



Runcorn Heights State School

Dear Parents

Welcome to Runcorn Heights State School.

This booklet has been produced to give you an overview of the school's policies, procedures and routines so that you have a greater understanding of your child's school experiences. We actively encourage your involvement in your child's schooling.

Opportunities exist at many levels for parents to participate, to contribute, or to provide advice and assistance. Avenues for involvement are highlighted in the following pages and we cordially invite you to participate wherever possible.

While this book is current at the time of printing, we would encourage you to visit our *website* at <http://runcheigss.eq.edu.au>. The website is where we ensure the most current information is available. We are sure you will find our website easy to navigate and most informative.

Education is a life-long process through which we continuously interact with a changing world. We acknowledge that the home is the predominant influence on a child's life and education. Your close personal liaison with your child's teacher will be of enormous positive value to your child's learning at school. I encourage all families to become part of the team at Runcorn Heights and together we can provide the best possible opportunities for your child to reach their potential.

Your child becomes a member of **our school community** and that of course involves you as a parent. Runcorn Heights State School is not an isolated institution. We are a living, thriving, busy and integral part of our wider community. Please consider this as **your** school. We have much to offer the community and the community has much to offer us.

The following two points are critical for your child to fully benefit from the opportunities to be offered at our school.

- Familiarise yourself with the information in this booklet.
- Keep in constant, positive communication with your school by involving yourself in its activities.

I look forward to working with you and your child throughout their time at Runcorn Heights State Primary School.

Yours sincerely

Mrs Pam Ruddell
Principal

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OUR LOGO

The leaves are drawn from the school ground and represent our bushland environment.

Each leaf is different and this reflects the multicultural diversity of the school enrolment.

The hand is a young hand (primary school age). It is reaching up for guidance while also striving for achievement – reaching out and touching.

The enclosing frame contains a structured system with obvious guidelines – yet it is flexible – not rigid.

Together, the hands and leaves form a tree – the tree of knowledge.

ABOUT OUR SCHOOL

Runcorn Heights State School was established in 1975 and is an Independent Public School. It has shown a steady growth in enrolment numbers since its establishment and, as it is a primary school; caters for students from Prep to Year 6. It is situated on 5.591 hectares in the suburban area of Runcorn. The school campus includes six permanent teaching blocks, a double prep school unit, two modular teaching blocks, a resource centre, new administration block, multipurpose court, three ovals and a hall, inclusive of 2 new car parks and a multi-storey building with 6 new classrooms and an undercroft available to house future teaching spaces.

Our school features English as a Second Language program which cater for newly emigrated students with limited English skills and a pre-kindy KindyLinQ and playgroup to support the transition of children from K-2.

Our staff engage in professional development in teaching, learning, assessment and reporting in key learning areas such as mathematics, reading, information communication technologies and general curriculum knowledge, which continues to support the school's success.

The school also offers a number of programmes including music, sport, school camps, international school visits and Japanese language studies. A range of interest clubs including chess, dance, choir, mindfulness and basketball have been introduced to support the children's needs and these have been well supported by the students.

Our school motto "Aim High" is certainly demonstrated by our students and those who have passed through our school. Our students are encouraged to do their absolute best and we value everyone's efforts. Our successes have not occurred through the efforts of one individual, but through the enthusiastic efforts of students, staff and community members working together to provide many wonderful opportunities for the students of Runcorn Heights State School.

ADMINISTRATIVE INFORMATION

Address: 200 Nemies Road, Runcorn 4113
Telephone: (07) 3711 8333
Fax: (07) 3711 8300
Email: theoffice@runcheigss.eq.edu.au
Web site: www.runcheigss.eq.edu.au
Principal: Pam Ruddell
Prep – Year 2 Deputy Principal: Alison Frazer
Year 3 – Year 6 Deputy Principal:
Head of Department (Curriculum): Cindy Martin
Head of Special Education: Linda Harwood
Business Manager: Di Sargent

SCHOOL HOURS

Monday – Friday:

First bell	8:20am
First Break	10:30 to 11:00am
Second Break	12:45pm to 1:25pm
School concludes	2:30pm

