



Talara Primary College



# Talara Primary College



# Prospectus 2027



## Excellence In Education

Talara Street, Currimundi, Sunshine Coast, Queensland, 4551  
Phone: (07) 5438 3777 | Website: [www.talacollss.eq.edu.au](http://www.talacollss.eq.edu.au) | Email: [info@talacollss.eq.edu.au](mailto:info@talacollss.eq.edu.au)





# Welcome to Talara Primary College

## “Excellence in Education”

Talara Primary College is a vibrant Prep to Year 6 school that has grown alongside its community since opening in 1998 with just 300 students. Today, we proudly support approximately 1,000 enthusiastic students who take pride in their learning and in belonging to our inclusive and connected school community.

Recognised as a school of choice within our local area, Talara Primary College is committed to delivering **Excellence in Education**. Our strong academic performance is reflected in consistent A–C achievement data and NAPLAN outcomes, ensuring every student is supported to achieve their personal best.

Equally important is our commitment to developing respectful, responsible and resilient young people. At Talara, we place a strong emphasis on **social growth and personal development**, ensuring our students leave not only as capable learners, but as confident and considerate citizens who positively contribute to their community.

Talara has earned a respected reputation for its innovative and engaging curriculum, acknowledged by both our school community and the wider educational sector. Our success is underpinned by a team of dedicated, enthusiastic, and caring staff who are committed to high standards in all areas of education. They generously share their expertise to support student learning and collaborate with colleagues to continuously improve outcomes.

We value the important role that families play in education and see our relationship with parents and caregivers as a true partnership. As part of our enrolment process, all new families are invited to attend an interview with a member of our leadership team. This provides an opportunity to share insights about your child so we can best support their individual needs from the very beginning.

Your child is at the heart of everything we do. We are privileged that you entrust us with their care and development during these important formative years. We look forward to working in partnership with you to support and nurture your child as they grow, learn and thrive as an individual.

Lisa Cutter  
Acting Principal





# Contents

## SECTION

Welcome Contents Mission Statement Contacts		
Section A. Parents as Partners A1: Linking school and families A2: School Governance	A3: Parent Surveys A4: Working Together: Feedback and Concerns	A
Section B. School Orientation B1: The Administration Staff of Talara	B2: School Map	B
Section C. Enrolment and Administration C1: Calendar C2: The School Day C3: Enrolment Management Plan C4: Admission to School	C5: Family Law, Custody and Student Safety C6: Compulsory Attendance C7: Parades – Tribes C8: Newsletters	C
Section D. Behaviour Management D1: Purpose D2: Consultation D3: Learning and Behaviour Statement D4: Whole School Approach to Discipline	D5: Disciplinary Consequences D6: Consideration of Individual Circumstances D7: School Policies	D
Section E. Curriculum E1: TPC “Leading the Way” E2: Talara Primary College’s Values E3: Reports and Interviews E4: Homework Expectations E5: The Early Years E6: The Preparatory Program E7: Information Communication & Technology (ICT) E8: Support Services E9: Parent Education & Partnership	E10: Religious Education E11: Child Safety Education E12: Music and Instrumental Music E13: Camps and Excursions E14: Extension & Enrichment E15: Sport E16: Extra Curricular E17: Annual Events E18: Student Council E19: Peer Support & Buddies Program	E
Section F. Safety F1: Access to the school campus	F2: Traffic & Safety Information	F
Section G. Medical Matters G1: Departmental Policy G2: Implications for Parent’s/Carer’s at Talara G3: Infectious Diseases – Exclusion from School G4: Sick Student Procedures / First Aid G5: Ambulance	G6: Head Lice Management G7: Healthy Eating G8: Sun Safety G9: Smoking & Vaping	G
Section H. Uniforms and Property H1: Uniforms H2: Dress Standards H3: Lost Property H4: Bikes & Scooter H5: Skateboards	H6: Money and Valuables H7: Mobile Phones H8: Student Finance H9: Tuckshop H10: Outside School Hours Care H11: Animals on School Grounds	H



# *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

Primary School  
07 5438 3777

Early Childhood Development Program (ECDP)  
07 5438 3713



## Website

[www.talacollss.eq.edu.au](http://www.talacollss.eq.edu.au)



## Email

[info@talacollss.eq.edu.au](mailto:info@talacollss.eq.edu.au)



## Student Absentee Line

07 5438 3760



## Student Absentee SMS Line (text messages only)

0474 195 135



## School Delivery

24 Talara Street  
Talara Primary College  
Currimundi, QLD 4551

## Postal Address

P.O Box 3707  
Caloundra Distribution Centre  
Caloundra, QLD 4551



## QParents

For student absence details, providing permission for incursions and excursions, paying school invoices and updating personal details.

<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 & P&C Events  
(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 in line with Queensland Department of Education policy
- receive regular oral and/or written reports about your child's progress
- feel free to raise and discuss school ideas 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 interested in, require support with or wish to provide further details about your child and their needs
- can provide feedback in a receptive environment

### *We encourage you to:*

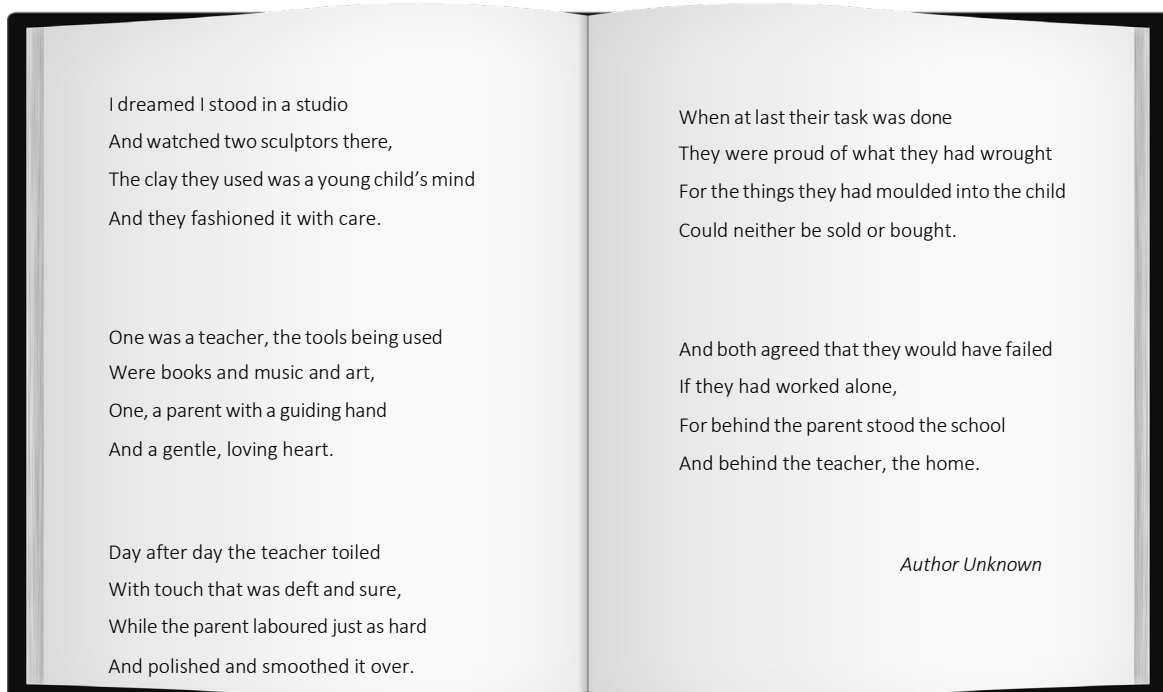
- ensure your child attends school regularly and on time
- motivate your child to value learning
- help with your child's learning and behavioural development
- recognise and respect the rights of all members of the school community
- tell your child's teacher promptly about anything that may be affecting your child's learning, behaviour or health
- keep informed about what is happening at school by reading school correspondence 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/Deputy 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 community events

*We also welcome you to participate by:*

- becoming active members and/or supporters of Talara's P&C and associated committees
- 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 Tucker Shack or Information Access Centre
- helping with school events, school discos, P&C special events etc.
- attending Culminating Activities and Parent Partnership Meetings

*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 respectful and productive partnership
- parents and caregivers have special knowledge of their own children
- students learn better when parents and schools work together
- education should offer all children the opportunity to achieve to the best of their abilities



## A2: School Governance

At Talara Primary College, our vision 'Excellence in Education' is realised through strong alignment with the Queensland Department of Education four-year strategic planning cycle, supported by a targeted Annual Implementation Plan. This structured approach ensures that our priorities are clear, evidence-based, and focused on continuous improvement.

