

Collingwood Park State School



Parent Handbook

Including Student Code of Conduct

TABLE OF CONTENTS

• Principal's Message	Page 3
• School Emblem	Page 4
• School Details	Page 5
• General Information (organised alphabetically)	Pages 6 - 30
• Parents and Citizens' Association	Page 20
• Student Code of Conduct	Page 31 - 81

Acknowledgement of Country

An Acknowledgement of Country is a way of showing awareness of and respect for the traditional Aboriginal and Torres Strait Islander owners of the land on which a meeting or event is being held, and of recognising the continuing connection of Aboriginal and Torres Strait Islander peoples to their Country.



We would like to acknowledge that this school is located on the traditional lands of the Yuggera and Ugarapul people. We pay our respects to the Elders, both past, present and future, for they hold the memories, the traditions, the culture and hopes of Indigenous Australians.

The aboriginal flag was designed by Harold Thomas, a Luritja man from Central Australia. It was created as a symbol of unity and national identity for Aboriginal people during the land rights movement of the early 1970s.

The symbolic meaning of the flag colours (as stated by Harold Thomas) are:

Black: Represents the Aboriginal people of Australia,

Red: Represents the red earth, the red ochre and a spiritual relation to the land,

Yellow: Represents the Sun, the giver of life and protector.



We would like to acknowledge the contribution of the Torres Strait Island people within our school community and pay respects to the elders both past and present.

The Torres Strait Islander flag was created as a symbol of unity and identity for Torres Strait Islander Peoples, designed by the late Bernard Namok from Thursday Island.

Each part of the flag is designed to represent something about the Torres Strait Island culture.

Green: Represents the land,

Blue: Represents the sea,

White: Represents peace,

Black: Represents the Indigenous Peoples.

The dhari (headdress) represents Torres Strait Island people and the five-pointed star represents the 5 major island groups. The star also represents navigation, as a symbol of the seafaring culture of the Torres Strait.

PRINCIPAL'S MESSAGE

Co-operate Attend Respect Excel

Welcome to Collingwood Park State School. Our school offers a safe and positive environment with a caring and supportive feel to it. We are a school which continually strives for excellence.

In partnership with parents and other community members, our school provides experiences and opportunities to equip your children with the skills, attributes and dispositions to be successful now and into the future.

The school values of co-operate, attend, respect and excel guide everything we do at Collingwood Park State School. These are values that apply to our staff, our students and our parent community. These values are ones that students can take into further schooling and into their adult lives.

Parents are their children's first teacher. We seek to develop powerful partnerships with our parents to build on the work that they do. This partnership can be enhanced by keeping in touch with us and showing your child that you are interested in all s/he is doing at school. Good communication also fosters this partnership. Feel free to contact us immediately you have questions or concerns. I hope your association with our school will be happy and productive.

Yours in education

Sharyn Anderson
Principal



Welcome from Your P&C President

On behalf of the Collingwood Park State School Parents' and Citizen's Association, we would like to welcome you and your child/children to our school community and trust that the association will be an enjoyable and beneficial one. We look forward to working in partnership with you for the benefit of all students at this school.

Your support ensures that this school is able to provide the quality environment, facilities, resources and volunteers necessary for a high-quality education for your child/children.

You are invited to join us at our P&C Association meetings which are held on the second Tuesday of each month at 7.00pm in our school library seminar rooms from February to November (Zoom meeting is also available). We will endeavour to make you feel welcome in our school. You may become a registered member (no cost involved) of our association, which is affiliated with P & C's Queensland.

SCHOOL EMBLEM



The school emblem and motto is based on an original idea and drawing by Mrs Kaye Jacobs, a parent of the school who won the emblem competition in 1986.

The significance of our school emblem

On the school's original emblem, the pathway was divided to indicate educational input from both the primary school and the preschool. The pathway is now not divided, symbolising the "one campus" concept of a school with year levels Prep - 6.

The education received whilst attending Collingwood Park State School is represented by the "Pathway to Knowledge". Knowledge is defined as pertaining to all areas of development - social, emotional, physical and academic. It must not be interpreted in the strict academic sense only.

The trunk of the tree represents the solid foundation provided by Collingwood Park State School.

The branches represent the many options available in life with the sky being the limit to one's endeavours.

Queensland term dates: 2024 - 2025		
Term	Dates	Length
Term 3	Monday 8 July to Friday 13 September	10 weeks
Term 4	Monday 30 September to Friday 13 December	11 weeks
Term 1 2025	Tuesday 28 January to Friday 4 April	10 weeks
Term 2 2025	Tuesday 22 April to Friday 27 June	10 weeks

Download your own school calendar [here](#).

<https://education.qld.gov.au/about-us/calendar/future-dates>

<https://www.qcaa.qld.edu.au/p-10/naplan> - The 2025 NAPLAN testing dates are: Wednesday 12 - Monday 24 March 2025.

SCHOOL DETAILS

SCHOOL ADDRESS: Collingwood Park Primary School
Burrell Street
Collingwood Park Q 4301

POSTAL ADDRESS: Collingwood Park Primary School
P.O. Box 75
Redbank Plaza
Redbank Q 4301

TELEPHONE: (07) 3381 4333
FAX: (07) 3381 4300
WEB ADDRESS: <http://www.collingwoodparkss.eq.edu.au>
EMAIL: admin@collingwoodparkss.eq.edu.au



<https://www.facebook.com/CollingwoodParkSS/>



<https://www.instagram.com/collingwoodparkss/>



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

School Hours

8.45am	First Bell	Get ready for school
8.55am	Second Bell	School commences – Roll marking
11.15am to 12.00pm	First Break	Eating time: - 11.15am to 11.30am Playtime: - 11.30am to 11.55am
1.30pm to 2.00pm	Second Break	Eating Time: - 1.30pm to 1.40pm Playtime: - 1.45pm to 1.55pm
3.00pm	School Ends	Proceed to the front or back gate for collection

GENERAL INFORMATION

Absences

Regular and punctual attendance at school is essential by law through the Education General Provisions Act. Students of compulsory school age must attend school every day. ***Absences from school must be advised, by telephone or SMS by parents/carers, by email, by the communication diary or in writing.***

If your child is going to be away from school, it is important that the school is notified of the reason for the absence as soon as possible.

The school should be notified of any planned absences such as appointments, and any unplanned absences, preferably in writing, either before or on the day of the absence or as soon as practicable.

This may take the form of:

- a) an explanation provided to the school via an email, SMS or handwritten note, containing the student's name, date of absence(s) and reason for absence(s);
- b) a verbal explanation to the school through either a phone call or a visit to the school office;
- c) entering the absence through QParents;
- d) a note in the student communication diary or
- e) a medical certificate.

If your child is going to be late or absent, parents are asked to please notify the school using one of the following processes:

- a) accompanying the child to the school office and providing a verbal reason for being late;
- b) phoning the school (07 3381 4333);
- c) emailing absences@collingwoodparkss.eq.edu.au;
- d) sending a text message (0426 305 137) to the school or
- e) providing the child with a signed and dated note.

The school uses an SMS notification system to assist both families and the attendance officer to follow up absences on a daily basis. As part of current Education Queensland procedures, the school must notify the primary parent if their child has not arrived at school on any school day. If you receive a text advising you that your child is absent you should telephone the school office or reply to the SMS (standard SMS charges apply) as soon as possible.

Unexplained absences of three consecutive days are followed up by a letter from our Administration Team. Ongoing unsubstantiated absences are reported to the police and family services and may attract fines. The school will only release students to the person who enrolled the student (or a listed emergency contact) unless there is written authority or a validated phone call. Parents/carers must sign their student out at the office if collecting their child before 3pm.

Arrival and Departure of Students/Transport to and from School

Students should arrive at school at a reasonable time before the start of the school day. For safety reasons they must not arrive prior to 8.30am, arrival between 8.45am and 8.55am is preferable. **Students who arrive after 9.00am must go to the office to obtain a late slip**, explaining the reason they have arrived late to school.

At the end of the school day, students are expected to leave promptly once dismissed by their teacher after the bell at 3.00pm and travel directly home.

When walking and riding to and from school, please advise your child not to loiter, or visit friend's homes without permission. If possible, it is recommended that if your child walks, have them walk with a friend.

Parents should ensure children are collected promptly or contact the school if an emergency arises. Staff are on duty at the front and back gates until 3.20pm. If parents are very late in collecting their children and we have not heard from them, we may need to contact police/child safety to collect the children for their own safety.

Assemblies

Junior (P-2) and Senior (3-6) assembly is held on alternate weeks at 2.15pm on Fridays in our hall. Student achievements are acknowledged in front of their peers. All Parents and Carers are encouraged to attend. Our Year 6 students organise and conduct our assembly as part of our Student Leadership program. These gatherings provide an opportunity for classes to display aspects of classroom activities and children to perform to an audience. Awards are presented for student achievement in academic skills, displaying our C.A.R.E. values and citizenship.

Assessment and Reporting

Student knowledge, skills and progress are constantly monitored through observations, anecdotal records, conferencing and consultation opportunities with their teachers, together with focused analysis of work samples, tests and reflective self and peer assessment.

Standardised written reports on student achievement are issued at the end of Semester One and Two. Year 3 and 5 students participate in the National Assessment Program in Literacy and Numeracy (NAPLAN) and receive the report on their performance in Term 3.

Parent/teacher interviews are conducted at least twice per year, usually at the end of Term 1 and 3 or at any other time as the need arises.

Balance of Semesters

In accordance with the Education Act, each student is allocated 24 semesters of education based on a Prep to Year Twelve education provision. The Preparatory Year is compulsory. Students enrolled in the school are allocated the balance according to the year level in which they are placed if from interstate or the balance in accordance with their transfer papers if transferring from a Queensland State school. Parents need to be aware that this balance is affected by any retention (repeating) of their child in the state education system. Repeating may mean that the balance of semesters will run out and parents will, at a future time, need to apply for consideration for further semesters. There is a process involving the Student Support Services team and parents for considering requests for retention (repeating).

Positive Behaviour for Learning

All students at Collingwood Park State School are expected to behave in a manner that reflects the four expectations of our school: **Co-operate, Attend, Respect and Excel.**

Students are encouraged to be self-monitoring and take responsibility for their actions. Positive Behaviour for Learning is a behaviour support framework that clearly defines expectations for student and school community behaviour. The framework includes the explicit teaching of expected school behaviours, routines and procedures and frequent acknowledgement and reinforcement of positive behaviours.

Our Responsible Behaviour Plan, approved through Education Queensland, is reviewed by the PBL Team on a regular basis as part of our operations planning, with input from staff and parents so there are clear guidelines. Please refer to the school's Student Code of Conduct available on the school's official website.

Booklists

A generic booklist is provided at the end of each year for each year level Prep – 6. Parents are offered the opportunity of purchasing their child/ren's orders themselves or purchasing them through the provider on the order form.

Calendar of Events

An updated calendar of events in our school year is included in the fortnightly newsletter or on the school website – www.collingwoodparkss.eq.edu.au

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<https://education.qld.gov.au/about-us/calendar/future-dates>

<https://www.qcaa.qld.edu.au/p-10/naplan> - The 2025 NAPLAN testing dates are Wednesday 12 March to Monday 24 March 2025.

Camps and Excursions

Excursions, visiting programs and camps are organised throughout the school year. Students are invited to participate in these activities based on meeting the C.A.R.E. expectations of our school. If your student meets these expectations, written information is provided to parents informing them of location, time and any costs involved. Written parental permission is required for all students invited on excursions. Our expectations of student behaviour and responsibility are the same as expected on a regular school day.

Changes of Information

Please ensure that if you do change your address, phone number or emergency contacts, that you advise us as soon as possible so that our records can be updated. In an emergency, the school may have to contact the ambulance or police service without the parent's knowledge if records of contact numbers are not kept up to date.

Class Organisation

Classes in our school are organised in a variety of ways. There are classes in which students are of a single year level and there are also classes, which may include two- or three-year levels. We call these multi-age classes. If learning is child-centred (based on the child's ability and progress at any given time), there should be little difference in learning outcomes no matter how classes are organised. The following attempts to explain a little about how class groups are combined and operate. No attempt has been made to explain classes with single year levels as most parents are familiar with this type of class.

Multi-age classes

Sometimes because of numbers and sometimes for other reasons, multi-age classes are formed (e.g. Year Prep/1, 1/2, 1/2/3, 4/5 etc).

At Collingwood Park, we recognise that there are many benefits of multi-age classes:

- Increased opportunities for cooperation as older students assist younger ones.
- Peer tutoring of younger students by older ones. If you tell or teach someone it deepens your understanding and skill development.
- Leadership opportunities are increased for older students.
- Younger ones model the learning of the older ones in class.
- Accelerated social maturity for all, particularly the younger ones.
- Learning styles are catered for through "hands on" learning, group activities and individualisation.

- Class activities focus on the student's developmental needs.
- Student from interstate who do not neatly match a year level can be catered for very effectively.
- Slower learners can join a younger group for an earlier stage activity without fear of failure.
- Students who find it difficult to sit still in a traditional classroom can be catered for in a multi-age class.

Multi-age classes are eminently suited to developmental learning and children are challenged at a level appropriate to their individual academic progress. Research studies of multi-age classes show that social and cognitive skills are promoted when children are encouraged to interact and assist one another as happens in multi-age groupings, self-concept and attitudes to learning are enhanced and a greater learning return can be expected in multi-age classes.

Code of Conduct – Parent and Community

Department of Education






Parent and Community Code of Conduct

Supporting learning, wellbeing and safety in every Queensland state school

We welcome parents¹ and other members of our diverse community into schools across Queensland.

Working together with their school community², school staff support the learning and wellbeing of every student, and are entitled to a safe work environment.

Parents and other visitors to schools support safety by ensuring their communications and conduct at the school and school activities is respectful.

Elements of engagement	It is expected that parents and visitors to our school communities will:	Parents and visitors to our school communities demonstrate this by:
Communication 	<ul style="list-style-type: none"> • be polite to others • act as positive role models • recognise and respect personal differences • use the school's communication process to address concerns 	<ul style="list-style-type: none"> • using polite spoken and written language • speaking and behaving respectfully at all times • being compassionate when interacting with others • informing staff if the behaviour of others is negatively impacting them or their family • respecting staff time by accepting they will respond to appropriate communication when they are able • requesting a meeting to discuss any concerns about their child's education — allowing staff time to prepare and appreciating their time may be limited
Collaboration 	<ul style="list-style-type: none"> • (parents) ensure their child attends school ready to learn • support the Student Code of Conduct 	<ul style="list-style-type: none"> • taking responsibility for their child arriving and departing school safely on time every day • reading and encouraging their child to understand and follow the Student Code of Conduct
School Culture 	<ul style="list-style-type: none"> • recognise every student is important to us • contribute to a positive school culture • work together with staff to resolve issues or concerns • respect people's privacy. 	<ul style="list-style-type: none"> • valuing each child's education • acknowledging staff are responsible for supporting the whole school community • speaking positively about the school and its staff • not making negative comments or gossiping about other school community members, including students — in person, in writing or on social media • understanding, at times, compromises may be necessary • considering the privacy of all school community members at all times, and understanding that the school cannot share confidential information.