AGE OF ENTRY

Birth date:	2020	2021	2022	2023	2024
Child born 01 July 2010 to 30 June 2011	Year 4	Year 5	Year 6		
Child born 01 July 2011 to 30 June 2012	Year 3	Year 4	Year 5	Year 6	
Child born 01 July 2012 to 30 June 2013	Year 2	Year 3	Year 4	Year 5	
Child born 01 July 2013 to 30 June 2014	Year 1	Year 2	Year 3	Year 4	
Child born 01 July 2014 to 30 June 2015	Prep	Year 1	Year 2	Year 3	
Child born 01 July 2015 to 30 June 2016		Prep	Year 1	Year 2	
Child born 01 July 2016 to 30 June 2017			Prep	Year 1	
Child born 01 July 2017 to 30 June 2018				Prep	
Child born 01 July 2018 to 30 June 2019					Prep

One of the following documents will be required as proof of age: Original Birth Certificate OR Passport

ASSEMBLY

Assembly is held every Monday at 1:40pm in the Multi-Purpose Hall. Parents are most welcome to attend. Assembly is a time of sharing. Please check the school website calendar to see the assembly schedule, the term is divided into Whole School / Junior / Senior assembly.

ARRIVAL AT SCHOOL/DISMISSAL

School commences at **8:30am sharp**. Students are required to be at school by 8:20am. Students are dismissed at 2:30pm. Parents who collect students each afternoon are asked to wait in the undercover areas, not outside their child's classroom. Students should not access the school grounds prior to 8:00am as there is no supervision and should leave the school on dismissal at 2:30pm. All playground areas and equipment are not to be used outside of school times for safety reasons. Your cooperation regarding this matter is appreciated.

ATTENDANCE/ABSENCES

Parents who have a child of the compulsory school age have a legal obligation to ensure their child attends, on every school day for the educational programme, unless the parent has a reasonable excuse. Parents may be prosecuted if they do not fulfil their legal obligations in regard to enrolment and attendance of their child at school.

- **Reporting Absences:** Regular attendance at school is important to the continuity of progress of each child. Frequent absences have a definite effect on progress and often are a direct cause of failure in school Key Learning Areas. **Parents must comply with their compulsory schooling obligation by providing a satisfactory reason for absences either before or on the day of the absence. Reasons for any absence must be communicated to the school office either via telephone on the Student Absence Line (phone: 3711 8360), in written form, through QParents or by emailing the school on theoffice@runcheigss.eq.edu.au**
- **Late Arrivals:** Students who arrive after 8:30am to school **must** be accompanied by a parent to the office to collect a late slip from the administration staff. Parents **must** provide a reason for the late arrival.
- **Early Departures:** Students are **not** permitted to leave the school grounds during school hours without approval. Early departures require a parent/guardian or emergency contact to collect the student **from the office**. Parents must provide a satisfactory reason for the early departure. Under no circumstances is a child to leave the school ground without the parent/guardian or emergency contact making the office aware of this.
- **Absence Text Messages:** RHSS use a text messaging system to notify parents of student absences. If your child does **not** arrive at school and **no** reason for the absence has been given, the nominated parent/caregiver will be sent a text message by 10:00am requesting a reason for the absence. It is then the parent/caregiver's responsibility to reply to this text message, providing a reasonable reason for the absence.

BICYCLES

Children must lock their bicycles on the bike racks behind the music room. Helmets are to be locked with their bikes. Wearing of a helmet is compulsory in Queensland. Please ensure your child has road sense and knows road rules. Riding of bikes, skates or wearing of roller blades, scooters, or other vehicles **is not allowed** in the school grounds.

BOOK CLUB

Brochures are sent home on a regular basis. (Two issues per term totalling eight issues for the year) Book Club offers students a wide range of age-appropriate resources to develop a personal or family library and encourage your child to read. Orders can only be placed online and paid for by credit/debit or PayPal electronically on Scholastic's LOOP (Linked Online Ordering & Payment system) by visiting scholastic.com.au/LOOP or you can download the app from Apple App Store or Google play. All orders must be received by the advertised due date and will be distributed to your child's classroom when they arrive back at the school. Scholastic Australia, at present, offers the school 20% of all sales in Reward Bonuses which are spent on new resources for the whole school to benefit.