Our strategic planning is driven by careful analysis of school data alongside meaningful consultation with staff, students, and our wider community. This ensures that decisions are responsive, informed, and aligned to the needs of our learners.

### School-Based Management

Talara Primary College operates within a school-based management model, empowering our staff and community to work collaboratively in decision-making and school improvement. This approach encompasses the way we:

- Deliver a high-quality curriculum focused on improved student learning outcomes
- Plan strategically, implement effectively, and maintain strong accountability
- Balance system priorities with the unique needs of our local community
- Make inclusive, democratic decisions that reflect our shared values
- Manage financial, physical, and human resources responsibly within agreed parameters
- Maximise efficiency and effectiveness in curriculum delivery, student learning, and resource use

### Parent & Community Engagement

We value strong partnerships with our families and actively encourage all members of our community to engage with the Talara Primary College Parents & Citizen's Association. The P&C plays a vital role in supporting school initiatives and contributing to ongoing improvement.

Operating under a constitution accredited by Education Queensland, the P&C meets twice a term, Tuesdays falling on week 3 and week 8 of the school term. Meetings commence at 6pm and are held in the Administration Block or the Information Access Centre. Through committed parental involvement, Talara Primary College continues to strengthen its curriculum and respond to the evolving needs of our students. The P&C association manages our Tucker Shack and Uniform Shop. Through the work of P&C volunteers, special events and fundraising activities are organised. The P&C generously supports enhancements to school facilities, resources and student opportunities for extracurricular pursuits.

At Talara, we strongly encourage parents to bring their ideas, expertise, and perspectives to meetings, contributing to the ongoing development and future direction of our school.

Each class is also supported by a Parent Representative, who works closely with teachers and facilitates communication between families.

### Governance

The strategic direction of Talara Primary College is guided by our School Council, which provides oversight, governance, and accountability. The Council consists of the Principal, the P&C President, two parent representatives, two staff representatives and one community representative.

This structure ensures a balanced and collaborative approach to leadership, supporting our shared commitment to delivering Brighter Futures for every student.

All school policies and strategic directions are formally endorsed by our School Council, ensuring strong governance, accountability, and alignment with system priorities.

## A3: 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."*



## A4: *Working Together: Feedback and Concerns*

At Talara Primary College, we value open, respectful communication and see feedback as an important part of continuous improvement. We are committed to maintaining a harmonious learning environment where students, staff, and families feel heard, supported and respected.

In line with the Queensland Department of Education Customer Complaints Management Framework, we provide accessible, fair and transparent processes for raising concerns. Our approach reflects key principles of responsiveness, objectivity and continuous improvement, ensuring all matters are handled with care and professionalism.

We encourage families to raise concerns with the most appropriate staff member in the first instance. For classroom-related matters, this is typically your child's teacher. Where concerns are broader in nature, or if further support is required, members of the leadership team—including Heads of Department-Curriculum, Deputy Principals, or the Principal—are available to assist. Our school office can also guide families to the most suitable contact.

We aim to resolve concerns promptly and at the local level through calm, respectful conversations. Where a matter is complex or requires further investigation, a clear process will be followed, including communication of next steps and timeframes. While most concerns are successfully resolved at school level, some matters—particularly those of a serious or sensitive nature—may require support or review from regional or central departmental offices, or external agencies.

All concerns are managed with sensitivity and fairness, recognising that all parties have the right to be informed and to respond. Our focus is always on achieving positive, mutually understood outcomes that support student wellbeing and learning.

We also recognise that effective resolution is a shared responsibility. In line with the framework, we ask that those raising concerns:

- Communicate respectfully and constructively
- Provide clear information about the concern and the desired outcome
- Share all relevant details to support understanding
- Remain open to processes and outcomes, recognising that not all decisions can be changed
- Work collaboratively with staff to support timely and effective resolution

Feedback—both positive and constructive—helps us to continually improve. At Talara Primary College, we maintain an open-door approach, welcoming conversations and working in partnership with families to achieve the best possible outcomes for every child.



# 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  
[lcutt1@eq.edu.au](mailto:lcutt1@eq.edu.au)



Kristy Walton  
Deputy Principal - Yrs 5&6  
[kwalt32@eq.edu.au](mailto:kwalt32@eq.edu.au)



Paul Bathersby  
Deputy Principal - Yrs 3&4  
[pbath5@eq.edu.au](mailto:pbath5@eq.edu.au)



Randell Hardy  
Deputy Principal - Prep-Yr 2  
[rhard69@eq.edu.au](mailto:rhard69@eq.edu.au)



Leesa Turnbull  
Deputy Principal - Student  
Support Services  
[lturn93@eq.edu.au](mailto:lturn93@eq.edu.au)



Kirsty Gould  
Business Manager  
[klgou0@eq.edu.au](mailto:klgou0@eq.edu.au)



Katie Churchill  
Guidance Officer  
[kchur20@eq.edu.au](mailto:kchur20@eq.edu.au)



Meghan Clarke  
HoD (Curriculum) (Prep - Year 3)  
[mclar390@eq.edu.au](mailto:mclar390@eq.edu.au)