¹The term 'parent' refers to parents, carers, guardians and people who exercise parental responsibility for a child.

²The term 'school community' refers to staff, students, parents, local business and community organisations and visitors to the school.

Collection of Money

The preferred payment method for excursions, sport, swimming, and other events, is by BPoint. Cash and EFTPOS payments are accepted at the school administration office at the payment room. Payments should be placed in a sealed envelope **clearly marked** with the student's name, class and activity. All money sent to school for purposes other than Tuckshop or fundraising by the P & C Association should be paid at the payment room near the main reception area of the administration block between 8.30am and 3.00pm. Receipts will be issued once payments have been processed.

Communication between Home and School

We encourage efficient two-way communication with all parents, carers and the community and have an 'open door' policy when possible. However, except in exceptional circumstances parents/carers should make an appointment to see a teacher or the Administration Team. Teachers often have meetings and preparation to undertake prior to the commencement of the school day and may have other appointments after school. The best form of communication is the student communication diary. The school also has telephone and email options for contact purposes and enquiries.

Our school website also provides a wealth of information. (www.collingwoodparkss.eq.edu.au)

Complaints Management

During the course of your children's school years, you may have cause to make a complaint about an issue with your child's education. Education Queensland is committed to ensuring that all complaints are dealt with in a fair and equitable manner. There are processes and support structures in place to enable parents/carers and students to work through any issues they may have with Education Queensland provisions.

When making a complaint, it is in the best interest of complaint resolution to ensure that you:

- Provide complete and factual information in a timely manner,
- Deliver your complaint in a non-threatening and non-abusive manner, and
- Not make frivolous or vexatious complaints or include deliberately false or misleading information.

You should be aware that if you are making a complaint about a staff member, that in most instances the staff member will be told of the complaint and offered the right of reply. You also have the right to have a support person participate through the process.

If your complaint relates to suspected official misconduct or criminal activity then you should make your complaint directly to the Crime and Misconduct Commission (<http://www.ccc.qld.gov.au/>) or the Queensland Police Service (<https://www.police.qld.gov.au/>)

There is a **4-step process** to help you and the school reach an outcome that is in the best interests of your child. You must go through each step before progressing to the next.

The 4 steps are:

1. Discuss your complaint with the classroom teacher*.
2. Discuss your complaint with the principal or their delegate.
3. Contact your regional office.
4. Request an independent review.

*You should speak directly to the Principal if your complaint relates to general school matters or school policy.

1. Discuss your complaint with the classroom teacher

Most complaints should be resolved at the local level. The teacher will make a record of your complaint and report your meeting and any outcomes to the school principal.

Contact the school on (07) 3381 4333 to make an appointment with your child's teacher.

2. Discuss your complaint with the principal or their delegate

If you can't resolve your concerns after speaking to your child's teacher you can raise your complaint with the school principal. The principal, or their delegate, may also be able to help you and the teacher resolve the problem if you weren't able to after your initial discussion.

Complaints to the principal can be submitted in person, by telephone, in writing or via email. School contact details are available by searching the schools directory (<https://schoolsdirectory.eq.edu.au/>) or phoning 13 QGOV (13 74 68).

3. Contact your regional office

If you have not reached a resolution through steps 1 and 2, you should contact your regional office.

<https://education.qld.gov.au/contact-us/state-schools-regional-contacts#Metro>

You can lodge your complaint by telephone or in writing.

Your complaint should outline the steps you have taken to resolve the issue and include your full name and address. You should also sign and date it. It is a good idea to keep a copy of any correspondence for your own records.

Your name and the nature of your complaint will be sent to the principal of your school. Regional office staff will then work with you and your school to seek a resolution.

Anonymous complaints will only be acted on if enough information has been provided to allow for follow-up with the relevant school principal.

4. Independent review

If your issue has still not been resolved through the above process, you can lodge your complaint with the Queensland Ombudsman.

Contact details are available on their website - <https://www.ombudsman.qld.gov.au/about-us/contact-us>

Daily School Procedures

Students should aim to arrive between 8.45am and 8.55am.

Students are not formally supervised before the commencement of the school day and therefore it is advisable for students not to arrive to school prior to 8:30am. It is considered inappropriate for students to arrive at school prior to 8.30am. Students are not permitted to play before school and if they need to arrive to school prior to 8:30am the following procedures should be followed:

Students arriving at school before 8:30am need to:

- Sit down and wait quietly at the front of the school (Burrell Street main entry).
- At 8.30am, students will be directed by staff to move to their year level lining up area.

At 8:55am, students are collected by their teachers from their lining up area and continue to class.

If your child needs to regularly arrive at school before 8:30am, for their own safety **they should attend the Before School Care Program** (see Outside School Hours Care).

School Hours		
8.45am	First Bell	Get ready for school
8.55am	Second Bell	School commences – roll marking
11.15am to 12.00pm	First Break	Eating time: - 11.15am to 11.30am Playtime: - 11.30am to 11.55am
1.30pm to 2.00pm	Second Break	Eating Time: - 1.30pm to 1.40pm Playtime: - 1.45pm to 1.55pm
3.00pm	School Ends	Proceed to the front or back gate for collection

During lunch breaks, children are not allowed in classrooms without their teacher being present.

First Break and Second Break

At both breaks students have a supervised eating time for 10 to 15 minutes. They can then play in their assigned area.

Please note the following school rules, as they are essential to the safety of students.

- Students are not allowed out of the school grounds without permission from the administrators.
- Students should come directly to school and return directly home.

Early departures: If you want your child to leave early on any occasion, please send a note to the teacher or phone the school office before 2.30pm. Students need to be signed out by an adult at the office. Please also read the **Student Messages** section of this booklet.

Absences of any kind should be explained in any of the following ways:

- in the student communication diary,
- by a phone call to the office,
- SMS to 0426 305 137 (SMS ONLY) or
- Via a letter/note written to the teacher when the child returns to school.

The administration team supervises students leaving via Burrell Street and Hannant Street entrances after school. All students should leave the school grounds as soon as possible upon dismissal in the afternoon and go directly home unless alternative arrangements have been made by parents or teachers.

Emergency Procedures

Evacuation - Fire/Bomb

A continually updated evacuation procedure, familiar to staff and teachers, for fires etc. is practised at the school. All visitors to the school are expected to participate if an evacuation drill is in progress. Visitors should move promptly to the safety of the school oval.

Lockdown Procedure – Danger in the School Grounds

The School has a procedure to ensure the safety of all on site in the case of a danger in the school grounds e.g. snake or intruder. This lock down procedure requires that all persons remain inside buildings (lock down procedure).

Emergency Procedures are practised regularly.

Enrolment Procedures

Parents are encouraged to enrol Prep students before the close of the year prior to the child beginning school. An enrolment form may be obtained from the office at any time.

Date of birth between:	Eligible for Prep in:	Eligible for Year 1 in:
01 July 2018 – 30 June 2019	2024	2025
01 July 2019 – 30 June 2020	2025	2026
01 July 2019 – 30 June 2020	2026	2027

Children entering Prep must turn 5 years old by the 30th June in the year they enter Prep.

For further information on making the move to Prep, please visit:

<https://www.qld.gov.au/education/earlychildhood/prep/enrolments>

Children enrolling in Prep, and all children who do not have transfer documents from a Queensland State School will need to provide proof of age in the form of one of the following:

- (1) Birth Certificate or extract
- (2) Baptismal certificate
- (3) Statutory Declaration
- (4) Signed statement by a Minister of Religion or a Doctor.

Student information is entered on our computer data program, OneSchool. Please ensure that addresses and emergency phone contacts are kept up to date.

Health and Safety

Accidents and Illnesses

Students who become sick or injured at school are attended to by staff trained in First Aid.

In the event of a sudden illness or suspected serious injury, we will endeavour to contact you or your nominee. **It is, therefore, essential for your child's file to contain up to date telephone numbers for both you and your emergency contacts.**

If you cannot be contacted, your child will still receive treatment. Any treatment provided will be at your expense.

In serious cases, an Ambulance will be called, and if necessary a staff member will escort your child to the nearest hospital or doctor.

*** In addition to your own contact phone numbers (work, home, mobile) we request the names and phone numbers of two or three people who will be able to respond to an emergency situation involving your child on your behalf.**

Allergies

Some students within our school have severe and sometimes life-threatening allergies. If a student within your child's class has a severe or life-threatening allergy that is food related, a letter will be sent home with your child to advise you of foods that should not be sent to school in your child's lunchbox.

Dental Services (within school grounds)

Collingwood Park State School has a Queensland Health Dental Clinic located within its grounds, providing a service to all children of our school. Their phone number is 1300 763 246. Parental consent is required before treatment can be administered.

Immunisation

There is no policy requiring immunisation but parents whose children are infectious should inform staff so that other families can be informed. Some infectious diseases require exclusion from school e.g. chicken pox, conjunctivitis, German measles etc. All are covered by the Queensland Health "Time Out" policy. A "Time Out" list is located below and in the school office.

Infectious Diseases

Students who are unwell should not be allowed to attend school. The National Health and Medical Research Council have drawn up the following guidelines on the premise that students 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 students with certain skin diseases may return once appropriate treatment has commenced (see the table on the following page).

The recommended periods of exclusion from school are issued as a guide to teaching staff and may be modified in individual cases as circumstances warrant.

Queensland Health



Time Out

Keeping your child and other kids healthy!

- Information for a number of infectious conditions that may require¹ exclusion of children from school, education and care services.
- Additional public health recommendations that apply to children and adults.
- To assist medical practitioners, schools, preschools and childcare facilities to meet the public health requirements¹ and recommendations.

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

1. Observing the exclusion period meets the intent of the Public Health Act 2005 for a person to be non-infectious. See schedule 4 of the Public Health Regulation 2018 for a complete list of contagious conditions and their exclusion criteria.

2. Doctors should notify the local Public Health Unit as soon as possible if children or staff are diagnosed with these conditions. Refer to page 2 for Public Health Unit contact details.

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

November 2022


Queensland Government

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

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

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

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

Further information on recommendations:

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



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



In cases of doubt, or for guidance in cases of conditions not mentioned in the table, advice should be sought from the relevant clinician, child health medical officer or medical officer of health. Similarly, advice on possible preventive measures can be sought from these agencies.

Head lice

Occasionally there are outbreaks of this minor problem. In the event of an outbreak of head lice, ***a notice will be sent to the families of all children in the class or classes where the outbreak occurs.***

Regular checks of children's hair by parents/carers have kept the outbreaks to a minimum. It is every parent's responsibility to treat the problem if it occurs and the only way is to detect the problem early and treat promptly. If a child of yours does become infected, he or she should only remain at home until treatment with an effective solution has been carried out. It is also advisable, especially for a child's self image, to remove all eggs from the hair (a slow process).

Follow-up treatment consists of combing conditioned hair through with a headlice comb for 7 consecutive days to ensure all eggs are removed from the hair. Information is available from pharmacies.

Life-Endangering Medical Conditions

Parents of children with life-threatening medical conditions (e.g., bee sting allergy, diabetes etc.) are asked to notify the principal and complete the relevant form at the school office. This will give us a clear description of the condition and the emergency procedures to be followed. For quick reference this information, along with a photograph of your child will be kept in the First Aid folder in the First Aid room at the office. This information will also be displayed in their classroom and included in our relief teacher folder, to ensure all staff are familiar with the condition and the procedures to be followed.

Medication - Administration to Students

At times it is necessary for students to take medication while at school. There are several Department of Education regulations with which we must comply in order to administer medication.

This following should be read in conjunction with the [Administration of medications in schools procedure](https://ppr.qed.qld.gov.au/pp/administration-of-medications-in-schools-procedure) (<https://ppr.qed.qld.gov.au/pp/administration-of-medications-in-schools-procedure>).

- All medical forms are available and accessible to parents/carers (e.g. on enrolment, on the school's website, on request).
- Parents/carers will be provided with [Administration of medications in Queensland state schools: Information for parents and health practitioners](#) and we request that they share it with their child's qualified health practitioners during appointments.
- **Parents/carers will be advised that before any medication can be administered to their child at school:**
 - they will need to provide the required permission forms. Copies of these forms for administering medication at school can be found on our school website.
 - **the medication will only be administered if it is medically authorised (by a health practitioner such as a doctor), in the original container, in intact packaging and has clear instructions for administration e.g. time/s to be administered, dose.**
 - they need to notify the school:
 - of any requests and/or guidelines provided by the student's prescribing health practitioner or pharmacist concerning medication administration;
 - if changes occur to the dosage requirements of the medication;
 - when medication changes occur (e.g. by providing an accompanying letter/action plan from the prescribing health practitioner);
 - in advance, if medication is being transported with the student for purposes other than administration at school (e.g. to support shared parent/carer arrangements, for use at before or after school care); and
 - when medication is no longer required to be administered at school.

- Parents/carers will be advised that if the medication is more complex with specific administration requirements, or if it is to be administered 'as needed', parents/carers must provide the school with a [medication order](#), completed and signed by the prescribing health practitioner that outlines these requirements in detail.
- Parents/carers will be advised that if the medication is required 'as needed' (but not for an emergency), the school will contact the parent/carer before the medication is administered if they do not know when it was last administered (e.g. to check if the parent administered it before school).
- Parents/carers will be advised that if medication is no longer required to be held by the school, request that they (or an adult authorised by the parent/carer) visit the school to collect any unused medication. All medication is to be returned to the parent/carer in its original container. If the unused medication is not collected from the school, notify the parent/carer that it will be taken to a pharmacist for disposal.
- Where relevant, Parents/carers will be notified of the process to develop Individual and Emergency Health Plans or provide Action Plans in accordance with the [Managing students' health support needs at school procedure](#).

Sun Protection

Sun Protection Plan

Rationale:

The school in conjunction with parents will provide sun awareness education and provide a safe learning environment for students.

Purpose:

- Minimise the risk of skin cancer.
- Promote lifetime habits of sun protection.
- Develop responsible attitudes and behaviours to sun exposure.
- Increase awareness about prevention and early detection strategies.

