



Talara Primary College



Prospectus 2026



Excellence In Education

Talara Street, Currimundi, Sunshine Coast, Queensland, 4551

Phone: (07) 5438 3777 | Website: www.talacollss.eq.edu.au | Email: info@talacollss.eq.edu.au



Welcome to Talara Primary College

“A school community striving for excellence”

Talara Primary College is a P-6 Education Queensland Independent Public School which opened in 1998 with 300 students. Today Talara Primary College caters for over approximately 975 keen and enthusiastic students eager to learn. It is a school which can be proud of its achievements.

Talara has earned an impressive reputation for its innovative curriculum which is recognised by both the school community and the wider educational community.

The school is committed to high standards in all areas of education. It is well served by dedicated, enthusiastic, caring and committed staff who most willingly and ably share their talents and abilities with students and other professionals.

At Talara Primary College we highly value the role parents need to play in the education of their child. With every new family joining us, we ask you to set aside one hour for an enrolment interview with your child/children and a member of our school leadership team. You, as parents, know your child best so please ensure you assist our staff in getting to know your child.

Your child is so very important. Our staff are honoured that you have chosen to entrust us with their care and development as they navigate their schooling journey. We look forward to working in partnership with you to encourage and support your child to grow as an individual.

L M Cutter

Lisa Cutter
Acting Principal





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Mission Statement

Talara Primary College affords all of our students a hand-crafted curriculum which engages, enables and empowers students as information architects who can think, investigate, create, communicate, participate, reflect and understand within the globalised society of the 21st Century.





Contacts



Phone

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Early Childhood Development Program (ECDP)
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Website

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Student Absentee Line

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Student Absentee SMS Line (text messages only)

0474 195 135



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QParents

<https://qparents.qld.edu.au>



Facebook

Talara Primary College P&C Association
Connect with us at <https://www.facebook.com/TalaraPandC/>



Qkr!

For Tuckshop & Uniform Shop
(ordering and payments)

Download for Apple

<https://apps.apple.com/au/app/qkr-by-mastercard/id9799471>

Download for Android

<https://play.google.com/store/apps/details?id=com.mastercard.labs.qkr&hl=en>



Parents as Partners

A1: Linking school and families to provide quality for our students

At Talara Primary College we make the following commitment to parents and caregivers.

Talara staff will seek to ensure that you:

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

We encourage you to:

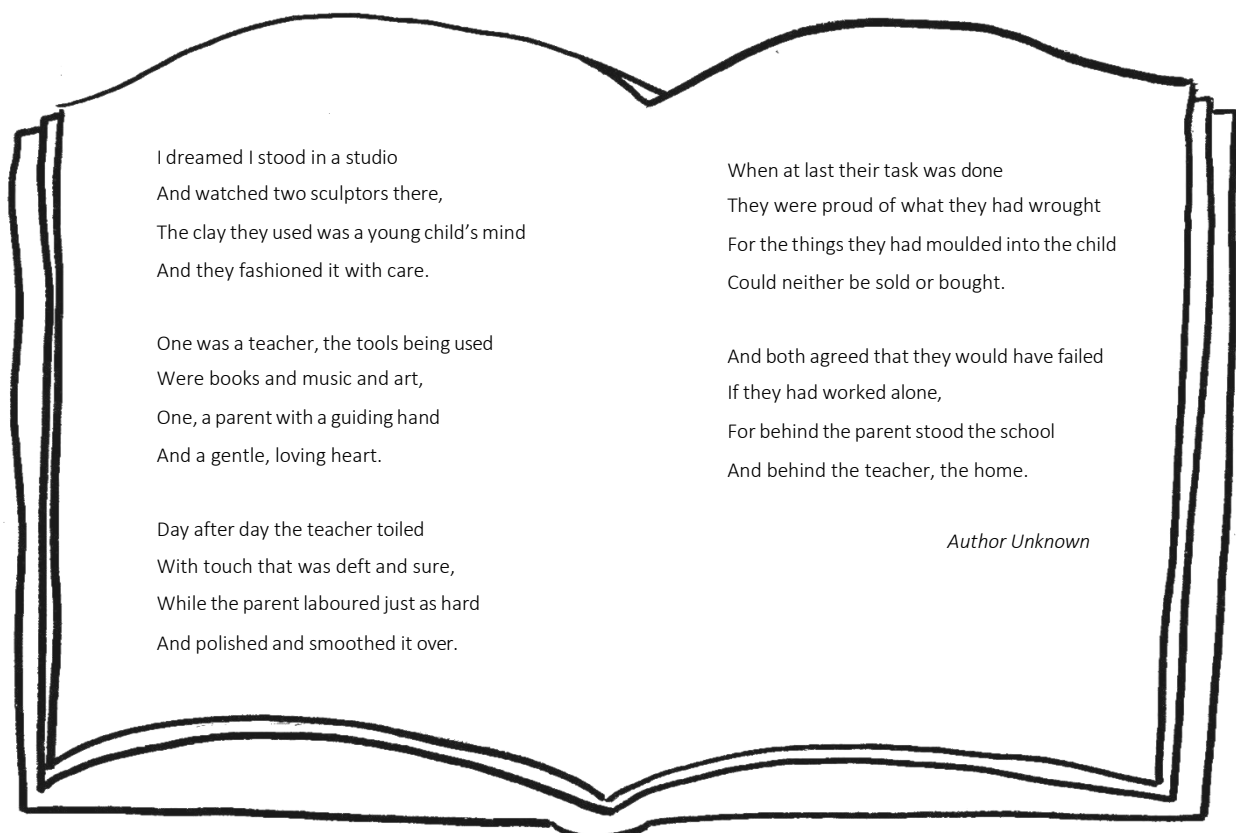
- ensure your child attends school regularly and on time
- motivate your child/ren to value learning
- help with your child's learning and behavioural development
- recognise and respect the rights of all members of the school community
- tell your child's teacher promptly about anything that may be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

We also welcome you to participate by:

- becoming active members and/or supporters of Talara's P&C and associated committees such as Fundraising, Sport Promotion and Sporting Facility Development
- attending parent education courses
- sharing your ideas through the school planning processes
- attending school functions and meetings
- working with teachers in the classroom
- helping in the tuckshop or Information Access Centre
- helping with sports days, school excursions, special events etc
- sharing your interests or skills with the rest of the school community
- attending Culminating Activities, Showcase afternoons, Open afternoons and Parent Information Sessions.

The staff of Talara Primary College believes that:

- education begins at home - parents and caregivers are the first and most influential teachers of their children
- all members of the school community have a responsibility to take an active interest in their community school
- all contributions should be valued in a productive partnership
- parents and caregivers have special knowledge of their own children
- students learn better when parents and schools work together
- students learn better when their school experiences are based on an understanding of their backgrounds
- productive partnerships are based on acceptance of all members of the school community as equals
- different but complementary knowledge, expertise and skills can improve learning outcomes for students
- learning is best developed in a flexible, safe environment and in an atmosphere of free and open communication
- education should offer all children the opportunity to achieve to the best of their abilities.

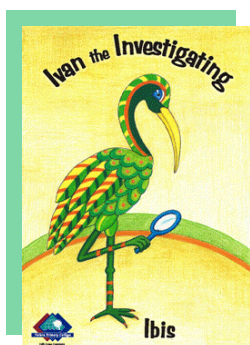


A2: Talara Primary College's values

At Talara Primary College we are committed to the following six valued Attributes of Life Long Learners. These values guide the way we operate, how we interact with others and inform both the formal and informal curriculum of Talara Primary College. These Attributes of Life Long Learners are:

Value 1

We value for all students the development of **investigative** skills as a basis for incorporating new information throughout life.



Formal curriculum involves a commitment to:

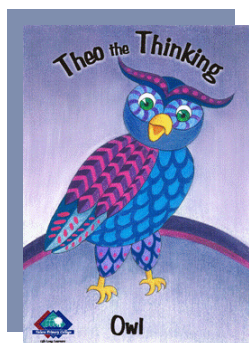
- active building of concepts through inquiry within knowledge domains
- building on students' prior understandings
- encouraging students to make connections between ideas and information
- open mindedness to new ideas, curiosity and awe
- encouraging curiosity and questioning as a habit of mind
- recognising of biases/barriers to understanding.

Informal curriculum involves a commitment to:

- building social and ethical concepts through the hidden curriculum
- employing effective behaviour management strategies.

Value 2

We value for all students the development of broad, generic **complex thinking** processes that allow knowledge to be meaningfully acquired and applied.



Formal curriculum involves a commitment to:

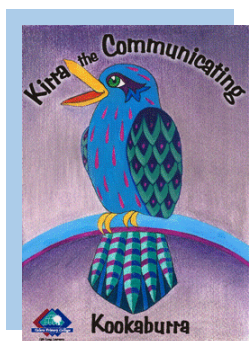
- providing authentic activities requiring decision-making, problem solving, critical thinking etc
- developing a variety of skills and strategies to scaffold learning
- recognising the variety of ways of knowing and doing
- encouraging the spirit of inquiry
- encouraging rationality, objectivity and the withholding of judgements
- obtaining adequate and credible evidence
- taking risks in thinking and challenging irrationality.

Informal curriculum involves a commitment to:

- supporting student decision-making bodies
- thinking strategies put to work for the benefit of the whole school
- appreciating the intellectual contributions of all.

Value 3

We value, for all students, **effective communication** skills that go beyond the basics and include opportunities for expression.



Formal curriculum involves a commitment to:

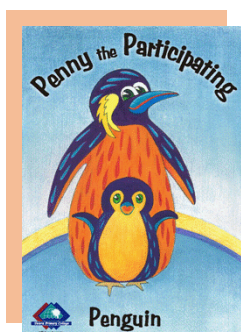
- basic literacy, numeracy and technological processing skills
- critical literacy and critical media literacy
- expression through performance and display
- positive intercultural communication
- different ways of perceiving and comprehending
- reconstructing texts for hidden meanings
- conducting fair searches for information
- the development of good listening skills
- clarity and accuracy of expression.

Informal curriculum involves a commitment to:

- opportunities for public speaking, writing newsletters, school magazine contributions, public performances, items for assembly, thank-you letters to guests, etc
- opportunities to foster respectful communication between different groups within the school.

Value 4

We value for all students an understanding of the interdependence of self, others and planet earth so that all can **participate** in society with a sense of social responsibility.



Formal curriculum involves a commitment to:

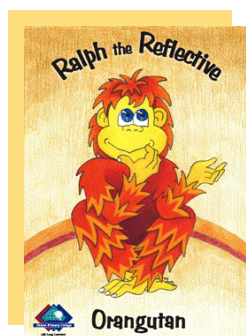
- recognising the uniqueness and holistic nature of each individual
- exploring and developing each individual's potential
- understanding of the connectedness of people and things on earth
- cooperation, team-building and doing a fair share
- acceptance of diversity and practices that are inclusive and socially just
- the need to identify and challenge power relationships
- a concern for the welfare of others, the wider society and the environment
- democratic processes and skills of informed citizenship
- supportive, caring settings
- promoting personal health and well-being
- cultural understanding
- global perspective and stewardship of the earth
- displaying courtesy for others
- behaving ethically in a way that is socially responsible
- peacefully resolving conflict.

Informal curriculum involves a commitment to:

- positive individual self-concept and self-respect
- positive, respectful interpersonal communications
- ethical behaviour
- skills of active and informed citizenship especially in the environment
- peaceful negotiation of conflicting interests e.g. in playground; peer groups
- partnerships between home, school and community
- opportunities for leadership
- social involvement in musicals, sports and competitions
- encourage the participation of all groups in the extra-curricular activities of the school.

Value 5

We value for all students the development of habits of **self-reflection** in their learning so that they are able to become life-long learners.



Formal curriculum involves a commitment to:

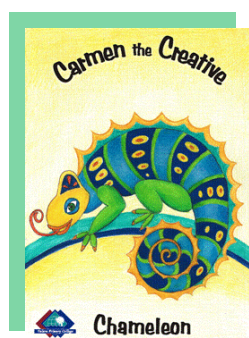
- developing student responsibility for their own learning
- developing awareness of strategies to scaffold their learning and to monitor their progress
- awareness of own learning style and ability to use this to manage their own learning
- willingness to identify and clarify own thinking behaviour and to appreciate own and others' strengths
- providing opportunities to transfer learning as a basis for lifelong learning
- a positive attitude to learning how to learn
- willingness to revise approach in light of reflection
- critical reflection on feelings and attitudes.

Informal curriculum involves a commitment to:

- developing self-reliance to make choices
- reflection on fulfilling life skills roles
- awareness of the effect of own behaviour on others and ability to exercise self-control in certain situations
- developing self-regulation of behaviour through strategies such as conflict resolution
- conscious transfer of planning and monitoring strategies into everyday life
- assessment of personal management.

Value 6

We value for all students the opportunity to display **creativity** in the search for solutions to academic, aesthetic or social situations.



Formal curriculum involves a commitment to:

- flexibility in response to change
- developing processes to shape a better future
- the capacity to initiate creative ideas
- being adaptive and innovative
- being enterprising - having ideas and doing something about them
- looking for alternative solutions
- creative performances
- opportunities for students to present findings in different forms
- systems thinking
- intuition and creative insight.

Informal curriculum involves a commitment to:

- respect for the student who thinks alternatively or differently in situations
- opportunities for the good ideas of students to be heard and used in the classroom and the school.

A3: School Governance

School based management can be defined as encompassing the way in which schools:

- deliver curriculum for improved student learning;
- plan, implement and accept accountability;
- balance system requirements and community needs;
- make democratic and inclusive decisions;
- undertake site-based management of financial resources, physical resources and/or human resources to negotiated limits or system limits; and
- maximise their efficiency and effectiveness in curriculum delivery, student learning and resource usage.

All of our professional teaching staff are involved in one of our annual strategic teams that have the responsibility of reflecting on our practice and identify opportunities to improve in specific areas.

Our Parents and Citizens' (P&C) Association and staff feed into these teams through appropriate representation and due process. Other teams include Sport and Sporting Facilities, Behaviour Management, Student Services, Gifted and Talented, and various working parties as needs and initiatives emerge.

All members of our school community are actively encouraged to become members of Talara Primary College's P&C Association. Our P&C Association's mode of operation is determined by our Constitution which has been accredited by Education Queensland. The P&C meet on the second Tuesday in the month. It is through committed parental involvement that Talara Primary College is able to continually improve curriculum to meet our students' changing needs.

At Talara we strongly encourage all parents to bring their valuable ideas, expertise and diversity to the Association meeting and help to continue creating Talara Primary College's future.

Each class also has a nominated Parent Representative. This group plays a key role in supporting the teachers and communicating with other parents. Our Classroom Parent Representatives come together each term to meet with the P&C President and School Principal to discuss issues and have input into the school direction.

The strategic direction of our college is overseen by the Talara Primary College School Council. Our Council consists of the Principal, P & C President, two parent representatives and two staff representatives.

A4: Parent Surveys

At Talara Primary College we are committed to continually striving for excellence in everything we do. Feedback from parents, staff and students is critical in assisting us to reflect upon and improve the quality learning environment we relentlessly strive to provide.

Reflection is a critical process that all learning organisations need to engage in on a regular basis to provide confirmation of what is being done well, highlight things we could do better and develop initiatives that could take our organisation to a new and better place.

At Talara Primary College we believe that parents are critical partners in the educational success of your child. Parents' input is highly valued and provides an excellent indicator of what else is needed.

Parents are actively encouraged to participate in our annual family survey which asks for feedback in key areas including curriculum, resources, technology, school climate, staff performance, school expectations and standards, communication and facilities. Families respond indicating 97% satisfaction rating that students are getting a good education.

Comments in the past have included:

- *"Yes, I believe Talara is a great school with a great team of dedicated staff and high standards...."*
- *"We believe our children are getting the best education, we wouldn't have them anywhere else private or public....."*
- *"Yes it is very important to us. We moved from.... back to the school zone area just so our children can go to Talara....."*
- *"Talara is the 3rd school my child has attended on the coast and I believe it is the best."*



A5: Managing Complaints

Talara Primary College is committed to high standards in all areas of its practice. High standards include the relationship that exists between staff, students, parents and the wider community.

For complaints management, our policy *Creating a Harmonious Learning Environment* is a positive initiative for the benefit of all concerned.

Our staff are encouraged to deal positively and sincerely with your concerns. They will listen. They will ask questions to make sure they understand. They may take notes to help in following up your concern. They will help you to take your concern to the appropriate staff.

The shared understanding of the entire Talara Primary College community is that students are at school to learn. This policy is written in the best interest of students to create and maintain a harmonious learning environment. We thank all of our school community members for supporting this concept.

Phase 1 - Sharing Issues

Persons wanting to share issues or concerns are asked to first of all identify the person most suited to deal with the situation. Parents are asked to share concerns in the first instance with classroom teachers when the situation is related specifically to classroom teaching and learning. Concerns can be raised in person, by phoning the school office or in writing.

It is encouraged that a calm, respectful conversation take place initially in an effort to help resolve issues in a timely manner.

Please be aware that staff at Talara Primary College are only able to deal with issues directly involving the school. External issues raised may need to be redirected or not discussed at all due to the fact that they are not issues relating to the school.

If persons wanting to share issues or concerns feel that the conversation does not relate to the classroom teacher, the administrator of the area the concern relates to can also be contacted directly. Administration roles in the school include Head of Special Education Services (HOSSES), Head of Curriculum (HOC), Deputy Principals, and the School Principal. Other support and administrative staff are also available.

If you are unsure who to direct issues or concerns to, please contact the school office to share what your concern is in relation to and office staff will be able to assist you to identify the person best suited to assist with the situation. Again, it is strongly recommended that in the interest of maintaining a harmonious learning environment a calm, respectful conversation take place initially in an effort to help resolve issues in a timely manner.

Once a concern or issue has been raised, a teacher/administrator dealing with the situation will summarise the concern or issue and then usually explain the school policy or procedure on the issue or find someone who is able to do this. A response time and if necessary, action plan for dealing with the situation will be shared with the person raising the concern. Initial conversations will allow for immediate responses in most situations and is the preferred model to continue the harmonious learning environment at Talara.

Adults are reminded that at no time are students, other than their own, to be approached for the purpose of raising issues or concerns.

Phase 2 - Deciding how to handle the issue raised

Some matters may require further investigating. If an initial response to an issue cannot create immediate resolution, a plan will be put in place to lead towards resolution.