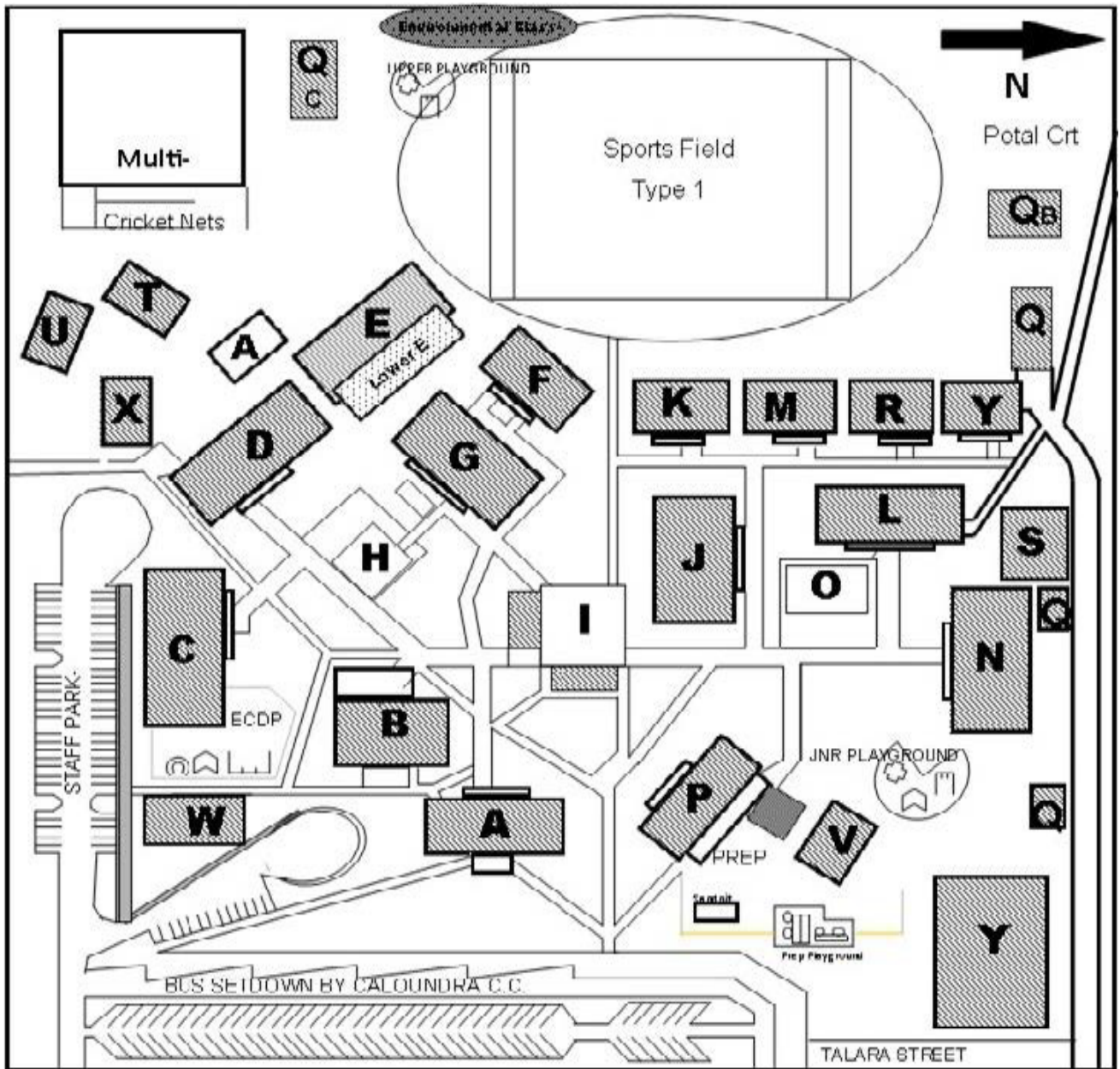


Amanda Shone  
HoD (Curriculum) (Years 4 - 6)  
[arthe0@eq.edu.au](mailto:arthe0@eq.edu.au)



Emma Linthwaite  
Speech Language Pathologist  
[elint4@eq.edu.au](mailto:elint4@eq.edu.au)

# B2: School Map





# Enrolment and Administration

## C1: Calendar

### 2027

**Term 1:** Wednesday 27 January to Thursday 25 March—9 weeks

**Term 2:** Monday 12 April to Friday 25 June—11 weeks

**Term 3:** Monday 12 July to Friday 17 September—10 weeks

**Term 4:** Tuesday 5 October to Friday 10 December—10 weeks

### 2028

**Term 1:** Monday 24 January to Friday 31 March—10 weeks

**Term 2:** Tuesday 18 April to Friday 23 June—10 weeks

**Term 3:** Monday 10 July to Friday 15 September—10 weeks

**Term 4:** Tuesday 3 October to Friday 8 December—10 weeks

## 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.**

There is no play before school. Playgrounds and ovals are out of bounds during the before school period. Students sit quietly in their year level court area and can read a book, play card games or have a chat before the school day commences.

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 3.05pm or an alternative time as planned by the family, the students are to report to the office. Staff finish front gate duty at 3.00pm.

### *After School Play*

To support student safety and smooth daily routines at Talara Primary College, the following guidelines apply:

After-school play is available in designated areas only—the Prep playground, Year 1–2 playground (behind the hall), and the north-west soccer goals on the oval—**until 3:05pm**. All students **must be directly supervised by their parent or caregiver during this time**.

**Families are required to leave the school grounds by 3:05pm** to allow our Helping Hands Out of Hours School Care program to safely access facilities. This supports strict child protection requirements and ensures a smooth transition to after-school care.

To maintain safety:

- Play is limited to designated areas
- Playground rules and game play rules from during the school day apply to after school play. For example, tackle games are not permitted during the school day and the same applies after school.
- Students must keep their shoes on whilst in the school grounds
- Ball games are not permitted in the Prep area or the Year 1-2 playground area.
- Ball games are only to be played on the oval

The Prep mini soccer field is not available after school for ball games. We have over a thousand students and parents exiting at the end of the school day, and a miskicked ball can quickly become a safety issue when ball games are played in these busy areas at departure time.

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 to Year 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.

All students and parents are required to walk bikes and scooters in the school grounds and across pedestrian crossings.

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

### **Students 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 with 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. Review the information at: [www.qld.gov.au/transport/public/school/school-transport-assistance/school-transport-assistance-schemes](http://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.

At Talara Primary College, staff provide supervision for students accessing bus services until the earliest available bus that services their home location. For example, if a 3:15pm bus services a student's area, supervision will be provided until that time. It is not reasonable for staff to extend supervision beyond this to accommodate personal arrangements, such as waiting for later buses or travelling with friends. Families who enrol from outside the school catchment, or who move out of the catchment area, are responsible for ensuring their child's travel arrangements do not require supervision beyond 3:30pm.

## ***C3: Enrolment Management Plan***

Talara Primary College recognises as its prime obligation the provision of access to an appropriate educational service for students residing 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 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 map link below 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.ggso.qld.gov.au/maps/edmap/>

The Enrolment Management Plan can be accessed through: <https://education.qld.gov.au/parents-and-carers/enrolment/management-plans/talara-primary-college>

### ***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.
  - In considering Out of Catchment enrolment applications, the Principal also takes into account the broader impact on neighbouring state schools. Decisions are made to ensure a fair and balanced distribution of enrolments across local school communities. As a result, offers are not determined solely by position on a waitlist. For example, if a large number of applicants are from the same school catchment area, only a portion may be offered places initially, with other offers extended to students from different catchment areas. This approach supports equitable access and sustainable enrolment practices across the region.

### ***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 Regional Director (North Coast Regional Office) 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 families new to our school.

In the induction meeting the Principal or Deputy Principal will outline key aspects of the school, seek your commitment to support the school's policies and initiatives, and share in the vision and ownership of the school.

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, Student Resource Scheme 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	2027	2028	2029	2030	2031	2032	2033
1 July 2015 to 30 June 2016	Year 6						
1 July 2016 to 30 June 2017	Year 5	Year 6					
1 July 2017 to 30 June 2018	Year 4	Year 5	Year 6				
1 July 2018 to 30 June 2019	Year 3	Year 4	Year 5	Year 6			
1 July 2019 to 30 June 2020	Year 2	Year 3	Year 4	Year 5	Year 6		
1 July 2020 to 30 June 2021	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
1 July 2021 to 30 June 2022	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1 July 2022 to 30 June 2023		Prep	Year 1	Year 2	Year 3	Year 4	Year 5
1 July 2023 to 30 June 2024			Prep	Year 1	Year 2	Year 3	Year 4
1 July 2024 to 30 June 2025				Prep	Year 1	Year 2	Year 3
1 July 2025 to 30 June 2026					Prep	Year 1	Year 2
1 July 2026 to 30 June 2027						Prep	Year 1
1 July 2027 to 30 June 2028							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.

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: Family Law, Custody and Student Safety*

At Talara Primary College, the safety and wellbeing of every child is our highest priority. From time to time, schools are required to respond to family law arrangements, including court orders, and protection orders.

It is essential that families provide the school with current and official documentation (such as court orders or protection orders) so that staff can respond appropriately and in line with legal requirements. This information is managed confidentially and used to support student safety and wellbeing.

If there are any changes to your child's care arrangements, parents and caregivers must notify the school promptly and provide updated documentation. Where appropriate, the Principal or a member of the leadership team may meet with families to clarify arrangements and ensure the school has a clear understanding of any legal requirements.

While the school will act in accordance with documented legal orders, it is important to note that school staff are not responsible for managing or enforcing day-to-day parenting arrangements, including determining 'whose day it is' under a parenting plan. Families are expected to manage these arrangements independently.

In the absence of current court documentation, the school does not have the authority to deny a parent or legal guardian access to their child, including collection from school.

In situations where a protection order is in place, staff will take all reasonable steps to ensure student safety, including following documented conditions, implementing protective actions, and contacting police if required.

Open and timely communication with the school is essential to ensure we can provide a safe and supportive environment for all students.

### **Parental Responsibility and Communication**

Effective communication supports the best outcomes for students. Parents and caregivers share responsibility for communicating relevant information about their child with the school and, where applicable, with each other.

To ensure clarity and consistency, teachers will provide one point of communication on a matter and will not engage in separate or repeated conversations about the same issue with multiple parties. It is the responsibility of parents and caregivers to share information between themselves as required.