General Strategies:

- Encourage use of a sunscreen (e.g., 30+ Broad Spectrum). Students should be encouraged to come to school with sunscreen applied and to be informed about re-applying sunscreen at morning tea and lunch.
- Sunscreen is available in all classrooms.
- "No hat – No Play". Students should wear hats with a minimum 6cm brim that covers their ears and neck. Students with no hat/ or wearing caps are to play in the large undercover area.
- In 2013, the school policy changed to reflect a SunSafe requirement that all students must wear a hat with a full brim with a minimum 6cm width. Caps are not considered as appropriate headwear. Our school provides Prep students with an appropriate hat.
- Teachers, parents and visitors should present a positive role model.
- Students wear protective clothing when swimming e.g., lycra swim shirt.
- Continuing to plant and maintain shade trees and provide shade structures for outdoor activities wherever practical.
- School breaks are organised to minimise sun exposure.

The Sun Safety Policy for Collingwood Park State School can be viewed on the school website at <https://collingwoodparkss.eq.edu.au/SupportAndResources/FormsAndDocuments/Documents/Policies%20and%20Procedures/Sun%20Safety%20Policy.pdf>

Homework

At Collingwood Park State School, we believe that homework provides students with opportunities to consolidate their classroom learning, develop a pattern of behaviour for lifelong learning beyond the classroom and involve family members in their learning. We also believe the setting of homework should consider the need for students to have a balanced lifestyle allowing sufficient time for family, recreational and community pursuits.

Homework is most effective when it:

- is clearly related to class work
- is appropriate to particular years of schooling
- is varied and differentiated to individual learning needs
- consolidates, revises and/or applies students' classroom learning
- develops students' independence as a learner through extension activities such as investigating, researching, writing, designing, making
- is monitored by the teacher

Roles and Responsibilities:

Teacher	Student	Parent/Carers
<ul style="list-style-type: none"> • Set up class routines to allow students to manage homework and change readers • Distribute homework regularly • Record completed and uncompleted homework for reporting to parents • Provide feedback and suggestions to parents on homework and how to support their child as required • Ensure homework is set at students' level and related to class work 	<p>Take responsibility for their own learning by:</p> <ul style="list-style-type: none"> • Completing all homework tasks neatly and on time • Following classroom routines to hand in homework/change readers • Seeking assistance when difficulties arise • Following up comments made by the teacher • Organising their time to manage home responsibilities 	<ul style="list-style-type: none"> • Help their child to complete tasks (discuss and explain tasks, direct them to resources, read to, or read with them and talk with them) • Establish routine, time and space to complete homework • Help their child to balance their time so that homework, home responsibilities, sport, or other activities can be accommodated • Contact the teacher to discuss any homework concerns

Homework Guidelines Appropriate to the Phase of Learning

Students are rewarded for completing homework on time and to the best of their ability. Students may be expected to complete homework in their own time at school if it is not completed.

Prep, Year 1 and Year 2 10-15mins per night (4 nights per week)

1. Daily reading (levelled readers) to/with parents or carers
2. Literacy/numeracy activities, e.g. sight words, handwriting and number facts
3. Incidental
 - Conversations about what is happening at school
 - Linking concepts with familiar activities i.e. shopping, preparation of food, family outings
 - Preparation for school events including oral presentations
 - Opportunities to write for meaningful purposes related to real life events, e.g. birthday cards or invitations, shopping lists, labels, signs, diaries, addressing envelopes and so on.



* Prep students may not receive formal homework until Term 2, depending on their individual readiness, but the teachers may provide parents with suggestions for enhancing the skills, understanding and knowledge of students, such as helping with cooking, shopping, oral language activities, making patterns and enrichment activities.

Year 3 and 4 15-20 mins per night (4 nights a week)

1. Daily reading (independent or levelled readers) individually/to/with parents or carers
2. Literacy/numeracy activities, e.g. spelling activities and number facts
3. Incidental – as above or below when required.

Year 5 and 6 20-25mins per night (4 nights a week)

1. Daily independent reading
2. Literacy/numeracy activities e.g. spelling activities and number facts
3. Individual projects will be sent home occasionally to prepare students for High School
4. Incidental
 - Watching the news or current affairs shows on television
 - Discussing events with parents.

House System

At Collingwood Park State School, a House system is presently in operation to provide a basis for competition in sport. Students are assigned to one of the three school houses. Students from the one family are placed in the same house. At no time are students allowed to change houses of their own accord.

The Houses are:

Poinciana - Red
Jacaranda - Blue
Grevillea - Yellow



Instrumental Music Program

Students from Years 4-6 may be involved in our Instrumental Music Program playing brass, percussion or woodwind instruments.

As the school owns a limited number of instruments, most students hire their instruments commercially or buy them. Students in the program are obliged to join the school band if capable of participation.

Admission to the program is allowed after a simple aptitude test is given by instrumental music teachers.

Library

Library facilities are available to all students. It is expected that students will learn to enjoy and care for the books that are available to them. Years P-3 students may borrow one book for one (1) week, while Years 4-6 students may borrow two books for two (2) weeks.

Parents should:

- Encourage their child to borrow from the Library.
- Always impress on your child the need to care for books as they are expensive.
- Provide a library bag for their child (which may be purchased from the Uniform Shop) to keep borrowed library books safe and protected.

If students transfer to another school, it is the parent's responsibility to return any outstanding books to the school before leaving.

Leaving the School Grounds

In very special circumstances, students may leave the grounds during school hours. A written note or personal contact from a parent or guardian explaining the circumstances is required. No child will be allowed out of the school grounds without this permission.

Students will not be allowed to return to the local shop once they have entered the school grounds even with parent permission. As children, once at school, are the responsibility of the Principal, children also need the permission of the Principal to leave the school grounds. This permission will not be given to return to shops.

During school time, students need to be collected at the Administration Block so that they are supervised at all times. Parents/Caregivers must sign children out from the office, when leaving the school prior to 3pm.

Lollies and Confectionery

Classroom activities and the tuckshop menu reflect the importance the school places on sound nutritional practices. We ask you, therefore, to keep "sweet" rewards for consumption at home.

Lost Property

Naming of all belongings can help speed their return if lost. Lost property is stored in a wheel-away trolley in the hall. *Unclaimed articles will be sent to a charitable institution if held for more than one term.*

Names and Labels

As young children do not recognise their own belongings, we cannot emphasise enough the need to label absolutely everything – backpacks, shoes, lunch boxes, library bags, and all clothing (puff paint can be used on socks). This will give you the best possibility of having your child's belongings returned to you.

Newsletter

Regular newsletters are published on to inform you of school news. As part of the school's sustainability plan, the newsletter is disseminated to parents electronically via the school's website at <https://collingwoodparkss.eq.edu.au/Pages/default.aspx> or at your request it can be emailed to you. If a paper copy of the newsletter is required, please arrange this at the school office and, it will be given to the eldest child in your family attending our school. Please ask your child for this important communique.

Outside School Hours Care

This program operates from Modular 5 daily. The Service is licensed and received a Meeting Quality Standards within the National Quality Framework from Australian Children's Education and Care Quality Authority (ACECQA). The hours of operation are as follows:-

Before School Care	6:00am – 8:30am
After School Care	3:00pm – 6:00pm
Vacation Care	6:00am – 6:00pm

Fee Relief

The Child Care Management System (CCMS) applies to our centre, therefore, parents are required to provide the Customer Reference Numbers (CRN) for their children and the parent the child is linked with. The 50% Child Care Rebate (CCR) Covers 50% of out of pocket child care expenses, up to a maximum amount per child per year, in addition to any amount you may receive from Child Care Benefit and/or Jobs, Education and Training (JET) Child Care Fee Assistance (if applicable). All fees are required to be paid in advance by EFTPOS/Cash by Friday of each week.

Meals

Breakfast is provided to children that require breakfast at Before School Care.

Afternoon tea is provided at After School Care.

Vacation Care provides afternoon tea.

Please contact the Co-ordinator on 3381 4317 or fax 3381 4355 to make enquiries. Email address cpss-oshc@outlook.com

Parents and Citizens' Association

The P & C, the main parent group of our school, meets at 7.00pm on the second Tuesday night of each month.

The aim of the association is to enhance the educational opportunities for our students. This includes assisting with decisions about budgeting, social activities, improvements to the school grounds, providing school equipment and overseeing the activities of all other parent committees in the school.

All parents are welcome and urged to attend meetings.

Parental Involvement

Our school C.A.R.E. expectations apply to all students, staff and our parent community.

Co-operate:

Parents play an integral role in the life of the school and can contribute in many positive ways to the education of their children. When children see their parents and teachers sharing common goals, they feel more secure and demonstrate a greater sense of self-worth. When we all work together as a team, maximum educational outcomes are met for students.

Attend:

Be involved in your child's education:

- As parent helper in the classroom, particularly in areas such as literacy activities, art and craft and physical education.
- As volunteer helper for various activities such as tuckshop, library, working bees or helpers on excursions.
- As parents in the school that are members of the Parents and Citizen's Association and may be elected to serve on the committee each year.
- By supporting various social functions and fundraising activities held throughout the school year.

Some of our parent's volunteer for courses conducted at the school (e.g. Reading) so that they can be of maximum assistance to students.

Rosters of parent helpers are developed and reviewed each term. Parent helpers are asked not to bring small children with them as they can be a distractive influence on a class.

Respect:

Ensuring that all staff, students and other parents and carers are treated respectfully at all times.

Excel:

By working together as a team, we can excel and be anything we want to be.

Parking

It is vital that cars and children are kept as far apart as possible. Therefore, **parents** (apart from those with special permission e.g. collecting a child with a physical impairment) **must not drive into the school grounds to deliver or collect students**. Restricted access is available for Staff cars that are parked in the school grounds, to clear the street for parent parking.

All parking in the school grounds will be reverse-in so as to avoid backing at peak times when children are moving around.

Parents who delay their arrival to pick up children until 3:10pm will find a free flow of traffic into the pick-up / set-down bay at the Burrell Street main entrance. Please use this zone appropriately by moving cars along in single file to collect children.

Two minute loading zones



Two minute loading zones around schools are installed for parents to pick up and deliver their children quickly and safely.

Unfortunately, they are often misused by motorists who park longer than the allocated time or leave their vehicles to enter the school. This can lead to traffic problems as motorists' queue to enter the loading zone and end up blocking the flow of traffic. People get impatient and take risks. Often motorists are ignorant of the regulations regarding loading zones or are unaware of the implications of overstaying the regulated time.

Handy hints to contribute to a safer environment

- Plan your trip to avoid arrival at peak times
- Pick-up or drop-off children via the car's kerb doors
- Drive out safely
- If your children are not at your arranged spot, go around the block and try again

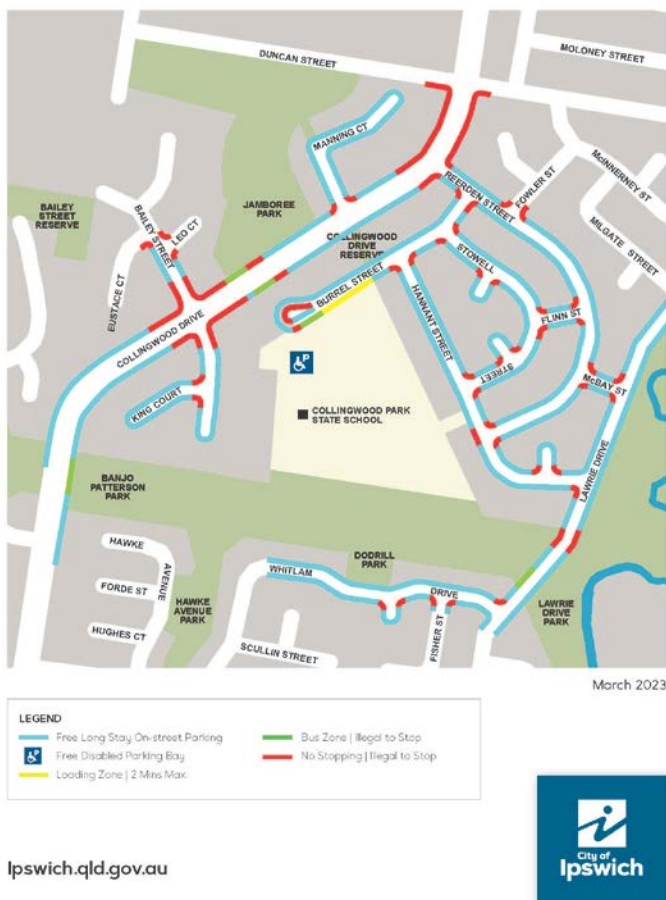
Parents should be encouraged to discuss the following with their children:

- Arrival at the loading zone at an appropriate time so as not to force their parents to wait;
- Standing in family groups;
- Looking out for their parents and being ready with their bags and other equipment to get in the car quickly, yet safely.

Police and councils if contacted will visit schools periodically during the year. Motorists could receive a traffic offence/parking notices if found to be parking in marked areas longer than the times on the signs.

If for some reason your child has not arrived at your car within the two-minute pick up time frame, please see the map below and move away from the two-minute pickup zone and go around the block to re-join the pick-up queue. This will ensure that pick-ups flow freely through the zone. Alternatively, wait until after 3.10pm and the traffic flow will have substantially reduced.

If you wish to park your car, please ensure you are not blocking driveways or parking too close to corners that will impede the vision of road users. Parking is readily available on Collingwood Drive, Burrell Street, Hannant Street, Stowell Street and Reerden Street, with a short walk to either the front or back school gate.



Ipswich City Council role in school parking

Council actively monitors school parking areas and enforces parking zones and restrictions to ensure the safety of children. Council's Parking Officers monitor parking around school zones and surrounding streets using the parking patrol car. Officers can also issue infringement notices by mail to the vehicle's owner for breaches of parking restrictions.

The laws that apply for school parking include:

- Transport Operations (Road Use Management) Act 1995 – known as TORUM
- Transport Operations (Road Use Management – Road Rules) Regulation 2009.

If you have a concern about parking during drop-off or pick-up times around a school, please contact Council on (07) 3810 6666 or the Police.

If you would like more information please contact us on 1300 360 135 or visit the TMR website on www.tmr.qld.gov.au

Prep Classes

Prep commenced at Collingwood Park State School in 2007. The Preparatory year of schooling has effectively changed the school starting age. As of 2017, Prep is compulsory for Queensland children that will turn five by 30 June in the year they should commence Prep.

The following table show eligibility ages for Prep and Year 1 from 2023 to 2027.

BIRTHDATE	ELIGIBLE FOR PREP. YEAR IN:	ELIGIBLE FOR YEAR 1 IN:
Child born 1 July 2018 - 30 June 2019	2024	2025
Child born 1 July 2019 - 30 June 2020	2025	2026
Child born 1 July 2020 - 30 June 2021	2026	2027
Child born 1 July 2021 - 30 June 2022	2027	2028

Prep Operating Hours

The Prep day is the equivalent of a full school day. Starting time is 9.00am, with the doors open from 8.55am in the first four weeks of the school year. You are welcome to come in to the Prep classroom at 8.55am to spend time sharing an activity with your child in the first four weeks of the school year.