BOOKLISTS (SEE STUDENT RESOURCE SCHEME)

BRING YOUR OWN DEVICE (BYOD)

Our school is a BYOD iPad school. The iLearn@RHSS program is for students in Year 1 – 6.

CAMPS

The School conducts camps for Years 4, 5 and 6. Venues and costs are determined early each year.

- Year 6 Camp - Emu Gully (Helidon) – Term 1
- Year 5 Camp - Camp Goodenough (Bilambil NSW) – Term 2
- Year 4 Camp - Camp Currimundi (Sunshine Coast) – Term 3

CAR PARK

The staff or administration car park is to be used for the sole purpose of staff, visitors and deliveries. It is not intended for use by parents to pick up or set down children irrespective of weather conditions. Parents wishing to park while visiting the school are to use street/ or the drop off/pick up area. Please remember that from 8:00am to 9:00am and 2:00pm to 3:00pm on the school side it is only a 2-minute zone. All other times are unlimited. Your cooperation in ensuring the safety of the children would be appreciated. Drivers cannot leave their cars while in the 2-minute zone.

CHAPLAIN

This school is fortunate to have the services of a Chaplain on a part-time basis. The Chaplain's role is to support students, staff and parents through a range of group programmes, assist teachers in the classroom and perform one-on-one work. The Chaplain is able to assist with issues relating to loss and grief, health and well-being, bullying/friendship and anger management. Please contact the office if you would like to learn more about the programmes available through the Chaplain.

CLASSROOMS

Our classrooms are equipped with carpet, wet areas, water, lights, fans and air conditioning. Classrooms have been fitted with data projectors, screens, computers and concertina doors creating flexible learning spaces. This style of architecture enables students to learn in a variety of settings.

CURRICULUM OFFERINGS

The Australian Curriculum, Assessment and Reporting Authority (ACARA) created the Australian Curriculum, with input from some of Queensland's leading education experts.

Australian Curriculum

The Australian Curriculum sets out the core knowledge, understanding, skills and general capabilities that are important for all Australian students. It identifies what all young people should learn as they progress through schooling, and is the foundation for high quality teaching to meet the needs of all Australian students.

The Australian Curriculum is taught for all subjects- English, Mathematics, Science, Humanities and Social Sciences, HPE and Languages (Japanese).

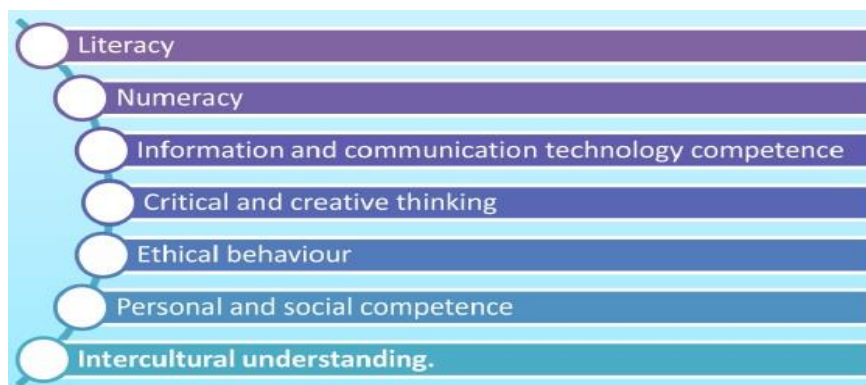
Within all learning areas, there is a focus on developing seven **general capabilities**. The capabilities include skills, behaviours and dispositions that students need to develop and apply to content knowledge to help them become successful learners, confident and creative individuals, and active and informed citizens. Throughout their schooling, students will develop and use these capabilities in their learning across the curriculum, in co-curricular programs, and in their lives outside school.

General Capabilities

Why does the Australian Curriculum include General Capabilities?