### **School Payments and Financial Arrangements**

For administrative efficiency, school-generated expenses (such as excursions or resource payments) will be issued to one parent or caregiver only. The school is not able to provide split (e.g. 50/50) invoicing arrangements.

Parents and caregivers are responsible for managing financial arrangements between themselves to ensure payments are made by the required due dates.

## C6: Compulsory Attendance

At Talara Primary College, regular attendance is essential for student success. In line with Queensland Department of Education requirements, school attendance is compulsory for all enrolled students, and parents and caregivers are responsible for ensuring their child attends every school day unless there is a valid reason. Going shopping, having a birthday, staying up late and being tired or extending school holidays are not acceptable reasons for being away from school.

Families are required to notify the school of any absence by 9:00am on the day. This can be done via QParents or by SMS, including the student's name, date, and reason for absence. Unexplained absences are followed up promptly through SMS communication to ensure student safety. The 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

We encourage parents to inform the school in advance of planned absences. Ongoing unexplained absences will be followed up by the school, and where attendance concerns persist, further action may be taken in line with legislative requirements.

At Talara, we actively support the Every Day Counts initiative, recognising that students who attend school regularly are more likely to achieve strong academic outcomes and develop positive lifelong habits. Unnecessary absences—such as extended holidays or non-essential activities—are discouraged, as they impact learning continuity.

Working together, we can ensure every child has the opportunity to fully engage in their education and achieve their potential.

The official Education Queensland Policy can be accessed at:

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

For any predicted consecutive absences over ten days, families are to discuss the situation with the school to determine if a short-term exemption from schooling may be approved. Generally, any requests greater than 30 school days are viewed as too lengthy to be out of schooling without registration in another learning program, and on most occasions these types of exemption requests are not approved.

## 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.

Class Name	Animal	Tribe Name	Meaning of Tribe	Parade Day
Audakoal	Mullet Fish	Dingira	Sea	Tuesday
Midyimba	Mud crab			
Giwer	Goanna	Djaa	Earth	Wednesday
Yilam	Small Grey Snake			
Wurooma	Sea Eagle	Noring	Sky	Thursday
<i>Blai Blai</i>	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 with 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  Powered by Google Translate FONT SIZE

**PRINT NEWSLETTER**

**29 May 2025**

**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

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 Environmentally Aware Kids (TEAK)  Parent TV



# 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
- Student Wellbeing Team
- SWELL Committee (including CYMHS Psychologist)
- Student Wellbeing Officer
- Positive Student Engagement Teacher
- School Based Psychologist



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

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

## 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.

<p>Students have the right to expect their property to be safe.</p>	<p>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.</p>	<p>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.</p>
<p>Students have the right to learn. (Other students will not deprive them of this by their behaviour.)</p>	<p>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.</p>	<p>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.</p>

<p>Students have the right to a healthy lifestyle and environment.</p>	<p>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.</p>	<p>I will think and act in a healthy way. I will keep the school neat, clean and tidy.</p>
<p>Students have the right to earn the respect, support and pride of the local community.</p>	<p>Students have the responsibility to behave and dress in a manner which will bring credit to themselves and to the school.</p>	<p>I will behave in a reasonable way. I will dress suitably for school by wearing my full school uniform.</p>
<p>Students have the right to guidance in developing self-discipline.</p>	<p>Students have the responsibility to learn, and to model self-discipline.</p>	<p>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.</p>
<p>Students have the right to medical attention when injured or unwell at school.</p>	<p>Students have the responsibility to report and care for others who are injured or unwell.</p>	<p>I will immediately report to a teacher if I or others are sick or injured.</p>

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.

<b>Rights</b>	<b>Responsibilities</b>
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.

<b>Rights</b>	<b>Responsibilities</b>
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.

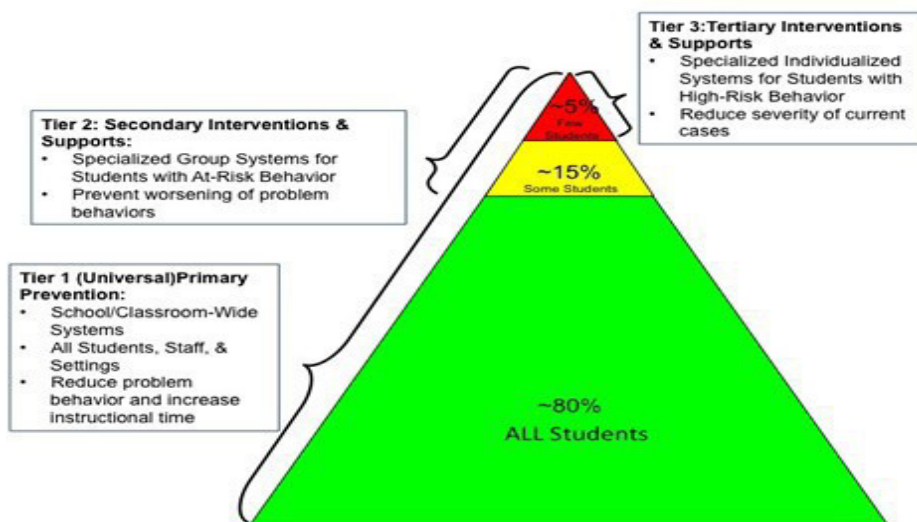
## Differentiated and Explicit Teaching

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 time 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, but 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

<b>Level 1 Universal Behaviour Support</b>	<b>One person is required to manage the student's behaviour</b>	<b>1. Student</b>
<b>A Level 1 student has:</b> <ul style="list-style-type: none"> <li>• demonstrated a commitment to TPC's <i>Code of Conduct</i> and the school's Rights and Responsibilities.</li> </ul>		
<b>At Level 1:</b> <ul style="list-style-type: none"> <li>• students are permitted to participate in camps, excursions, interschool activities and other school functions;</li> <li>• students are permitted to join the Gold Pass Day celebration of good behaviour in the last week of each term;</li> <li>• 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.</li> </ul>		
<b>Level 2 Universal Behaviour Support</b>	<b>Two people are required to manage the student's behaviour</b>	<b>1. Student 2. Teacher</b>
<b>A Level 2 student has:</b> <ul style="list-style-type: none"> <li>• continued with inappropriate classroom behaviour following the warning and classroom consequence and/or;</li> <li>• breached the school's <i>Code of Conduct</i> within the school grounds.</li> </ul>		
<b>At Level 2:</b> <ul style="list-style-type: none"> <li>• 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)</li> <li>• 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.</li> </ul>		

- 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.

<b>Level 3</b> Targeted Behaviour Support	<b>Three support mechanisms are required to manage the student's behaviour</b>	<b>1. Student 2. Teacher 3. Deputy Principal</b>
<b>A Level 3 student has:</b> <ul style="list-style-type: none"> <li>• continued to display inappropriate behaviours resulting in a third offence being entered onto their Blue Slip in a one week period, or</li> <li>• one serious incident entered onto a Blue Slip</li> </ul>		
<b>At Level 3:</b> <ul style="list-style-type: none"> <li>• 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</li> <li>• first offence 1 – 3 days in Reflection Room</li> <li>• a phone call may be forwarded to the student's parents/carers notifying them of the nature of the incident/s and the consequences</li> <li>• This is recorded in One School as a major incident under behaviour</li> <li>• 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</li> <li>• 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</li> <li>• 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.</li> </ul>		

<b>Level 4</b> Focussed to Intensive Support	<b>Eight support mechanisms are required to manage the student's behaviour</b>	<b>1. Student 2. Teacher 3. Deputy Principal 4. Principal 5. Parents 6. SWELL Committee 7. Student Services Committee 8. Possibly Suspension</b>
<b>A Level 4 student has:</b> <ul style="list-style-type: none"> <li>• continued to display inappropriate behaviours</li> <li>• has received a third Blue Slip in the term</li> </ul>		
<b>At Level 4:</b> <ul style="list-style-type: none"> <li>• 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:</li> </ul>		

- 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.

**Level  
5  
Intensive  
Behaviour  
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 Legislation

**A Level 5 student has:**

- 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:
  - 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).

