 - Head of Special Education Services (HOSES)
 - Guidance Officer (GO)
 - Speech Language Pathologist (SLP)
 - Advisory Visiting Teachers (AVTs)
 - Professional Development Plans (PDPs)
 - Inclusion Team Planning
 - Classroom profiling and pedagogical observations
- Monitoring and evaluation**
 - Achievement Standard Continuums (ASCs)
 - Individual Support Plans (ISPs)
 - Supplementary Report Cards
 - Individual Curriculum Plans (ICPs)
 - Differentiation Maps
 - Monitoring of data
 - Bandscaling

In line with the Department of Education [Inclusive Education Policy Statement](#), our students are given the opportunity to learn about and accept individual differences, appreciate diversity, feel respected and a sense of belonging, no matter what.

Head of Special Education Services

Our full-time HOSES Mrs Amanda Slinger (also known as Head of Inclusion) is employed to lead the Student Support Services. The SSS Team review and decide what support a student requires once they have been referred and discussed with class teachers, in line with policy and departmental funding. The HOSES is responsible for enacting the Pallara Inclusion Framework and manages the Inclusion Teachers, EALD program and Inclusion Teacher Aides who support students with verified disabilities (Intellectual Disability, Autism Spectrum Disorder, Hearing Impairment, Visual Impairment and Physical Impairment) as well as those that require targeted learning support within a specific area of the curriculum. This is offered to students through small group or one-to-one support.



Guidance Officer



Our Guidance Officer (GO), Liz McCracken is employed for four days per week to assist teachers by assessing children experiencing learning or emotional issues. Parental consent is obtained and an interview with parents and carers is generally part of the psychological assessment. Advice is then provided to parents/carers, the teacher, and the inclusion staff to assist students. Referrals for obtaining assessments should be directed through our student support services committee or the Principal.

Speech-Language Pathologist

The school provides the services of our Speech-Language Pathologist (SLP), Miki Fegelson. Speech Language Pathologists provide support and advice to parents and carers and teachers, or devise home programs; or offer therapy to students on a regular or short-term basis. Concerns about student speech/language arise from parents and carers and teachers. Referrals are submitted to the Head of Inclusion (Student Support Services) for consideration and passed on to the Speech-Language Pathologist.



School Chaplain

[School Chaplains](#) are employed by an organisation called *Scripture Union*, and work in schools under the guidelines of the Department of Education to provide social, emotional and spiritual support to students, parents and staff. A School Chaplain (or Chappy) is a safe person and positive adult role model for young people to connect with at school. Chaplains run positive, fun activities for students and assist in fostering supportive, caring school communities.

Working with other members of the school's support team, and with parental consent, the Chaplain may also provide individual or small-group support for students struggling with issues such as difficult relationships with other children or family members, poor self-esteem, family breakdown, death of a loved one, anxiety or depression. Referrals for support must be requested by the classroom teacher via the Student Support Services process.



Our current school Chaplain, Hayley Eggins, works Wednesdays, Thursdays and Fridays and can be contacted via the school office. The School Chaplain provides a Chappy Breakfast every Thursday morning in the Tuckshop Area for all students. She runs mindfulness activities and games in the Library during lunch time and organises fundraisers like Chappy Campout and school discos with the support of the Chappy Committee.

Advisory Visiting Teachers

Our school is serviced by specialist AVTs in Hearing Impairment, Vision Impairment and Physical Impairment as required by our student population. Deb Hardy (pictured) is our AVT for Physical Impairment.



NDIS External Providers

Education Queensland guidelines stipulate that all NDIS external providers **MUST** always be in the line of sight of the classroom teacher throughout their sessions. External providers must therefore conduct these in open learning areas, outside of classrooms and in a public space. If providers deem this unsuitable, it is recommended they consider outside school hours times. It is important to remember that children will miss work to participate in these sessions, therefore it is crucial that these sessions are necessary and justify the missed learning taking place in the classroom. All external providers must sign an Access Agreement form to work on-site.

School Programs

The Resilience Project



Good mental health is key to the healthy development and wellbeing of every child. Kids need good mental health not only to be able to deal with challenges and adapt to change, but so they can feel good about themselves, build healthy relationships with others, and enjoy life.

A child's mental health can be influenced by many things, like family circumstances, school life and life events. While children can experience mental health issues at any age, they are most at risk between the ages of 12 and 16 years. If your child, or a child you know, is having mental health issues, the best thing you can do is get them some help. There are plenty of things that can be done to improve mental health and help prevent mental health issues from developing.



The Resilience Project (TRP) is a means of promoting positive mental health through the evidence-based GEM (Gratitude, Empathy & Mindfulness) principles. This program has been independently evaluated by both The University of Adelaide and The University of Melbourne. We are proud to be a part of this project and have been implementing the program since 2023.

Prep to Year 6 classes engage in weekly lessons, involving students in completing an associated journal activity, partly funded through the SRS levy and P&C donations. The Resilience Project lessons align with the Australian Curriculum and address aspects of Personal and Social Capabilities and the Health and Physical Education Learning Area.