Twenty-first century learning does not fit neatly into a curriculum solely organised by learning areas or subjects. That is why the Australian Curriculum has identified seven general capabilities that will assist students in living and working successfully in an increasingly complex, information-rich, globalised world.

These are:



Cross Curriculum Priorities

There are three cross-curriculum priorities that deserve particular attention in the Australian Curriculum. These are:



Why have they been included in the Australian Curriculum?

The Australian Curriculum must be both relevant to the lives of students and address the contemporary issues they face. With this in mind, the curriculum gives special attention to three priorities.

Aboriginal and Torres Strait Islander histories and cultures will allow all young Australians the opportunity to gain a deeper understanding and appreciation of Aboriginal and Torres Strait Islander histories and cultures, their significance for Australia and the impact these have had, and continue to have, on our world.

Asia and Australia's engagement with Asia, will allow all young Australians to develop a better understanding of the countries and cultures of the Asia region. Students will develop an appreciation of the economic, political and cultural interconnections that Australia has with the region.

Sustainability will allow all young Australians to develop an appreciation of the need for more sustainable patterns of living, and to build the capacities for thinking and acting that are necessary to create a more sustainable future.

DEMOGRAPHICS

The community reflects a complex and diverse demographic with a majority of families having all adult family members in full or part time employment. There is a strong diversity within the community with approximately 50% of those living in the Runcorn area born in countries other than Australia. Cultural sensitivity, tolerance and celebration of diversity are features of the school community.

DISEASES

The National Health and Medical Research Council (NHMRC) recommends that children who are physically unwell should be excluded from attending school.

DRESS CODE

The Runcorn Heights State School Parents and Citizens Association (P&C) has decided that Runcorn Heights State School is a "uniform school" and uniforms should be worn. We seek your cooperation in maintaining this standard of dress. The wearing of school uniform is an important factor in developing a healthy school tone and pride in oneself as well as in the school. This provides:

- ready identification of students and non-students at school;
- eliminates distraction of competition in dress and fashion at school;
- fosters a sense of belonging;
- develops mutual respect among students through minimising visible evidence of economic or social differences;
- promotes the school's Sun Smart Policy;
- encourages equity among students;
- develops pride and team spirit in students; and
- enhances the public image and status of the school.

Please note that breaches of the school dress code may incur a consequence in line with our Responsible Behaviour Management Plan. Students who persistently or deliberately do not wear the school uniform will be given an appropriate item/s from a bank of clothing/uniforms held at school to change into.

EMERGENCY CONTACTS

It is vitally important that the school be kept up to date with changes of address and emergency contact phone numbers in case we need to contact you in an emergency. Parents have a duty of care to keep the school informed of any changes and have the responsibility to their children to ensure phone numbers and addresses are current.

ENGLISH AS ADDITIONAL LANGUAGE OR DIALECT (EAL/D)

All EAL/D students in Queensland schools, including Aboriginal and Torres Strait Islander EAL/D students, require language support and explicit teaching of Standard Australian English (SAE) to build a language foundation for successful classroom learning. They may require additional support to equitably access the intended curriculum in all learning areas and achieve the curriculum expectations of their age cohort. English as an additional language or dialect (EAL/D) students are identified either on enrolment or as a result of classroom observations and analysis of assessment data and work samples.

At Runcorn Heights State School, EAL/D teachers work with classroom teachers, small groups or individual students to provide differentiated, focused or intensive teaching, as required.

ENROLMENTS

Runcorn Heights State School has a School Enrolment Management Plan (School EMP).

Parents or legal guardians who wish to enrol their child at Runcorn Heights State School will need to demonstrate that the student's principal place of residence is within the catchment area. Current proof of residency at the address indicated can be provided by way of one of each of the following:

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

If you live outside our catchment area please contact us to determine space before completing the enrolment form. Students living outside the catchment area may need to be placed on a waiting list.

A school's local catchment area is the geographical area from which the school is to have its core intake of students. A catchment map defines the catchment area for Runcorn Heights State School. The map can be viewed online on the [Edmap Website](#).