**At Level 5:**

- 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
- Appraisalment 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://talacollss.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 statewide 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**. One **Culmination** is held each semester for each year level. One **Open Afternoon** is held each semester for each year level.

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

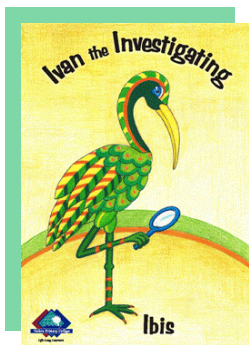
Please make every effort possible to attend and bring along your child's own "admiration society" who will generate excitement and pride in the children's work and celebrate their learning.

## E2: 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 design and deliver both the planned curriculum and the unplanned learning opportunities that may arise spontaneously in a school day. 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:*

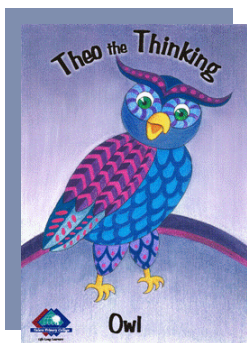
- active building of concepts through inquiry within knowledge domains
- building on students' prior understandings
- encouraging students to make connections between ideas and information
- open mindedness to new ideas, curiosity and awe
- encouraging curiosity and questioning as a habit of mind
- recognising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

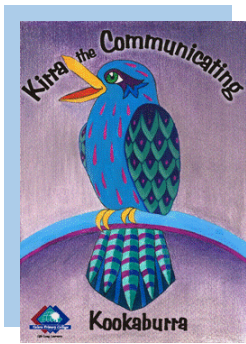
- providing authentic activities requiring decision-making, problem solving, critical thinking etc
- developing a variety of skills and strategies to scaffold learning
- recognising the variety of ways of knowing and doing
- encouraging the spirit of inquiry
- encouraging rationality, objectivity and 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:*

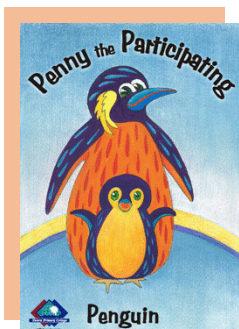
- basic literacy, numeracy and technological processing skills
- critical literacy and critical media literacy
- expression through performance and display
- positive intercultural communication
- different ways of perceiving and comprehending
- reconstructing texts for hidden meanings
- conducting fair 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:*

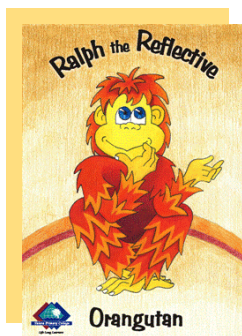
- recognising the uniqueness and holistic nature of each individual
- exploring and developing each individual's potential
- understanding of the connectedness of people and things on earth
- cooperation, team-building and doing a fair share
- acceptance of diversity and practices that are inclusive 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:*

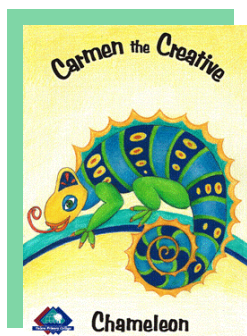
- developing student responsibility for their own learning
- developing awareness of strategies to scaffold their learning and to monitor their progress
- awareness of own learning style and ability to use this to manage their own learning
- willingness to identify and clarify own thinking behaviour 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.

## *E3: 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. 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.

## *E4: 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.
- 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/carer 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"><li>✓ ensure the Talara Homework Procedures &amp; Guidelines are implemented consistently across all year levels</li><li>✓ set homework that is differentiated, challenging and directly related to class work and appropriate to students' learning needs.</li><li>✓ set homework that students will be familiar with</li><li>✓ allow for parent friendly explanations of tasks</li><li>✓ monitor homework (sighted and signed)</li></ul>	<ul style="list-style-type: none"><li>✓ accept responsibility for the completion of tasks within set time frames</li><li>✓ seek assistance when difficulties arise</li><li>✓ make reading a focus for homework if unable to do anything else</li><li>✓ be aware of the school's expectations and guidelines for homework</li></ul>	<ul style="list-style-type: none"><li>✓ 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</li><li>✓ assist their child/ren in having the resources and routines to complete homework</li><li>✓ prioritise conversations about the texts their child/ren are reading</li><li>✓ encourage an age-appropriate interest in and discussions about current local, national and international events</li><li>✓ communicate with their child's teacher to discuss any concerns about the nature of homework or their child's approach to the learning.</li></ul>

## E5: 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)*

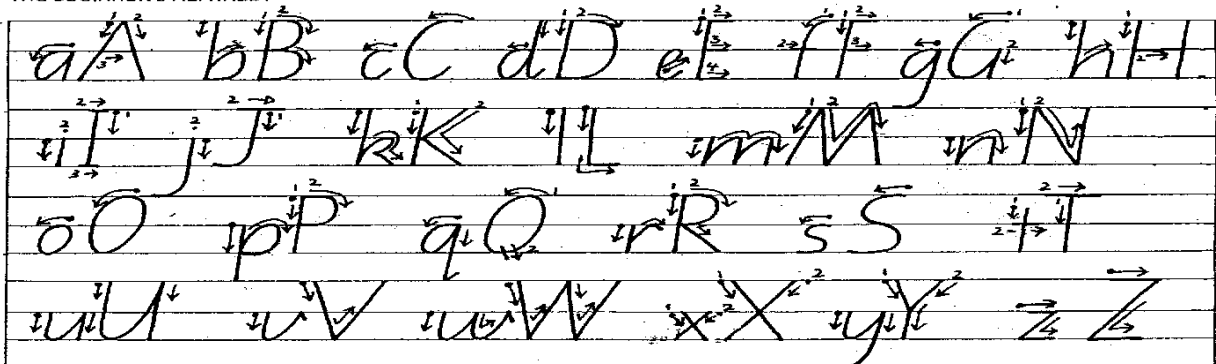
### *How can I help my child?*

- 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



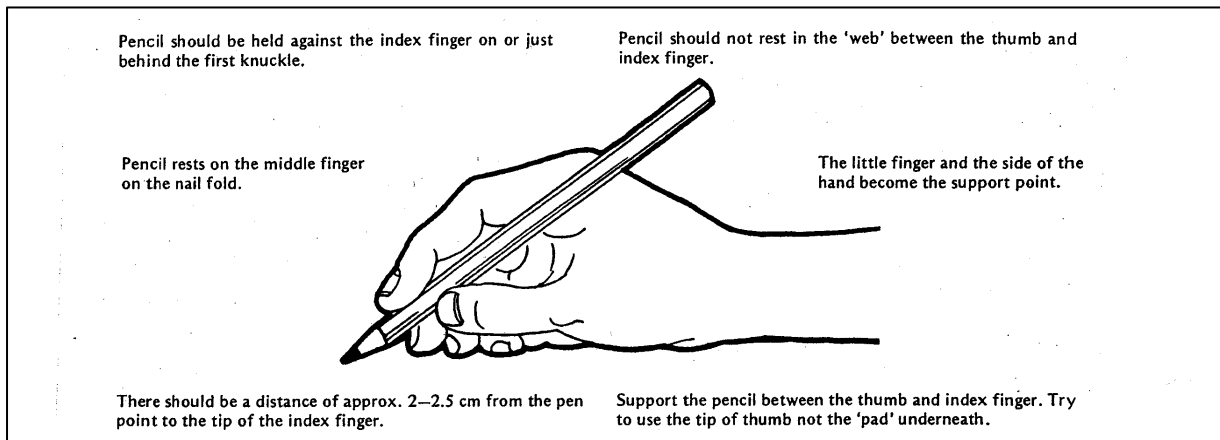
### *Casey Caterpillar Handwriting*

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

## 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.

## E6: Prep Curriculum Overview

In Queensland state schools, the Prep year provides a strong foundation for lifelong learning, guided by the Australian Curriculum Assessment and Reporting Authority Australian Curriculum. The Prep program is designed to support young learners as they transition into school, with a focus on play-based, inquiry learning and the development of social, emotional, and academic skills.