When Prep children come into the classroom, they are expected to be responsible for their own belongings. Please encourage your child to follow the routine outlined by the teacher. This routine may include:

- Putting their bag away (their bag needs to be big enough to fit everything they need in it).
- Placing their water bottle into the appropriate storage container.
- Going to the toilet before the start of school.
- Placing their lunch box in the fridge or other designated area.

We will finish at 3.00pm in line with the rest of the school. Initially, children are expected to be brought and collected from the Prep classroom by a responsible adult. As teachers often have afternoon meetings, prompt collection by an adult, from the classroom is necessary. If you have an unexpected difficulty that causes you to be late, please contact the school office and notify them of your delay. Children will be supervised in the classroom or taken to the office in these situations.

Please notify us, personally or in writing, when anyone other than you will be collecting children from the school. This person should be listed as one of your emergency contacts on our school database. If a child needs to be collected during school hours, please attend the school office, sign your child out and we will send your child to the office.

Children are expected to attend for five days per week.

Refund Policy

Refund Guidelines for Excursions and Camps

At Collingwood Park State School, 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 excursions and camps are calculated on a cost recovery only basis, according to the number of students who have indicated their attendance.

Participation of students in an excursion or camp is indicated through payment of the excursion or camp fee and provision of a permission form completed by the parent/carer.

As the school budget cannot meet any shortfalls in funding for an excursion or camp due to the subsequent non-participation of a student who had previously indicated attendance of the activity, fees already paid for an excursion or school camp 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/carer wishes to apply for a refund due to their child's non-participation in an excursion or camp activity, they may do so by completing a Refund Request form available from the school office. Where possible, the request should include the receipt relating to the payment for which a refund is being sought.

Religious Instruction

Queensland state schools embrace a multitude of cultural, religious and non-religious beliefs. Under the *Education (General Provisions) Act 2006*, schools are to provide Christian Religious Instruction (CRI) if approached by a faith group seeking to provide CRI and students of that faith attend the school.

CRI informs students about the beliefs and values of a particular religion. It is delivered by volunteers of a faith group using instructional materials approved by that faith group. RI is required to be consistent with legislation and Department of Education policies and procedures.

All CRI instructors must hold a blue card and participate in compulsory Student Protection and Code of Conduct training. CRI instructors are only entitled to deliver the CRI program outlined below. A school staff member will be present during the delivery of CRI.

Participation in CRI is not compulsory. Any student (except Prep students) may participate in CRI if a parent has provided written instructions to the school.

Students are allocated to CRI based on information provided by parents on the completed [Application for student enrolment](#) unless other written instructions have been provided to the school.

Note: *This consent remains in effect unless the parent informs the school otherwise in writing.*

Students who are not participating in CRI will be provided with other instruction in a separate supervised location. Other instruction must relate to part of a subject area already covered in class and may include:

- *personal research and/or assignments*
- *revision of class work such as creative writing or literacy and/or numeracy activities which could include online programs currently accessed by the students of that school (i.e. [Mathletics](#), [Reading Eggs](#))*

- wider reading such as independent reading appropriate to the student

Parents will be advised of any changes to the CRI and other instruction programs to ensure they are able to make an informed decision on their child's participation.

Special Education Services

Support for Students with Disabilities

Teacher and Teacher Aide support is provided for students with verified disabilities (intellectual, hearing, visual and physical impairments as well as autistic spectrum disorders).

Special Education Program Teacher

A number of Special Education Program teachers and teacher aides are based at our school, to provide support to students with verified disabilities (Intellectual Disability, Autistic Spectrum Disorders, Speech Language Impairment). Teachers with specific training in special education provide advice to school staff and coordinate support for students with disabilities.

The role of these teachers includes: -

- Assisting classroom teachers to develop and implement educational adjustments for students with a disability.
- Developing and supporting the implementation of Individual Education Plans.
- Working with students on specialised programs.

Support Teacher: Literacy and Numeracy

We have a full-time Support Teacher: Literacy and Numeracy based at our school.

The role of this teacher is to:

- Assist classroom teachers develop programs for students with difficulties.
- Diagnose difficulties.
- Work with individual students who have difficulties.
- Develop and support the implementation of Individual Curriculum Plans.

Parents will be informed if their child requires this service.

Guidance Officer

Our Guidance Officer, who attends two days per week, is available to assist students who may have major difficulties:

- socially
- emotionally
- educationally
- a combination of the above

Parental permission will be obtained before any testing is carried out by a Guidance Officer. Parents will always be informed of the results and subsequent programs.

Speech-Language Pathologist

Some assistance is available for students with speech/language difficulties.

Sport

Physical Education is provided for all classes. Years 5-6 may be involved in interschool sport.

Student Messages

To maximise student learning, messages will be only be passed on to students in their classrooms between 11.15am and 11.30am and again at 2.30pm to 2.45pm (emergencies excepted).

Please advise the office in advance if your student has an appointment, needs to leave school early or needs a message passed on to them for any reason, messages must be phoned through to the office before the following times:

11.15am messages

Please ensure your message has been received by no later than 11.10am.

2.30pm messages

Please ensure your message has been received by the office by no later than 2.25pm.

The messages will then be passed on to your child in the allotted timeframe as described above.

Alternatively, you can write a note in the student diary of your child and ask them to pass the diary to the teacher and the teacher will send your child to the office at the time you have requested.

Except in an emergency situation, messages will not be able to be passed on to your child outside of the times advised above. This is to ensure that class learning time has minimum disruption.

Please be aware that it may take up to 15 minutes to locate your child for collection if you arrive at the school without previously notifying the office of your intention.

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

Student Resource Scheme

All families at Collingwood Park State School are invited to participate in the Student Resource Scheme each year. The purpose of this scheme is to provide parents/caregivers with a cost-effective alternative to purchasing textbooks, art materials, cooking materials and student reference materials including the following items:

- Reading Books, home readers;
- Maths Equipment;
- Additional Art Materials;
- Computer Hardware & Software licences;
- Sports Equipment;
- Photocopy Charges;
- Online learning programs.

Parents will receive a letter and envelope requesting the student contribution early in the school year. The participation fee is currently **\$60.00** for each student. To ensure that the operation of the scheme is consistent with legislative and policy requirements a standard Participation Agreement Form is sent home to parents in Term 1 of each school year. Receipts for payment will be issued to parents. EFTPOS facilities are available at the school office. **For more information regarding the Student Resource Scheme, please visit our [website](#).**

Swimming Instruction

Swimming instruction classes are currently provided in Term 4 for students in years 2, 3 & 4 at the Goodna Aquatic Centre.

Transfer of Students to another Queensland State School

A Transfer Note is required when a student transfers from one Queensland State School to another. Please advise the school office in **writing** if you require a transfer. The parent must advise the school of the name of the student's intended new school.

Tuckshop

The school tuckshop is open on Wednesday, Thursdays and Fridays. Check the official school website for menu information.

Updated 11/12/2024 – reprinted 21/01/2025

Uniforms

Collingwood Park State School has a uniform policy which is endorsed by our Parents and Citizens' Association. State legislation now enables the uniform policy to be enforced in State Schools. The school uniform is as follows:

BOYS: Day Uniform (School Fabric)

The checked shirt has short splits on either side to enable it to be worn out over shorts. Navy/dark blue shorts only to be worn.

BOYS: Sports Uniform

School polo shirt worn with navy/dark blue shorts. The shirt is designed to be worn "out" if desired.

GIRLS: Day Uniform (School Fabric)

The checked dress has a rounded neckline with navy tie, Peter Pan collar and sleeves. Two square pockets with navy corded piping trim across width of pocket.

OR

Navy blue skorts with Peplum blouse (School Fabric) with navy corded piping trim on pocket.

GIRLS: Sports Uniform

School polo shirt worn with navy/dark blue skorts or navy/dark blue sports shorts. The shirt is designed to be worn "out" or tucked in.

All items are available from the School Uniform Shop located on the carpark end of the administration block.

GIRLS AND BOYS: Winter Uniform

- Maroon/Navy jacket or pullover - with school badge screen printed in chest pocket area available from the School Uniform Shop.
- Maroon or navy/dark blue track pants available from most Department Stores.

OR

- Maroon or navy/dark blue tracksuit available from most Department Stores.

Music Uniform

Navy shorts (for boys) - preferably cargo shorts from the Uniform Shop or long legged ruggers.
Navy skorts (for girls).

with

Black shoes
White ankle socks
and School music shirt – available from the School Uniform Shop.

School Hat:

The school hat is a full brimmed school hat which can be worn with all uniforms and is available at the Uniform Shop. The school hat is a reversible navy blue with the reverse colour representing each child's house colour of red, yellow or royal blue.

Uniform Availability and Price List

These items are available through the uniform shop. Any enquiries are to be forwarded to the Uniform Coordinator. Current pricelists are available from the Uniform Shop or School Office.

Uniform Shop Opening Hours

The uniform shop is open during the following hours:

Monday:	8.30am to 10.30am	Tuesday:	8.30am to 9.30am
Wednesday:	8.30am to 9.30am	Thursday:	8.30am to 10.30am
Friday:	Closed		

Opening hours are subject to change but parents will be notified via the school newsletter, the Collingwood Park State School [official Facebook page](#) or can be viewed on the school website.

Black Shoes: are to be black joggers with white socks. Thongs and sandals are not to be worn for safety reasons. Photographs of appropriate and inappropriate shoes is pictured below.

Collingwood Park State School Uniform Code – Shoes

Students are required to wear enclosed plain black shoes, with black laces (velcro is also acceptable), suitable for all activities (joggers are encouraged) and ankle length white socks which are clearly visible above the shoe line at all times, unless directed by the teacher for a specific activity. There is to be no visible colour on the shoe or on the outside edge of the soles.

When choosing footwear for children, it is important to take into account the effects it may have on the healthy development of their foot structure. Unlike adults, their bones have not fully developed in their feet. This does not usually occur until they are well into high school. Poorly selected footwear can have a permanent effect on their development which can lead to lifelong negative conditions.

Please ensure when selecting shoes for primary school children that they are suitable for lunchtime and physical education activities. This will allow your child to comfortably and safely join in the activities.

Meets Uniform Code and Suitable for all activities

These types of shoes are suitable for our uniform code and allow the child to safely and comfortably participate in all types of activities. They can also wear these types of shoes with velcro straps instead of shoelaces. The shoes must be all black with no other colours. Images below are examples only and are not limited to these brands.



These types of shoes are NOT SUITABLE because:

- They do not suit our school uniform code
- Often impede the normal lunchtime play
- Children may find it uncomfortable/unsafe to actively participate in activities
- Does not support healthy development of the child's feet
- Leather soles are slippery



Use of School Facilities

The sporting facilities have been provided through the efforts of the Parents and Citizens' Association with some local money subsidised by the State Government. Unfortunately, for legal reasons these facilities are not available for use out of school hours unless special arrangements are made with the School Principal.

Sporting organisations that wish to use facilities on a regular basis should apply to the Principal for permission. These organisations must be holders of necessary insurance policies. A fee may be charged for the use of school facilities.

Valuables (including jewellery)

Toys and valuables should not be brought to school. The school accepts no responsibility for toys or valuables, which are lost or stolen.

- The wearing of studs, sleepers or a watch is acceptable.
- Bringing swap cards and virtual pets to school has been banned.

Mobile phones and any other electronic items must be signed in and left at the Administration building upon arrival and collected by the owner/student as they leave in the afternoons. This ensures that these items are safe from theft and are used appropriately. *Please refer to page 58 regarding smart watches.*

Volunteers

Our school welcomes the assistance of volunteers. Volunteers other than the parent of a child enrolled at our school, must apply for a Working with Children Check (blue card) at <https://www.publications.qld.gov.au/dataset/no-card-no-start-forms/resource/b9beeeb6-cdcc-4e43-925b-2880916687d3>

Volunteers will need to sign in at the school office upon arrival and sign out upon their departure and wear a visitor badge at all times while they are in the school grounds.

Mandatory All Staff Training must be completed by all volunteers before beginning to volunteer their time at our school.

Wet Day Routine

No alteration to dismissal times will be made on wet days except in case of natural disaster e.g., severe flooding of creeks and rivers that may block roads. In this case, children not collected by parents will be looked after at school. This is a very rare occurrence.

[illegible]

Student Code of Conduct

2025-2028

Equity and Excellence: realising the potential of every student


Equity and Excellence outlines the government's vision for a progressive, high-performing education system. Equity and Excellence provides clarity for schools about priorities and expectations, with differentiated support targeted to each school's context and needs.

Queensland Department of Education

Contact Information

Postal address:	PO Box 75 Redbank Plaza Qld 4301
Phone:	07 3381 4333
Email:	principal@collingwoodparkss.eq.edu.au
School website address:	https://collingwoodparkss.eq.edu.au/
Contact Person:	Sharyn Anderson (Principal)

Endorsement

Principal:	Sharyn Anderson
Principal Signature:	
Date:	
P&C President:	Shylee Doonan
P&C President Signature:	
Date:	

Contents

<i>Purpose</i>	5
<i>Principal's Foreword</i>	6
<i>P&C Statement of Support</i>	7
<i>Consultation</i>	8
<i>Review Statement</i>	8
<i>Whole School Approach to Discipline</i>	9
<i>PBL Expectations</i>	10
<i>Parent and Community Code of Conduct</i>	11
<i>Differentiated and Explicit Teaching</i>	12
<i>Reinforcing and Acknowledging Expected School Behaviour</i>	13
<i>Focused Teaching</i>	13
<i>Intensive Teaching</i>	14
<i>Consideration of Individual Circumstances</i>	14
<i>Legislative Delegations</i>	15
<i>Disciplinary Consequences</i>	16, 17
<i>School Disciplinary Absences</i>	18, 19
<i>School Policies</i>	20
<i>Temporary removal of student property</i>	21
<i>Use of mobile phones and other devices by students</i>	22 - 24
<i>Appropriate use of social media</i>	25 - 26
<i>Preventing and responding to bullying</i>	27 - 32
<i>Student Dress Code Policy</i>	33 - 36
<i>Restrictive Practices</i>	37
<i>Critical Incidents</i>	38
<i>Related Procedures and Guidelines</i>	39
<i>Resources</i>	40
<i>Conclusion</i>	41

Purpose

Collingwood Park State School is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors.

The Collingwood Park State School 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.

Principal's Foreword

Collingwood Park State School is committed to providing high quality education for every child from Prep to Year 6 within a safe, inclusive and disciplined environment. Our students come to us from a diverse range of backgrounds and are encouraged to become independent and collaborative learners. We believe strong, positive relationships between all members of our school community are the foundation to supporting the success of all students.