Enrolment procedures before beginning in class:

- all children enrolling are required to have all relevant paper work completed.
- all children enrolling are required to have an enrolment interview with the appropriate Deputy Principal.
- [prep students interviews are conducted before children start school in January.](#)

EXCURSIONS

These are the responsibility of the individual teacher and vary greatly with regards to venues. They are organised as part of the curriculum planning. They range from a half to a full day and are fully supervised by teachers and supervising adults. Generally, there would be a cost associated with excursions to cover transport and entry. You will be advised of the cost prior to the event.

Please note that the Department of Education does not have personal accident insurance cover for students. If your child is injured as a result of an accident or incident while participating in the activity, all costs associated with the injury, including medical costs are the responsibility of the parent/carer. Some incidental medical costs may be covered by Medicare. If you have private health insurance, some costs may be also be covered by your provider. Any other costs must be covered by parents/carers. It is up to all parents/carers to decide what types and what level of private insurance they wish to arrange to cover their child. Please take this into consideration in deciding whether or not to allow your child to participate in an activity.

FIRST AID

It is not appropriate for a child who is ill to be at school. When children are not feeling well, they are sent to the "First Aid Room" to rest. In the majority of cases, parents are contacted and further action is negotiated. It is the policy of the school not to have children in the "First Aid Room" for longer than one period of instruction except in exceptional circumstances. Although this can sometimes prove inconvenient for parents, it is important to recognize that the school has neither the facilities nor the resources to care for sick children, beyond an initial assessment.

In cases where accidents occur at school, basic first aid will be administered. Where injury is deemed to be serious, the following action will take place in this order:

1. ambulance requested
2. notify parents/guardians

Once this has been done, the responsibility rests with parents and/or doctor. It is important that accurate information concerning contact telephone number for parents be maintained. Your cooperation in this matter is essential.

GET INVOLVED

You, as parents and carers of students of Runcorn Heights State School, can support your child's education by familiarising yourselves with the Australian Curriculum to understand what students will be learning at each stage of their schooling.

For more information about what will be taught in each year level, visit the Australian Curriculum website at www.australiancurriculum.edu.au

Helpful tips and resources for parents and carers to support their child's education can be found at: www.education.qld.gov.au/parents

GROUNDS

A Multi-Purpose Hall is located at the front of the school. This facility is available for hire by organisations outside of school hours. The Out of School Hours Care (Jabiru) uses the large building between E Block and the Bendigo buildings before and after school and during vacations.

The grounds are cared for by our School's Officer. We have three Adventure Playgrounds for use by students in years Prep – 2, Years 3 -4 and Years 5 – 6. We also have a covered games area and three ovals behind the school buildings. Prep students will be introduced to the Adventure Playground during their first year at Prep.

GUIDANCE OFFICER (GO)

The GO is responsible for leading a broad range of activities and delivering key services in schools. They have a specific set of skills because of their additional training. Psychoeducational assessment, mental health support and counselling typically can only be performed by the GO.

At Runcorn Heights State School, the GO works collaboratively as part of the Support Team to advise students, teachers and parents about education, behaviour and mental health and wellbeing and to collaborate with other school-based personnel and external support providers.

HOMEWORK

Homework at Runcorn Heights State School aims to be an educationally enhancing experience by revising and practicing common concepts of literacy and numeracy. A reasonable amount of time for homework has been set so as not to create stress within already busy family routines. We believe a lack of access to resources such as computers and the internet outside school should not disadvantage any student when completing homework tasks.

The set homework will be appropriate to particular phases of learning and the activities devised either to be completed daily or weekly. Runcorn Heights State School strongly recommends daily shared and independent reading.

When homework is set, it will take into account the need for students to have a balanced lifestyle. This includes sufficient time for family, recreation and cultural activities. In recognition of other demands on our students, we support individual students, with parent support, to formally “opt out” of the set homework. These arrangements must be communicated with the class teacher.