At Talara Primary College, our Prep curriculum prioritises three key learning areas:

### English

Students develop early literacy skills through rich language experiences. This includes building vocabulary, listening and speaking, beginning reading strategies, and early writing. Students engage with a variety of texts and learn to communicate ideas clearly and confidently.

A significant focus in Prep is the development of early literacy skills. Talara Primary College implements Promoting Literacy Development (PLD), a systematic synthetic phonics program that explicitly teaches the relationship between sounds and letters. This structured approach supports students to develop strong foundations in reading, spelling, and writing. Alongside PLD, students build vocabulary, oral language, comprehension, and early writing skills through engaging and meaningful learning experiences.

### Mathematics

Prep students explore foundational numeracy concepts through hands-on learning. They develop skills in counting, number recognition, patterns, measurement, and problem-solving. Learning is practical and engaging, helping students build confidence with numbers and mathematical thinking.

### Health and Physical Education

This area focuses on developing students' understanding of personal health, safety, and wellbeing, alongside building physical skills through active play. Students learn about making safe and healthy choices, working cooperatively with others, and developing movement skills that support an active lifestyle.

Across all learning areas, there is a strong emphasis on social development, independence, and positive relationships, ensuring students feel safe, supported, and ready to learn.

## E7: 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



## *E8: Support Services*

Our Special Education program is called the ST.AR.S (STriving towARds Success) program. Our ST.AR.S team consists of our Deputy Principal - Student Support Services, 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 a Personalised Learning record or Individual Student Plan, and additional teacher/teacher aide time to support their learning and/or wellbeing needs. 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.

## *E9: Parent Education & Partnerships*

At Talara Primary College, we value strong partnerships with families and recognise the important role parents and caregivers play in supporting student learning.

Throughout the year, we offer a range of parent education opportunities designed to help families support their children at home using current teaching approaches, language, and strategies. These sessions focus on areas such as literacy, numeracy, communication, and student wellbeing.

Programs and workshops are advertised through our school newsletter, facebook and other communication channels. We encourage all families to engage in these opportunities, strengthening the partnership between home and school to support every child's success.

## *E10: Religious Instruction*

At Talara Primary College, Religious Instruction (RI) is available in accordance with Queensland Department of Education guidelines and is entirely at the discretion of parents and caregivers.

Where participation is indicated on enrolment, students may attend weekly sessions delivered by approved volunteers, with content generally based on broad Christian values and beliefs. Instruction is provided by representatives from local churches, and where available, alternative instruction may be arranged for specific faith groups.

Due to the varying number of participating students across year levels, those attending RI are often grouped with students from different classes during this time.

Students who do not participate in Religious Instruction remain in a supervised classroom environment, where learning activities continue. In some cases, non-participating students from other classes may be combined for this purpose.

Parents and caregivers may choose to include or withdraw their child from Religious Instruction at any time, either during enrolment or by providing written notification to the Principal.

## *E11: Child Safety Education*

At Talara Primary College, student wellbeing and safety are central to our teaching and learning programs. Through the Australian Curriculum: Health and Physical Education, students develop knowledge and skills related to personal safety, respectful relationships, and wellbeing.

This learning is complemented by the Daniel Morcombe Child Safety Curriculum. Through age-appropriate lessons, students learn how to recognise, react to, and report unsafe situations, empowering them to make safe and informed decisions.

We acknowledge that safety education is most effective when schools and families work together, and we encourage parents and caregivers to engage with available resources to support these important conversations at home.

Talara Primary College also proudly supports Day for Daniel, reinforcing key child safety messages and promoting community awareness.

## *E12: 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 also offers choir as an extra curricular activity. 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.

## *E13: Camps and Excursions*

At Talara Primary College, excursions and camps are an important part of our educational program, providing students with authentic learning experiences that extend and enrich classroom learning.

Students have opportunities to participate in a range of excursions aligned to curriculum units. All excursions are supported by pre- and post-learning activities to maximise their educational value.

In the upper school, camps are offered as extra-curricular activities in Years 4, 5 and 6. Camp experiences are designed to build key skills such as independence, resilience, teamwork, problem-solving, and leadership, while also strengthening social connections and confidence.

Our current camp program includes:

- Year 4 (Term 4): Currimundi Recreation Camp
- Year 5 (Term 4): Maranatha Recreation Camp
- Year 6 (Term 1): Tucheio Recreation Camp

We aim to keep costs as affordable as possible, with flexible payment options available to support families and encourage full student participation.

## *E14: Extension & Enrichment*

At Talara Primary College, we are committed to providing learning experiences that challenge, extend, and inspire all students.

The primary way we achieve this is through our classroom programs, where teachers differentiate learning and implement a wide range of contemporary teaching strategies. Students are regularly engaged in higher-order thinking, inquiry and real-world problem-solving, ensuring learning is meaningful, purposeful, and appropriately challenging.

This is further supported through a range of extension and enrichment opportunities, including:

- Targeted learning challenges through our termly Extension and Enrichment Programs
- Participation in interest-based clubs and academic competitions
- Opportunities for student leadership, research and cross-age learning

Through this multi-layered approach, we support students to deepen their understanding, pursue their interests, and achieve their full potential.

## *E15: 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/Mulgumpin - Maroon in colour for our coastal sunsets
- Fraser/K’gari - White in colour because of the white sand
- Bribie/Yarun - Jade in colour because of colour of the Pumicestone Passage
- Stradbroke/Minjerribah - 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.

**E16: Extra Curricular**

A series of interest clubs 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                         | TAG / Art Club  |
| Just Sing                     | TEAK            |
| Drama Excellence              | Italian Club    |
| Just Drama                    | Student Council |
| Dance Excellence              | Rugby League    |
| Boys Dance                    | Rugby Union     |
| Just Dance                    | Soccer          |
| Mini Boppers                  | AFL             |
| Kilometre Club                | Netball         |
| Skipping Squad                | Touch Football  |
| Culture Club                  | OzTag           |



## *E17: Annual Events*

At Talara Primary College, we 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 School Musical 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: 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 Student 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 5 students are buddies with Prep students each year. This creates an opportunity for our Prep students to move into Year 1, knowing the Year 5 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 3:05pm, 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: Traffic & Safety Information

Talara Primary College is proud to welcome over 1000 students in 2027. With so many families travelling to and from school each day, ensuring safe and efficient traffic flow is a shared responsibility for our entire community.

### School Zone & Speed Limits

Motorists must observe the signed 40 km/h school zones, which operate:

- 7:00am – 9:00am
- 2:00pm – 4:00pm

Strict adherence to these limits is essential to protect our students, staff and families. The speed limit in our main Talara street carpark is 20km/h.

### Bus Zones

To ensure student safety, bus zones must never be used for parking or stopping.

### Permanent Bus Zones

Located on the north of the main entrance (where the bus shelter is) and also at the far southern end of the Stop, Drop, Go area. These areas are clearly marked with yellow lines and 'BUS ZONE' signage which indicates the bays are for bus parking only at all times.

### Time-Designated Bus Zones

These zones operate in the lane closest to the Talara Street front school fence:

- 7:00am – 8:00am
- 3:30pm – 4:30pm

During these times, no vehicles may stop in the bus lane (it IS NOT a Stop, Drop, Go zone during these periods). Alternative parking is available in the second lane (closest to Talara Street).

Police and local council regularly monitor these areas, and fines apply for breaches.

### **Stop, Drop and Go Zone**

Located in the lane closest to the Talara Street school fence, this zone supports quick student drop-off and pick-up.

Rules include:

- 2-minute maximum stay
- Drivers must remain in their vehicle

Active times:

- 8:00am – 9:30am
- 2:00pm – 3:30pm

If your child is not ready, you must exit and re-enter the zone.

### **Parking & Road Rules**

No Parking / No Standing zones must be obeyed at all times.

Yellow lines indicate no stopping areas.

Vehicles must not stop on pedestrian crossings.

Do not use:

- Bus zones for parking
- Crossings for drop-off

Pick-up/drop-off zones must not have cars parked and left unattended.

Failure to follow these rules endangers students and disrupts traffic flow.