Collingwood Park State School has four core values: Co-operate, Attend, Respect and Excel.

These values have been used in the development of this Student Code of Conduct, with the aim of helping shape and build the skills of all our students to be confident and self-disciplined young people. Our school staff believe that communication and positive connections with other people are the most valuable skills our communities need now and in the future. We strive to create and maintain positive classroom environments, where all students are valued and where teachers develop and maintain authentic relationships with students and their families.

Collingwood Park State School staff take an educative approach to discipline, that behaviour can be taught and that mistakes are opportunities for everyone to learn. Our Student Code of Conduct provides an overview of the school's local policies on use of mobile phones and other technology, removal of student property and the approach to preventing and addressing incidents of bullying. It also details the steps school staff take to educate students about these policies and how students are explicitly taught the expected behaviours. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

P&C Statement of Support

As president of the Collingwood Park State School P&C Committee, I am proud to support the new Student Code of Conduct. The inclusive, transparent consultation process led by Mrs Sharyn Anderson and her team has ensured that all parents have had the opportunity to contribute and provide feedback on the final product. This has been an important aspect in the development of the Collingwood Park State School Student Code of Conduct, as the awareness and involvement of parents is critical to ensuring all adults are able to support the students of the school to meet the set expectations.

We encourage all parents to familiarise themselves with the Collingwood Park State School Student Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need. In particular, we want to emphasise the systems in place to help students affected by bullying.

Bullying is a community-wide issue in which we all have a role to play in combating; however, it can have particularly devastating impacts on our young people. It is important that every parent and child of Collingwood Park State School knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or text messaging. It is important that parents and children know that schools provide support and advice to help address problems of bullying and cyberbullying, and the flowcharts on pages 29 and 31 provide an excellent starting point to understand how to approach the school about these types of problems.

Any parents who wish to discuss the Collingwood Park State School Student Code of Conduct and the role of families in supporting the behavioural expectations of students are welcome to contact myself or to join the Collingwood Park State School P&C Association. It is with your support that we can work collaboratively with school staff to ensure all students are safe, supported and appropriately supported to meet their individual social and learning needs.

Consultation

The consultation process used to inform the development of the Collingwood Park State School Student Code of Conduct occurred throughout 2024. A review of current strategies and policies in place for students was conducted and areas of improvement identified.

A draft Student Code of Conduct was prepared and distributed to staff for comment and feedback. Members of the P & C were provided a draft via email and given an opportunity to provide feedback. Finally, the draft incorporating suggested changes and feedback, were presented to the Collingwood Park State School P & C Association for endorsement ready for implementation in 2025.

A communication strategy has been developed to support the implementation of the Collingwood Park State School Student Code of Conduct, including promotion through the school website, school Facebook page, school newsletter, new enrolment packs and staff emails. Any families who require assistance to access a copy of the Collingwood Park State School Student Code of Conduct, including translation to a suitable language, are encouraged to contact the Principal.

Review Statement

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

Whole School Approach to Discipline

Collingwood Park State School uses Positive Behaviour for Learning (PBL) as the multi-tiered system of support for discipline in the school. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions.

PBL is an evidence-based framework used to:

- analyse and improve student behaviour and learning outcomes
- ensure that only evidence-based practices are used correctly by teachers to support students
- continually support staff members to maintain consistent school and classroom improvement practices.

At Collingwood Park State School, we believe that student behaviour is a part of the overall teaching and learning approach in our school. Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach.

The development of the Collingwood Park State School Student Code of Conduct is an opportunity to explain the PBL framework with parents and students, and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of PBL can be used in any environment, including the home setting for students. Doing everything we can do to set students up for success is a shared goal of every parent and school staff member.

Restorative Practices

Our school expectations of behaviour and learning are supported and enhanced through Restorative Practices. Evidence suggests that when schools shift their focus to a restorative approach, there is a visible improvement in:

- attitudes and relationships across the school community
- engagement of learning within the classroom
- time spent on teaching and learning rather than behaviour management
- an overall feeling of calmness across the school.

This process enables students to collaboratively work with each other, staff and members of the school community to problem solve conflicts both in and out of the classroom in a structured and meaningful way.

Using a restorative approach in line with Positive Behaviour for Learning, Collingwood Park State School can better serve their students who may behave inappropriately by:

- helping students accept responsibility for their own actions
- encouraging students to be inclusive and respect the diversity of our school community (social, cultural, family background, all identities and abilities)
- teaching alternative ways to behave, and
- focusing on restoring harm to social relationships and the school environment.

Any students or parents who have questions or would like to discuss the Student Code of Conduct or PBL are encouraged to speak with the class teacher or make an appointment to meet with the Principal.

PBL Expectations

Our Student Code of Conduct outlines our system for facilitating positive behaviours and responding to inappropriate and unacceptable behaviours. Through our school plan, shared expectations for student behaviour are clear to everyone, assisting Collingwood Park State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school community has identified the following school expectations to teach and promote our high standards of responsible behaviour through the acronym **C.A.R.E.**



At Collingwood Park State School, we:

1. **Co-operate**
2. **Attend**
3. **Respect**
4. **Excel**

Our school values have been agreed upon and endorsed by all staff and our school P&C.

*Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same four Positive Behaviour for Learning (PBL) expectations in place for students: **Co-operate, Attend, Respect and Excel (C.A.R.E.)**.*

*Every classroom in our school uses the PBL Expectations Matrix, illustrated below, as a basis for developing their behaviour standards. A set of behavioural expectations in specific settings has been attached to each of our four school expectations, **C.A.R.E.** The School-Wide Expectations Teaching Matrix outlines our agreed rules and specific behavioural expectations in all school settings.*

<div style="display: flex; justify-content: space-between; align-items: center;">  <div style="text-align: center;"> <h3>Collingwood Park State School</h3> <h3>Expectations Matrix</h3> </div>  </div>										
C.A.R.E. Crows	SETTINGS									
	All Settings	Classroom	Playground	Tuckshop	Eating Areas <small>(including Breakfast Club)</small>	Excursions/ At Sport	Toilets	Assembling in Hall	Before/After School	Office
C <i>Co-operate</i>	<ul style="list-style-type: none"> Use equipment safely Walk safely on pathways and near all buildings Keep hands, feet and objects to self Enter and exit buildings in an orderly manner 	<ul style="list-style-type: none"> Know and follow classroom rules Ask permission to leave or enter the classroom Enter the room only when the teacher is present 	<ul style="list-style-type: none"> Wear school hat correctly Play and follow school approved games and rules Wait until directed by staff to enter play area Ask permission to enter out of bounds areas to retrieve objects 	<ul style="list-style-type: none"> Spend only your money 	<ul style="list-style-type: none"> Eat your own food Remain seated in line during eating time Wait for permission before leaving 	<ul style="list-style-type: none"> Remain with the group Remain seated on buses 	<ul style="list-style-type: none"> Ask permission to visit the toilet during class time Walk quickly and quietly to and from the toilets 	<ul style="list-style-type: none"> Remain with my class Leave hall silently in class lines 		
A <i>Attend</i>	<ul style="list-style-type: none"> Be at school every day on time Be in the right place at the right time Be organised and ready to learn with required equipment Report incidents to staff on duty Sign in mobile phone 	<ul style="list-style-type: none"> Use Whole Body Listening Participate actively 	<ul style="list-style-type: none"> Stop playing when first bell rings Move to eating /lining up area by second bell Be visible to staff at all times 	<ul style="list-style-type: none"> Place orders before school 	<ul style="list-style-type: none"> Eat in designated areas Bring everything needed 	<ul style="list-style-type: none"> Be fully prepared for the excursion 	<ul style="list-style-type: none"> Go to the toilet during breaks 	<ul style="list-style-type: none"> Use Whole Body Listening Participate actively Watch for cues and silent instructions 	<ul style="list-style-type: none"> Place bikes/scooters in lock up area Report promptly to LCA / Hall upon arrival (am) Report promptly to designated waiting and pick up areas (pm) 	
R <i>Respect</i>	<ul style="list-style-type: none"> Listen to and follow ALL staff instructions the first time every time Be polite using positive language Look after personal and school property Remove hat when entering all buildings Care for environment 	<ul style="list-style-type: none"> Allow others to learn Listen while others are speaking Raise hand and wait to speak 	<ul style="list-style-type: none"> Solve issues with positive language and actions Take turns and share when playing Look after and put equipment away 	<ul style="list-style-type: none"> Wait patiently and quietly in line for your turn Speak clearly and politely using manners when ordering 	<ul style="list-style-type: none"> Leave the area free of rubbish Eat correctly using manners Follow "all silent" signal (hand up) 	<ul style="list-style-type: none"> Care for equipment and places Follow all supervising adults' instructions 	<ul style="list-style-type: none"> Use toilets correctly Care for facilities Look after the privacy of others 	<ul style="list-style-type: none"> Stand still and sing the National Anthem Respond clearly and politely 	<ul style="list-style-type: none"> Keep noise to a minimum Walk your own bikes/scooters/ skateboards to gate and wear helmet 	<ul style="list-style-type: none"> Enter the office silently Stop at front counter Wait silently for staff unless carrying a HELP Card
E <i>Excel</i>	<ul style="list-style-type: none"> Wear school uniform correctly Be an active learner Know and follow C.A.R.E. expectations and procedures before, during and after school Be your best 	<ul style="list-style-type: none"> Take care when presenting all work 	<ul style="list-style-type: none"> Show sportsmanship 			<ul style="list-style-type: none"> Show sportsmanship 				

Parent and Community Code of Conduct

All members of school communities are expected to follow the Parent and Community Code of Conduct to support learning, wellbeing and safety in our school.

Department of Education



Parent and Community Code of Conduct

Supporting learning, wellbeing and safety in every Queensland state school

We welcome parents¹ and other members of our diverse community into schools across Queensland.

Working together with their school community², school staff support the learning and wellbeing of every student, and are entitled to a safe work environment.

Parents and other visitors to schools support safety by ensuring their communications and conduct at the school and school activities is respectful.

Elements of engagement	It is expected that parents and visitors to our school communities will:	Parents and visitors to our school communities demonstrate this by:
Communication 	<ul style="list-style-type: none"> be polite to others act as positive role models recognise and respect personal differences use the school's communication process to address concerns 	<ul style="list-style-type: none"> using polite spoken and written language speaking and behaving respectfully at all times being compassionate when interacting with others informing staff if the behaviour of others is negatively impacting them or their family respecting staff time by accepting they will respond to appropriate communication when they are able requesting a meeting to discuss any concerns about their child's education — allowing staff time to prepare and appreciating their time may be limited
Collaboration 	<ul style="list-style-type: none"> (parents) ensure their child attends school ready to learn support the Student Code of Conduct 	<ul style="list-style-type: none"> taking responsibility for their child arriving and departing school safely on time every day reading and encouraging their child to understand and follow the Student Code of Conduct
School Culture 	<ul style="list-style-type: none"> recognise every student is important to us contribute to a positive school culture work together with staff to resolve issues or concerns respect people's privacy. 	<ul style="list-style-type: none"> valuing each child's education acknowledging staff are responsible for supporting the whole school community speaking positively about the school and its staff not making negative comments or gossiping about other school community members, including students — in person, in writing or on social media understanding, at times, compromises may be necessary considering the privacy of all school community members at all times, and understanding that the school cannot share confidential information

¹The term 'parent' refers to parents, carers, guardians and people who exercise parental responsibility for a child.

²The term 'school community' refers to staff, students, parents, local business and community organisations and visitors to the school.

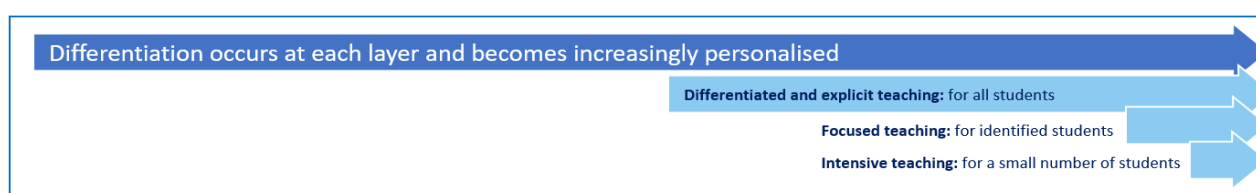

Queensland Government

Differentiated and Explicit Teaching

Collingwood Park State School is a 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 practice.

Teachers at Collingwood Park State School vary what students are taught, how they are taught and how students can demonstrate what they know as part of this differentiated approach to behaviour. These decisions about differentiation are made in response to data and day-to-day monitoring that indicates the behavioural learning needs of students. This enables our teachers to purposefully plan a variety of ways to engage students, assist them to achieve the expected learning and to demonstrate their learning.

There are three main layers to differentiation, as illustrated in the diagram below. This model is the same used for academic and pedagogical differentiation.



These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. For example, in the PBL framework, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focused teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

Every classroom in our school uses the PBL School Expectations as a basis for developing their behaviour standards. In non-classroom settings, these expectations are modified to reflect desired behaviour in specific settings.

The PBL School Expectations are communicated to students via a number of strategies, including:

- the explicit behaviour focus lessons conducted by classroom teachers
- positive reinforcement of learning from behaviour lessons at school assemblies and during active supervision by staff during classroom and non-classroom activities
- consistent use of Collingwood Park State School behaviour expectation language
- school-wide positive behaviour acknowledgment system.

The PBL Team analyses the behaviour data monthly to determine the whole school week behaviour focus. Lessons are created from the Matrix and are expected to be delivered in the classroom. During PBL lessons, the class teacher works with all students, through PowerPoint presentations, videos, discussion, roleplay and hands-on activities, to explain exactly what each behaviour expectation looks, sounds and feels like in their classroom and school grounds. The completed matrix is on display in every classroom, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

Reinforcing and Acknowledging Expected School Behaviour

At Collingwood Park State School, communication of our key messages about behaviour is supported through positive reinforcement, which provides students with feedback for engaging in expected school behaviour. We utilise a school-wide reward system that positively recognises our students for displaying the Collingwood Park State School C.A.R.E. expectations. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff.