At Runcorn Heights State School, we believe homework will include:

Prep – Year 2 – Junior Year Level	Year 3 – 6 – Senior Year Level
Reading (shared and independent)	Reading (shared and/or independent)
Sight Words	Spelling Activities
Optional digital learning tools e.g Mathletics	Optional digital learning tools e.g. Mathletics
Recommended time: 15 min/day	Recommended time: 30 min/day

STUDENT USE OF INFORMATION AND TECHNOLOGY

All students will be issued with a username and password to enable them to access the school computers and iPads. These details are specific to each student and are **not to be shared**. Any inappropriate use of equipment or internet sites will be recorded and dealt with by the Principal.

INCLUSIVE PRACTICES

The Queensland Government is committed to providing safe, supportive, inclusive and disciplined learning environments that provide educational opportunities for all Queensland students. The department endorses a whole school approach to improving student learning and places emphasis on every student succeeding.

As a result, Runcorn Heights State School (RHSS) is committed to inclusive practices. Inclusive practices maximise the outcomes of all students through identification and reduction of barriers to learning. A premium is placed upon supporting all students with suitable adjustments and curriculum provisions to ensure full engagement within the school community and enabling students to work and achieve at their level. It is about ‘aiming high’, valuing and celebrating diversity and employing high quality, evidence-based teaching practices focused on success for every student.

At RHSS, various programmes follow Inclusive Education practices, which reflect the values, ethos and culture of a state education system committed to enhancing equitable educational opportunities and improved outcomes for all students, recognising the role education can play in redressing social justice.

RHSS has a whole school approach to supporting student learning. A number of staff are part of the Support Team who work with classroom teachers.

INSURANCE

The school does not carry insurance policies against injury to students. This is a parental responsibility.

JEWELLERY (see Dress Code)

KINDYLINQ

KindyLinQ is a play-based program that families can attend in the year before their child is eligible to start kindergarten. It provides a safe, welcoming space for families to participate in fun early learning experiences with their three-year-old children and enables young children to play, explore, sing, create and socialise with their parent, other children and experienced staff in a safe space. The program also offers guidance for families about how to support their child’s learning and development at home.

Parents/caregivers must attend KindyLinQ sessions with their children. Parents/caregivers play the most significant role in establishing the environment children need to support optimal development and learning. The activities and learning provided through KindyLinQ can be continued in the home.

The KindyLinQ sessions are held by a qualified teacher and early years support coordinator. KindyLinQ runs two days a week, Wednesday and Thursday from 8:45am – 11:45am.

KindyLinQ is based on a facilitated playgroup model. It is about children learning through hands-on experiences with the support and guidance of caring adults. Children will learn skills that will support them now and in later learning, including socialising, managing their emotions and developing language skills to ensure they can effectively communicate their ideas and needs.

KindyLinQ programmes are informed by the *Early Years Learning Framework* and are connected to the broader curriculum expectations for school-age children. KindyLinQ is a free service for families living in the 25 identified state school areas. The programme will be available for a minimum of 6 hours a week across 2 or 3 days. Registration and participation in KindyLinQ is voluntary.

LANGUAGES (JAPANESE)

At Runcorn Heights State School students have the opportunity to learn Japanese from Year 3. By studying another language, students:

- gain access to other peoples ideas and ways of thinking;
- become interested in, and respectful of another culture and;
- develop social and cognitive skills that will help them in other areas of the curriculum.

In the early years, as the opportunity arises within the school, students learn about Japanese culture and festivals, enjoy folktales, songs, counting, introducing themselves and playing a variety of games and doing origami.

In Years 3 - 6 however, students participate in a lesson once a week to learn about Japanese culture, its language and script more in depth. Students cover a range of topics such as food, manga, fashion, housing, families and pets just to name a few. Japanese is formally assessed and reported on in these years and homework is also given.

All students participate in a range of activities that include the four main skills of speaking, listening, reading and writing and ICTs are embedded throughout certain units of work.

Students in Years 5 and 6 also have the opportunity to compete in the annual Japanese speaking competition against other local schools.

Learning Japanese should be a fun and rewarding experience for all students!