### **School Grounds Access**

Parents must not drive into school grounds.

Turn-around areas are reserved for staff and deliveries only.

Access roads (including near the Performance Hall) are not for parent use.

### **Walking & Riding to School**

We encourage active travel where possible.

Students must:

- Wear helmets when riding bikes and scooters
- Dismount and walk bikes at crossings and inside school grounds

Use designated crossings:

- Front gate crossing
- Talara Street
- Saffron Drive

**E-scooters, e-bikes and e-boards are not permitted to be stored on school grounds.**

### **Our Shared Responsibility**

The safety of our students is a priority for everyone. By following all traffic rules and signage, families help create a safe and respectful environment for all members of our school community.



# 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 childcare 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 Student 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*

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 Management*

Head lice are a common occurrence and can affect anyone, regardless of age or hygiene. They are typically spread through direct head-to-head contact, and less commonly through the sharing of personal items such as hats, brushes or hair accessories. If a case of head lice is identified within a class, families will be notified so they can check their child's hair. We encourage all parents and carers to regularly inspect their child's hair as part of routine care.

If head lice or eggs (nits) are detected:

- Prompt treatment should begin using an appropriate method (e.g. conditioner and comb method or approved treatments)
- Hair should be checked daily until no lice or eggs are found
- A follow-up check is recommended over the following week

Where a student is identified at school as having live lice, families will be contacted and asked to collect their child. Students are able to return to school once treatment has commenced. A brief note from a parent or carer confirming treatment has been started is required upon return.

We appreciate families working in partnership with the school to minimise the spread of head lice and support the wellbeing of all students.

## G7: *Healthy Eating*

Good nutrition plays an essential role in children's growth, wellbeing, learning and concentration. At Talara, we encourage healthy eating habits as these are developed early in life and support lifelong health.

Families play an important role in promoting healthy choices. We encourage parents and carers to:

- Model healthy eating and active lifestyles
- Provide a nutritious breakfast each day
- Include a variety of foods from the five food groups
- Limit foods high in sugar, salt and saturated fats
- Involve children in planning and preparing healthy meals and lunchboxes
- Offer healthy snacks such as fruit, sandwiches and whole foods

### **Snack Attack**

Students participate in a short "Snack Attack" break during the morning session, giving them the opportunity to refuel and maintain focus. Healthy, easy-to-eat snacks such as fresh fruit, cut vegetables and/or trail mix are encouraged.

## G8: *Sun Safety*

At Talara Primary College, student wellbeing is a priority, and we are committed to protecting all members of our school community from the harmful effects of the sun throughout the year.

Students are supported to develop lifelong sun-safe habits through a combination of education, school practices and a supportive environment.

Key practices include:

- Wearing **broad-brimmed school hats** during all outdoor activities
- Using **SPF 30+ (or higher) sunscreen**, with supplies available at school (students with sunscreen preferences can bring their own sunscreen for reapplication during the day)
- Accessing **shaded play areas and outdoor learning spaces**
- Wearing **sun-protective clothing**, including sleeved shirts for water activities
- Scheduling outdoor activities to minimise exposure during peak UV times

Students without appropriate sun protection are required to remain in shaded or covered areas.

No hat – No play is enforced across the school to maximise sun protection. All students require a Talara wide brimmed hat as part of their uniform requirements.

Sun safety is reinforced through the curriculum and school programs, encouraging students to take responsibility for their own protection and develop healthy habits for life.

## *G9: Smoking and Vaping*

Under Queensland law, smoking and vaping are prohibited within 5 metres of school boundaries.

This includes:

- School entrances and exits
- Footpaths directly outside school grounds
- Areas near fences and gates

The ban applies at all times, not just during school hours.

Smoking/vaping is also banned:

- Inside school grounds
- At school events (on and off-site)

# Time Out

for contagious conditions

Keeping children and staff healthy!



This poster provides advice to early childhood education and care services, schools and health professionals on common contagious conditions that may require exclusion.

Information based on National Health and Medical Research Council (NHMRC) recommendations, public health guidelines and the *Public Health Regulation 2018* (Qld).

Condition	Person with the condition	Those in contact with the contagious person
<b>Chickenpox (varicella)</b>	<b>EXCLUDE</b> until all blisters have dried and crusted. Pregnant women should consult with their doctor.	<b>NOT EXCLUDED</b> Non-immune pregnant women and people with immune deficiencies or receiving chemotherapy should seek urgent medical assessment. <i>Contact your Public Health Unit for specialist advice.</i>
<b>Cold sores</b>	<b>EXCLUDE</b> young children unable to comply with good hygiene practices until the sores are dry. <b>NOT EXCLUDED</b> older children and adults if able to maintain hygiene practices. Sores should be covered with a dressing where possible.	<b>NOT EXCLUDED</b>
<b>Conjunctivitis</b>	<b>EXCLUDE</b> until discharge from eyes has stopped, unless a doctor has diagnosed non-infectious conjunctivitis.	<b>NOT EXCLUDED</b>
<b>Cytomegalovirus (CMV)</b>	<b>NOT EXCLUDED</b> Pregnant women should consult with their doctor.	<b>NOT EXCLUDED</b> Pregnant women should consult with their doctor.
<b>Diarrhoea and/or vomiting including:</b> <ul style="list-style-type: none"> <li>• <i>campylobacter</i></li> <li>• <i>cryptosporidium</i></li> <li>• <i>giardia</i></li> <li>• rotavirus</li> <li>• salmonella</li> <li>• gastroenteritis</li> </ul> <b>See specific advice for these conditions below:</b> <ul style="list-style-type: none"> <li>• norovirus</li> <li>• <i>shigella</i></li> <li>• toxin producing forms of <i>E.coli</i> (STEC)</li> </ul>	<b>EXCLUDE</b> until the person has not had any diarrhoea or vomiting for at least 24 hours. <b>EXCLUDE</b> anyone who prepares or serves food until they have not had any diarrhoea or vomiting for 48 hours. <b>NOTE:</b> If there are 2 or more people 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.	<b>NOT EXCLUDED</b>
<b>Fungal infections of the skin and nails (ringworm/tinea)</b>	<b>EXCLUDE</b> until the day after antifungal treatment has commenced. (No exclusion for thrush).	<b>NOT EXCLUDED</b>
<b>Glandular fever (mononucleosis, Epstein-Barr virus)</b>	<b>NOT EXCLUDED</b>	<b>NOT EXCLUDED</b>
<b><i>Haemophilus influenzae</i> type b (Hib)</b>	<b>EXCLUDE</b> until completion of antibiotics and the treating doctor confirms the person is not infectious. <i>Contact your Public Health Unit for specialist advice.</i>	<b>NOT EXCLUDED</b> <i>Contact your Public Health Unit for specialist advice.</i>
<b>Hand, foot and mouth disease</b>	<b>EXCLUDE</b> until all blisters have dried.	<b>NOT EXCLUDED</b>
<b>Head lice</b>	<b>NOT EXCLUDED</b> 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).	<b>NOT EXCLUDED</b>
<b>Hepatitis A</b>	<b>EXCLUDE</b> <i>Contact your Public Health Unit for specialist advice.</i>	<b>EXCLUSION MAY APPLY</b> <i>Contact your Public Health Unit for specialist advice.</i>
<b>Hepatitis B and C</b>	<b>NOT EXCLUDED</b> cover open wounds with waterproof dressing.	<b>NOT EXCLUDED</b>
<b>Human immunodeficiency virus (HIV/AIDS)</b>	<b>NOT EXCLUDED</b> cover open wounds with waterproof dressing.	<b>NOT EXCLUDED</b>
<b>Influenza and influenza-like illness</b> eg. RSV, influenza, COVID-19, rhinovirus, parainfluenza, human metapneumovirus	<b>EXCLUDE</b> until symptoms have resolved, normally 5-7 days.	<b>NOT EXCLUDED</b>