GEM Principles	
Gratitude	Paying attention to the things we have right now and not worrying about what we don't have. We practise gratitude by noticing the positives around us.
Empathy	Putting ourselves in the shoes of others so we feel what they are feeling. We practise empathy by being kind and compassionate towards other people.
Mindfulness	Our ability to be calm and in the present moment. We practise mindfulness by slowing down and concentrating on one thing at a time.
Emotional Literacy	Our ability to label our emotions, which helps us to soften negative emotions and find positive emotions. We practise emotional literacy by labelling our emotions as we experience them.

TRP aims to inspire the whole school community including students, staff, parents and carers. *TRP at Home* provides a range of activity ideas to support wellbeing and increase resilience.

The activities are designed for different target audiences, including kids, teens, adults, and parents. For more information visit <https://theresilienceproject.com.au/at-home/>.

Pallara Environmental Education Program



In 2023, Pallara State School implemented the *Pallara Environment Education Program (PEEP)*. The program provides for a weekly one-hour lesson for one term for each year level across the school. It is built on themes that link to sustainability across year levels, including a range of topics.

PEEP Topics	
Nature outdoors	Plant and weed ID, planting and propagating, creek study, bird watching, finding hollows and artificial dens including nest box monitoring and building, finding native bees in nature, managing artificial hives, using iNaturalist to identify species, orienteering and mountain biking.
Plastic pollution	The problems and solutions including plastic's journey from production to the ocean and the impact on oceans and wildlife
Growing and preparing food	Growing our own vegetables, herbs, and snacks as alternatives to plastic wrapped food.
Waste management	Separating, composting, data collection and analysis.
Climate Change & Advocacy	Interpreting and creating texts, exploring sharks (our sporting houses), careers in Environmental Science, education, advocacy and government, including how we bring about change.

Environment Club

Environment Club is a lunch time activity offering for interested students from Years 3-6 to promote sustainable living that protects our planet for the future and supports students in learning ways to enjoy and appreciate nature by being in various environments. It is led by Mr Jonathan Clark and managed by a teaching team of 15 passionate staff with environmental expertise. The Club offers a range of mandatory service activities and choices of extra-curricular activities based on environmental themes. There are currently over 100 students directly participating in our Environmental Club across the school. Student involvement at all stages has led to positive and sustainable habits and understandings. Reward Days take place for committed students and initiatives such as Wrapper Free Wednesday have had an impact.



Environment Club Activities	
Eco-Marines	Worm Farms
Kitchen Garden	Soft Plastics Education
Bush Tucker Garden development	Species Hunt
Native Animal Nest Boxes	Waste Management
Environmental Art	Native Bees program

The Pallara [School Environment Management Plan](#) reflects the achievements of Environmental Education activities undertaken over recent years. Not only does our school offer an impressive range of activities for students, we have implemented successful strategies to reduce, recycle and compost waste. For example in 2022, 1.4 tonne of compostable materials was collected for use in our kitchen gardens and 120kg of soft plastic was diverted from landfill. The SEMP builds on these achievements and sets goals for the future to further reduce waste, in particular compostable materials and builds on curriculum links with these important environmental activities.



Science

Science is taught as a Specialist subject from Prep to Year 4, to compliment the Environmental focus of our school. Students have access to a range of hands-on lessons and science resources, to promote their curiosity about the world we live in.

Library

Each week, children visit the school Library with their teacher and class to read and borrow books. Students bring their green Pallara Library bag with them. These are available for purchase through the uniform shop (**page 39**) and are used to protect books in their journey to and from school. See **page 46** for information about Home Reading.

Students may borrow up to four books at one time - two home readers and two books from the junior fiction, fiction, and non-fiction sections. Children are encouraged to borrow for both entertainment and research. Students in Years 3-6 are encouraged to borrow non-fiction books as well as novels. Library staff are available to assist teachers with borrowing, while teachers talk to their students about their borrowing choices.



Books are returned to the class basket the day before borrowing, except on Mondays when books are returned by 8:45am. Parents are required to help their child to remember their green Library bag for returning and borrowing days.

Students can borrow books for a maximum of 2 weeks. After then, books are overdue, and students are reminded of this. If books are then not returned, there is a follow up conversation with the student and a phone call to parents. If books are deemed lost or damaged, an invoice is sent to the parent via email. The cost of lost or damaged books must be met by parents and carers. Students will not be allowed to borrow with outstanding books or unpaid invoices.

The Library is open every morning from 8-8:30am for students and families to quietly read together, and even borrow. The Library is open at second break to particular year levels on certain days. Our Chappy runs mindfulness activities and mind games during lunch time. The Library runs fun activities throughout the year such as Book Week, Scholastic Book Fair and Book Club. Students also access extra Library lessons for one term per year with a focus on developing Information Literacy and research skills.

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/carers. 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.