Most matters are able to be handled and resolved at a school level. In the interest of creating a harmonious learning environment, parents and community members are requested to work directly with staff most closely related to the situation to resolve any issues. In some exceptional circumstances such as issues of a sensitive or serious nature, issues may need to be directed to Education Queensland's district or central offices. In most cases when situations aren't necessarily deemed too sensitive or serious for a school to manage, issues shared with these officers are referred back to the school for local resolution.

Phase 3 - Finding out about the issue

Persons raising issues need to be aware that others involved in the situation usually have the right to be informed of the issue and a right to respond.

Your information will be treated sensitively (but where the matter must be investigated by an external agency it will need to be passed on).

A person raising an issue may be asked questions to assist in clarifying the situation and can help by providing all relevant information.

When staff at Talara Primary College are finding out about an issue, it is requested that the person raising the issue focus on dealing with the situation in a manner that promotes a harmonious learning environment by focusing on a positive outcome for the situation.

Phase 4 - Resolution

The person dealing with the issue raised will handle the situation by using facts gathered to inform a response. All responses to issues will seek to gain mutual acceptance of outcomes. Once mutual acceptance of outcomes have been achieved, the situation will be deemed resolved.

Talara Primary College is committed to providing a harmonious learning environment for our students, staff and parents. We practice an open-door policy where we welcome all conversations including those of issues or concerns.

Our school's commitment to parents and caregivers:

- We are committed to dealing positively with your concerns and complaints. It helps us to learn how we can do things better for you and your student. We will try to make sure that your complaint is resolved quickly. Sometimes a complex matter will take time. However, we will always endeavour to make sure you understand what we are doing and why.
- Some situations may require ongoing communication and management, while others will be resolved immediately. We ask for your assistance in maintaining the high standards Talara Primary College is known for through effective communication with the goal of achieving positive outcomes to possible negative issues or situations.



School Orientation

B1: The Administration Staff of Talara

Talara Primary College's greatest asset is the dynamic and committed staff that work together to create a very professional team of educators that are focused on providing the very best education for students at our school. Professional development is integral to our belief that we are all lifelong learners and that we model this to our students.

It is through this strong commitment to developing our staff that Talara Primary College is able to remain innovative and responsive to the latest educational trends.



Lisa Cutter
Acting Principal



Kristy Walton
Deputy - Yrs 5&6



Paul Bathersby
Deputy - Yrs 3&4



Randell Hardy
Deputy - Prep-Yr2



Kirsty Gould
Business Manager



Leesa Turnbull
HOSES



Katie Churchill
Guidance Officer



Peta Simpson
Chaplain



Meghan Clarke
HoD - Curriculum

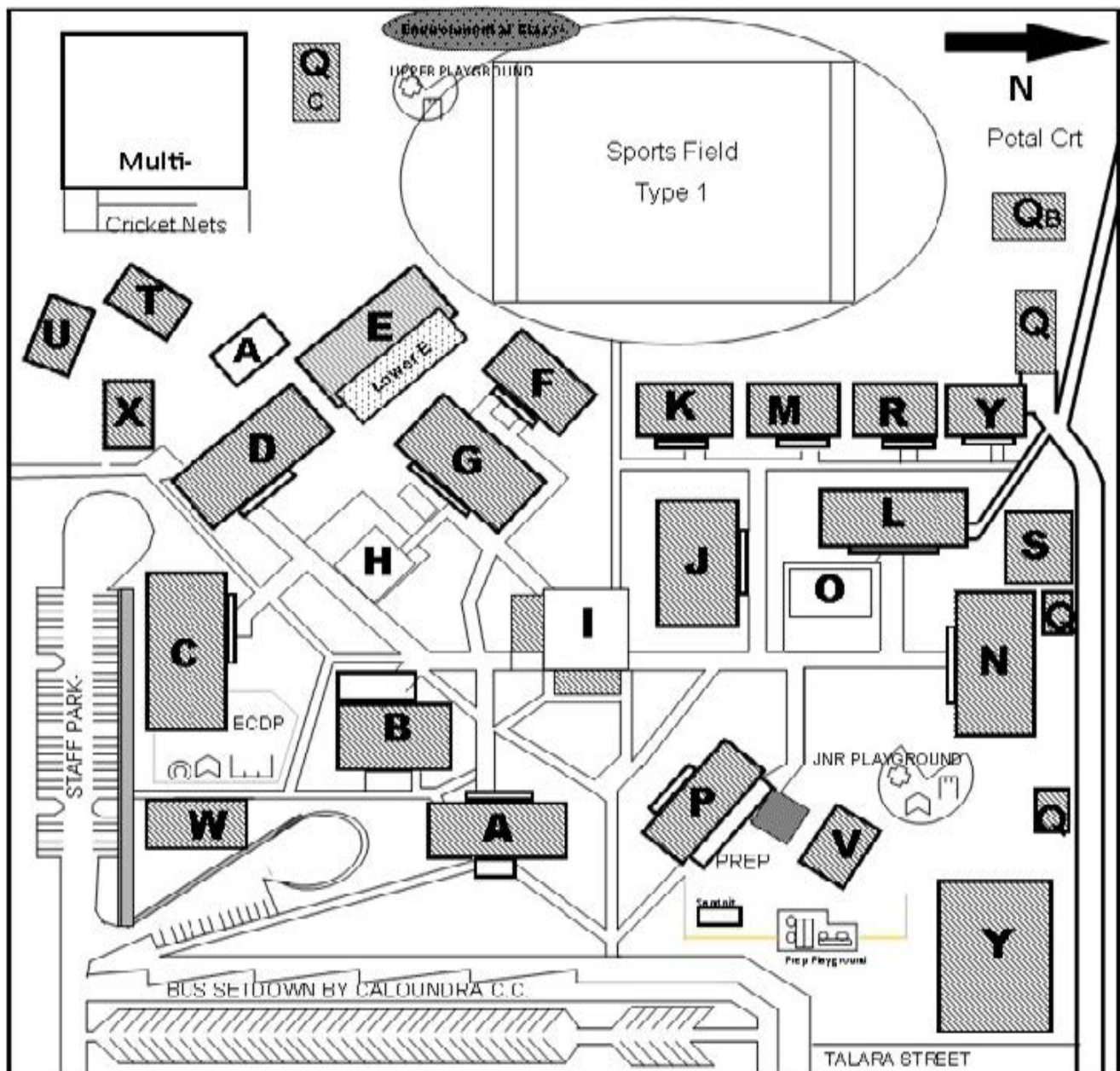


Amanda Shone
HoD - Curriculum



Emma Linthwaite
Speech Pathologist

B2: School Map





Enrolment and Administration

C1: Calendar

| | 2025 | 2026 |
|--------|----------------------------------|----------------------------------|
| Term 1 | Tue 28 January to Fri 4 April | Tue 27 January to Thu 2 April |
| Term 2 | Tue 22 April to Fri 27 June | Mon 20 April to Fri 26 June |
| Term 3 | Mon 14 July to Fri 19 September | Mon 13 July to Fri 18 September |
| Term 4 | Tue 7 October to Fri 12 December | Tue 6 October to Fri 11 December |

C2: The School Day

Arriving at School

Your child has a better opportunity to perform well if they arrive at school on time to prepare for the school day and formal instruction which begins at 8:45am.

Students and their parents arriving early are asked to congregate in the Court areas until 8.40am. A staff member will release them at 8.40am to move to classrooms and prepare for the day.

We ask that students do not arrive at school before 8.20am, as there will be no direct supervision available.

| | BELL | |
|---------|------|--|
| 8:40am | ✓ | Recommended time of arrival - Teachers are in classrooms |
| 8:45am | ✓ | FIRST SESSION of learning time commences |
| 10:55am | | Beginning of First Break – children proceed to eating areas |
| 11:05am | ✓ | Playtime commences |
| 11:25am | ✓ | Children move to assembly areas |
| 11:30am | ✓ | SECOND SESSION of learning time commences |
| 1:05pm | | Beginning of Second break – children proceed to eating areas |
| 1:10pm | ✓ | Playtime commences |
| 1:35pm | ✓ | Children move to assembly areas |
| 1:40pm | ✓ | THIRD SESSION of learning time commences |
| 2:45pm | ✓ | End of school day |

Departure from school

Students are dismissed at 2.45pm. Once dismissed, students are to proceed home or attend afternoon programs as directed by their parents/carers.

Should a student not be collected by 3.00pm or an alternative time as planned by the family, the students are to report to the office.

Playgrounds and play areas are not for use before or after school. Your cooperation in this matter will help us maintain a safe and organised environment for all our students and ensure the continued success of our after-school programs who utilise these areas.

Parents/carers who collect students each afternoon in private vehicles are asked to ensure that their children are not left waiting for long periods after they have been dismissed.

Parents/carers are also asked to collect their children from their classroom or the school gate and escort them to the car, especially students in Prep, Years 1, 2 and 3. If arriving before 2.45pm please wait quietly in the Junior Court area, and then proceed to your child's class after the 2.45pm bell. Please ensure the service provided by the pedestrian crossing and crossing supervisor is used and that our students have good role models to follow.

Parents are asked not to drive into the school for safety reasons.

Pupils collected early

Parents/carers wishing to collect students from school early are required to:

- Advise the school by note or phone of the intended early collection the day of, or prior to, the day of early collection
- Report to the Administration Office upon arrival to sign the child out in the Early Departure Register and to collect an Early Departure Authorisation Slip
- Present the Early Departure Authorisation Pass to the classroom teacher when collecting the child.

If a person other than the parents/carers is to collect a child early from school, they will require identification and need to be listed on your child's file as an approved emergency contact or family member.

Due to our duty of care responsibilities we actively discourage requests to allow students to leave our care to make their own way home unsupervised by an adult during class time.

Therefore, written or verbal requests from parents/carers to "Let students go early" will be referred to the Principal or Deputy Principal where alternative arrangements will be negotiated with the parent/carer by phone.

Bus Service

A bus service operates to and from school. Bus routes include Little Mountain, Banya, Moffat Beach, Kawana Forest, Battery Hill and Caloundra. Students who meet the distance criteria and the general conditions of the scheme are eligible to receive transport assistance on their designated bus service. This travel will normally be to their nearest school however in some areas a student's designated bus service may transport students to other than their nearest school. Such circumstances are usually due to historical factors and fall within the guidelines of the School Transport Assistance Scheme. Head to www.qld.gov.au/transport/public/school/school-transport-assistance/school-transport-assistance-schemes for further details.

Children are supervised while waiting for the bus in the afternoon. They need to report to the teacher on bus duty at the bus shelter, and follow instructions from there. A code of behaviour applies on the bus and transport can be refused in cases of serious transgression.

C3: *Enrolment Management Plan*

Talara Primary College recognises as its prime obligation the provision of access to an appropriate educational service for students resident within this community as defined by its local catchment area.

Because of enrolment capacity and growth, Talara Primary College may be unable to meet this obligation in future, unless action is taken now to manage enrolment.

This plan sets out the conditions under which students may be enrolled into Talara Primary College.

Local catchment area

The school's enrolment capacity for students who live outside the local catchment is dependent upon:

- the school's enrolment capacity
- catering for in-catchment enrolments
- allowing for in-catchment growth during the year
- ensuring an even spread of students across all year levels while maintaining class size targets

The local catchment area is based on equidistance boundaries with other schools. The attached map defines the boundary area for which Talara Primary College is the closest school by trafficable route. Should this capacity change because of changes to road networks, this will be formally notified through the registration and gazetting of an amended plan including the operative date for the new catchment area.

Enrolment Policy

All students who reside within the local catchment area and are eligible for enrolment in the educational program offered by the school have a right to enrolment at the school. The Principal will hold places for students who relocate to within the catchment boundary throughout the school year.

Enrolment of students from outside the local catchment area will be managed to ensure that the total current and forecast enrolments do not exceed the school's current built capacity and where applicable, will ensure there is an even spread of students across year levels or class groupings.

The school's enrolment management plan does not replace other departmental policy; for example, *Safe, Supportive and Disciplined School Environment*, nor does it override subsequent determinations regarding built school capacity.

The most up to date enrolment zone map can be found at: <http://www.qgso.qld.gov.au/maps/edmap/>

The Enrolment Management Plan can be accessed through: <http://education.qld.gov.au/schools/catchment/>

Enrolment Criteria

Students who reside outside the school's local catchment boundary who apply for enrolment at the school will be put on a waiting list in order of receipt of application. Where there is spare capacity, students will be enrolled from the waiting list based on the following criteria and order of priority:

- siblings of students already enrolled
- children and young people who are subject to child protection orders that grant guardianship or custody to the Chief Executive Officer of the Department of Child Safety
- students whose parent or legal guardian is employed by the school
- students who reside outside the catchment area and who officially leave the school will be considered for re-admission in accordance with the enrolment criteria
- any remaining students residing outside the catchment area.

Proof of Residential Address

Parents or legal guardians who wish to enrol their child/ren at Talara Primary College under the Enrolment Management Plan will need to demonstrate that the principal place of residence for their child/ren to be enrolled is within the catchment area. Current proof of residency at the address indicated can be provided by way of **one of each** of the following:

- One primary source — a current rental/lease agreement, or rates notice, or unconditional contract of sale.
- One secondary source — a utility bill (e.g. electricity, gas) showing this same address and parent's/legal guardian's name.

Acceptance and notification processes

Applications for admission into Prep to Year 6 will be accepted each year from the beginning of Term 1 for enrolment to commence from the beginning of Term 1 the following year. Applications will be recorded in order of receipt.

Review

All enrolment applications will be considered on merit in accordance with the enrolment criteria.

Parents wishing to have an unsuccessful enrolment application reviewed may seek clarification from the Principal. Parents may provide a written submission seeking a review of an unsuccessful enrolment application. This submission should present evidence to substantiate a claim that the stated criteria have not been applied fairly and equitably.

Further appeal should be directed to the Executive Director (Schools) whose decision will be final.

C4: Admission to School

When enrolling during the year, you will be asked to set aside approximately 1 hour to meet with the Principal or Deputy Principal. This meeting represents the first and most significant phase of the induction process for members new to our school.

In the induction meeting the Principal or Deputy Principal will outline some key aspects of the school, seek your commitment to support the school's initiatives and share in the vision and ownership of the school. A Student Induction Program will be tabled in this meeting to ensure every effort has been made to make the transition into Talara Primary College as smooth as possible.

Enrolling families will be taken on a tour of the school to view our wonderful facilities and to meet the appropriate teachers. Following this initial induction meeting, booklist and uniform requirements are organised. Most commonly, students are not placed into class the same day the enrolment process has occurred, rather they return the following day fully organised, dressed in their uniform, and mentally prepared for the day. A desk and chair will be organised and an induction buddy will be arranged by the class teacher.

Prior enrolment

Where possible you are asked to enrol your child/children prior to their first day of the school year so that a teacher and class may be allocated and furniture provisions organised. Most significantly, because we are a strict uniform school, enrolling students are expected to be in full uniform for their first day of school.

Minimum enrolment ages

Proof of a child's age, (a Birth Certificate certified true copy or original), is required by the Principal for enrolments.

| Birth Date – child born | 2025 | 2026 | 2027 | 2028 | 2029 | 2030 | 2031 |
|-----------------------------|--------|--------|--------|--------|--------|--------|--------|
| 1 July 2013 to 30 June 2014 | Year 6 | | | | | | |
| 1 July 2014 to 30 June 2015 | Year 5 | Year 6 | | | | | |
| 1 July 2015 to 30 June 2016 | Year 4 | Year 5 | Year 6 | | | | |
| 1 July 2016 to 30 June 2017 | Year 3 | Year 4 | Year 5 | Year 6 | | | |
| 1 July 2017 to 30 June 2018 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | | |
| 1 July 2018 to 30 June 2019 | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | |
| 1 July 2019 to 30 June 2020 | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| 1 July 2020 to 30 June 2021 | | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| 1 July 2021 to 30 June 2022 | | | Prep | Year 1 | Year 2 | Year 3 | Year 4 |
| 1 July 2022 to 30 June 2023 | | | | Prep | Year 1 | Year 2 | Year 3 |
| 1 July 2023 to 30 June 2024 | | | | | Prep | Year 1 | Year 2 |
| 1 July 2024 to 30 June 2025 | | | | | | Prep | Year 1 |
| 1 July 2025 to 30 June 2026 | | | | | | | Prep |

First day and enrolment procedures

The first day of school is always a very special day in a child's life and is full of surprise, wonder, bewilderment and anxiety. For this reason, we plan for the day to run as smoothly as possible. You can assist this process by ensuring your child has been enrolled prior to the first day of school. This will ensure a class and teacher has been allocated and that their desk will be waiting for them.

If enrolment forms have already been completed, there is no necessity for parents and students to report to the office. If students have not enrolled prior to Day One, parents/carers and students are asked to report to the office.

Class lists will be displayed near the administration building in the week preceding the start of the school year and on Day One. Teachers will be in attendance in the room to receive and welcome your child and supply them with name tags. If your child is upset by this momentous occasion, it is best that you say goodbye to your child, then leave swiftly. This helps your child understand you are confident that they are in a safe place. Unduly delays to your departure can cause more upset for your child.

C5: Custody

On occasion we may have to act on custody information held in our confidential school files. It is vital that this information remains current and is supported by appropriate documentation.

If a change occurs regarding the custodial care of your child/children, please report this to the office in person. Where possible the Principal will meet with you to clarify the changes.

It is essential that both the Principal and class teacher are informed when concerns surround custody issues so that appropriate action can be taken by the school if necessary.

C6: Compulsory Attendance

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

School policy requires notification of absence by 9am on the day of absence. Our preferred method of notification is via QParents, or text through our Absence SMS Text Message number 0474 195 135. Text message should include student name, absence reason and absence date.

Parents will be informed by mobile phone Short Message System (SMS) each time their child is away from school and the absence is unexplained. At Talara Primary College, student safety and attendance are a high priority. We know that students who attend regularly are more likely to be successful. **The school expects parents/caregivers to contact the school in advance if they know their child will be absent.**

If your child is away and you have not notified the school a SMS text message will be automatically sent to the mobile phones of the designated parent explaining that our records show that your child is absent from school. The message will read as follows: *TalaraPC <Date> <Preferred Name> has been marked as absent/late today. Please reply with a reason. Thank you.*

Research shows that if your child has a record of good attendance, they are more likely to achieve high results in the future.