LEARNING AND ENGAGEMENT TEAM (LET)

The Learning and Engagement Team (LET) is an integral part of RHSS. Programmes are provided for students who are receiving significant education adjustments relating to:

- autism spectrum disorder
- hearing impairment
- intellectual disability
- physical impairment
- speech–language impairment
- vision impairment.

LEARNING RESOURCE CENTRE-LIBRARY

The Learning Resource Centre is computerised and connected to the internet. Computerisation enables quick access to resources, encouraging more borrowing of resources by all. The Learning Resource Centre supports classroom activities and provides an opportunity for constructive leisure-time activities by opening before school and at second break.

Regular borrowing is encouraged - the loan period is two (2) weeks. **Library bags are mandatory to protect our books.**

Parents are also welcome to borrow resources. Please feel free to come and browse at any time or accompany your child when borrowing books. Parent help is always welcome and certainly very much appreciated.

LEARNING SUPPORT

Runcorn Heights State School provides a range of intervention programmes designed to assist students who require targeted support in Literacy and Numeracy. The Support Teacher: Literacy and Numeracy (STLaN) works with classroom teachers, small groups or individual students to provide appropriate literacy and numeracy teaching to students, as required.

LITERACY PLANET AND MATHLETICS

Literacy Planet and Mathletics are online platforms that are designed to provide students with an engaging and safe learning experience. They are targeted learning resources that encourage students and reward results. They are highly engaging and support the curriculum content that is taught at school.

LOST PROPERTY

LABEL EVERYTHING with name tags or a marker. Parents should ensure that clothing, hats, bags, lunch boxes and drink bottles are clearly labelled with your child's name. Long term unclaimed lost property is given to charity after it is displayed to

the students. Parents are invited to look through the lost property at any time. It is located outside the Administration Building. Please check it regularly.

MEDICATION & OVER THE COUNTER PRODUCTS

School staff are not permitted to administer prescription medications unless:

- they meet the accountability of a written request from a parent/caregiver and
- the medication includes an original pharmacy label detailing the name of the person authorised to take the medication, dosage, time to be taken and medical practitioner's name.

The administration of over-the-counter medications or products, including analgesics and homeopathic medications, are subject to the same accountabilities as prescription medications.

For asthma relieving medications such as Ventolin, parents/caregivers are to notify the school in writing if their student has been prescribed this medication by a medical practitioner. Parents of students who need to carry and self administer Ventolin can make a special request through the Principal.

Parents/carers need to:

- notify the school in writing of a health condition requiring medication at school
- request the school in writing to administer prescribed medication or to assist in the management of a health condition
- notify the school in writing of any requests and/or guidelines from medical practitioners including potential side effects or adverse reactions
- provide medication to the school in original labelled container
- ensure medication is not out of date and has an original pharmacy label with student's name, dosage and time to be taken
- notify the school in writing when a change of dosage is required. This instruction is to be accompanied by a letter from a **medical practitioner**
- advise school in writing and collect medication when it is no longer required at school

Individual Management Plans

Most procedures for the administration of medication and management of health conditions can be adequately addressed by the universal guidelines above, however, students with more complex requirements may require individual management plans.

The following information, provided by the medical practitioner where applicable, should be included in the plan:

- telephone numbers for parent/caregiver and medical practitioner
- requirements - medication, dosage, when and how medication is administered
- triggers, reactions, warning signs and symptoms that indicate a possible emergency
- instructions from a medical practitioner regarding emergency first aid treatment
- limitations or guidelines for specific activities such as swimming, sport, outdoor education, camps and physical education

These plans must be reviewed annually, signed by a parent/caregiver and revised when medication and/or health status change. Teachers, parents, medical practitioners, nurses in schools and, where appropriate, students, may be consulted in the development of the plan. Some students have several health conditions and the integration of treatment for these conditions may require an individual management plan.

Where individual adjustment of medication is required, written advice from a medical practitioner and parent/caregiver must be provided. This advice should outline dosage adjustments against set criteria, such as level of insulin required for a particular blood sugar reading.

Parents of students requiring an individual management plan need to make an appointment with the Deputy Principal annually (or when circumstances change) to write/review the Individual Management Plan.