Music Program



In addition to weekly music lessons, we offer a range of extra-curricular opportunities for students in Year 1 through to Year 6. This includes choirs, ukulele groups and school bands, where students rehearse weekly and perform at a range of events throughout the school year. See overview on **page 54**.

Instrumental Music lessons and band rehearsals take place each week for Instrumental students in Years 4 to 6, with a range of performance opportunities throughout the year. Students learn an instrument from the woodwind, brass, or percussion families and are assessed against the IM curriculum. Strings may be offered to existing players of guitar and bass only. Information about the program can be found on the school website. Recruiting



begins in Year 3 where students are given an expression of interest form from the Instrumental Music Teacher regarding details and costs for the program. Successful students are assigned one of their instruments of choice. Parents are required to attend a parent information session and be familiar with the IM Program handbook.

Languages (Japanese)



Japanese is taught to students in Years 5 to 6 as a specialist Learning Area. Japanese is the language that our surrounding high schools offer to students.

Health & Physical Education

Participation in HPE provides children with the knowledge, skills and behaviours required to develop and maintain their physical, mental, social, and emotional health. HPE promotes the potential for lifelong participation in physical activity through the development of motor skills, movement competence and health-related physical fitness. We have a team of HPE teachers, who provide units and lessons in health, athletics, and a range of sports and skills.

Interschool Sport

Engaging in sport provides children with a sense of community and social connectedness, which are vital components of overall wellbeing. Year 5 and 6 students have the opportunity to participate in [Interschool Sport](#). Sports offered include netball, basketball, volleyball, soccer, Aussie rules football, rugby league, touch football and more.

Swimming Program

Each year, our school delivers a swimming program for students in Years 1, 3 and 5. This meets the requirement of the Queensland Government's expectations for providing swimming lessons to all students across each juncture of their schooling. Participation in the program by students is not compulsory; however, it is highly recommended given the nature of our climate in Queensland and the importance of personal safety for our children in and around water. Students travel by bus to a local pool in the warmer months to participate in a series of lessons.

Sports Carnivals

Pallara State School's sporting carnivals have become an integral part of our sporting culture. The purpose of our sports and cross-country carnivals is to encourage maximum participation of students and parents/carers; develop good sporting attitudes; and promote the enjoyment of sport and recreation generally. With the large numbers of students at our school, there are both Senior and Junior days to ensure that all students get the opportunity to participate.



The focus for Prep to Year 2 is about encouraging all students to *have a go*, participate and finish the activities. Years 3 to 6 has the added purpose of identifying students who will represent our school at a District, Regional, State or National level.

Sporting Houses

Pallara State School has four sporting houses related to four types of sharks.

Mascot	House Name	Colour	Mascot	House Name	Colour
	Makos	Blue		Hammerheads	Orange
	Threshers	Purple		Tigersharks	White

Extra-Curricular Activities



A broad range of extra-curricular clubs and programs are offered at Pallara State School in the areas of Environment, Music, Science, Technology, Arts, Sport and more! These are run by our teachers at various times throughout the day to enhance the range of learning opportunities, cater to student interests and provide opportunities to excel, outlined below. Student achievements are celebrated in a range of ways. Sports equipment is provided to students to play with on the oval and Junior Precinct. The oval and multi-courts are accessible for all students during break times. A range of on-site activities by external providers are offered after school such as, tennis coaching, soccer clinics and martial arts. Please refer to the website for more information.

Programs Offered	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Before School Programs							
Junior Band					✓		
Senior Band						✓	✓
Senior Choir						✓	✓
Chappy Breakfast	✓	✓	✓	✓	✓	✓	✓
During School Programs							
BYOD Program	✓	✓	✓	✓	✓	✓	✓
The Resilience Project	✓	✓	✓	✓	✓	✓	✓
Environment Program	✓	✓	✓	✓	✓	✓	✓
Adopt-a-Cop Visits	✓	✓	✓	✓	✓	✓	✓
eSafety Workshops						✓	✓
ICAS Assessment			✓	✓	✓	✓	✓
Interschool Sports						✓	✓
Japanese Program						✓	✓
Student Leader Program						✓	✓
Swimming Program		✓		✓		✓	
Lunchtime Programs							
Environment Club				✓	✓	✓	✓
Coding & Robotics				✓	✓	✓	✓
eSports Program					✓	✓	
Craft Club		✓	✓	✓	✓	✓	✓
Junior Choir		✓	✓	✓	✓		
Junior Ukulele Group				✓			
Just Dance	✓	✓	✓	✓	✓	✓	✓
Library	✓	✓	✓	✓	✓	✓	✓
Mindful Games/Colouring	✓	✓	✓	✓	✓	✓	✓
Multi-Courts	✓	✓	✓	✓	✓	✓	✓
Senior Ukulele Group					✓	✓	✓
Skippping	✓	✓	✓	✓	✓	✓	✓
Sports Coaching						✓	✓
Student Council				✓	✓	✓	✓
After School Programs							
Debating Club						✓	✓
History Club				✓	✓		
PEP Enrichment & Extension			✓	✓	✓	✓	

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