So that regulations under the Education Act are followed, parents are requested to provide a note of explanation regarding a child's absence from school. After the third day of absence without explanation, the parent will be contacted by the school requesting an explanation for the child's absence. In the event of a child being absent for a period of 3 weeks without notification and efforts by the school to contact parents are unsuccessful, the child's enrolment will be cancelled. Where an unsatisfactory explanation of absenteeism is received from the parent/carer and truancy is apparent, the matter will be reported to the appropriate authorities.

Since it is our overarching aim to enhance learning outcomes, we will monitor unnecessary absenteeism carefully to ensure a student's opportunity to learn is not impaired. Going shopping, visiting family, staying up late and being tired or extending school holidays are not acceptable reasons for being away from school.

Everyday Counts Policy

Every Day Counts is a state-wide initiative addressing the issue of student attendance at school. The initiative is designed to change parent, community and student attitudes to school attendance. It requires the support of both parents and the community if student attendance is to be successfully addressed.

Every Day Counts promotes four key messages:

- all children should be enrolled at school and attend on every school day
- schools should monitor, communicate and implement strategies to improve regular school attendance
- truancing can place a student in unsafe situations and impact on their future employability and life choices
- attendance at school is the responsibility of everyone in the community.

The official Education Queensland Policy can be accessed at:

<https://education.qld.gov.au/initiatives-and-strategies/initiatives/every-day-counts>

C7: Parades - Tribes

At Talara, we maintain a small community atmosphere, through mixed grouping across our school where all classes are represented. These groups are used to create Peer Support and Buddy Programs. Our staff are also members of these groups.

In 2006, "Uncle" Lyndon Davis represented the Gubbi Gubbi people and worked with all of our Talara Indigenous students to discuss the history of our local custodians. The Tribe or Mob structure of our Indigenous people learnt itself to the groupings we have at Talara. In acknowledgement and celebration of our traditional Gubbi Gubbi custodians, "Uncle" Lyndon Davis helped us find Gubbi Gubbi language to name our groups, which became our Tribes. The existing artwork in Junior Court which Dale Manns created for us, was used to stimulate our Tribe names. The earth, the sky and the sea are depicted in this image. From here our Talara Tribes were created.

| <i>Class Name</i> | <i>Animal</i> | <i>Tribe Name</i> | <i>Meaning of Tribe</i> | <i>Parade Day</i> |
|-------------------|------------------|-------------------|-------------------------|-------------------|
| Audakoal | Mullet Fish | Dingira | Sea | Tuesday |
| Midyimba | Mud crab | | | |
| Giwer | Goanna | Djaa | Earth | Wednesday |
| Yilam | Small Grey Snake | | | |
| Wurooma | Sea Eagle | Noring | Sky | Thursday |
| Blai Blai | Flying Fox | | | |


During fortnightly parades we share achievements and promote our senior students as role models. These same classes may engage in buddy reading, become the audiences for final rehearsals for culmination activities and watch out for each other in the playground. Our Peer Support Program is also conducted within these Tribes.

In the last week of each term, we celebrate a Whole School Parade of Excellence. These are an opportunity to recognise and celebrate, as a whole school, students attaining outstanding levels of achievement in Academic, Sporting, Cultural and The Arts.


Parents/carers are invited to attend parades whenever possible to celebrate with us our students' successes and to keep abreast of school life generally. We ask that if you are able to attend, please ensure any younger siblings with you are kept quiet so as not to distract the students.

C8: Newsletters

Talara Primary College produces an electronic newsletter every second Thursday, which is emailed directly to you. The newsletter is an excellent opportunity for us to share in the achievement of our students and keep in touch generally. Our newsletter contains lots of important information about upcoming events and important dates to remember, so please make sure you register your email address straight away. You can do this on the front page of our website.



TALARA
PRIMARY COLLEGE
Excellence in Education



TRANSLATE Select Language Powered by Google Translate FONT SIZE A^a A^a PRINT NEWSLETTER

29 May 2025

| | |
|---|--|
| The Principal | Born Wired: Location Sharing |
| P & C News | Year 6 High School Transition |
| Premier's Reading Challenge | Secondary School Catchment Information |
| ICAS ASSESSMENTS 2025 | Chaplains Corner |
| Talara Enviromentally Aware Kids (TEAK) | Parent TV |

Talara Primary College

24 Talara Street
Currimundi QLD 4551

Phone: 07 5438 3777
Absentee Line: 07 5438 3760
SMS Absence Line: 0474 195 135

[Visit our Website](#)
[Contact the School](#)
[Newsletter Archive](#)



Talara Primary College Behaviour Management

Student Code of Conduct

Please note: This is an extract of the full Student Code of Conduct Policy which can be found on our website:
<https://talacollss.eq.edu.au/support-and-resources/behaviour-management>

D1: Purpose

Talara Primary College is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors.

The Talara Primary College Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to discipline.

Its purpose is to facilitate high standards of behaviour from all in the school community, ensuring learning and teaching in our school is prioritised, where all students are able to experience success and staff enjoy a safe workplace.

D2: Consultation

The *Code of Conduct for Students* has been adapted from the original *Responsible Behaviour Plan for Students* and in consultation with many stakeholders. This policy is an evolving document as it remains responsive to continuous improvement and effectiveness. It is accountable to our stakeholders to ensure learning outcomes are maximised and a supportive environment is nurtured.

Our whole-school approach was originally negotiated between teaching staff and a representative body of parents. Similarly, changes that have been indicated from the annual review process, have been ratified by the staff and P&C. Thus we have a consistent, known and fair process for all. Ongoing induction and training for all staff is made available. Parents are also inducted at the enrolment interview.

Review Statement

The Talara Primary College Student Code of Conduct will undergo annual minor updates to reflect changing circumstances, data and staff. A fulsome review is conducted every four years in line with the scheduled review process for the School Planning, Reviewing and Reporting cycle.

D3: Learning and Behaviour Statement

At Talara Primary College, our *Code of Conduct for Students* does not exist in isolation; rather it is an integral part of every aspect of school life.

The policy has five levels of behaviour which covers two approaches.

The first is a proactive and positive approach, our Universal Green Zone that ensures all students receive a curriculum and learning environment that meets their needs, values them and engenders success, pride and a feeling of belonging. We strive for a partnership approach for the *Code of Conduct for Students* and celebrate good behaviour through initiatives such as student Gold Passes, Gold Pass Day, Good Ones, Student of the Week and Behaviour Reports. As well as behaviour incentives, good attendance is acknowledged in weekly Awesome Attendance awards.

An agreed set of Rights and Responsibilities and *Code of Conduct* set the expectations. Level 1 of the *Code of Conduct for Students* is active when these expectations are being met and Level 2 signals to the students that they are at risk of not meeting these expectations. At this point, students refocus on achieving Level 1 behaviour with school support.

The second approach is the reactive approach which is activated when these expectations are not met. This area is divided into two zones, with Levels 3 and 4 our Targeted Yellow Zone and Level 5 our Intensive Red Zone. The strategies within this approach range from least to most intrusive, i.e. Levels 3 to 5, and are aligned with a range of support options. Levels 3, 4 and 5 involve support from parents to help students choose more socially acceptable behaviour. If a child's behaviour sits within the Intensive Red Zone, they would be accessing behaviour support through a variety of networks as listed later in this policy.

At Talara Primary College we believe that:

- students, parents, staff and the wider community are all part of the Talara Team
- relationships are at the heart of all learning. Teachers modelling respect will have students also showing respect
- supporting students whose behaviour is in breach of the school's *Code of Conduct* must be fair and equitable and the process must be known and implemented by all
- staff and students have the right to teach and learn in an environment that is free from disruption and safe from bullying and harassment
- the right of an individual to develop differently in intellect, socially, emotionally and physically while maintaining that the rights of individuals must also contribute to a positive, safe learning community
- the best behaviour support is proactive with emphasis on the positive aspects of behaviour
- peaceful and responsible behaviours are expected to be used to resolve problems
- our *Code of Conduct for Students* does not exist in isolation; rather it is an integral part of every aspect of school life.



Student Wellbeing and Support Network

Talara Primary College offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to speak with their class teacher or make an appointment to meet with the guidance officer if they would like individual advice about accessing particular services.

Learning and wellbeing are inextricably linked — students learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning. The [student learning and wellbeing framework](#) supports state schools with creating positive school cultures and embedding student wellbeing in all aspects of school life through connecting the learning environment, curriculum and pedagogy, policies, procedures and partnerships for learning and life.

Curriculum and pedagogy

Schools build the foundations for wellbeing and lifelong learning through curriculum embedding [personal and social capabilities](#) (self-awareness, self-management, social awareness and social management) in the implementation of the [P–12 curriculum, assessment and reporting framework](#).

The Attributes of Lifelong Learners are core values of our school and explicitly taught from Prep through to Year 6.

Talara Primary College acknowledges the importance of developing lifelong learners, with a focus on experiencing positive wellbeing.

The need to build the social, emotional and motivational capability of our students is essential. Talara's use of ***Program Achieve—You Can Do It Education*** strongly supports these. The main purpose of Program Achieve is to identify the social and emotional capabilities which each student needs to be successful, experience well-being, enjoy positive relationships both in and around the community. '***You Can Do It***' encourages prevention, promotion and intervention to build the social and emotional strengths of every student across the campus.

At Talara Primary College we employ a team approach when supporting students, which include:

- The school's teaching and support staff
- Principal and Deputy Principals
- Parents
- School Guidance Officer
- Regional Senior Guidance Officer
- Regional Behaviour Support Coordinator and Team
- Student Services Committee
- School Welfare Strategic Team
- SWELL Committee (including CYMHS Psychologist)
- School Chaplain



D4: Whole School Approach to Discipline

Talara Primary College uses a holistic approach to school-wide behaviours. Students, Staff and Parents are key to demonstrating and maintaining positive behaviours across the campus.

Talara's Student Code of Conduct clearly identifies the common expectations required by all members of the school to ensure a consistent approach to teaching appropriate behaviours. Common language is used across the campus to be used both in school and at home. Teachers and students both own the rules in the and out of the classroom.

Our school's goal is to ensure all students received the skillsets of being Life-Long Learners who can abide by clear and fair rules to set them up for future successes.

Talara's four school rules; Care for Yourself, Care for Others, Care for your Learning and Care for your School are the basis of all positive learning.

Our school *Code of Conduct* informs all processes:

Care for Yourself



Care for your School

Care for Others

Care for your Learning

Expansion of our Code of Conduct

At Talara Primary College we have school rules known as the Code of Conduct. We constantly seek commitment to a *Code of Conduct* in the quest for self-management.

(Level 1- Universal Green Zone Behaviour).

| Code of Conduct | Rules |
|--|--|
| 1. Care for yourself <ul style="list-style-type: none">• Maintain suitable dress standard (uniform)• Use toilets in a clean manner• Play where it is safe• Remain in school grounds unless permitted to leave• Protect yourself from the sun's harm• All movement in the school grounds is done with safety in mind• Use computers safely | 1. Rules guiding you to care for yourself: <ul style="list-style-type: none">• The wearing of full uniform is expected at all times, especially for excursions• Use the toilet block for its purpose, not as a playground• Bike and road safety must be practised at all times, this includes the correct wearing of a helmet• The climbing of trees, buildings and walkways is not permitted• No school hat, no outside play• Sit down to eat in the correct area at all times• No running in inappropriate areas eg. classrooms and paths |

| | |
|---|--|
| | <ul style="list-style-type: none"> All use of ICTs will be done using school ICT policy guidelines |
| 2. Care for others <ul style="list-style-type: none"> Resolve conflict peacefully Use polite and decent language Exercise 'Stop, Think and Do' strategies where necessary Leave dangerous items alone Follows classroom rules and routines Play sensibly Be aware of and actively stop cyber bullying | 2. Rules guiding you to care for others: <ul style="list-style-type: none"> Harassment of any kind is not permitted. This includes bullying (including cyber bullying), name-calling, swearing, etc. Line up quietly at bell time Rough play is not permitted. Tackling, fighting, kicking, wrestling and contact games are not permitted Move quietly around the school at all times |
| 3. Care for your school <ul style="list-style-type: none"> Protect our gardens, trees and buildings Protect all furnishings, buildings and learning resources Adhere to the school uniform policy Represent your school well on excursions and camps | 3. Rules guiding you to care for your school: <ul style="list-style-type: none"> Students are only to enter classrooms with a teacher present Found items are to be handed into the teacher or office All school property must be cared for and used properly Gardens are to be cared for and respected All litter is to be placed in a bin Walk on concrete paths |
| 4. Care for your learning <ul style="list-style-type: none"> Be on time for class with learning commencing at 8.45am Complete homework with care and on time Come to school prepared with all necessary items Keep your work area and classroom tidy Observe the rules of your classroom Take pride in your work and strive for excellence | 4. Rules guiding you to care for your learning: <ul style="list-style-type: none"> Make contact with the school explaining your absence Observe classroom rules - as defined in individual rooms If arriving to school after 8.50am ensure a late slip is collected from the front office |

Rights & Responsibilities

At Talara Primary College, students have certain rights and responsibilities.

| Rights | Responsibilities | In other words |
|--|--|--|
| Students have the right to be happy and to be treated with understanding, respect, politeness and trust. | Students have the responsibility to treat others with understanding, respect and politeness, not to tease others or to hurt their feelings. Students also have the responsibility to be honest, sincere and to seek the truth. | I will be polite. I will take notice of others' rights and wishes. I will be caring towards other people's feelings. |
| Students have the right to feel secure and safe. | Students have the responsibility to make the school safe by not threatening, bullying or hurting anyone in any way. They have the responsibility to observe the safe working and playing requirements which apply. | I will be kind to others at work and play. I will remember to work and play safely. I will use appropriate language. |

| | | |
|---|---|---|
| Students have the right to expect their property to be safe. | Students have the responsibility to safeguard and treat with respect property with which they have been provided. They have the responsibility not to damage, destroy or steal the property of the school or of others. | I will look after the property of the school and of others. I will only use property that is mine or that I have been given permission to use. |
| Students have the right to learn. (Other students will not deprive them of this by their behaviour.) | Students have the responsibility to cooperate with teachers and other students, to make sure that lessons proceed smoothly, that they keep up-to-date with required work and pursue excellence in all areas of school life. They have the responsibility not to behave in a manner which interferes with other students' right to learn. They also have the responsibility to be punctual, to attend school regularly and to take part in activities. | I will complete work on time. I will work with my teachers and classmates. I will behave in an acceptable manner. I will come to school regularly and on time. I will join in activities. I will abide by the decisions made by the school. |

| | | |
|--|---|---|
| Students have the right to a healthy lifestyle and environment. | Students have the responsibility to care for their school environment, to keep it neat and clean and to be prepared to remove litter. They have the responsibility not to take harmful substances or encourage other students to do so, both within the school and on trips outside the school. | I will think and act in a healthy way. I will keep the school neat, clean and tidy. |
| Students have the right to earn the respect, support and pride of the local community. | Students have the responsibility to behave and dress in a manner which will bring credit to themselves and to the school. | I will behave in a reasonable way. I will dress suitably for school by wearing my full school uniform. |
| Students have the right to guidance in developing self-discipline. | Students have the responsibility to learn, and to model self-discipline. | I will develop my ability to manage my behaviour. If I abuse others' rights there will be a consequence. If my rights are abused I should report it to a teacher who will discuss further action. |
| Students have the right to medical attention when injured or unwell at school. | Students have the responsibility to report and care for others who are injured or unwell. | I will immediately report to a teacher if I or others are sick or injured. |

| | | |
|--|---|---|
| Students have the right to be taught the school's <i>Code of Conduct</i> . | Students have the responsibility to obey the school rules at all times. | I will behave appropriately and follow the 4 C's. I will try to help others to do the same. |
|--|---|---|

At Talara Primary College, parents and carers have certain rights and responsibilities.

| Rights | Responsibilities |
|---|---|
| Parents have the right to have their children educated in a non-aggressive environment. | Parents have the responsibility to be good role models and teach acceptable behaviour. |
| Parents have the right not to have their children exposed to bad language. | Parents have the responsibility to use acceptable language in front of children. |
| Parents have the right to talk to teachers about their child's progress. | Parents have the responsibility to arrange a mutually acceptable time for parent/teacher conferences and to act on the information received. |
| Parents have the right to be informed about the curriculum and extra-curricular activities. | Parents have the responsibility to take an interest in these activities and to take note of school correspondence. |
| Parents have the right to have a say on school policies and procedures. | Parents have the responsibility to promote and support the school and its policies and follow its procedures. Parents have the responsibility to communicate concerns and questions directly to the school and not through social media. |

At Talara Primary College, staff have certain rights and responsibilities.

| Rights | Responsibilities |
|--|--|
| Staff have the right to perform their duties without undue disruption. | Teachers have the responsibility to advise parents of any concerns with student behaviour or school work. |
| Teachers have the right to explore a variety of pedagogical practices when delivering Talara's Curriculum Framework. | Teachers have the responsibility to endeavour to achieve maximum learning outcomes for each student while planning, teaching and assessing according to Talara's Curriculum Framework. |
| Teachers have the right to ensure high expectations are met in regards to Talara's Code of Conduct. | Teachers have the responsibility to follow the School's Code of Conduct. |
| Staff have the right to be respected by the school community. | Teachers have the responsibility to be good role models as per the Professional Standards for Teachers and EQ's 'Standards of Practice'. |
| Staff have the right not to be abused by parents, students and other staff members. | Staff have a responsibility to conduct themselves in a very professional and orderly manner which reflects the Education Queensland Code of Conduct. |

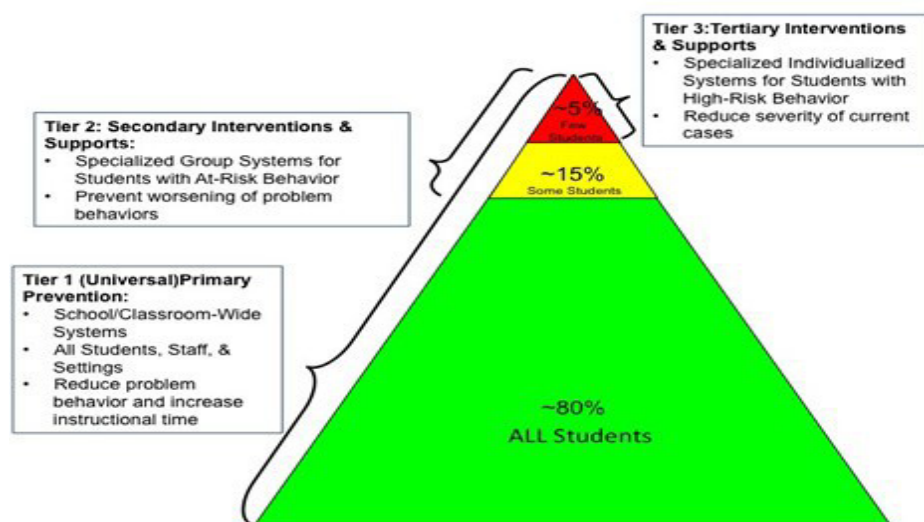
Differentiated and Explicit Teaching

Talara Primary College is a disciplined school environment that provides differentiated teaching to respond to the learning needs of all students. This involves teaching expected behaviours and providing opportunities for students to practise these behaviours. Teachers reinforce expected behaviours, provide feedback and correction, and opportunities for practise.