Frequent	<p>C.A.R.E. Tokens A range of C.A.R.E. Tokens are awarded to acknowledge positive student behaviour throughout the school. These are instant rewards and are given to students who demonstrate appropriate behaviour at school.</p> <p>Classroom Based Rewards Classroom teachers acknowledge positive student behaviour by rewarding students with Classroom C.A.R.E. Tokens. The teacher provides specific feedback, and links this to the behaviour focus for the fortnight or through demonstration of classroom based rules listed under our school expectations.</p>
Short Term	<p>Weekly C.A.R.E. Awards and Student of the Week Awards Students are acknowledged for positive behaviour and academic success at weekly assemblies.</p> <p>Weekly C.A.R.E. Tokens Draws At the end of each week, students' names are randomly drawn on assembly to receive a prize at the C.A.R.E. Mart.</p> <p>C.A.R.E. Mart and Crow Merchandise Students accumulate C.A.R.E. Tokens to earn 'Crow Credit' to trade for prizes at the C.A.R.E. Mart. Crow Credit can be spent on tangible and non-tangible merchandise at the C.A.R.E. Mart.</p>
Long Term	<p>Midterm Check-ins Postcard Postcards are sent home Week 6 to acknowledge students who are 'on track' to achieve end of term awards.</p> <p>End of Term Awards At the end of each term, students receive awards for consistently displaying the school C.A.R.E. expectations throughout the term.</p> <p>End of Term Celebration Day - Crowbration At the end of each term, all students are invited to attend Crowbration to celebrate learning.</p> <p>End of Term C.A.R.E. Token Draws At the end of each term, two students' names are randomly drawn on assembly to receive a special crow prize package.</p>

Focused Teaching

Approximately 15% of all students in any school or classroom may require additional support to meet behaviour expectations, even after being provided with differentiated and explicit teaching. These students may have difficulty meeting behavioural expectations in a particular period of the day or as part of a learning area/subject, and focused teaching is provided to help them achieve success.

Focused teaching involves revisiting key behavioural concepts and/or skills and using explicit and structured teaching strategies in particular aspects of a behaviour skill. Focused teaching provides students with more opportunities to practise skills and multiple opportunities to achieve the intended learning and expected behaviour.

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Collingwood Park State School to provide focused teaching.

Collingwood Park State School has a range of student support staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations and develop social emotional regulation skills. In addition, the school invests in the following evidence-informed programs to address specific skill development:

- *Zones of Regulation*
- *Rock and Water*
- *You Can Do It!*

For more information about these programs, please speak with the Head of Inclusion or Deputy Principal.

Intensive Teaching

Research evidence shows that even in an effective, well-functioning school there will always be approximately 5% of the student population who require intensive teaching to achieve behavioural expectations. Intensive teaching involves frequent and explicit instruction, with individuals or in small groups, to develop mastery of basic behavioural concepts, skills and knowledge.

Some students may require intensive teaching for a short period, for particular behaviour skills. Other students may require intensive teaching for a more prolonged period. Decisions about the approach will be made based on data collected from their teacher or teachers, and following consultation with the student's family.

For a small number of students who continue to display behaviours that are deemed complex and challenging, then individualised, function-based behaviour assessment, Individual Behaviour Support plans and multi-agency collaboration may be provided to support the student. This approach will seek to address the acute impact of barriers to learning and participation faced by students who are negotiating a number of complex personal issues.

Students who require intensive support will be assigned a case manager at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

Consideration of Individual Circumstances

Staff at Collingwood Park State School take into account students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence.

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equity, where every student is given the support they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not fair. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances.

These are all matters that our teachers and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

Our teachers 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.

If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the principal to discuss the matter.

Legislation

In this section of the Collingwood Park State School Student Code of Conduct are links to legislation which influences form and content of Queensland state school discipline procedures.

- [Anti-Discrimination Act 1991 \(Old\)](#)
- [Child Protection Act 1999 \(Old\)](#)
- [Commonwealth Disability Discrimination Act 1992](#)
- [Commonwealth Disability Standards for Education 2005](#)
- [Criminal Code Act 1899 \(Old\)](#)
- [Education \(General Provisions\) Act 2006](#)
- [Education \(General Provisions\) Regulation 2017](#)
- [Human Rights Act 2019 \(Old\)](#)
- [Information Privacy Act 2009 \(Qld\)](#)
- [Judicial Review Act 1991 \(Qld\)](#)
- [Right to Information Act 2009 \(Qld\)](#)
- [Police Powers and Responsibilities Act 2000 \(Old\)](#)
- [Workplace Health and Safety Act 2011 \(Qld\)](#)
- [Workplace Health and Safety Regulation 2011 \(Cwth\)](#)

Disciplinary Consequences

Collingwood Park State School makes systematic efforts to prevent problem behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When these problem behaviour incidents occur, it is important that consequences are predictable. Our school seeks to ensure that responses to problem behaviour are consistent and proportionate to the nature of the behaviour.

The disciplinary consequences model used at Collingwood Park State School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations. Problem behaviours are clearly defined and range in their level of severity. Staff utilise a school-wide process for dealing with problem behaviours, both in classroom and non-classroom environments.

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

Some students will need additional support, time and opportunities to practise expected behaviours. Approximately 15% of the student population may experience difficulty with meeting the stated expectations, and even with focused teaching, in-class corrective feedback and rule reminders continue to display low-level problem behaviour. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and a decision may be needed by the class teacher to refer the student to the school administration team immediately for determination of a disciplinary consequence.

For a small number of students, approximately 2-5%, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. This may be needed throughout the school year on a continuous basis. The determination of the need will be made by the Principal in consultation with staff and other relevant stakeholders. On occasion, the behaviour of a student may be so serious, such as causing harm to other students or to staff, that the Principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student's behaviour. Usually this course of action is only taken when the behaviour is either so serious as to warrant immediate removal of the student for the safety of others, and no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

The differentiated responses to problem behaviour can be organised into three tiers, with increasing intensity of support and consequences to address behaviour that endangers others or causes major, ongoing interference with class or school operations.

Differentiated

Class teacher provides in-class or in-school disciplinary responses to low-level or minor problem behaviour. This may include:

- pre-correction (e.g. "Remember, walk quietly to your seat")
- explicit behavioural instructions (e.g. "Pick up your pencil")
- rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- low voice and tone for individual instructions
- reduce verbal language when giving instructions

- *whole class practising of routines and procedures*
 - *non-verbal and visual cues (e.g. posters, hand gestures)*
 - *provide demonstration of expected behaviour*
 - *model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")*
 - *redirection to learning task*
 - *provide positive choice of task order (e.g. "Which one do you want to start with?")*
 - *restorative Chat with student about expected behaviour*
-
- *ratio of 5 positive to 1 negative commentary or feedback to class*
 - *corrective feedback (e.g. "Hand up when you want to ask a question")*
 - *reminders of incentives or class goals*
 - *individual positive reinforcement for appropriate behaviour*
 - *class-wide incentives*
-
- *tactical ignoring of inappropriate behaviour (not student)*
 - *revised seating plan and relocation of student/s*
 - *proximity control*
 - *give 30 second 'take-up' time for student/s to process instruction/s*
 - *break down tasks into smaller chunks*
 - *peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)*
-
- *prompt student to take a break*
 - *reminder of logical consequences (e.g. thinking time in classroom, time away from classroom)*
 - *referral to office.*

Focused

Class teacher is supported by other school-based staff to address in-class problem behaviour. This may include:

- *targeted skills teaching in small group*
- *ratio of 8 positive to 1 negative feedback to student*
- *Check in Check Out strategy*
- *self-monitoring plan*
- *individual student behaviour support strategies (e.g. Student behaviour plan)*
- *Functional Behaviour Assessment*
- *teacher coaching and debriefing*
- *counselling and guidance support*
- *referral to Student Services for team based problem solving*
- *stakeholder meeting with parents and external agencies.*

Intensive

School leadership team work in consultation with Student Support Network to address persistent or ongoing serious problem behaviour. This may include:

- *Functional Behaviour Assessment based individual support plan*
- *individual student behaviour support strategies (e.g. Student behaviour plan, Risk Assessment Evaluation, Individual Student Safety Plan)*

- complex case management and review
- stakeholder meeting with parents and external agencies including regional specialists
- temporary removal of student property (e.g. mobile phone)
- short term suspension (up to 10 school days)
- long term suspension (up to 20 school days)
- charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (Principal) about their exclusion from school)
- exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

School Disciplinary Absences

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 Collingwood Park State School, the use of any SDA is considered a very serious decision. It is typically only used by the Principal when other options have been exhausted or the student's behaviour is so dangerous that continued attendance at the school is considered a risk to the safety or wellbeing of the school community.

Parents and students may appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 school days to confirm, amend/vary or set aside the original SDA decision by the Principal.

The appeal process is a thorough review of all documentation associated with the SDA decision and provides an opportunity for both the school and the family to present their case in the matter. Time is afforded for collection, dissemination and response to the materials by both the school and the family. It is important that the purpose of the appeal is understood so that expectations are clear, and appropriate supports are in place to ensure students can continue to access their education while completing their SDA.

Re-entry following suspension

Students who are suspended from Collingwood Park State School may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is **not a time** to review the student's behaviour or the decision to suspend, the student has already received a punishment through their disciplinary absence from 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.

Students will attend a daily wellbeing check-in for a week to support the student with successful re-engagement in school following suspension.

Arrangements

The invitation to attend the re-entry meeting will be communicated via telephone and in writing, usually via email. 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 record of the meeting is saved in OneSchool, under the Contact tab, including any notes or discussions occurring during the meeting.

Structure

The structure of the re-meeting should follow a set agenda, shared in advance with the student and their family. If additional items are raised for discussion, a separate arrangement should be made to meet with the parent/s at a later date and time. This meeting should be narrowly focussed on making the student and their family feel welcome back into the school community.

Possible agenda:

- *Welcome back to school*
- *Check in on student wellbeing*
- *Discuss any recent changes to school routine or staffing*
- *Offer information about supports available (e.g. guidance officer)*
- *Set a date for follow-up*
- *Thank student and parent/s for attending*
- *Walk with student to classroom*

Reasonable adjustments

In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the student. This includes selecting an appropriate and accessible meeting space, organising translation or interpretation services or supports (e.g. AUSLAN), provision of written and/or pictorial information and other relevant accommodations. The inclusion of support staff, such as guidance officers, may also offer important advice to ensure a successful outcome to the re-entry meeting.

School Policies

Collingwood Park State School 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 following policies:

- Temporary removal of student property
- Use of mobile phones and other devices by students
- Preventing and responding to bullying
- Appropriate use of social media
- Student Dress Code.

Temporary removal of student property

The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the school, to maintain and foster mutual respect between all state school staff and students. The **temporary removal of student property by school staff procedure** outlines the processes, conditions and responsibilities for state school Principals and school staff when temporarily removing student property.

In determining what constitutes a reasonable time to retain student property, the Principal or state school staff will consider:

- the condition, nature or value of the property
- the circumstances in which the property was removed
- the safety of the student from whom the property was removed, other students or staff members
- good management, administration and control of the school.

The Principal or state school staff determine when the temporarily removed student property can be returned, unless the property has been handed to the Queensland Police Service.

The following items are explicitly prohibited at Collingwood Park State School and will be removed if found in a student's possession:

- illegal items or weapons (e.g. guns, knives*, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs** (including tobacco)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).

* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff. In circumstances where students are required to have their own knives or sharp tools,

particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

**** The administration of medications to students by school staff is only considered when a prescribing health practitioner has determined that it is necessary or when there is no other alternative in relation to the treatment of a specific health need. Schools require medical authorisation to administer any medication to students (**including over-the-counter medications such as paracetamol or alternative medicines**).**

Responsibilities

State school staff at Collingwood Park State School:

- do not require the student's consent to search school property such as desks or laptops that are supplied to the student through the school
- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent or calling the police
- consent from the student or parent is required to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone
- there may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents (e.g. to access an EpiPen for an anaphylactic emergency);
- consent from the student or parent is required to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents should be called to make such a determination.

Parents of students at Collingwood Park State School:

- ensure your children do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Collingwood Park State School Student Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect
- collect temporarily removed student property as soon as possible after they have been notified by the Principal or state school staff that the property is available for collection.

Students of Collingwood Park State School:

- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Collingwood Park State School Student Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect
- collect their property as soon as possible when advised by the Principal or state school staff that the property is available for collection.

Use of mobile phones and other devices by students

Digital literacy refers to the skills needed to live, learn and work in a society where communication and access to information is dominated by digital technologies like mobile phones. However, the benefits brought about through these diverse technologies can be easily overshadowed by deliberate misuse which harms others or disrupts learning.

Personal technology devices include, but are not limited to, such devices as:

- mobile phones
- MP3 Players
- electronic tablets such as iPads
- personal gaming devices
- personal laptop computers
- smartwatches – any watch with an integrated mobile phone, camera, recording device and capability to text or receive messages and access to the internet
- cameras and/or voice recording devices (whether or not integrated with a mobile phone, smartwatch or MP3 player)
- speakers.

Personal technology device etiquette

Bringing personal technology devices such as **mobile phones** to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they **must be handed in** at the office for safe storage and **collected at 3pm**.

Certain personal technology devices banned from school

Students **must not** bring valuable personal technology devices like cameras, digital video cameras or MP3 players or similar devices to school as there is a risk of damage or theft. Such devices will be removed by Principal or delegated school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in disciplinary consequences.

Removal of personal technology devices

Permitted personal technology devices such as mobile phones used contrary to this policy on school premises will be removed by Principal or delegated school staff. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

Students who have a personal technology device removed more than once will not be permitted to have a personal technology device at school for at least one month, or longer if deemed necessary by the Principal.

Recording voice and images

Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at Collingwood Park State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as

vandalism, fighting, bullying, staged fighting or pranks etc.) to disseminate to others (including distribution by phone or internet posting) build a culture of distrust and disharmony, and will result in serious consequences.

Strictly no recordings or images are to be taken in any place that is reasonably considered an invasion of privacy (e.g. in change rooms, toilets, etc.).

Recording of events in class is not permitted unless express consent is provided by the class teacher. A Collingwood Park State School student who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing Collingwood Park State School into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, Collingwood Park State School will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur. Students will be subject to discipline if they breach the policy by being involved in recording and/or disseminating material via any medium (text messaging, display, internet uploading, etc.) and/or knowingly the subject of such a recording (as per the Student Code of Conduct).

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children), is against the law and if detected by Collingwood Park State School will result in a referral to the Queensland Police Service.

Text communication

The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and/or harassment or even stalking, and will subject the sender to discipline (as per the Student Code of Conduct) and possible referral to Queensland Police Service. Students receiving such text messages should ensure they keep the message as evidence and bring the matter to the attention of the school office as soon as possible.

Assumption of cheating

Personal technology devices may not be taken into the classroom or used by students during class assessments. Staff will assume students in possession of such devices during assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during assessments.

Recording private conversations and the Invasion of Privacy Act 1971

It is important that all members of the school community understand that under the Invasion of Privacy Act 1971, 'a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation'. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others. Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

Responsibilities

It is **acceptable** for students at Collingwood Park State School to:

- use **school technology** devices such as laptops and iPads for:
 - assigned class work and assignments set by teachers
 - developing appropriate literacy, communication and information skills

- internet for educational purposes as supervised and approved by the school
- conducting general research for school activities and projects
- accessing online references such as dictionaries, encyclopaedias, etc.
- researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using school technology devices
- switch off and hand in personal technology and mobile devices to office before and collect from the office at 3pm
- seek staff approval if they wish to use personal technology and mobile devices under special circumstances when on school grounds (e.g. after 3pm while waiting for parent).