Condition	Person with the condition	Those in contact with the contagious person
<b>Measles</b>	<b>EXCLUDE</b> until the treating doctor confirms the person is not infectious but not earlier than 4 days after the onset of rash. <i>Contact your Public Health Unit for specialist advice.</i>	<b>EXCLUSION MAY APPLY</b> <i>Contact your Public Health Unit for specialist advice.</i> <b>NOT EXCLUDED</b> vaccinated or immune contacts. <b>EXCLUDE</b> contacts without evidence of immunity or vaccination, and immunocompromised children and staff regardless of vaccination status.
<b>Meningitis (viral)</b>	<b>EXCLUDE</b> until well.	<b>NOT EXCLUDED</b>
<b>Meningococcal</b>	<b>EXCLUDE</b> until completion of at least 24 hours of an appropriate antibiotic.	<b>NOT EXCLUDED</b> <i>Contact your Public Health Unit for specialist advice.</i>
<b>Molluscum contagiosum</b>	<b>NOT EXCLUDED</b>	<b>NOT EXCLUDED</b>
<b>Mumps</b>	<b>EXCLUDE</b> for 5 days after onset of swelling. Pregnant women should consult with their doctor.	<b>NOT EXCLUDED</b> Pregnant women should consult with their doctor.
<b>Norovirus</b>	<b>EXCLUDE</b> until there has not been any diarrhoea or vomiting for at least 48 hours.	<b>NOT EXCLUDED</b>
<b>Pneumococcal</b>	<b>EXCLUDE</b> until the person has received antibiotic treatment for at least 24 hours and feels well.	<b>NOT EXCLUDED</b>
<b>Roseola (sixth disease)</b>	<b>NOT EXCLUDED</b>	<b>NOT EXCLUDED</b>
<b>Rubella (German measles)</b>	<b>EXCLUDE</b> for 7 days after the onset of rash or until fully recovered, whichever is longer. Pregnant women should consult their doctor. <i>Contact your Public Health Unit for specialist advice.</i>	<b>NOT EXCLUDED</b> Pregnant women should consult with their doctor.
<b>Scabies</b>	<b>EXCLUDE</b> until the day after treatment has commenced.	<b>NOT EXCLUDED</b>
<b>School sores (impetigo, staphylococcus)</b>	<b>EXCLUDE</b> until the day after starting treatment. Cover any sores on exposed skin with a waterproof dressing until the sores are dry.	<b>NOT EXCLUDED</b>
<b>Shiga toxin-producing E.coli (STEC)</b>	<b>EXCLUDE</b> until there has been no diarrhoea for 48 hours. Negative samples may be required. <i>Contact your Public Health Unit for specialist advice.</i>	<b>EXCLUSION MAY APPLY</b> <i>Contact your Public Health Unit for specialist advice.</i>
<b>Shigellosis (shigella infection)</b>	<b>EXCLUDE</b> until there has been no diarrhoea or vomiting for 48 hours Negative samples may be required. <i>Contact your Public Health Unit for specialist advice.</i>	<b>EXCLUSION MAY APPLY</b> <i>Contact your Public Health Unit for specialist advice.</i>
<b>Shingles (herpes zoster)</b>	<b>EXCLUDE</b> all children until blisters have dried and crusted. <b>EXCLUDE</b> adults if blisters are unable to be covered. <b>NOT EXCLUDED</b> in adults if <b>all</b> blisters can be covered until they have dried.	<b>NOT EXCLUDED</b> Non-immune pregnant women and people with immune deficiencies or receiving chemotherapy should seek urgent medical assessment. <i>Contact your Public Health Unit for specialist advice.</i>
<b>Slapped cheek syndrome (fifth disease, parvovirus B19, erythema infectiosum)</b>	<b>NOT EXCLUDED</b> Pregnant women should consult with their doctor.	<b>NOT EXCLUDED</b> Pregnant women should consult with their doctor.
<b>Streptococcal sore throat (including scarlet fever)</b>	<b>EXCLUDE</b> until the person has received antibiotic treatment for at least 24 hours and feels well.	<b>NOT EXCLUDED</b>
<b>Tuberculosis</b>	<b>EXCLUDE</b> until written medical clearance is received from the relevant Tuberculosis Control Unit.	<b>NOT EXCLUDED</b>
<b>Typhoid and paratyphoid</b>	<b>EXCLUDE</b> until there have been no symptoms for 48 hours. Stool sample clearance may be required. <i>Contact your Public Health Unit for specialist advice.</i>	<b>EXCLUSION MAY APPLY</b> <i>Contact your Public Health Unit for specialist advice.</i>
<b>Whooping cough (pertussis)</b>	<b>EXCLUDE</b> until 5 days after starting appropriate antibiotics or for at least 21 days from the onset of cough if the person does not receive antibiotics.	<b>EXCLUSION MAY APPLY</b> <i>Contact your Public Health Unit for specialist advice.</i>
<b>Worms (intestinal)</b>	<b>NOT EXCLUDED</b>	<b>NOT EXCLUDED</b>

This is an assistive tool ONLY. It is not intended to replace clinical assessment, management or judgement.

People with the conditions listed should be well prior to returning to the service, in addition to the recommendations outlined above

Further information on recommendations:

- National Health and Medical Research Council  
Staying Healthy: Preventing infectious diseases in early childhood education and care services - 6th Edition  
<https://www.nhmc.gov.au/about-us/publications/staying-healthy-guidelines>
- Communicable Diseases Network Australia (CDNA) guidelines  
<https://www.health.gov.au/resources/collections/cdna-series-of-national-guidelines-songs>
- Queensland Department of Health Communicable Disease Control Guidance  
<https://www.health.qld.gov.au/disease-control>
- *Public Health Regulation 2018 (Qld)*  
<https://www.legislation.qld.gov.au/view/pdf/inforce/current/sl-2018-0117>

If you have any medical concerns, contact your healthcare provider or call 13HEALTH (13 43 25 84)

For further advice on the information within this poster, contact your nearest Public Health Unit  
<https://www.health.qld.gov.au/system-governance/contact-us/contact/public-health-units>



Use this QR Code to access a digital copy of this poster or visit

<https://www.health.qld.gov.au/public-health/schools/prevention>



Queensland  
Government



# 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 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"> <li>• access and participation</li> <li>• respect for others</li> <li>• continuity and fair-trade practice regarding uniforms</li> <li>• responsiveness and sensitivity</li> <li>• school community awareness</li> <li>• upholding community expectations</li> </ul>
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&amp;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 Backpack:

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 shoelaces
- 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.

**E-scooters, e-bikes and e-boards are not permitted to ridden to school by students and will not be stored on school grounds.**

## *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*

Students are encouraged to leave valuable items and electronic games at home, as the school cannot take responsibility for loss or damage.

Families are asked to be mindful that items from home can be misplaced or damaged.

Items that are considered inappropriate or causing disruption may be collected and held at the school office for a short period before being returned.

The school provides a wide range of sporting equipment for students to enjoy during break times, reducing the need to bring items from home.

## *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.

### 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. **Centrepay:**

*Please see below.*

### BPoint – Points to remember

- Individual Invoices must be paid separately using BPoint as the payment is received 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](http://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. Students should not bring large denomination notes to school for tuckshop purchases. To support safer and more convenient transactions, families are encouraged to pre-order their child's food or purchase

“Tucker Bucks” online via Qkr! App. Payments via debit, EFTPOS or credit cards cannot be accepted from students. Card payment facilities are available for parent use on site. Our Tucker Shack is open before school for parent coffees and snacks.

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](mailto:talaratuckshop@gmail.com)

## *H10: Outside School Hours Care*

Outside School Hours Care 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](http://www.helpinghandsnetwork.com.au/find-us/talara-primary-college)



## *H11: Animals on School Grounds*

In line with Department of Education guidelines, animals are not permitted on school grounds at any time. This includes all pets, regardless of size, including small or carried dogs.

Animals may only be brought onto the school site with prior approval from the Principal for specific educational purposes (e.g. supervised classroom activities such as show and tell).

If your child wishes to bring an animal for show and tell or another learning activity, please discuss this with their class teacher. The teacher will then submit a request to the Principal for consideration.

These guidelines are in place to ensure the safety, wellbeing and comfort of all students, staff and visitors.