Talara Primary College strongly uses Essential Skills for Classroom Management which emphasises teacher's language, both verbal and non-verbal to focus students' attention, as well as the importance of positive teacher– student relationships developed through the learning process.

Behaviour Triangle

The behaviour triangle forms the basis for the following 'Universal Zones of Support'.



Universal (Green Zone) Behaviour Support

Our school has adopted the tenets of the 'You Can Do It' program to build capabilities that promote achievement, positive relationships and emotional well-being of young people. These 'Keys to Success' are modelled and explicitly taught by staff, as well as by our older students through a peer support program. Specific lessons are taught by the classroom teacher that focus on the school's *Code of Conduct* and the 'You Can Do It' program. Appropriate charts are then displayed in the classroom.

In addition, other school strategies include:

- Each family attends an enrolment interview where school expectations about behaviour and partnerships are made explicit and processes are described.
- Teachers are encouraged to make contact with parents as soon as unacceptable behaviour becomes evident.
- Classroom rules and expectations linked to the 4C's: Care for Yourself, Care for Others, Care for your School and Care for your Learning.
 - reflect the values of the wider school community
 - are developed at the beginning of each year by each class and their teacher/s
 - link directly to the procedures related to Gold Passes and Blue Slips

Anti-Bullying Lessons

Lessons are conducted on an 'as-needs' basis by classroom teachers, chaplain, deputy principals and our guidance officer. One strategy used is to get groups of children together to negotiate better ways of co-operating. Since 2008, whole school Positive Behaviour Performances, have been accessed to teach and promote anti-bullying in a variety of formats, including cyber tools. "Safe 5 High 5" strategies are used to support students.

Extra-Curricular Groups

A number of extra-curricular groups and clubs are available at Talara from year to year. These may include clubs such as the TOMS, STEM Club, Tech groups, Robotics Club, Choirs, Dance Groups, Chess Club, TEAK, Skipping Squad, Art Club, Drama Group, Kilometre Club etc.

Student Awards

We have an array of awards related to positive aspects of school life. These are:

- ***Gold Passes:*** Each student has their gold pass displayed in the classroom at the beginning of each term. The Gold Pass enables the holder to attend Gold Pass Day activities held at the end of each term.
- ***Good Ones:*** When students are “caught” following the Code of School Behaviour they receive a Good One. A certificate is available for every 25 received, therefore tallies are required. The Good Ones can be placed in the weekly draw box on Parade. One winner is drawn for the P-1, 2/3, 4-5-6 groups per parade. The winner receives a certificate for a treat from the Tuckshop.
 - Good Ones can also be earned from ‘Writing Wizard and Radical Reader Good Ones
- ***Attendance:*** A variety of strategies are implemented to monitor and respond to attendance issues. Awesome Attendance Awards are used as a point in time reward system. When a child has attended school for an entire week, they are given an Awesome Attendance award to enter a draw for free entry to the disco.
- ***Student of the Week:*** Each week the class teacher nominates a student whose behaviours and attitudes have been exemplary or shown pleasing improvements. This award is presented at Parade.

Focused Teaching Targeted (Yellow Zone) Behaviour Support

Teachers, while planning units, ensure the inclusion of explicit teaching of effective work habits and the opportunity to practise social skills in group work. Material used comes from the ‘You Can Do It’ program. Minor breaches of behaviour are dealt with in the classroom as needed. Targeted behaviour support occurs where students breach the *Code of Conduct* after several warnings. The first indication of moving to this level is an entry on a ‘blue slip’.

When a ‘blue slip’ has three entries, dated within a five school day period (which is not necessarily a calendar week), it is considered “full” and that requires attendance at the ‘Reflection Room’. Individual interaction with a Deputy Principal and assigned Senior Teacher enables the student to reflect on their behaviour and decide on what plans need to be put in place to effect the necessary changes.

If a student receives several part-completed (1-2 entries) Blue Slips within a Term, teacher to contact parent to advise that behaviour is below expectation. If the behaviour continues, student is referred to DP for follow up conversations alongside their Blue Slips. Follow-up with parents to occur and behaviour entered in OneSchool.

Targeted behaviour support is also provided for instances of bullying. Specific lessons on “Safe 5 and High 5” may be conducted for each class.

The Student Services Committee meets each week to discuss referrals from teachers and support staff. The team will comprise a Deputy Principal, Support Teachers Literacy and Numeracy and the Guidance Officer as permanent members of the committee. The class teacher may attend on behalf of the student.

Deputy Principals and teachers will hold discussions regarding identified children in the ‘Yellow Zone’ with the Student Services Committee to construct some targeted alternate approaches to assist with any identified behaviour issues. This may involve some direct intervention from the Guidance Officer or other relevant staff.

Intensive Teaching

Intensive (Red Zone) Behaviour Support

Depending on the severity of the breach of the *Code of Conduct* the following options are available which can be applied at any times in the process:

Kids Club

Students who are referred by a member of Administration may attend Kids Club. This is a quiet playroom where games are supervised and the 'rules' of playing well with friends may be discussed. It is supervised and available both breaks each day.

Reflection Room

The Reflection Room is a whole school facility provided at first break each day. A Deputy Principal or Senior Teacher is on duty in the designated room and students are required to work on a reflection sheet and develop a plan to improve their behaviour. The purpose of the Reflection Room is to provide an opportunity for students to reflect on the management of their behaviour, plan alternative ways to behave in the future, and to act as a deterrent for inappropriate behaviours. Students will only attend the Reflection Room as a result of a decision of the Administration Team. Data is collected through OneSchool on the frequency and nature of inappropriate behaviours displayed per student. This data is analysed regularly by the School Welfare Team.

Buddy Class

When the teacher has utilised the steps of the classroom behaviour policy, another opportunity for the child to reflect is provided with the option of sending them to a prearranged 'Buddy Class' with some work to complete. The Buddy Class is used for a short period of time (15-20 minutes) and the child will return to their room when the time is completed. They are then expected to re-engage with the normal behavioural expectations of the class.

Office Withdrawal

When the teacher has exhausted all classroom strategies to manage the student's behaviour within the class or they display behaviour of a serious nature, students may be referred to the office, via an "Immediate Assistance Required" card or phone call made directly to the office for support. Cooling off time in the office is not a punishment, rather a natural consequence for showing a lack of respect for the rights of others to learn. A child will be returned to the classroom when he/she indicates that he/she is ready to behave more reasonably and when the relevant administrator believes this to be the case. A student exhibiting very inappropriate behaviour may be withdrawn from the classroom for a day or two and be required to complete supervised schoolwork in the office. On each of these occasions, parents will be notified.

Daily Behaviour Contract

Students who find it difficult to self-manage expected behaviours are assisted to do so through behaviour contracts. The behaviour contract may be divided into the 3 classroom sessions of the day and two play breaks. A student is expected to self-evaluate at the end of each section of time and have this verified with the supervising teacher's signature. A deputy principal checks this each afternoon and it is taken home each evening.

Individual Behaviour Support Plan (IBSP)

The IBSP is prepared when behaviour necessitates a team being involved. The plan follows a Region endorsed proforma and is negotiated amongst the adult stakeholders.

Student Welfare for Emotional Lifelong Learning (SWELL Committee)

Talara's SWELL Committee case manages complex cases that require intensive, multifaceted supports for behaviour. This behaviour could be for a variety of reasons including (but not limited to) aggression, anxiety and depression. The SWELL Committee is chaired by a deputy principal with committee members from the Intensive Behaviour Support Team, Child and Youth Mental Health Services, school principal and school guidance officer.

Suspension and Exclusions

Students may be suspended or excluded as a result of repeated failure to correct inappropriate behaviours and adhere to behaviour plans. Additionally, they may have committed an incident requiring suspension or exclusion such as truancy, dangerous items (knives, weapons or other items accessed with the intent to cause harm), vandalism, drug-related incidents, significant physical, verbal or sexual abuse. Departmental guidelines are followed.

D5: Disciplinary Consequences

The disciplinary consequences model used at Talara Primary College follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations.

The majority of students will be confident and capable of meeting established expectations that are clear, explicitly taught and practised. In-class corrective feedback, sanctions and rule reminders may be used by teachers to respond to low-level or minor problem behaviours.

The following table provides details of the support that may be required to ensure the behaviours meet our school expectations.

Levels of Behaviour

| Level 1 Universal Behaviour Support | One person is required to manage the student's behaviour | 1. Student |
|---|---|-------------------|
| A Level 1 student has: <ul style="list-style-type: none">• demonstrated a commitment to TPC's <i>Code of Conduct</i> and the school's Rights and Responsibilities. | | |
| At Level 1: <ul style="list-style-type: none">• students are permitted to participate in camps, excursions, interschool activities and other school functions;• students are permitted to join the Gold Pass Day celebration of good behaviour in the last week of each term;• upper school students requiring correction by the teacher may receive one warning regarding inappropriate behaviour. (Lower school varies from the upper school in that more warnings may be provided, especially early in the school year.) If these warnings are not heeded and inappropriate behaviour continues, a consequence deemed appropriate by the teacher will be applied. | | |

| Level 2 Universal Behaviour Support | Two people are required to manage the student's behaviour | 1. Student 2. Teacher |
|--|--|----------------------------------|
| A Level 2 student has: <ul style="list-style-type: none">• continued with inappropriate classroom behaviour following the warning and classroom consequence and/or;• breached the school's <i>Code of Conduct</i> within the school grounds. | | |
| At Level 2: <ul style="list-style-type: none">• a Blue Slip is started. Incident is recorded as the first of three possible incidents for the week (a week equals any five consecutive school days)• if the first citation is followed by further inappropriate behaviour within the same week, a second citation is made on the Blue Slip and a consequence deemed appropriate by the teacher will also be applied. | | |

- If a student receives several part-completed (1-2 entries) Blue Slips within a Term, teacher to contact parent to advise that behaviour is below expectation and record contact on One School. If the behaviour continues, student is referred to DP for follow up conversations alongside their Blue Slips. Follow-up with parents to occur and behaviour entered in Oneschool.

| Level 3 Targeted Behaviour Support | Three support mechanisms are required to manage the student's behaviour | 1. Student 2. Teacher 3. Deputy Principal |
|--|--|--|
| A Level 3 student has: <ul style="list-style-type: none"> • continued to display inappropriate behaviours resulting in a third offence being entered onto their Blue Slip in a one week period, or • one serious incident entered onto a Blue Slip | | |
| At Level 3: <ul style="list-style-type: none"> • the student will lose their Gold Pass for one week and will be returned to Level 2 after one week if no further incidents are recorded during this week • first offence 1 – 3 days in Reflection Room • a phone call may be forwarded to the student's parents/carers notifying them of the nature of the incident/s and the consequences • This is recorded in One School as a major incident under behaviour • where applicable, the student is advised that they are in danger of losing a position of office e.g. School Captain, School Councillor, Sports Captain, if their behaviour does not return to Level 2 within one week. Student office bearers will lose their position of office if they reach behaviour Level 3 twice during the school year • if a first time Level 3 occurs for the term during the week leading up to the Gold Pass Activity, the student may attend a proportion of the Gold Pass Activities held at school • a second time Level 3 incident within the one term may mean the student loses their Gold Pass for the term and is therefore ineligible to attend Gold Pass Day for that term. | | |

| Level 4 Focussed to Intensive Support | Eight support mechanisms are required to manage the student's behaviour | 1. Student 2. Teacher 3. Deputy Principal 4. Principal 5. Parents 6. SWELL Committee 7. Student Services Committee 8. Possibly Suspension |
|---|--|--|
| A Level 4 student has: <ul style="list-style-type: none"> • continued to display inappropriate behaviours • has received a third Blue Slip in the term | | |
| At Level 4: <ul style="list-style-type: none"> • the student may be ineligible to attend activities out of the school grounds. This includes such activities as excursions, some sporting activities, including representative sport out of school hours, and other specialised events. The reasons for this are: | | |

- students need to be able to demonstrate socially acceptable self-discipline and behaviour in public;
- student behaviour is expected to uphold the excellent name of Talara Primary College in the community;
- the higher degree of risk management involved in activities outside of the school.
- once the student returns to Level 3 they may be eligible to participate in activities outside of the school.
- a meeting is arranged between the parents/student, an administrator and other relevant staff
- the possibility of suspension or exclusion as a consequence of continued inappropriate activity is discussed
- an Individual Behaviour Support Plan may be designed to support student in collaboration with Guidance Officer recorded on One School Under Support Provisions
- a student may be placed on a Class or Lunchtime Behaviour Card to for one or more weeks- recorded on One School under the behaviour incident as a support
- any position of office held by the student is forfeited for the year
- the student's Gold Pass is automatically lost for the term
- three or more days in Reflection Room and possible withdrawal from the playground.

| <p>Level 5 Intensive Behaviour Support</p> | <p>Eight support mechanisms are required to manage the student's behaviour</p> | <p>1. Student 2. Teacher 3. Deputy Principal 4. Principal 5. Parents 6. SWELL Committee 7. Student Services Committee 8. Possibly Suspension Legislation</p> |
|--|---|---|
| <p>A Level 5 student has:</p> <ul style="list-style-type: none"> • repeatedly failed to correct their inappropriate behaviours and adhere to their Individual Behaviour Support Plans • committed an incident requiring suspension or exclusion such as truancy, dangerous items (knives, weapons or other items accessed with the intent to cause harm), vandalism, drug-related incidents, significant physical, verbal or sexual abuse. • A School Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland state school, applied by the Principal as a consequence to address poor student behaviour. There are four types of SDA: <ul style="list-style-type: none"> ○ Short suspension (1 to 10 school days) ○ Long suspension (11 to 20 school days) ○ Charge-related suspension ○ Exclusion (period of not more than one year or permanently). | | |
| <p>At Level 5:</p> <ul style="list-style-type: none"> • parents are advised by phone and are called to the school as a matter of urgency • after reviewing the findings of the incident the student may be placed on suspension and parents are asked to escort their child from the school, following a suspension meeting • advisory suspension letters per Education (General Provisions) Act are completed Students will return from suspension and enter at Level 4 with a revised behaviour plan. • Students who are suspended from Talara Primary College may be invited to attend a re-entry meeting on the day of their scheduled return to school. | | |

- The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.
- Re-entry meetings are short, taking less than 10 minutes, and kept small with only the Principal or their delegate attending with the student and their parent/s.
A recommendation for exclusion may be sought if serious incidents re-occur and/or Level 5 is reached on more than one occasion.
The Police will be called for incidents of a significant illegal nature.

Points Of Note

- Teachers may move students between Levels 1 and 2 as a classroom management strategy.
- Levels 3 and 4 may only be applied by an Administrator.
- Level 5 may only be applied by the Principal.
- In cases of significant or serious incidents, the matter will be referred to the Principal or Deputy Principal who may:
 - assign Level 3, 4 or 5 as appropriate
 - refer to SWELL and or Student Services Committee for assistance with case management
 - contact the family on the same day where possible and deemed necessary
 - under take suspension or exclusion as per legislation.
- Student behaviour outside of the school environment, which affects the good order and management of the school will be assessed and responded to in accordance with Talara's Code of Conduct.
- Inappropriate behaviour incidents are recorded in OneSchool
 - Minor Behaviour Incident used for tracking, documents a differentiated approach. Not losing Gold Pass for each of the behaviours but documenting differentiation and progress around target behaviours.
 - Major Behaviour Incident used for level 3 and above including loss of Gold Pass according to student Code of Conduct policy.
 - Behaviour Incident Support Tab used for recording behaviour contracts, flexible arrangement, risk assessments, etc
 - Individual Behaviour Support Plans to be stored in One School Support Tab- support provisions. Tracking sheets in relation to IBSP to be stored as attachments with current IBSP.
 - One School Complex Cases are created after consultation with the Guidance Officer and Principal for complex cases with support of external agencies, additional relevant documentation (IBSP, Risk assessment) added here. It will double with documentation recorded elsewhere on One School.

D6: Consideration of Individual Circumstances

All students are expected to adhere to our Code of Conduct. The individual circumstances and actions of the student will be considered alongside the needs and rights of the school community members, when deciding and applying consequences. Consistency will be achieved in responding to the behaviour, but not necessarily in the nature of the response.

Our staff are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what punishment another student might have received, we will not disclose or discuss this information with anyone but the student's family. This applies even if the behavioural incident, such as bullying, involves your child. You can be assured that school staff take all matters, such as bullying, very seriously and will address them appropriately. We expect that parents and students will respect the privacy of other students and families.

Consequences for breaching our *Code of Conduct* may vary according to a number of factors:

- Age of the child and previous behaviour record for related incidents
- Quantity and reliability of evidence and the intent of the action
- Honesty and remorse shown
- Emotional well-being and safety of others
- Context of the incident
- Family circumstances and socio-economic situation
- Gender and culture
- Appraisal levels
- Disability, and within this, levels of need/category

D7: School Policies

Talara Primary College has tailored school discipline policies designed to ensure students, staff and visitors work cooperatively to create and maintain a supportive and safe learning environment. Please ensure that you familiarise yourself with the responsibilities for students, staff and visitors outlined in the below policies which are all a part of the Student Code of Conduct Policy. The full Student Code of Conduct Policy can be viewed on our website.

<https://talacolss.eq.edu.au/SupportAndResources/FormsAndDocuments/Documents/Policies/Student-code-of-conduct.pdf>

- Temporary removal of student property
- Use of mobile phones and other devices by student
- Preventing and responding to bullying
- Appropriate use of social media
- Physical Restraint
- Critical Incidents



Curriculum

E1: Talara Primary College – Leading the Way

At Talara Primary College, we are constantly focused on excellence in curriculum implementation. We offer a comprehensive Australian curriculum in eight key learning areas including: Mathematics, English, Science, Humanities and Studies of Society, (History, Geography, Civics and Citizenship), The Arts, Design and Digital Technologies, Health and Physical Education, Languages Other Than English (Italian).