It is **unacceptable** for students at Collingwood Park State School to:

- use a mobile phone or other devices in an unlawful manner
- use a mobile phone while or other personal devices on school grounds during school hours
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions and access non-approved online games and websites
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.

At all times students, while using ICT facilities and devices supplied by the school, will be required to act in line with the requirements of the Collingwood Park State School Student Code of Conduct. In addition, students and their parents should:

- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- be aware that:
 - access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
 - the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices
 - schools may remotely access departmentally-owned student computers or mobile devices for management purposes

- *students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access*
- *despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed*
- *teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.*

Special circumstances arrangement

Students who require the use of a personal assistive technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Deputy Principal or Principal prior to the necessary use of the item, as appropriate to the situation.

Appropriate use of social media

The internet, mobile phones and social media provide wonderful opportunities for students to network and socialise online. While these technologies provide positive platforms for sharing ideas, they also have the potential to cause pain and suffering to individuals, groups or even whole communities.

It's important to remember that sometimes negative comments posted about the school community have a greater impact than expected. This guide offers some information about how to use social media in relation to comments or posts about the school community. Reputations of students, teachers, schools, principals and even parents can be permanently damaged — and in some cases, serious instances of inappropriate online behaviour are dealt with by police and the court system.

Being aware of a few simple strategies can help keep the use of social media positive and constructive:

- *Before you post something online, ask yourself if the community or individual really need to know. Is it relevant, positive and helpful?*
- *Remember that what you post online is a direct reflection of who you are. People will potentially form lasting opinions of you based on what you post online*
- *Be a good role model. If things get heated online consider logging out and taking a few moments to relax and think. Hasty, emotive responses could inflame situations unnecessarily.*
- *Be mindful when commenting, try to keep general and avoid posting anything that could identify individuals*
- *A few years ago parents may have discussed concerns or issues with their friends at the school gate. Today with the use of social media, online discussions between you and your close friends can very quickly be shared with a much wider audience, potentially far larger than intended*
- *Taking a few moments to think about the content you are about to post could save upset, embarrassment, and possible legal action*

As a parent you have a role in supervising and regulating your child's online activities at home and its impact on the reputation and privacy of others. Parents are their child's first teachers — so they will learn online behaviours from you.

Is it appropriate to comment or post about schools, staff or students?

Parental and community feedback is important for schools and the department. If you have a compliment, complaint or enquiry about an issue at school, the best approach is to speak directly to the school about the matter, rather than discussing it in a public forum.

While many schools use social media to update parents of school notices, the department prefers that parents contact schools directly with a compliment, complaint or enquiry due to privacy considerations. Imagine if your doctor, accountant or banking institution tried to contact you to discuss important matters via Facebook.

If you have raised an issue with a school or know that another person has, consider refraining from discussing those details on social media, particularly the names of anyone involved.

Keep comments calm and polite, just as you would over the telephone or by email. If you encounter negative or derogatory content online which involves the school, hinders a child's learning and/or affects the school community at large, contact the school principal.

Possible civil or criminal ramifications of online commentary

A serious instance of inappropriate online behaviour may constitute a criminal offence and become a police matter. For example, online content may substantiate the offence of 'using a carriage service to menace, harass or cause offence' (Criminal Code Act 1995 (Cth) s. 474.17). School staff may contact their union or obtain personal legal advice if they feel that online content seriously impacts their reputation. Defamatory online content may give rise to litigation under the Defamation Act 2005 (Qld).

What about other people's privacy?

If you upload photos of your children, be mindful of who might be in the background. You might be happy to share your child's successes with your friends and family via social media, but some parents are not. If you are tagging or naming students, consider that other parents may not want their child's name attached to images online.

What if I encounter problem content?

Taking the following steps may help resolve the issue in a constructive way:

- *refrain from responding*
- *take a screen capture or print a copy of the concerning online content*
- *if you consider problem content to be explicit, pornographic or exploitative of minors, you should keep a record of the URL of the page containing that content, but NOT print or share it. The URL can be provided to the school Principal, or police, as needed for escalation of serious concerns*
- *block the offending user*
- *report the content to the social media provider.*

Preventing and responding to bullying

Collingwood Park State School uses the [Student Learning and Wellbeing framework](#) to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

Our staff know student learning is optimised when they feel connected to others and experience safe and trusting relationships. Students who feel secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes. Teachers who feel valued and supported are more likely to engage positively with students and build stronger connections within the school community. Parents who are positively engaged with their child's education leads to improved student self-esteem, attendance and behaviour at school. Enhancing the wellbeing of students and their educators delivers overall long-term social, health and economic benefits to the Australian community.

Bullying

The agreed national definition for Australian schools describes bullying as:

- ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm
- involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening
- happening in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records)
- having immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Behaviours that **do not** constitute bullying include:

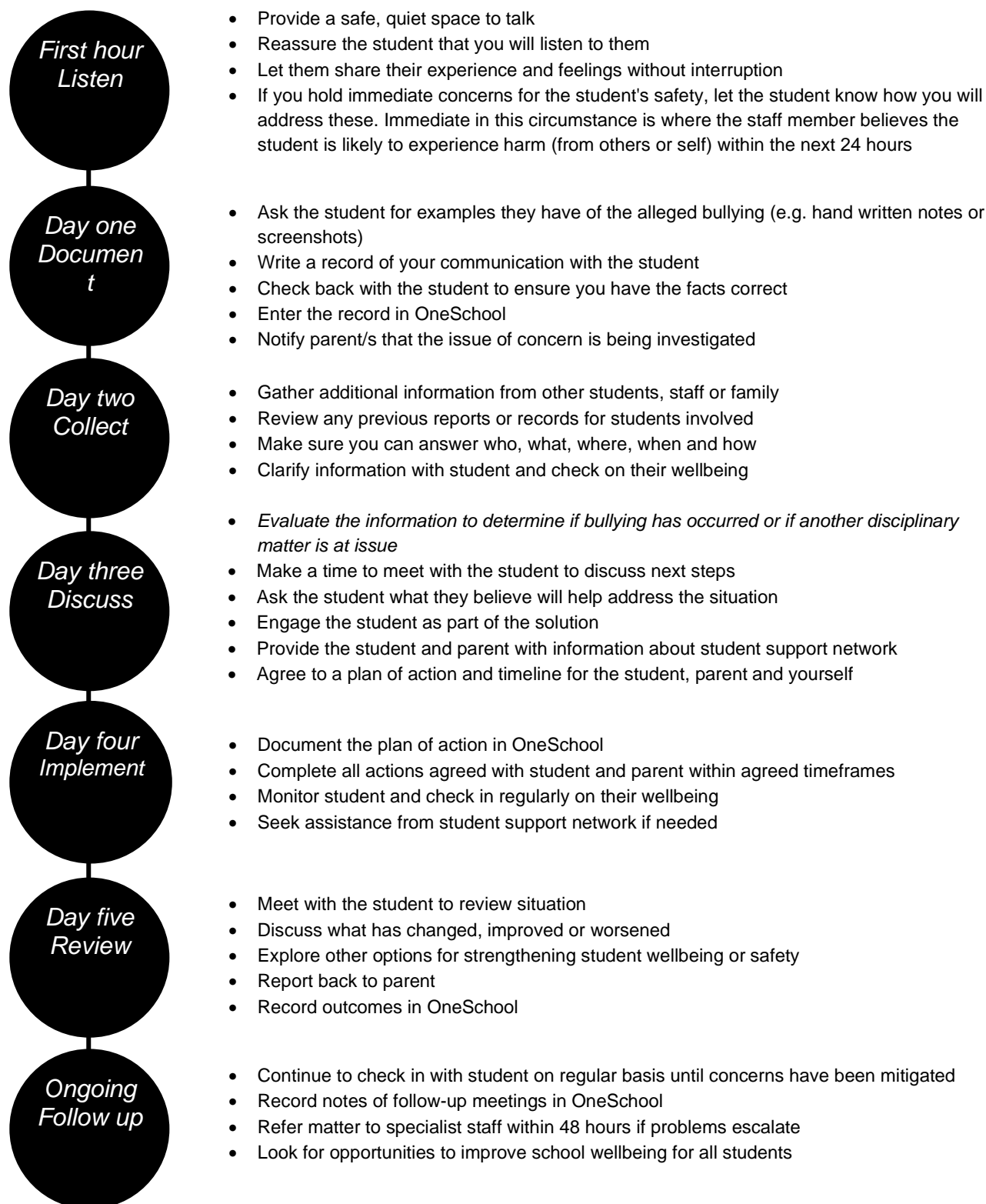
- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

However, these conflicts are still considered serious and need to be addressed and resolved. At Collingwood Park State School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

The following flowchart explains the actions Collingwood Park State School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the professional judgment of teachers who receive the bullying complaint and their assessment of immediate risk to student/s.

Collingwood Park State School - Bullying response flowchart for teachers

Please note these timelines may be adjusted depending on the unique circumstances and risk associated with each situation. This is at the professional judgment of the staff involved. Timeframes should be clearly discussed and agreed with student and family.



Key contacts for students and parents to report bullying:

Prep to Year 6 students – report incidents to class teacher school staff, Principal, Deputy Principals

Parents / Carers – email Principal @ principalcollingwoodparkss@eq.edu.au or

call the school office – 07 3318 4333

Cyberbullying

Cyberbullying is treated at Collingwood Park State School with the same level of seriousness as in-person bullying. The major difference with cyberbullying however, is that unlike in-person bullying, cyberbullying follows students into their community, their homes and their bedrooms, giving them no opportunity to escape the harassment or abuse during the evening, weekends or holidays.

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher. The Principal or Deputy Principals can be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

It is important for students, parents and staff to know that state school Principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. Parents and students who have concerns about cyberbullying incidents occurring during school holidays should immediately seek assistance through the [Office of the e-Safety Commissioner](#) or the Queensland Police Service.

Students enrolled at Collingwood Park State School may face in-school disciplinary action, such as reflection, removing of privileges, or more serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school. This includes behaviour such as cyberbullying which occurs outside of school hours or settings, for example on the weekend or during school holidays. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.

Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education. Any questions or concerns about the school process for managing or responding to cyberbullying should be directed to the Principal.

Collingwood Park State School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

If at any point the principal forms a reasonable suspicion that a student has been harmed or is at risk of harm, they have a responsibility to respond in accordance with the [Student protection procedure](#).

Explicit images

If the investigation involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content, as per the [Temporary removal of student property by school staff procedure](#). This includes onto OneSchool records. Refer to the investigative process outlined in 'Responding to incidents involving naked or explicit images of children' from the [Online incident management guidelines](#).

Report

Refer to the [Online incident management guidelines](#) for more details, or if assistance is required, contact the Cybersafety and Reputation Management (CSRM) team on 3034 5035 or Cybersafety.ReputationManagement@qed.qld.gov.au.

Does the online behaviour/incident **negatively impact the good order and management of the school?**

YES OR NO

1. Initiate an incident response

Start an incident management log (running sheet) which records times and dates of events, observations, tasks completed, persons involved and written conversational notes.

2. Collect evidence

Gather and preserve any [evidence](#) of the online content or a potential unlawful online behaviour, where legally permissible. Confiscation of digital devices can only be done under the [Temporary removal of student property by school staff procedure](#).

3. Is there a potential crime?

The [Queensland Criminal Code](#) contains several applicable sections for cyberbullying. A list of potential relevant criminal offences can be viewed at [Appendix 3](#), and include:

- unlawful stalking
- computer hacking and misuse
- possession, distribution and making child exploitation material
- fraud — obtaining or dealing with identification information
- criminal defamation.

Inform the student's parent/s (and student if appropriate) of their options:

1. Report the incident to an external agency such as police, [Office of the eSafety Commissioner](#) or the [Australian Cybercrime Online Reporting Network](#).
2. Report the online content/behaviour using the online tools provided by the website or app.

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form, under the [Disclosing personal information to law enforcement agencies procedure](#). Refer back to Step 3 to report potential crimes that do not negatively impact the good order of the school.

YES

NO

Principals may start contact with a law enforcement agency (LEA) by completing an [LEA referral form](#). Information can be shared when reasonably satisfied the disclosure is necessary for the prevention, detection, investigation, prosecution or punishment of a criminal offence or to assist in averting a serious risk to the life, health or safety of a person or where the disclosure is in the public interest. For access to the relevant forms, refer to [Disclosing personal information to law enforcement agencies procedure](#).

Principals may continue to investigate the matter for disciplinary purposes, subject to all laws and department procedures.

Content may not constitute a criminal offence requiring police involvement but it may negatively impact the good order and management of the school. Principals can take action for the online behaviour as outlined below.

4. Take steps to remove the upsetting or inappropriate content

Request poster to remove, use online reporting tools or if assistance is required, contact the CSRM team or [Office of eSafety Commissioner](#).

5. Managing student behaviour

Where the online behaviours of students do negatively impact the good order and management of the school, the principal must take appropriate follow-up action. Where appropriate:

- take statutory disciplinary action to address cyberbullying:
 - that occurs outside of school hours or school grounds that also negatively affects the good order and management of the school (e.g. where the conduct, threats, intimidation or abuse have created, or would likely create a risk of, substantial disruption within the school environment, or where the conduct, threats, intimidation or abuse has or might reach school premises);
 - that is undertaken on or originating from school premises during school hours, or by means of use of school ICT, concerning other students, staff or members of the school community;
- OR
- use non-statutory options to deal with the matter, for example:
 - discussion with student's parents;
 - student mediation;
 - apology;
 - ICT / mobile technology ban;
 - guidance referral.

6. Student welfare

Principals must consider and support the wellbeing of any student who is displaying apparent negative effects from cyberbullying, by means of offering the student guidance officer support.

7. Recording the incident on OneSchool

If the incident was resolved at school-level, record details of the incident, as reported to the school and investigated through the incident management process, in the student's OneSchool behaviour record.

Cybersafety and Reputation Management (CRM)

The Department of Education employs a dedicated team of experts to assist in maintaining the integrity of the department's reputation with regards to cybersafety and reputation management issues, effectively leading the development and implementation of departmental cybersafety processes.

This team provides **direct support for schools** to respond to concerns of inappropriate online behaviour and misuse of information and communication technology.

The team provides a [guide for parents](#) with important information about cybersafety and cyberbullying, and suggestions about what you can do if your child is a target or responsible for inappropriate online behaviour.

The team has also developed a [Cyberbullying and reputation management](#) (Department employees only) resource to assist principals in incident management.