Talara Primary College's Curriculum Framework focuses the whole school on maximising student learning. We have reconceptualised curriculum leadership and management in primary schools and receive state wide recognition for this visionary work. We are leading the way and are proud of it. We have won a *Showcase Awards for Excellence* and a *Strategic Initiative Award* for our programs. We have also hosted conferences around Queensland and are often asked to assist schools in curriculum design and implementation.

Curriculum

Teachers don't merely deliver the curriculum, they define, develop and contextualise it. It is what teachers think, what teachers believe and what teachers do at the level of the classroom that ultimately shapes the kind of learning that young people experience. At Talara Primary College we shape this developing, defining and contextualising of the curriculum through a process which is supportive, professional, accountable, collegial and open.

To do this we plan the implementation of curriculum together and monitor its effectiveness across the whole school. All teachers are kept informed of what other teachers are doing and planning is displayed in every classroom. The work completed by students each term is celebrated and shared with the school community. This includes students from other classes, parents, community members, the ancillary staff of the school and the administrative team. The process is coordinated by our Head of Curriculum who maintains a whole school view, monitors student learning and supports teachers as they adopt new syllabus materials and teaching strategies.

As we shape and redefine curriculum units using the Australian Curriculum and QCAR syllabi our focus is supporting students to develop the Attributes of Life Long Learners, which are:

- Thinking
- Investigating
- Creating
- Communicating
- Participating
- Reflecting

Central to this is for our students to learn **not what to think but how to think**. They construct their own meaning by learning to reflect, to raise essential questions, to see connections, to discover patterns, to make good decisions, to understand and value diversity, to work cooperatively with others, to take risks and to manage change. We foster critical and creative thinking and expect students to produce work of quality at their own individual level. Students learn how to learn and how to produce knowledge, not just how to reproduce it.

Our curriculum is future looking. We integrate meaningful technological skills and understandings into every unit of work from Prep to Year 6. This process is led by our key teachers who ensure that there are links from one year level to the next, provide the training and support for skill development to staff and students, and support staff as they integrate these understandings into meaningful units of work.

Our curriculum seeks relevance. We seek ways to make learning opportunities link to the world outside the school environment. To do this we select ideas that will appeal to our students, and have applications in real life experiences. Wherever possible we make connections between subject areas and if we need to go outside the school environment for the best learning opportunity, we do so. We provide choice and develop individual student programs where necessary so that we can maximise learning outcomes for every student.

Our curriculum is dynamic. Every exceptional teacher is a learner. We support this view by asking each teacher to reflect on each unit of work and assess its effectiveness, relevance and degree of enjoyment for the learner. Teachers reflect on what they learned about themselves as teachers, on what worked well and what did not. During this process they consider the implications for the next unit of work.

Decisions about what and how to teach are based on the core curriculum entitlement and what we know about our students and what they need to learn.

We can all remember someone who was “The Teacher” in our lives - someone who inspired and motivated us above all others. At Talara Primary College we seek to assist our teachers to be “The Teacher” for every student by providing the most significant, motivating and effective curriculum possible. The development of our curriculum is being energised by collaboration, accountability, shared decision-making and a commitment to quality outcomes.

Planning

We have a Curriculum Team which oversees the full implementation of Talara’s renowned curriculum initiative. This committee is made up of the Head of Curriculum, the Deputy Principals, the support teachers, classroom teachers and relevant staff members.

One of the roles of the Head of Curriculum is to assist year level teams with planning and to ensure teachers are adequately resourced so that their programs are fully implemented. Teachers are released from class each term to plan collaboratively with all other members from that year level. The units of work are then displayed in the foyer and in the classrooms.

This process ensures that quality focused teaching and learning is occurring in every classroom. It also ensures that technology is woven into each unit in effective, meaningful and supported ways.

Culminating Activities / Open Afternoons / Parent Information Sessions and Term Newsletters

The purpose of Parent Information Sessions and newsletters is to engage and inform parents about the upcoming unit of work to:

- enlist your support
- enhance home school linkages
- give meaning to what the students are required to do at home and promote family conversations about what your child is learning at school
- increase awareness of Talara’s Curriculum Initiative and the integration of technology
- identify intended learnings from the unit
- provide advanced notification of events
- address general questions pertaining to literacy and numeracy
- provide a forum to address issues raised
- share criteria for key assessment tasks
- explain the requirements of planned presentations so that you may assist your child accordingly.

Towards the end of each unit you will be invited to attend the unit's **culminating activity**.

Culmination is held in Term 2 and 4. **Open Afternoons** are held in Term 1 and 3.

Culminating activities provide:

- an opportunity for everyone to celebrate and share the children's learning
- the students with a meaningful purpose to complete work and strive to do their best
- students with an audience of significant others
- accountability and promotion of the school's curriculum
- an open classroom where parents can observe the positive learning experiences in which their children participate

Please make every effort possible to attend and bring along your child's own "admiration society" who will generate excitement and pride in the children's work and celebrate their learning.

E2: Reports and Interviews

At Talara Primary College we seek to develop students who can think, investigate, create, communicate, participate, reflect and understand. As such, the focus is on all aspects of the child's development.

Students will be encouraged to do their best at all times and to reflect on their progress in all aspects of their school life. Reports or information will therefore focus on each student's growth and development and not on direct comparison with other students.

As a partner of Talara Primary College you and your child will receive an academic report at the end of each semester and a behaviour report at the end of term 1 and term 3. Each child will receive a Report Folder to store all future reports and special certificates with their first Talara Primary College Behaviour Report in Term 1.

Parent/teacher interviews are offered in Term 1, and again early in Term 3. We actively encourage parents to arrange interviews directly with their child's teacher as any need arises.

E3: Homework Expectations

Engagement with homework is encouraged and acknowledged, but not mandated. Parents/Carers can negotiate with the classroom teacher should they need to deviate from the standard homework set.

What does homework look like at Talara?

Guidelines

Talara homework will:

- be based on a weekly cycle in alignment with communication from classroom teachers expectations/timeframe.
- See below for additional guidelines for Year 6:
 - As students move through different phases of learning teachers may provide additional activities to support these transitions.
- be consistent across each year level with a combination of MUST DO's and CAN DO's
- recognise and accept student's own individual differences
- provide the opportunity for students to consolidate, revise and or apply skills and knowledge developed through the curriculum
- provide the opportunity for parental/carers involvement/feedback with their children and for students to share their knowledge
- be designed to develop independent student learners.

Prep – Year 2

MUST DO

(up to 60 minutes a week)

- ✓ Reading
- ✓ Literacy revision
- ✓ Sounds/ spelling revision
- ✓ Numeracy revision

CAN DO

(embedding YCDI VALUES and expectations where possible)

- ✓ Family life – games, chores, shopping
- ✓ Cultural/art/music
- ✓ Physical activity for health and wellbeing

Year 3-4

MUST DO

(up to 90 minutes a week)

- ✓ Reading
- ✓ Literacy revision
- ✓ Spelling through Word Study
- ✓ Numeracy revision

CAN DO

(embedding of YCDI VALUES and expectations where possible)

- ✓ Family life – games, chores, shopping
- ✓ Cultural/art/music
- ✓ Physical activity for health and wellbeing

Year 5-6

(up to 120 minutes a week)

MUST DO

- ✓ Reading (Year 5 and 6 - 20-40 minutes a day)
- ✓ Literacy revision
- ✓ Spelling through Word Study
- ✓ Numeracy revision

CAN DO

(embedding of YCDI VALUES and expectations where possible)

- ✓ Family life – games, chores, shopping
- ✓ Cultural/art/music
- ✓ Physical activity for health and wellbeing
- ✓ Languages – reinforce words/phrases/songs learnt at school

Homework activities will vary between year levels, however daily reading is essential to all year levels Prep to Year 6. Year Levels may also create new grid items relevant to their curriculum programs. At times, different year levels may have “Special Homework” which could include things like preparing for project work or creating artefacts that help share a learning journey.

Responsibilities

| Teachers will: | Students will: | Parents/carers will: |
|--|--|---|
| <ul style="list-style-type: none">✓ ensure the Talara Homework Procedures & Guidelines are implemented consistently across all year levels✓ set homework that is differentiated, challenging and directly related to class work and appropriate to students' learning needs.✓ set homework that students will be familiar with✓ allow for parent friendly explanations of tasks✓ monitor homework (sighted and signed) | <ul style="list-style-type: none">✓ accept responsibility for the completion of tasks within set time frames✓ seek assistance when difficulties arise✓ make reading a focus for homework if unable to do anything else✓ be aware of the school's expectations and guidelines for homework | <ul style="list-style-type: none">✓ help their child/ren to balance the amount of time spent completing homework, watching television, playing computer games, playing sport and engaging in other recreational activities✓ assist their child/ren in having the resources and routines to complete homework✓ prioritise conversations about the texts their child/ren are reading✓ encourage an age-appropriate interest in and discussions about current local, national and international events✓ communicate with their child's teacher to discuss any concerns about the nature of homework or their child's approach to the learning. |

E4: The Early Years

The Early Years: The beginning of a lifetime of learning.

At Talara Primary College we are committed to supporting children's development by:

- cherishing individual differences
- helping individuals to learn to live and work cooperatively
- fostering emotional development and well-being.

As Early Years Educators we believe that every child is an individual, bringing unique abilities and characteristics to their learning environment. We value opportunities for children to celebrate and share their successes.

Every child needs opportunities to show their strengths. At Talara, supportive caring environments are established in which children feel comfortable to take risks and try new things. Environments are conducive to learning and allow children to communicate, investigate, explore, think, create, participate, reflect, understand and develop lifelong learning skills. These attributes, partnered with explicit teaching of resilience, confidence, persistence, organisation and getting along, ensure that we are developing the whole child and guiding them to become active lifelong learners.

Through an inquiry based / hands on approach to learning, students will begin to construct meaning of their world.

“Children are strong, rich and capable.
All children have preparedness, potential, curiosity,
and interest in constructing their learning, negotiating
with everything their environment brings to them.”

(Gardini, 1993)

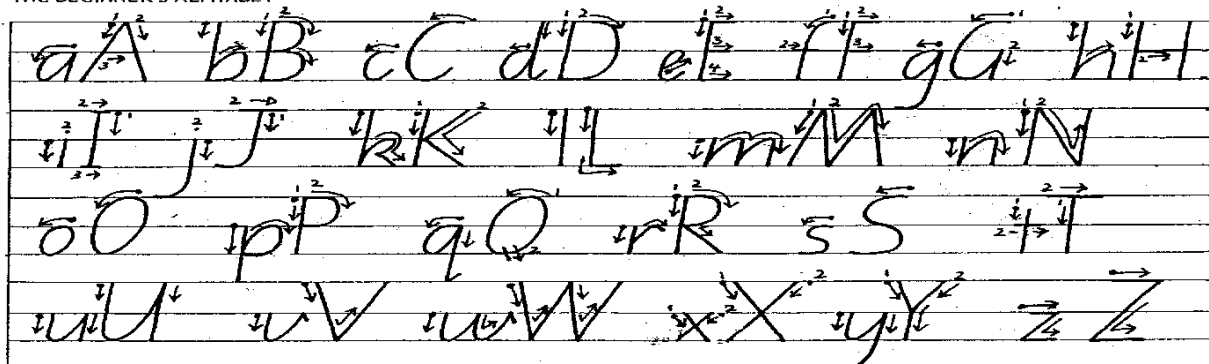
How can I help my child?

- Ensuring that your child attends school regularly to establish routine and continuity for learning – “Every Day Counts”
- Share information about your child with the teacher
- Encourage your child to talk about their day and things they have learned to further develop their oral language. Ask what wonderings they have from the day
- Visit the classroom for a brief chat or to take part in classroom activities and/or special events
- Encourage your child to be independent by packing their own bag, carrying it and unpacking it at school
- Encourage your child to experiment with a range of materials and equipment
- Encourage your child to explore different ways to organise areas, for example; their bedroom, play area and cubby
- Read together and talk about a range of everyday items such as signs, notices, letters, catalogues, magazines, TV guides, food packaging and bills. This is a great opportunity to recognise letters and numbers in the world around us
- Read and talk frequently about storybooks, factual books and rhymes
- Make available a variety of containers and materials for measuring, such as water, grain and sand
- Involve your child in family activities that investigate mathematical ideas such as: cooking, setting the table, matching socks and sharing a meal
- Encourage investigative play using recycled items around the house, for example: bottle lids, containers and boxes.

Handwriting

Our Prep to Year 2 students write using the Queensland Beginner’s Alphabet. We encourage you to model writing your child’s name using the Beginners Alphabet and to only use a capital for the initial letter and write the rest of their name in lower case.

THE BEGINNER’S ALPHABET



Casey Caterpillar Handwriting

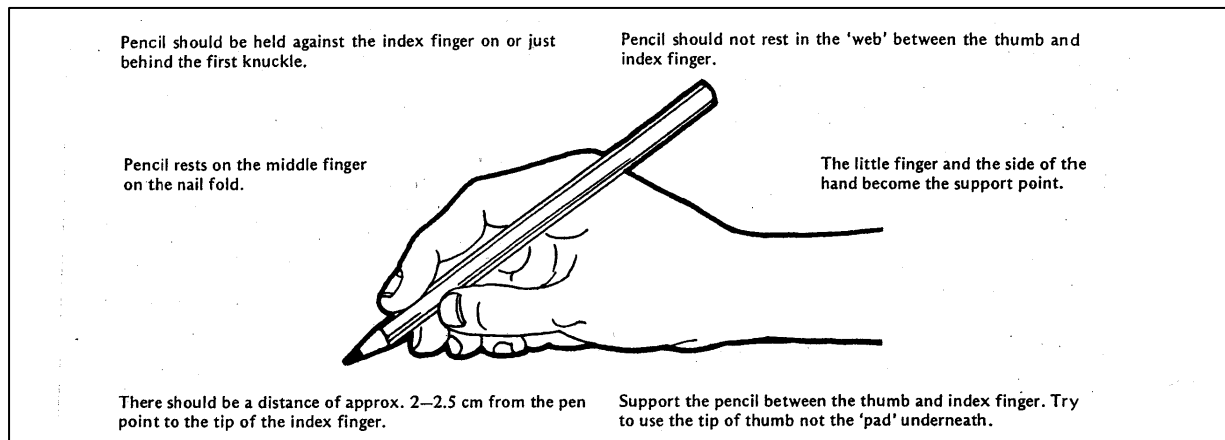
Our Prep students learn to form letters using the Casey Caterpillar handwriting program. The language used in this program assists your child to;

- begin letters in the correct location
- form letter shapes correctly
- apply correct directionality for forming letters.

<https://www.literacyadventure.com.au/wp-content/uploads/2018/02/Casey-the-Caterpillar-Background-Information- Handwriting.pdf>

Pencil Grip

Encourage your child to use the correct pencil grip when writing and drawing as illustrated below.



Treasures from Home

Treasures can often be lost or broken and therefore we would appreciate toys are left at home. Through our sharing time, students will be encouraged to share items relating to our term plan. All students will be notified of their time for sharing.

E5: The Prep Program

During the Preparatory Year at Talara Primary College, our staff plan for student learning using the Foundation level of the Australian Curriculum in conjunction with the Education Queensland Early Years Curriculum Guidelines. Below are the learning areas your child will engage in during Prep:

| Australian Curriculum |
|-----------------------|
| English |
| Mathematics |
| Science |
| HASS |
| HPE |
| LOTE |
| The Arts |
| Technologies |

The Curriculum in Prep is designed to provide the foundation that children need for success in later schooling. Research has identified several factors that are connected with success at school. These include:

- independence
- social learning
- health and physical development
- language development
- early literacy and numeracy understandings
- ability to think and solve problems
- imagination and creativity
- a positive approach to learning.

At Prep children will learn through:

- play
- investigations
- real life situations
- routines and transitions
- focused learning and teaching
-

During Prep students will enhance their:

- Skills to learn and work with each other
- take on responsibilities
- respect other people
- co-operate with others
- develop their oral language
- skills to transfer learning and to adapt readily to new circumstances and environments
- make sensible choices about their health and safety
- develop their physical skills
- learn about their environment
- Skills of problem solving
- learn how to be thinkers and problem solvers
- use their imagination and creativity
- develop their early literacy and mathematical understandings
- Self-knowledge and self-esteem
- become more independent.

We consider the following principles for practice when planning learning experiences in the Early Phase of Learning:

1. children are capable and competent and have been learning since birth
2. children build deep understandings when they learn through all senses and are offered choice in their learning experiences
3. children learn best through interactions, active exploration, and experimentation and by representing their learning through a variety of modes
4. children's positive dispositions to learning, and to themselves as learners, are essential for success in school and beyond
5. children learn best in environments where there are supportive relationships among all partners in the learning community
6. early childhood programs are most effective when they recognize, value and build upon the cultural and social experiences of children
7. building continuity of learning as children move through school provides foundations for their future success
8. assessment of young children is an integral part of the learning/teaching process and is not a separate activity.

E6: Information Communication & Technology (ICT)

Talara Primary College affords our students a hand-crafted curriculum which engages, enables and empowers students as information architects who can think, investigate, create, communicate, participate, reflect and understand within the globalised society of the 21st Century. Within that context, the vision for ICT at the college is that staff and students will be empowered to create, shape, select and use information and computer technology effectively, efficiently and appropriately within an excellent learning environment. As a school we acknowledge the important role ICTs play in the effective engagement of students in the learning process, and in positioning students to become members of a global society.

Talara Primary College enriches 21st century education delivery through the use of technology. It is a tool that enhances pedagogy, facilitates the creation and sharing of knowledge and allows differentiation in learning. Technology is more than a method of retrieving information.

The use of a laptop, iPad and other technologies:

- ✓ Enhances independence and self-initiated learning among students
- ✓ Extends student learning beyond the classroom
- ✓ Promotes the development of 21st Century teaching and learning
- ✓ Enables the delivery of ICT as an Australian Curriculum general capability



ICT in the Australian Curriculum

ICT is represented in the Australian Curriculum as a general capability:

- Competence in ICT
- Students develop ICT competence as they learn to use ICT effectively and appropriately when investigating, creating and communicating ideas and information at school, at home, at work and in their communities. (ACARA, 2010)

Students develop ICT competence when they learn to:

- Investigate with ICT
- Create with ICT
- Communicate with ICT
- Operate with ICT

STEM

Science, Technology, Engineering and Mathematics (STEM) are an integral part of our everyday lives. At Talara Primary College, the facets of each of these STEM areas are interwoven within the other. Students from Prep to Year 6 are provided with opportunities to develop higher-order computational, problem solving, critical and creative thinking. They also develop scientific literacies and reasoning skills. By engaging our students in project-based STEM and Technologies subjects, we are preparing them for living and working in the 21st century.

Digital Technologies

Students live in a technological world where Digital Technologies are integral to everyday situations. The Talara Primary College Digital Technologies Program makes use of a range of digital technology functions and applications to develop knowledge, skills and capacity to select, inquire, develop new understandings, transform information and construct new knowledge for a variety of purposes. As part of the Australian Curriculum, students are required to apply digital technologies to a broad range of practical applications, including coding and robotics, and within the other subject areas.

Each classroom is equipped with a range of digital technologies including an interactive whiteboard/data projector as well as fully networked computers with access to the internet and printers. The main Computer Lab is equipped with a class set of computers. Students also have opportunities to use Virtual Reality to explore a range of curriculum related concepts in ways that were considered impossible until now. Weekly ICT lessons are held for classes in Year 2-4 to develop skills ranging from word processing, keyboarding, image editing, spread sheeting, to multimedia tasks such as presentations, video editing, audio recording coding and robotics.

Talara Primary College has a significant number of iPads and laptops. These are used in classrooms throughout the day to enhance learning opportunities. iPads are integrated into classroom lessons as teaching and learning tools. Apps used include mathematics, reading, language, history, geography, science, photography, presentation and coding.

Engage Phase: PREP - 2

Learning in Digital Technologies builds on concepts, skills and processes developed in the Early Years Learning Framework. It focuses on developing foundational skills in computational thinking and an awareness of personal experiences using digital systems.

By the end of Year 2, students will have had opportunities to create a range of digital solutions through guided play and integrated learning, such as using robotic toys to navigate a map or recording science data with software applications.

In Prep – Year 2, students begin to learn about common digital systems and patterns that exist within data they collect. Students organise, manipulate and present this data, including numerical, categorical, text, image, audio and video data, in creative ways to create meaning.

EXPLORE Phase: Year 3-4

Learning in Digital Technologies focuses on further developing understanding and skills in computational thinking, such as categorising and outlining procedures; and developing an increasing awareness of how digital systems are used and could be used at home, in school and the local community.

By the end of Year 4, students will have had opportunities to create a range of digital solutions, such as interactive adventures that involve user choice, modelling simplified real world systems and simple guessing games.

In Year 3 and 4, students explore digital systems in terms of their components, and peripheral devices such as digital microscopes, cameras and interactive whiteboards. They collect, manipulate and interpret data, developing an understanding of the characteristics of data and their representation.

ELABORATE Phase: Year 5-6

Learning in Digital Technologies focuses on further developing understanding and skills in computational thinking such as identifying similarities in different problems and describing smaller components of complex systems. It also focuses on the sustainability of information systems for current and future uses.

By the end of Year 6, students will have had opportunities to create a range of digital solutions, such as games or quizzes and interactive stories and animations.

In Year 5 and 6, students develop an understanding of the role individual components of digital systems play in the processing and representation of data. They acquire, validate, interpret, track and manage various types of data and are introduced to the concept of data states in digital systems and how data are transferred between systems

‘Our goal is to bring the world to our students at Talara. We provide a global education and the skills that they will need to excel in whatever direction life takes them.’ Wade Thompson eLearning Teacher



E7: Support Services

Our Special Education program is called the ST.AR.S (STriving towARds Success) program. Our ST.AR.S team consists of our Head of Special Education Services (HOSES), Special Education staff, Learning Support staff and Guidance Officer. Our whole school shared vision is one of inclusiveness for ALL students. A Student Services Committee operates to ensure appropriate and timely intervention is explored and provided for identified students. All student referrals must be supported by parental permission before an initial consultation can be undertaken.

Students with Disabilities

Support for students with disabilities is provided through an inclusive model. All students are fully integrated into our regular classrooms. Eligible students are supported with an Individual Education Plan and additional teacher/teacher aide time. Ongoing parent involvement is an important aspect of our support.

Early Childhood Development Program (ECDP)

The role of the ECDP is to provide early intervention programs for children with significant educational support needs, from birth to Prep age. The ECDP is a district resource and as such, supports children from surrounding areas, as well as those who live locally. It is staffed by teachers and teacher aides. Our ECDP staff offer a comprehensive range of individualised programs for these children with special needs.

Learning Support

Our Learning Support programs are managed by our Support Teachers: Literacy and Numeracy. A comprehensive range of support programs is provided for students experiencing learning difficulties. Identified students may be offered programs such as FoundationQ, Minilit, MacLit, Supporting Readers, cross-age tutoring and a variety of other customised literacy and numeracy support programs.

Visiting Specialist Staff

Our Guidance Officer provides a range of services, the main ones being; assessments, counselling, placement and referral to community agencies. The services are accessed through a referral process and prioritised at the Student Services Committee.

A Speech Language Pathologist visits regularly. Students are referred for speech language therapy by their class teachers and prioritised for support through our Student Services Committee.

Advisory Visiting Teachers, Occupational Therapists and Physiotherapists visit regularly and provide support for eligible students.

E8: Parent Education Programs

Throughout the year we provide a series of parent education programs to enable parents/carers to assist their children with learning in a manner which is consistent with the latest teaching and learning methods and language. Support-A-Reader, Support-a-Writer, Support-a-Maths Learner, Support-a-Talker, 1-2-3 Magic and Emotion Parent Workshop, Engaging Adolescents Parents Workshop, THRASS, Home Reading, Handwriting and computer lessons are just some of the parent education programs we provide members of our school community throughout the year.

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

E9: Religious Instruction

Religious Instruction is offered to students of all denominations and work is undertaken from an agreed upon text. Therefore, all students receive a similar instruction in broad Christian values and beliefs. This is taught by a team of R.I. Teachers drawn from different Christian Churches in the area.

Jehovah Witness instruction can be provided by their nominated members for children of this faith, based upon availability.

Students participate in weekly religious instructions if a matching religion is indicated on the enrolment form.

Parents/carers wishing to exclude their child/children from Religious Instruction may do so at point of enrolment or through a written request to the Principal.

E10: Child Safety Education

The Daniel Morcombe Child Safety Curriculum is the result of collaboration between the Department of Education, Training and Employment and experts in child safety education and child protection. The curriculum aims to assist students to recognise, react to and report potentially unsafe situations.

There are three phases of the curriculum: Prep – Year 2 (Early Years), Years 3–6 and Years 7–9 (Junior and Secondary). Contemporary evidence-based research has been used throughout to ensure the curriculum includes valid learning experiences about safety for students from Prep – Year 9.

Through a series of lessons, students will learn how to recognise, react and report when they are unsafe or find themselves in situations that can have a significant detrimental effect on their physical, psychological or emotional wellbeing.

Child Safety education works best when families and teachers are communicating similar messages with children about their personal safety. A parental guide which contains key safety messages, an outline of the lessons covered in this phase of the curriculum and tips for communicating with your children about this topic can be accessed on the Education Queensland Website under [Daniel Morcombe Child Safety Curriculum website](#)

E11: Music and Instrumental Music

Talara Primary College provides a full music program. All students participate in instruction in classroom music from Prep to Year 6. The school has both a Senior and Junior Choir. See Extra Curricular Activities for further opportunities.

The Instrumental Music Program, taught by visiting speciality teachers, consists of two programs of instruction:

- Strings
- Brass, Woodwind, Percussion

The Strings program is open to all students from Year 3 to Year 6 inclusive.

The Brass/Woodwind/Percussion program is open to students from Year 4 to 6 inclusive.

Applications forms for participation in both programs are sent out in Term 4.

The school owned instruments are available to beginning students for the first year of tuition only (except for the more costly instruments, eg: double bass, cello, bass clarinet). After the first year of tuition, students are expected to obtain their own instruments through private purchase, hiring or rental agreements with private providers. Band rehearsals are held each week, either before school or break time.

E12: Camps and Excursions

School excursions are offered as part of our educational program. Camps currently occur in year 4, 5 and 6 where there is significant relevance to the unit or units of work being studied. Every effort is made to keep excursion and camp expenses to a minimum. *Advanced payment schemes* will be available from the office for each of the camps to assist families to meet the costs involved so that as many students as possible may participate.

Both camps and excursions are designed to support curriculum programs. Subsequently, your child will be involved in lead-up and follow-up classroom activities designed around the unit's context.

Since Talara Primary College is located near a large community park, near the Currimundi Retirement Village and shopping centre we ask parents/carers to sign an ongoing permission form when enrolling their children so that we may readily make good use of these venues.

| | | |
|--------|--------|----------------------------|
| Year 4 | Term 4 | Currimundi Recreation Camp |
| Year 5 | Term 4 | Maranatha Recreation Camp |
| Year 6 | Term 1 | QCCC Mapleton |

E13: Gifted and Talented Education

We provide a variety of extension and enrichment programs to enable our students to participate in learning activities that motivate, challenge and extend thinking.

This is facilitated through:

- gifted and Talented Mentor
- classroom curriculum where teachers implement a wide range of teaching and learning strategies and include solving real life problems as part of their daily program
- interest clubs and competitions such as Tournament of the Minds, Makers Club, Mathematics Tournament, Stem Club, Level Up Program and Art clubs.
- student research teams, cross-age tutoring and community members acting as student mentors
- the development of Extension and Enrolment Programs for students with specialised needs and interest.

E14: Sport

At Talara Primary College we actively encourage our students to partake in a wide range of recreational and sporting activities as part of the Australian Curriculum. We have key events throughout the year.

Our sporting calendar includes:

| | |
|--|--|
| TERM 1: Cross Country | TERM 2: Athletics – Prep and Year 1 Athletics – Year 2 and Year 3 Athletics - Year 4 and Year 6 |
| TERM 3: Year 5 and 6 Interschool Sport | TERM 4: Instructional Swimming - Prep to Year 6 Swimming Carnival - Years 3-6 Instructional Surf Life - Year 6 |

Students in years 2 to 6 can also be involved in after-school competitions including Rugby Union, Rugby League and the Active After Schools program.

Sports Days

Talara Primary College's Sports Days are an integral part of our sporting culture. The purpose of Sports Day is to:

- encourage maximum participation of students and parents
- select participants for interschool sport
- develop good sporting attitudes, and
- promote the enjoyment of sport and recreation generally

Sporting Houses

Talara Primary College has four sporting houses named after the four major islands of South-East Queensland. The colours of the houses are those four featured in our school uniform and logo.

- Moreton - Maroon in colour for our coastal sunsets
- Fraser - White in colour because of the white sand
- Bribie - Jade in colour because of colour of the Pumicestone Passage
- Stradbroke - Navy in colour for the Pacific Ocean

Family members are all enrolled into the same house. Inter-house sports days are a terrific opportunity for parents and extended family to come along and join in the fun.

E15: Extra Curricular

A series of interest clubs, outside of school hours (i.e. before and after school) are run. The range of clubs available depends upon the specific skills and expertise of the staff. Currently we have groups as below:

| | |
|-------------------------------|-----------------|
| Beginner Strings | Robotics Club |
| Strings Ensemble | STEM Club |
| Concert Band Brass & Woodwind | ESports |
| Choir (Junior and Senior) | TOMS |
| Just Sing | TAG / Art Club |
| Drama Excellence | TEAK |
| Just Drama | Italian Club |
| Dance Excellence | Student Council |
| Boys Dance | Rugby League |
| Just Dance | Rugby Union |
| Mini Boppers | Soccer |
| Kilometre Club | AFL |
| Skipping Squad | Netball |
| Culture Club | Touch Football |
| | OzTag |



E16: Enrichment Programs

We seek to provide students with as many enrichment activities as possible. We have organised both before and after school programs of enrichment activities, which may include Kids on Keyboards, Intra School Rugby, Intra School Touch, Soccer Coaching, Auskick, Tennis. The activities are run by private providers and not by members of the school staff. Therefore a fee applies to all activities.

Since the children will be arriving and departing the school outside of school hours with fewer people around than usual, we ask, for safety reasons, that you drop off or collect your child from the activities whenever possible.

E17: Annual Events

At Talara Primary College, we aim to provide wonderful opportunities to get together as a community to enjoy ourselves and celebrate learning.

Activities such as Inter House Sports Day, ANZAC Day, Swim Carnival, World Teachers Day, Support Staff Day and Talara Performance Night Spectacular have already become established as special events for Talara. These well supported whole school activities serve to bond our community, celebrate our successes and further establish our unique school culture and history.

We also have the tradition of a Biennial School Winter Sun Carnival. This booming community event is run by a terrific team of volunteers, and we always welcome any additional members to our Team.

Family events including P&C evenings and Discos are also organised throughout the year providing other excellent opportunities for parents to celebrate learning with their child/ren.

E18: Student Council

As a result of viewing our students as citizens of our school community where rights and responsibilities are the fabric of school life, we have established a Student Council. The operations of the council are facilitated by a staff member who teaches the principles and processes of democracy.

The Student Council is comprised of the School Captains and representatives from each of the upper year classes. These representatives have been nominated by their peers.

A council representative has the responsibility of gathering information from his/her class members, representing their views at the council meetings and reporting back to them. Classroom discussions held by the class representative prior to Council meetings are supervised by the classroom teacher.

The purpose of a Student Council is to:

- promote life within a democratic society
- provide a communication channel between the students and school management
- provide an avenue for students to participate in the school's decision making
- establish a student fund raising body to finance student priority programs and facilities

Some activities of the Student Council may include:

- modelling socially acceptable citizenship behaviours
- liaising between school management and fellow students

- welcoming and thanking visitors
- voicing concerns of the student body
- making recommendations regarding rules and regulations
- contributing to the school's decision-making processes
- assisting with the organisation of school's functions
- promoting sporting and extra-curricular activities
- assisting in the enforcement of school rules
- fundraising and managing projects and programs funded by the fundraising revenue.

E19: Pastoral Care

Part of Talara Primary College's school code states that we care for ourselves and for each other. Therefore our Pastoral Care Program seeks to support one another, whilst at the same time recognising the needs of others in our local and global community. The program also seeks to develop a strong sense of community capturing the important values of love, acceptance, compassion, care and justice.

The Pastoral Care Program at Talara Primary College:

- offers additional support and enrichment for students that extends beyond the classroom
- seeks to strengthen and encourage families of the school in a variety of ways
- draws from the experience and values of the wider community by recognising groups such as the local church communities (and accessing the skills and resources they have to offer)
- encourages students to be aware of our global village and to respond to the needs of other communities who also share our planet.

To directly support our Pastoral Care Program resources include

- A Pastoral Care Resource Library
- Information about local support, personnel and networks during times of need
- Support for the student council selected "Project of Care"

Talara Primary College also offers a range of programs to promote the positive values of pastoral care.

E20: Peer Support and Buddies Program

This program enables our senior students to practice leadership skills and provides another opportunity to create a sense of community and shared knowledge and values through our Code of Conduct, Whole of School Outcomes (Attributes of a Lifelong Learners) and You Can Do It Program. All of these focuses create lifelong skills for our students, setting them up with a balance of caring behaviours, intellectual and emotional intelligences. Our Peer Support and Buddies Program is based on research evidence that children learn values best from other young people.

Year 6 students are buddies with Prep students each year. This creates an opportunity for our Prep students to move into Year 1, knowing the Year 6 students.

Year 6 students lead groups of students from Years 1, 2 and 3 in our peer support program to undertake activities and games designed to assist the above skill building and development of values.



F1: Access to the School Campus

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 teacher, or while waiting for transport home. Children are required to report to the office at 3:00pm, if they have not been collected as expected.

Parents/carers are asked to actively discourage children from playing in the school grounds after school and on weekends. Unauthorised use of the school grounds is officially trespassing and instances will be reported to the police when the welfare of the school facility is considered to be at risk. We have already prosecuted a number of offenders.

If you do see an unauthorised entry or vandalism occurring to our school after hours, you are asked to ring School Watch on 13 17 88. This phone number is always on a sign on the gate for your ready reference. We employ security guards to ensure our Trespassing Policy is strictly adhered to.

F2: Illegal Parking

A school traffic zone is one which deserves the greatest respect from motorists, especially before and after school. Motorists are asked to be most diligent in their compliance to the:

- school speed zone of 40 km/hr
- school pedestrian crossing
- No Parking and No Standing zones - especially in the bus lane.

Breaches of these road rules threaten the safety of our students and will be reported to the appropriate authority. Police and local council will be asked to regularly patrol the area.

The bus zone is not to be used as additional parking as this action endangers the lives of our students, especially as they cross the crossing closest to the front gate. This area is a no parking zone and a designated bus area. Fines have already been incurred by offenders.

Motorists are also asked not to set their children down by temporarily parking on the crossing in the main car park area. This is dangerous and most inconsiderate of other car parks users. A pick-up and drop off zone is provided for this purpose. No cars are to be left unattended in this zone.

Motorists are asked not to drive into the school grounds. The turn-around at the side of the administration building is reserved for delivery vehicles and staff parking only. Motorists using this turn-around to pick up and drop off children will be asked to remove their vehicle from the school grounds in the interest of student safety. Similarly, the turn-around at the end of the staff carpark is not to be used as a drop off zone.

The access road along the side of the Performance Hall is strictly no access to parents at all times.



Medical Matters

G1: 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 in the first instance, complete a *request to administer medication* form.

(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 should be written on the medication container by the pharmacist at the medical practitioner's direction. The teacher or other authorised person should not accept the instructions solely from the parent/legal guardian. The instructions on the medication container need to indicate specific times at which medication is to be administered, as well as quantity of medication to be administered.

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

(D) Non-prescribed oral medication (such as analgesics and over-the-counter medications) will not be administered by teachers or other school staff unless it has been labelled by a pharmacist and a medication form has been completed.

G2: Implications for Parents/Carers at Talara

All medications you provide for the school to administer to your child must be prescribed by a qualified health professional who is authorised to prescribe medications under the Health (Drugs and Poisons) Regulation 1996 (Qld) e.g. doctor, dentist, optometrist. State schools refer to these professionals as 'prescribing health practitioners' (practitioners).