For more information about cybersafety sessions at your school, or for assistance with issues relating to online behaviour, contact the [team](#) (Department employees only).

Student Intervention and Support Services

Collingwood Park State School recognises the need to provide intervention and support to all students involved in incidents of bullying, including cyberbullying.

Students who have been subject or witness to bullying have access to a range of internal support staff. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Collingwood Park State School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

Students who engage in bullying behaviours towards others will also be provided with support to assist them to use more socially acceptable and appropriate behaviours in their interactions. This may include counselling, social development programs, referral to mental health services or involvement in a restorative practice strategy. School disciplinary measures may also be used to reinforce the seriousness with which the community takes all incidents of bullying. These measures may include internal school suspension, withdrawal from social events or celebrations or more severe consequences such as suspension or exclusion from school.

Collingwood Park State School – Anti-Bullying Compact

The Anti-Bullying Compact provides a clear outline of the way our community at Collingwood Park State School works together to establish a safe, supportive and disciplined school environment. This compact is provided to all students and their parents upon enrolment, and may be revisited with individual students if particular problems around bullying arise.

Collingwood Park State School – Anti Bullying Compact

We agree to work together to improve the quality of relationships in our community at Collingwood Park State School. It is through intentional consideration of our behaviour and communication that we can reduce the occurrence of bullying, and improve the quality of the schooling experience for everyone.

The agreed national definition for Australian schools describes bullying as:

- ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm*
- involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening*
- happening in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records)*
- having immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.*

We believe that no one deserves to be mistreated and that everyone regardless of race, colour, religion, immigration status, nationality, size, gender, popularity, athletic capability, academic outcomes, social ability, or intelligence has the right to feel safe, secure, and respected.

I agree to:

- treat everyone with kindness and respect*
- abide by the school's anti-bullying policies and procedures*
- support individuals who have been bullied*
- speak out against verbal, relational, physical bullying and cyberbullying*
- notify a parent, teacher or school administrator when bullying does occur.*

Student's signature:

Parent's signature:

School representative signature:

Date:

Student Dress Code Policy

The Collingwood Park State School Community supports and complies with the Education Policy & Procedures Register [Student Dress Code](#), as we believe that a student dress code policy promotes the objectives of the school, and in particular that it:

- promotes a safe learning environment for students by enabling ready identification of students and non-students of the school
- promotes an effective teaching and learning environment by eliminating the distraction of competition in dress and fashion at the school
- fosters mutual respect among individuals at the school by minimising visible evidence of economic, class or social difference
- promotes a supportive environment at the school by fostering a sense of belonging
- and promotes sun safety.

Our Dress Code Policy reflects our high standards for presentation and compliments our high expectations for work and behaviour. Therefore, students attending Collingwood Park State School are expected to wear the designated school uniform and adhere to the school's dress code unless an exemption has been granted by the school Principal.

- When in uniform, students must behave in a way that reflects well on themselves, their family and Collingwood Park State School's expectations – Co-operate, Attend, Respect and Excel
- The school uniform is to be worn on all occasions, including hats and recommended footwear. This includes daily to school, on excursions, when representing the school, and when accepting and presenting awards on assembly
- All items should be clearly marked with the student's name.

Collingwood Park State School and the Parents & Citizens Association (P&C) have endorsed the following expectations of students with regard to uniform and personal appearance:

Sport Shirt	Navy Shorts	Formal Dress	School Jacket
			

Winter Uniform

Boys and Girls:

- School jumper or school jacket (school badge screen printed in chest pocket area available from the School Uniform Shop); **or**
- Plain (no images) maroon or navy/dark blue track pants; **or**
- Plain (no images) maroon or navy/dark blue pullovers (no hoods)

The above can be worn with a checked shirt (school fabric), checked peplum blouse (school fabric) or school polo shirt.

Girls:

- Navy blue stockings (**not leggings**) may be worn under dresses, skirts, skorts and shorts

Hats

- *Bucket / wide brimmed hats in either maroon or navy blue must be worn (no images)*
- *Students are required to wear a bucket / wide brimmed hat for all outdoor activities*
- *Bucket hats in **school house colours** are available from the School Uniform Shop*

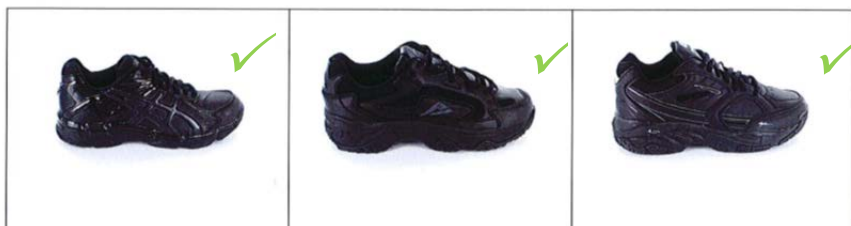


Footwear

- *Plain black, impervious shoes (leather or vinyl) must be worn*
- *These shoes can have black laces or velcro and are worn with white socks*
- *Canvas shoes, suede shoes, ballet shoes, high-tops, multi-coloured shoes, thongs or sandals are not to be worn*

APPROPRIATE FOOTWEAR

*These shoes **are suitable** for our dress code policy and also allow the children to participate in all types of activities.*



INAPPROPRIATE FOOTWEAR

*These types of shoes **are NOT suitable** because of the following reasons:*

- *They do not suit our school dress code policy*
- *Often impede the normal lunch time play*
- *Children may find it uncomfortable/unsafe to actively participate*
- *Do not support healthy development of child's feet*
- *Leather soles are slippery*



Music Uniform

Boys:

- School Music shirt (available from the School Uniform Shop) with navy/dark blue shorts and black shoes.

Girls:

- School Music shirt (available from the School Uniform Shop) with navy/dark blue shorts or skirts and black shoes.

Hair and Makeup

- Hair is to be neat, clean and tidy at all times; worn off the face so that the eyes are visible
- Long hair (hair that is longer than collar length) is to be tied back
- Hair must not be coloured or dyed a non-natural colour
- Hairstyles such as Mohawks, under-cuts, tracks, rat's tails or shaved sections **are not acceptable**
- A part line may be defined by a single shaved track, however multiple track lines are not permitted
- Hair ribbons, headbands, clips and scrunchies are permitted in school colours only (navy, maroon or white)
- Other accessories are not permitted. These include, but **are not** limited to, bandanas, beanies, beads and adornments, and other non-school coloured headwear or accessories
- Head covers worn for cultural reasons must be a plain school colour
- Eyeliner, eye shadow, mascara and other makeup **must not** be worn
- Eyebrow tracks or shaved sections in the eyebrows **are not permitted**
- Nail polish, nail patterns/art and nail jewellery **must not** be worn
- False nails or nail attachments **must not** be worn

Jewellery

This policy allows for minimal jewellery at school. At all times workplace, health and safety and

school image will be the determining factors in the application of this policy.

*The following items **may be worn** at school:*

- *School badge/school awarded excellence badges*
- *A watch*
- *One pair of stud or sleeper earrings. Studs are to be no larger than 5mm in diameter. Sleepers are to be no larger than a 5 cent piece*
- *Medic alert bracelets/necklace*
- *Devotional jewellery (not to be visible)*

The following are prohibited:

- *Other piercings or facial studs, including tongue studs of any kind are strictly prohibited and are not to be worn to and from the school, during any school events, or when in school uniform*
- *No other accessories or jewellery are to be worn*

The above jewellery standards apply to any occasion during or out of school hours including, but not limited to, where a student is at school, representing the school in any way, dressed in school uniform including uniforms for various sporting, extra-curricular or other programs where the school is represented by the student, or the school is on display in the community.

The school will not be held liable for any damage/loss/theft of student or parent's personal items (e.g. mobile phones or jewellery) whilst on school premises or at a school activity.

Exemptions

There may be occasions when dress other than school uniform is worn. This is at the discretion of the Principal and requires a request from the parent or carer. In all circumstances dress should be neat and comfortable.

Free Dress Days

*Students are required to dress appropriately for the occasion and are expected to do so with the responsibility of being ambassadors for the school. On these occasions, it is important that students present themselves in a manner that is neat, tasteful and meets safety requirements. Clothing should be sun safe and footwear should be enclosed shoes - **sleeveless shirts and open-toed shoes are not permitted**. Extremes of style and fashion are not acceptable.*

Non-compliance with Dress Code

A number of approaches may be employed by the school staff in the event students are non-compliant with the school's Dress Code. These approaches will be compliant with the Education (General Provisions) Act 2006. Approaches include:

- *seeking parental support for compliance via telephone call, email or letter. This may include requesting correct uniform be brought to school for the student.*
- *request removal of any non-approved items e.g. jewellery or hair accessories*
- *reflection time – consequence of repeated non-compliance or refusal to comply with the school dress code*
- *preventing the student from taking part in a school event outside the school*
- *assisting students with genuine economic hardship to acquire uniform e.g. uniform loan.*

Restrictive Practices

School staff at Collingwood Park State School need to respond to student behaviour that presents a risk of physical harm to the student themselves or others. It is anticipated that most instances of risky behaviour can be de-escalated and resolved quickly. On some rarer occasions, a student's behaviour may continue to escalate and staff need to engage immediately with positive and proactive strategies aimed at supporting the student to manage their emotional arousal and behaviour.

In some very rare situations, where there is immediate risk of physical harm to the student or other people, and when all other alternative strategies have failed to reduce the risk, it may be necessary for staff to use restrictive practices.

The use of restrictive practices will always be as a last resort, when there is no other available option for reducing immediate risk to the student, staff or other people. Restrictive practices are not used for punishment or as a disciplinary measure.

The department's [Restrictive practices procedure](#) is written with consideration for the protection of everyone's human rights, health, safety and welfare. There are six fundamental principles:

1. Regard to the human rights of those students
2. Safeguards students, staff and others from harm
3. Ensures transparency and accountability
4. Places importance on communication and consultation with parents and carers
5. Maximises the opportunity for positive outcomes, and
6. Aims to reduce or eliminate the use of restrictive practices.

Very rarely restrictive practices will be planned and staff will employ, when necessary, pre-arranged strategies and methods (of physical restraint/ mechanical restraint/ clinical holding) which are based upon behaviour risk assessment or clinical health need and are recorded in advance. The use of planned strategies will only be where there is foreseeable immediate risk consistent with the [Restrictive practices procedure](#).

Seclusion will not be used as a planned response and will only be used in serious circumstances for managing an unforeseeable situation in an emergency. It will be used for the shortest time possible and in a safe area that presents no additional foreseeable risk to the student. In such emergencies, a staff member will observe the student at all times and seclusion will cease as soon as possible.

Following the use of any restrictive practice, a focused review will help staff to understand how they responded to the risk in any incident that involved the use of a restrictive practice. Staff will consider whether there are other options for managing a similar situation in the future. This strategy works well for reducing the use of restrictive practices.

All incidents of restrictive practices will be recorded and reported in line with departmental procedures.

Critical Incidents

It is important that all school staff have a consistent understanding of how to respond in emergencies involving student behaviour that seriously endangers the student or others. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

A critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action (e.g. in the community, on the road). The aim in these situations is to bring the behaviour of the student under rapid and safe control. It is not a time to try and to punish or discipline the student; it is a crisis management period only.

Staff should follow the documented plan for any student involved in regular critical incidents, which should be saved and available for staff to review in OneSchool.

For unexpected critical incidents, staff should use basic defusing techniques:

- 1. Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.*
- 2. Maintain calmness, respect and detachment: Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.*
- 3. Approach the student in a non-threatening manner: Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.*
- 4. Follow through: If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.*
- 5. Debrief: At an appropriate time when there is low risk of re-escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.*

Related Procedures and Guidelines

These are related procedures or guidelines which school staff use to inform decisions and actions around matters associated with student wellbeing, behaviour and learning.

- *Cancellation of enrolment*
- *Complex case management*
- *Customer complaints management policy and procedure*
- *Disclosing personal information to law enforcement agencies*
- *Enrolment in state primary, secondary and special schools*
- *Hostile people on school premises, wilful disturbance and trespass*
- *Inclusive education*
- *Police and Child Safety Officer interviews and searches with students*
- *Restrictive practices*
- *Refusal to enrol – Risk to safety or wellbeing*
- *Student discipline*
- *Student dress code*
- *Student protection*
- *Supporting students' mental health and wellbeing*
- *Temporary removal of student property by school staff*
- *Use of ICT systems*
- *Using mobile devices.*

Resources

- [Australian Professional Standards for Teachers](#)
- [Behaviour Foundations professional development package](#) (school employees only)
- [Bullying. No Way!](#)
- [eheadspace](#)
- [Kids Helpline](#)
- [Office of the eSafety Commissioner](#)
- [Parent and community engagement framework](#)
- [Parentline](#)
- [Queensland Department of Education School Discipline](#)
- [Raising Children Network](#)
- [Student Wellbeing Hub](#)

Conclusion

Collingwood Park State School staff are committed to ensuring every student is supported to feel safe, welcome and valued in our school. There may, however, be occasions where parents need to raise a concern or make a complaint about an issue you feel is adversely affecting their child's education.

All Queensland state schools are committed to ensuring that all complaints - whether they relate to a school staff member or a school's operations - are dealt with in a fair and equitable manner. As a parent or carer, you can express dissatisfaction with the service or action of the Department of Education or its staff, including decisions made or actions taken in a school and/or by the local regional office.

As a complainant, it is your responsibility to:

- give us a clear idea of the issue or concern and your desired solution
- provide all the relevant information when making the complaint
- understand that addressing a complaint can take time
- cooperate respectfully and understand that unreasonable, abusive, or disrespectful conduct will not be tolerated
- let us know if something changes, including if help is no longer needed.

The Department of Education may not proceed with your complaint if your conduct is unreasonable.

In most instances, staff members are told of complaints made about them and offered the right of reply. A complainant also has the right to have a support person throughout the process.

The following three-step approach assists parents and school staff in reaching an outcome that is in the best interests of the student:

1. Early resolution: discuss your complaint with the school

The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher or the Principal. You are also welcome to lodge your complaint in writing or over the phone. You can also make a complaint through [QGov](#).

Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the [schools directory](#).

2. Internal review: [contact the local Regional Office](#)

If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local [regional office](#) to conduct a review. You need to submit a [Request for internal review form](#) within 28 days of receiving the complaint outcome.

3. External review: contact a review authority

if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at www.ombudsman.qld.gov.au.

Some matters need to be handled in a different way to school matters and will be referred to other areas in the department. These include:

- *issues about harm, or risk of harm, to a student attending a state school, which must be managed in accordance with the [Student protection procedure](#)*
- *complaints about corrupt conduct, public interest disclosures, or certain decisions made under legislation, which will be dealt with as outlined in the [Excluded complaints factsheet](#).*