Information for parents/carers:

1. For all medications

For any medication to be administered to a student during school hours and/or during school-related events, provide the school with:

- a completed Consent to administer medication form (available on request from the Office)
- the medication (in its original container, with intact packaging) with a completed current pharmacy label (that indicates that it is prescribed medication), and/or
- other written medical authorisation signed by the prescribing health practitioner, including:
- a signed letter, or other signed written instructions
- a Medication order to administer 'as-needed' medication at school
- a completed and signed health plan

2. **Where no additional information is required from your practitioner**

If your child requires medication at a routine time (e.g. 11am every day), the pharmacy label attached to the medication provides the school with the instructions from the doctor/dentist needed to safely administer the medication. Examples of routine medication include Ritalin, antibiotics, eye/ear drops, enzyme tablets and ointments.

No other written information from the prescribing health practitioner is required.

3. **Where you will need additional written information from your practitioner**

As well as using the pharmacy label instructions, the school will need additional written information from the prescribing health practitioner if your child:

a. **requires medication as an emergency response.** Depending on your child's health condition, your doctor will need to complete:

- an Asthma Action Plan and/or
- an Anaphylaxis Action Plan and/or
- written instructions if your child has more complex health needs.

b. **requires insulin.** Your doctor will need to complete a medication order for insulin.

c. **requires medication 'as-needed' (but not as an emergency response).** Your health practitioner will need to complete a Medication order to administer 'as-needed' medication at school (see page 3).

d. **has their dosage changed from that on the pharmacy label.** Your health practitioner will need to write a letter for the school explaining the changes. To assist the school in safely administering the medication to your child, you are encouraged to have your pharmacist update the pharmacy label attached to the medication with the new dosage as soon as possible.

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.

G3: Infectious Diseases – Exclusion from School

Please find following **"Time Out Poster"** at the end of section G, that shows the minimum exclusion periods from school, preschool and child care facilities based on National Health and Medical Research Guidelines (NHMRC).

The guidelines 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 "Time Out Poster").

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.

Sunshine Coast 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 NHMRC recommended schedule. If this was to occur the need to exclude case contacts should not arise.

Parents/carers are asked to observe these regulations fully.

Please note: Parents/carers/emergency contacts will be rung and asked to collect their child from school unless the above instructions are followed.

G4: Sick Pupil Procedures/First Aid

Minor scratches and abrasions are attended to by the classroom or playground duty teacher.

Sick or injured students are escorted to the sick room in the administration area where they are treated by staff members with first aid certificates. They are adequately supervised until no further treatment or assistance is required or until the student is handed over to the ambulance, medical personnel or parent/carer.

Parents/carers will be advised by phone that their child is sick or injured and will be asked to collect their child from the sick room in the Administration Building as soon as possible. In the event of the parents/carers not being contactable, emergency contacts will be advised.

Please advise the school if a person other than the parent/carer will be collecting your sick child from the school.

G5: Ambulance

As from 1 July 2003 all students are covered for ambulance service through the levy deducted from the school's electricity account.

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

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

In addition to your own contact numbers, we request the name and phone numbers of two or three emergency contact people who will be able to respond to an emergency situation involving your child on your behalf.

G6: Head Lice

Head lice are not a disgrace. Anyone, child or adult, can become infected. This happens through close contact of heads or by using items such as combs, brushes, hats, etc. of an infected person immediately after they have used them. Information letters are available from the office and these are sent home to the parents/carers of students suspected of infection or who may have come in contact with an infected person. It is essential on receipt of this note that you inspect your child's hair, then return the tear off slip to the teacher.

Parents will be rung and asked to collect individual students who we suspect are infected. They may return once they have been treated and are required to bring a note from their parent indicating they have been treated.

G7: Dental Service

The Sunshine Coast Health Service has a number of dental clinics and mobile dental vans providing free dental care to school children aged from 4 years up to and including Year 10.

When medical-dental consent forms are issued, parents/carers are asked to complete the form if they wish their child to have a dental examination.

If treatment other than of a diagnostic or preventive nature is required, another form will be issued advising of treatment needed. If you would like to proceed with treatment, you will need to sign and return this form. Parents/carers may choose to attend with their child.

If problems or concerns arise, after the dental van has left the school, parents can access the service by ringing the Kawana Oral Health Clinic on 5438 4200.

G8: Healthy Eating

Childhood is a period of growth. Nutrition is vital to total health and well-being of the child. It is essential for good health and a key factor in both prevention and recovery from illness. It also assists the child's concentration and group participation. Childhood is a time when eating habits and food preferences are formed. For this reason, it is important that children are given a variety of foods that support a nutritious diet.

Parents and carers play an important part in promoting healthy eating to their children. Below are some ideas on ways children can be encouraged to make healthy food choices.

- be a role model for healthy eating and active living (children learn much more from what you do than what you say)
- encourage children to eat a healthy breakfast every day (the breakfast menu ideas fact sheet found on the *eat well be active* website (<http://www.health.qld.gov.au/eatwellbeactive/>) provides some nutritious options)
- limit foods that are high in sugar, saturated fat and salt, and replace them with a variety of foods from the five food groups (these include bread, cereals, rice, pasta and noodles; vegetables, legumes; fruit; milk, yoghurt, cheese; and lean meat, fish, poultry, eggs, nuts, legumes)
- let your child practise what they know about healthy eating by helping to plan and prepare meals (help your child write a shopping list of foods they would like in their lunch box based on the five food groups)
- provide healthy choices for snacks such as fresh fruit and sandwiches and ensure breaks between eating of about two hours (this lowers the risk of tooth decay)

"Snack Attack" is an opportunity provided to Talara students during the morning session to quickly eat a healthy snack to keep the brain stimulated. Quick healthy snacks like cut apples, bananas, celery, nuts, sultanas are ideal.

G9: Sun Smart Policy

Queensland has the highest rate of skin cancer in the world. Two out of every three Queenslanders will develop some sort of skin cancer in their lifetime. Research suggests that at least two-thirds of all melanomas occurring in Australia could be prevented if children were protected from the sun during their first 15 years.

Skin damage, including skin cancer, is the result of cumulative exposure to the sun. Research shows that severe sunburn contributes to skin cancer and other forms of skin damage such as sunspots, blemishes and

premature ageing. Most skin damage and skin cancer is therefore preventable. Ultraviolet radiation (UVR) levels are highest during the hours that children are at school.

With this in mind, Talara Primary College realises the need to protect children's skin and educate them about Sun Smart behaviour, thus reducing the risk of skin damage from exposure to the sun.

Aims

The policy aims to:

- provide ongoing education that promotes personal responsibility for skin cancer prevention and early detection
- provide environments that support Sun Smart Practices
- create an awareness of the need to reschedule work commitments and outdoor activities to support Sun Smart practices.

Our Expectations

Parents / carers will:

- provide the school's Sun Smart hat for their child and ensure that they wear it to and from school
- ensure that their child applies SPF30 or higher, broad-spectrum, water-resistant sunscreen 20 minutes before leaving for school
- ensure that their child's clothing provides adequate protection from UVR. The Queensland Cancer Fund recommends clothing that has the following features:
 - dark coloured
 - collars and sleeves
 - closely woven fabric
 - natural fibre
- act as positive role models by practising Sun Smart behaviour
- support the school's Sun Smart policy and help to design and regularly update the policy.

Students will:

- be aware of the school's Sun Smart policy
- take responsibility for their own health and safety by being Sun Smart
- comply with Sun Smart rules and guidelines by wearing suitable hats, clothing and sunscreen
- wear sun shirts for all swimming activities
- have access to SPF30 or higher, broad-spectrum, water-resistant sunscreen
- when appropriate use shaded or covered areas when outdoors
- act as positive role models for other students in all aspects of Sun Smart behaviour
- participate in Sun Smart education programs

Our school recognises that winter sun also contributes to skin damage. The implementation of this policy will therefore be conducted throughout the year.

The purpose of this Sun Smart policy is to ensure that all children attending our school are protected from the harmful effects of the sun throughout the year.

Our Commitment

Talara Primary College will:

- inform parents of the Sun Smart policy when they enrol their child (through the prospectus)
- increase the amount of shade in the school grounds, where possible, by building shelters and planting trees
- incorporate education programs that focus on skin cancer prevention into the school curriculum
- encourage all teachers and staff to act as positive role models for children in all aspects of Sun Smart behaviour
- seek ongoing support from parents and the school community for the Sun Smart policy and its implementation, through newsletters, parent meetings, etc.

- ensure that all students and staff wear hats that protect the face, neck and ears, and have access to SPF30 or higher, broad-spectrum, water-resistant sunscreen, when involved in outdoor activities
- require the wearing of swim shirts during all water-based activities for students from Prep to Year 6
- encourage students without adequate sun protection to use shaded or covered areas at recess and lunch times
- review the school dress code to conform with the Queensland Cancer Fund Sun Smart clothing guidelines
- ensure that, wherever practicable, outdoor activities take place before 10:00am or after 2:00pm
- ensure that adequate shade is provided at sporting carnivals and other outdoor events
- review the Sun Smart Policy regularly

G10: Smoking and Vaping

Government regulations state that smoking and vaping is not permitted on school premises.



Time Out

Keeping your child and other kids healthy!

- Information for a number of infectious conditions that may require¹ exclusion of children from school, education and care services.
- Additional public health *recommendations* that apply to children and adults.
- To assist medical practitioners, schools, preschools and childcare facilities to meet the public health *requirements*¹ and *recommendations*.

*Refers to contagious conditions as per the Public Health Regulation 2018.

1. Observing the exclusion period meets the intent of the Public Health Act 2005 for a person to be non-infectious. See schedule 4 of the Public Health Regulation 2018 for a complete list of contagious conditions and their exclusion criteria.
2. Doctors should notify the local Public Health Unit as soon as possible if children or staff are diagnosed with these conditions. Refer to page 2 for Public Health Unit contact details.

| Condition | Person with the infection | Those in contact with the infected person (The definition of 'contact' will vary between diseases) |
|--|--|---|
| *Chickenpox (varicella) | EXCLUDE until all blisters have dried, and at least 5 days after the onset of symptoms. ¹ | EXCLUSION MAY APPLY EXCLUDE non-immune pregnant women and any child with immune deficiency or receiving chemotherapy. Advise to seek urgent medical assessment. <i>Contact your Public Health Unit for specialist advice.</i> Also see Shingles information below. |
| Cold sores (herpes simplex) | NOT EXCLUDED if the person can maintain hygiene practices to minimise the risk of transmission. Young children unable to comply with good hygiene practices should be excluded while sores are weeping. Sores should be covered with a dressing where possible. | NOT EXCLUDED |
| Conjunctivitis | EXCLUDE until discharge from eyes has ceased unless a doctor has diagnosed non-infectious conjunctivitis. | NOT EXCLUDED |
| *COVID-19 | EXCLUDE until symptoms have resolved, normally 5–7 days. | NOT EXCLUDED |
| Cytomegalovirus (CMV) | NOT EXCLUDED pregnant women should consult with their doctor. | NOT EXCLUDED pregnant women should consult with their doctor. |
| Diarrhoea and/or Vomiting including: <ul style="list-style-type: none"> • amoebiasis • campylobacter • cryptosporidium • giardia • rotavirus • salmonella • *gastroenteritis but excluding: <ul style="list-style-type: none"> • *norovirus • shigellosis • toxin-producing forms of E.coli (STEC) See advice for these specific conditions below | <p>Exclusion periods may vary depending on the cause.</p> <p>EXCLUDE a single case until the person, has no symptoms ¹ (includes vomiting if applicable), is feeling well and they have not had any loose bowel motions for at least 24 hours or if the person has confirmed norovirus exclude for at least 48 hours.¹</p> <p>EXCLUDE all persons who prepare or serve food until they have not had any diarrhoea or vomiting for 48 hours.</p> <p>NOTE: If there are 2 or more cases with diarrhoea and/or vomiting in the same location, which may indicate a potential outbreak OR a single case in a food handler, notify your Public Health Unit.</p> <p>Diarrhoea: 3 or more loose stools or bowel movements in a 24 hour period that are different from normal and/or escapes a child's nappy.</p> <p><i>See information below if norovirus is confirmed or considered likely as the cause of diarrhoea and vomiting.</i></p> | NOT EXCLUDED |
| *Enterovirus 71 (EV71 neurological disease) | EXCLUDE until written medical clearance is received confirming the virus is no longer present in the person's bowel motions. ¹ | NOT EXCLUDED |
| Fungal infections of the skin and nails (ringworm/tinea) | EXCLUDE until the day after antifungal treatment has commenced. (No exclusion for thrush). | NOT EXCLUDED |
| Glandular fever (mononucleosis, Epstein-Barr virus) | NOT EXCLUDED | NOT EXCLUDED |
| *German measles (rubella)² | EXCLUDE for 4 days after the onset of rash ¹ or until fully recovered, whichever is longer. Pregnant women should consult with their doctor. | NOT EXCLUDED pregnant women should consult with their doctor. |
| *Haemophilus influenzae type b (Hib) | EXCLUDE until the doctor confirms the person is not infectious and has completed 4 days of appropriate antibiotic treatment. ¹ <i>Contact your Public Health Unit for specialist advice.</i> | EXCLUSION MAY APPLY <i>Contact your Public Health Unit for specialist advice.</i> |
| Hand, foot and mouth disease | EXCLUDE until all blisters have dried. | NOT EXCLUDED |
| Head lice | Exclusion is not necessary if effective treatment is commenced before next attendance day (i.e. the child does not need to be sent home immediately if head lice are detected). | NOT EXCLUDED |
| *Hepatitis A² | EXCLUDE until at least 7 days after the onset of jaundice; ¹ OR for 2 weeks after onset of first symptoms, including dark urine if there is no jaundice. If a person is asymptomatic <i>contact your Public Health Unit for Specialist advice.</i> | NOT EXCLUDED <i>Contact your Public Health Unit for specialist advice about vaccination or treatment for children and staff in the same room or group, children transferring to another centre and new enrolments.</i> |

| Condition | Person with the infection | Those in contact with the infected person ² |
|--|---|--|
| Hepatitis B and C | NOT EXCLUDED cover open wounds with waterproof dressing. | NOT EXCLUDED |
| Hepatitis E | EXCLUDE until at least 2 weeks after the onset of jaundice. | NOT EXCLUDED |
| Human immunodeficiency virus (HIV/AIDS) | NOT EXCLUDED cover open wounds with waterproof dressing. | NOT EXCLUDED |
| Influenza and influenza-like illness | EXCLUDE until symptoms have resolved, normally 5–7 days. | NOT EXCLUDED |
| *Measles ² | EXCLUDE until the doctor confirms the person is not infectious but not earlier than 4 days after the onset of the rash. ¹ <i>Contact your Public Health Unit for specialist advice.</i> | EXCLUSION MAY APPLY NOT EXCLUDED vaccinated or immune contacts. EXCLUDE immuno-compromised contacts (including those receiving chemotherapy) until 14 days after the appearance of the rash in the last case. EXCLUDE non-or incompletely vaccinated contacts, without evidence of immunity. <i>Contact your Public Health Unit for specialist advice.</i> |
| Meningitis (bacterial) | EXCLUDE until well and has received appropriate antibiotics. | NOT EXCLUDED |
| Meningitis (viral) | EXCLUDE until well. | NOT EXCLUDED |
| *Meningococcal infection ² | EXCLUDE until the treating doctor confirms the child is not infectious and at least 24 hours of appropriate antibiotics have been completed. ¹ <i>Contact your Public Health Unit for specialist advice.</i> | NOT EXCLUDED <i>Contact your Public Health Unit for specialist advice about antibiotics and/or vaccination for close contacts.</i> |
| Molluscum contagiosum | NOT EXCLUDED | NOT EXCLUDED |
| Mumps | EXCLUDE for 5 days after onset of swelling. Pregnant women should consult with their doctor. | NOT EXCLUDED pregnant women should consult with their doctor. |
| *Norovirus | EXCLUDE until no symptoms and no loose bowel motions for 48 hours. ¹ | NOT EXCLUDED |
| Roseola, sixth disease | NOT EXCLUDED | NOT EXCLUDED |
| Scabies | EXCLUDE until the day after treatment has commenced. | NOT EXCLUDED |
| School sores (impetigo) | EXCLUDE until 24 hours of appropriate antibiotics have been completed. Cover sores on exposed areas with a waterproof dressing until sores are dry, and encourage handwashing. | NOT EXCLUDED |
| Shiga toxin-producing E.coli (STEC) | EXCLUDE until diarrhoea has stopped and 2 samples have tested negative. <i>Contact your Public Health Unit for specialist advice.</i> | EXCLUSION MAY APPLY <i>Contact your Public Health Unit for specialist advice.</i> |
| Slapped cheek syndrome, fifth disease (parvovirus B19, erythema infectiosum) | NOT EXCLUDED pregnant women should consult with their doctor. Note: Children are contagious until 24 hours after the fever resolves. Rashes generally occur after the infectious period has passed. | NOT EXCLUDED pregnant women should consult with their doctor. |
| Shigellosis | EXCLUDE until there has been no diarrhoea or vomiting for 48 hours. <i>Contact your Public Health Unit for specialist advice.</i> | EXCLUSION MAY APPLY <i>Contact your Public Health Unit for specialist advice.</i> |
| Shingles (herpes zoster) | EXCLUDE all children until blisters have dried and crusted. EXCLUDE adults if blisters are unable to be covered. NOT EXCLUDED in adults if blisters can be covered with a waterproof dressing until they have dried. | EXCLUSION MAY APPLY <i>Contact your Public Health Unit for specialist advice, including advice for pregnant women and any person who is immuno-compromised (including receiving chemotherapy).</i> |
| Streptococcal sore throat (including scarlet fever) | EXCLUDE until 24 hours of appropriate antibiotics have been completed. | NOT EXCLUDED |
| *Tuberculosis (TB) ² | EXCLUDE until written medical clearance is received from the relevant Tuberculosis Control Unit. | NOT EXCLUDED |
| *Typhoid ² and paratyphoid fever ² | EXCLUDE until appropriate antibiotics have been completed. ¹ Stool sample clearance will be required, <i>contact your Public Health Unit for specialist advice.</i> | EXCLUSION MAY APPLY <i>Contact your Public Health Unit for specialist advice.</i> |
| *Whooping cough (pertussis) ² | EXCLUDE until 5 days after starting appropriate antibiotics or for 21 days from onset of cough AND confirmed that they are not infectious. ¹ <i>Contact your Public Health Unit for specialist advice.</i> | EXCLUSION MAY APPLY for contacts of an infected person. <i>Contact your Public Health Unit for specialist advice regarding exclusion of non-or incompletely vaccinated contacts.</i> |
| Worms | EXCLUDE until diarrhoea has stopped for 24 hours and treatment has occurred. | NOT EXCLUDED |

This is an assistive tool, it is not intended to replace clinical assessment, management or judgment.

If you have any medical concerns, contact your healthcare provider or 13 HEALTH (13432584)

For further advice on the information within this poster, contact your nearest Public Health Unit via 13Health or at www.health.qld.gov.au/system-governance/contact-us/contact/public-health-units

Further information on recommendations:

- Communicable Diseases Network Australia (CDNA) guidelines
<https://www1.health.gov.au/internet/main/publishing.nsf/Content/cdnasongs.htm>
- National Health and Medical Research Council publication: infectious diseases in early childhood and education and care services, 5th edition www.nhmrc.gov.au/guidelines-publications/ch55
- Queensland Department of health Communicable Disease Control Guidance
<http://disease-control.health.qld.gov.au>



Use this QR Code to access a digital copy of this poster or visit
www.health.qld.gov.au/public-health/schools/prevention





Uniforms and Property

H1: Uniforms

Please note: Talara Primary College is an extremely strict uniform school seeking full compliance with the complete uniform requirements.

The uniform is jade, navy and maroon in colour and the components are:

A jade **polo-shirt** with a maroon panel and white piping on the right side, navy (left) and maroon (right) sleeves, navy collar and the school logo on the left side of the chest. The shirt is matched with navy **shorts, skorts or a skirt**. A formal dress is also available. The uniform is worn with a navy wide-brimmed **hat**, black enclosed **shoes** (buckle, lace up or velcro) and plain white **socks** that can be visibly seen above the shoe.

For designated House Competition Sports Days team colours, White, Navy, Jade or Maroon may be worn.

Inappropriate dress refers to clothing or apparel that the student wears that is, or could be deemed to be:

- (a) offensive
- (b) likely to disrupt, or negatively influence, the normal operation of the school
- (c) unsafe for the student or others
- (d) likely to result in a risk to the health of the student or others

Prep Uniform

Prep students are to wear the Talara Primary College uniform as endorsed by our P&C. A jade hat-band is to be purchased from the uniform shop for all Prep students. This band fits neatly around the student's hat and should be worn on the hat whilst your child is enrolled in their prep year of school.

The band allows for staff to easily identify Prep students in the playground and direct them easily to and from their areas.

H2: Dress Standards

Dress Standard

Talara Primary College is a very strict uniform school. We have the support of our Parents and Citizens' Association and the school's Uniform Committee to promote 100% adherence to the uniform. Our dress standards for our students reflect our community standards. They provide a ready identification of students and non-students at school; they foster a sense of belonging and help develop mutual respect among students by minimising visible evidence of economic or social differences. In circumstances where inappropriate dress is worn, action will be taken by the Principal.

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

| Talara Primary College – Dress Code Policy | |
|--|---|
| Purpose | <p>This policy outlines appropriate dress standards for students. These standards reflect community standards.</p> <p>The policy incorporates the recommendations and requirements of relevant health and safety policies. It takes into account relevant legislation, both State and Commonwealth.</p> <p>The policy reflects the principles of:</p> <ul style="list-style-type: none"> • access and participation • respect for others • continuity and fair-trade practice regarding uniforms • responsiveness and sensitivity • school community awareness • upholding community expectations |
| Consultation | <p>This policy was drafted by the working party consisting of the principal, teachers and parents during November 1997, then ratified by staff and P&C.</p> <p>Review undertaken in Feb 2014 and September 2020.</p> |
| Policy Coverage | This policy covers the primary school students of Talara Primary College |

The Talara Primary College community is committed to maintaining a culture of high standards in all that we do. As such, our school has a Student Dress Code Policy that ensures our students represent themselves and our school to the highest standards each and every day. Consistent dress standards establish a positive and united school community identity.

The Student Dress Code Policy is supported by our school community and aligned with section 364 & 365 of the Education (General Provisions) Act 2006.

It is an expectation that upon student enrolment at Talara Primary College that parents' consent to uphold our Student Dress Code by way of signing the ***Enrolment Agreement Form***.

Our Student Dress Code consists of an agreed standard and items of clothing. This includes a school uniform that all students will wear when:

- attending or representing their school
- travelling to and from school and
- engaging in school activities out of school hours.

Talara Primary College Student Dress Code aims to contribute to a safe and supportive teaching and learning environment through:

- fostering a sense of belonging
- promotes an effective teaching and learning environment by eliminating the distraction of competition in dress and fashion at school
- developing mutual respect among students by minimising visible evidence of economic or social difference
- identification of students at school and on excursions
- incorporating recommendations of the Queensland Cancer Council Sun Safe clothing guidelines
-

At Talara Primary College, the expectation is that each day students will wear one of the agreed Talara Primary College uniforms as outlined below. To cater for all students, the uniform consists of a variety of items that can be mixed and matched along with unisex items that ALL students can choose to wear.

Uniform Options:

- TPC Polo Year P-6
- TPC Sport Short Year P-6
- TPC Dress Years P – 6
- TPC Skorts Prep – 6



Other:

- Plain black shoes (no colours)
- Plain white ankle socks (visible above shoe)
- TPC broadbrim hat (caps are not permitted)
- TPC Prep hat band (Prep only)
- NAVY School bag – Talara Logo



Wearing the endorsed TPC monogrammed uniform daily, purchased through our Uniform Shop is our strong preference. Should students wear plain navy alternatives purchased elsewhere then the following considerations are to be adhered to:

- **Shorts, skorts and skirts must be at a minimum mid-thigh in length**
- **NO open side splits are to be above mid-thigh height**

All Students:

Due to Workplace Health and Safety regulations, student's footwear must provide adequate protection and cover the entire foot. Students attending this school must wear black (100% black, no other colour), polish able leather or vinyl joggers/shoes that are fully enclosed. Joggers are preferable as regular physical activity is part of the curriculum. Shoelaces must be black. Velcro fasteners are recommended for Prep students.

Winter Uniform Options:

- TPC zip up winter jacket
- TPC jumper – with logo
- Navy tracksuit pants
- Navy opaque stockings or tights (**Footless tights or leggings only permitted under dress, skorts, shorts or skirts**)



If you are unable to purchase a school jacket or jumper, we ask that your child wear a plain navy jumper without any patterns, logos or hoods.

Sports Uniform:

Students may wear TPC sports uniform shirt during school carnivals. Sports uniforms are optional however; the alternative to wearing the TPC sports uniform is wearing the TPC daily uniform.

- TPC sport house colours: (Stradbroke [NAVY], Fraser [WHITE], Moreton [MAROON], Bribie [JADE])

In line with Education Queensland's Sun Safety Strategy, children are required to wear swim shirts for all water activities. If parents are unable to provide a swim shirt, we will allow students to wear a t-shirt instead.

School Back Pack:

Students are encouraged to use the TPC school backpack. Alternatively, students may use a plain navy school bag with no markings.

Jewellery:

Students are permitted to wear only the following items:

- An analogue or digital watch
- One/two small plain stud or small plain sleeper of silver, gold or neutral in colour in the lower lobe of each ear
- Medical alert bracelets
- Religious or culturally significant pendants e.g. signet rings, tiki or crucifix *by written request of parent*

Students are **NOT** permitted to wear the following items:

- Facial piercings
- Smartwatches
- Necklaces, bracelets and rings (these are considered a safety hazard and could come in contact with another student causing injury to self or others)

Hair:

To reduce the transfer of head lice as well as to avoid distractions to learning, *ALL* hair that is at or longer than shoulder length is to be plaited, braided or tied back with long fringes pinned back from eyes. To ensure hairstyles are not a distraction to teaching and learning *ALL* hairstyles must be conservative. Hair accessories are to be neutral in colour or Talara uniform school colours (jade, maroon, white or navy). The length of the fringe should not exceed the eyebrows so as not to impede learning or pose a safety risk. Students are NOT permitted to wear or have:

- Oversized hair accessories (e.g. Jo Jo bows)
- Tracks in hair
- Dyed hair

Makeup and Nail Polish:

No makeup is to be worn to school. Coloured nail polish is not acceptable. Students wearing coloured nail polish will be asked to remove it immediately. Nail polish remover will be provided.

PLEASE NOTE:

The school dress code policy **DOES NOT** include any other item of clothing or accessory, other than that included in the list of uniform items.

- NO denim, surf or mesh shorts
- NO thongs, sandals or slip on shoes can be worn
- NO brightly coloured shoe laces
- NO visible midriffs, waist bands or sweat bands

Free Dress Days:

These will be organised by Student Council and advertised in E-Newsletters, parades and displays around the school. Clothing worn on these days:

- Must be sun safe (e.g. covered shoulders and midriffs)
- No inappropriate logos, images, slogans or wording (e.g. alcohol/tobacco)
- Safe footwear (must be covered in; no thongs, high heels etc)

Monitoring the School Uniform:

Regular routine and random uniform checks will occur. The Principal or Deputy Principal should be contacted immediately and confidentially if a family is in difficult financial circumstances.

Any students with inappropriate items (e.g. jewellery) staff will have them removed for the day for the first offence.

The School Staff may apply the following sanctions on any student who does not comply with our schools Dress Code:

- No hat, no play
- Not sun safe, no play/no water activity

Non-compliance with Student Dress Code Policy:

Students unable to wear their uniform for good reason are required to bring a note from their parent/caregiver indicating when the student will be able to wear their uniform.

The school staff may employ a number of strategies in the event students are non-compliant with the school's mandatory Student Dress Code. These strategies will be compliant with the Education (General Provisions) Act 2006.

Strategies include:

- Provision of a Uniform Pass for any day they are non-compliant. *Students are required to keep these with them and present to staff when requested.*
- Seeking parental support for compliance e.g. letter or telephone call.
- Requesting correct uniform be brought to school for the student.
- Assisting students with genuine economic hardship to acquire uniform e.g. uniform loan.
- Preventing the student from taking part in a school event outside the school.
- Preventing the student taking part in a school activity that is not part of the essential education program of the school.

After the above strategies have been considered and continued breaches are occurring, then penalties, e.g. blue slip entries/reflection, for an infringement under our Talara Primary College Code of Conduct (*Dress Code or Non-compliance with Routine*) can be imposed by the Principal or Deputy Principal.

It is the intention of the school Administration to ensure every student complies with the Student Dress Code Policy every day.

H3: Lost Property

Undoubtedly, each year the school will accumulate lost property. Therefore, please ensure that ALL your child's belongings are clearly labelled. The lost property collection is located outside the office for large items and in the admin office for smaller or valuable items. Parents/carers are encouraged to seek lost belongings at any time. Each term all lost property items are displayed in the undercover area for a day and students are encouraged to check for any of their lost belongings.

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

H4: Bikes & Scooters

We strongly encourage students to keep their bikes and scooters locked up at all times. We recommend that students make contact with the Kawana or Caloundra Police Station, label their bikes and record the details. Bicycle helmets should also be clearly labelled and locked to the bike or taken to the bag racks.

Bike rack areas are provided near the Senior Primary Centre for those students entering the school from Jacana Street and at the back of the school near the Janitor/Grounds person shed for those students who enter the school from Petal Court.

Students riding bikes or scooters to school are encouraged to enter the school from these side gates rather than contend with the main traffic in front of the school. Students entering the front of the school are required to walk the bike or scooter across the pedestrian crossing following the Crossing Supervisor's

instructions and walk them through the school grounds.

Students are not permitted to ride their bikes or scooters in the school grounds or anywhere in the main parking area at the front of the school. When exiting from the front of the school, bikes or scooters must be walked to the end of the school campus before they are to be mounted and ridden.

H5: Skateboards

Skateboards present a whole series of issues regarding safety and property security. For both reasons the decision of the school's administration and P&C is to ban skateboards from being on the school grounds at any time.

In support of this, we request that parents ensure students do not ride skateboards to school.

H6: Money and Valuables

Valuables, electronic games, swap cards and toys are not to be brought to school. Items will be kept in the office for one week before being returned to the student. The school provides a range of sporting equipment for students to use at lunch times.

H7: Mobile Phones

Students are not allowed to have mobile phones whilst at school. If a child is required to have a mobile for travel to and from school, they are required to check their phone into the school office each morning and then collect it when leaving.

A full copy of our Mobile Phone Policy is available from the school administration.

H8: Student Finance

For all activities requiring payment, a letter is emailed home detailing the activity and the associated costs via our QParents platform. Our finance system generates invoices for payments to be applied against.

Terms of reference:

Debtor - A debtor is a person who has financial responsibility for a student/s. This is generally the first listed parent or guardian enrolling the student/s. Invoices and statements will be addressed to the debtor.

In split family situations where there are two people with financial responsibility, the system has the ability to split invoices according to the identified percentage. This is known as a "debtor split". *Please discuss this option with the office team.*

Emailed information:

Parents will receive permission requests, invoices, credit notes and statements automatically generated through the finance system.

- **Permissions** – The QParents platform manages all this information and is used for approving incursion and excursion permissions
- **Invoices** – are generated for the full amount of the activity. If there is a credit (or a deposit) to be applied to this invoice, it is a manual process undertaken by our office team, after the invoice is generated.
- **Credit notes** - are generated if a refund is requested (see Refund Guidelines) or as an automatic process if an unpaid invoice is cancelled due to non-attendance.

- **Statements** – are generated monthly so that debtors are aware of any outstanding fees or credit balances.
 - If an amount appears with a negative symbol in front of it [e.g. -\$30.00], this amount refers to a credit balance. No payment is required for a credit balance. Please note that credits are not automatically applied to invoices. When you receive an invoice via email, if you wish to use a credit on your account as payment for the invoice, please respond to the invoice email requesting this.
 - Credit balances remain on the student's account until parent instruction is received to use them.

Payment Options:

The school has a number of options for making payments. In order of preference:

1. **Online Payments:**

- **QParents** – Approved QParents Account Owners can use the QParents App to view outstanding invoices, make payments and view payment history. If you're not an existing approved user, please contact our office to request an invitation email
- **BPoint** - Details are located on the bottom left side of your invoice. There is **no minimum payment** required for BPoint. **Individual invoices must be paid separately** using BPoint (*more information below*)

2. **EFTPOS:**

EFTPOS facilities are available in our Administration office.

3. **Cash:**

Payments in an envelope clearly marked with your student's name, class and the purpose of the payment can be delivered to the classroom teacher in the mornings and will be forwarded to the office for receipting via the classroom blue bag system.

4. **Centrepay:**

Please see below.

5. **Qkr!**

Payments can be made to the school via the Qkr! App. in some instances. Eg. Disco. See the Contacts section of this prospectus for information on where to download this app. Tuckshop, Uniform Shop and P&C Fundraising primarily use this system.

BPoint – Points to remember

- Individual Invoices must be paid separately using BPoint as the payment is receipted directly against the invoice number.

BPoint can be accessed in the following ways:

- **BPoint weblink** – located at the bottom left of your invoice/statement. Upon clicking this link, a BPOINT payment window opens up and pre-fills all the required information. Enter the amount you are paying and your payment method.
- **BPoint IVR (Interactive Voice Response) - Telephone Payments**
On the bottom of your invoice, you will locate the BPOINT IVR telephone number.
1300 631 073. This is a secure line for parents/guardians to call and make payments.

Centrepay

Use Centrepay to arrange regular deductions from your Centrelink payment. Centrepay is a voluntary payment option available to Centrelink customers. Go to humanservices.gov.au/Centrepay for more information. Please contact our office to obtain our Service Providers Reference Number.

Payment Agreements

We understand the financial pressures that families may experience. Please do not hesitate to contact the school as there are payment agreement options available.

Refund Guidelines

At Talara Primary College, we are committed to providing a safe and supportive learning environment for students, staff and volunteers. This commitment includes the health and safety of staff and students when conducting curriculum activities in the school or in other locations.

School excursions and camps enhance a student's learning by providing opportunities for the student to participate in activities, both curriculum-related and recreational, outside the normal school routine. All planned school excursions are approved by the Principal and endorsed by the Parents and Citizens Association.

State schools are able to charge a fee for:

- an educational service including materials and consumables not defined as instruction, administration and facilities for the education of the student,
- an education service purchased from a provider other than the school where the provider charges the school and
- a specialised educational program.

A school fee is directed to the purpose for which it is charged. School fees for extra-curricular activities are calculated on a cost recovery only basis, according to the number of students who have indicated their attendance.

Participation of students in an extra-curricular activity is indicated through payment of the fee and provision of permission, completed by the parent.

As the school budget cannot meet any shortfalls in funding for an extra-curricular activity, due to the subsequent non-participation of a student who had previously indicated attendance of the activity, fees already paid for an extra-curricular activity may be refunded in full or in part or not at all, having regard to the associated expenses incurred and the circumstances of the non-participation.

If a parent wishes to apply for a refund due to their child's non-participation in an extra-curricular activity, they may do so by completing a Request for Refund form available from the school office *within 3 weeks* of activity completion. Where possible, the request should include the receipt relating to the payment for which a refund is being sought.

It is preferred that refunds be made as a credit against the student's account at the school, and used to offset any future charges.

H9: Tuckshop

The Tucker Shack is open both breaks, five days per week. The Tucker Shack team work hard providing a wonderful service to our students, promoting healthy and nutritious eating. This is only possible through lots of parent volunteers and our Tucker Shack Manager is very keen to welcome you aboard.

All Tucker Shack orders are completed using our online ordering system called Qkr! You can download the Qkr! App to your phone or access it via a web browser on your computer. It is a simple and easy ordering system and you can order up to a week in advance! All lunch orders are delivered to the classroom in the class tuckshop box.

The Tucker Shack also opens for counter sales during the lunch breaks. Prep students will have an opportunity to start visiting the Tucker Shack in their breaks from Term 4. All counter sales are in cash only. Ice-creams and other food items will not be sold after 11.15am or 1.25pm so children are not unnecessarily delayed in their return to class.

If you have any questions or feedback about the Tucker Shack, you can email talaratuckshop@gmail.com

H10: Outside School Hours Care

Outside School Hours Care, also known as Rise then Shine, Stay and Play, is a service provided by “Helping Hands” here on site. “Helping Hands” provide an excellent array of care programs for before school, after school and vacation care. It is important to enrol your students in this service if you require them to be at school before 8.20am or after 3pm. For more information, please call 0459 990 650 or go to www.helpinghandsnetwork.com.au/find-us/talara-primary-college