MOBILE PHONES

If it is necessary for your child to bring a mobile phone to school it must be left at the office during school hours. Inappropriate use of electronic media including mobile phones is a breach of our Responsible Behaviour Management policy.

MONEY

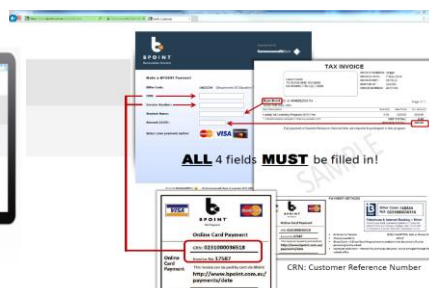
Occasionally, students bring money to school for P&C fundraising. Our online BPoint payment method is the school's preferred option for any payments and is convenient for parents. An invoice, with the details needed for this payment, will be sent home with the student for activities requiring payment. To make a payment by BPoint log on to

<https://www.bpoint.com.au/payments/dete>

See information below:



1. **Online System | Pay School Invoices**
 - Pay School Invoices (SRS; Text Book Fees; Camps; etc.)
 - Access via **ANY** Computer or Smart Phone
2. **Payments Accepted:**
MasterCard | VISA
3. **Secure Payment Method**



MUSIC PROGRAM

Here at Runcorn Heights State School, we are very proud of our fantastic music programme. Music lessons can have a profound effect on the social and intellectual development of a child and recent research in Australia has shown that students participating in music programmes:

- showed significantly higher grades in their academic than those that had not participated
- achieved significantly higher results in reading and overall literacy in the Year 5 NAPLAN
- had significantly higher attendance and
- were more likely to be at the top two levels of the Social-Emotional Wellbeing Index in resilience, positive social skills and positive work management and engagement skills.

(This research was undertaken by Professor Brian Caldwell for The Song Room)

Classroom Music

All students participate in classroom music lessons for 30 minutes each week. In these lessons, students develop their skills in singing, composing, understanding and applying music theory, and performing on musical instruments. Students learn instruments such as guitar, ukulele, tuned percussion (xylophones etc.), basic percussion instruments, recorder and more. There is a strong focus on 'authentic engagement', meaning that music lessons are designed in such a way that is inclusive, and engaging for all students, and provides learning experiences that are applicable in real life music-making contexts. Our music lessons also have a technology focus, using iPads, interactive websites/ software and music recording software.

Instrumental Music

[Strings](#) – Selected students from Year 3 onwards have the opportunity to join one of our three orchestras and play violin, viola, cello or double bass. These orchestras perform regularly at school concerts, and at competitions, and have received commendations for playing beautifully together with great enthusiasm. Strings students have one small group lesson and one orchestra rehearsal each week.

[Brass, Woodwind & Percussion](#) – Selected students from Year 4 onwards have the opportunity to join either our junior or senior concert band playing a wide variety of brass, woodwind and percussion instruments. Our concert band has also received excellent feedback on their playing at competitions. Like the strings orchestras, concert band members have one small group lesson and one concert band rehearsal each week.

NEWSLETTER

A newsletter is emailed home fortnightly on Fridays. Newsletters have important notices, from within the school and within the community. Please contact the school office if you do not receive the emailed newsletter. The newsletter can also be downloaded from our [website](#).

OUTSIDE SCHOOL HOURS CARE (Jabiru)

Jabiru operates a service for before school, after school and vacation care at reasonable rates. It is situated in the school's large building between E Block and the Bendigo buildings. Childcare Benefit is available. Hours of operation are 6:30am – 8:25am and 2:30pm – 6:00pm. For more information please phone 3272 4001; mobile 0412 299 642; email runcornheights@jabiru.org.au or log onto their website www.jabiru.org.au/kids.

PLAYGROUP (Little Runchies)

Little Runchies Early Childhood programme is for children from birth to 5 years of age. This programme is run on Friday mornings starting from 8:45am – 10:00am. Children will develop learning skills and interact with other new children. You are invited to come and enjoy story time, music, dancing, games, develop learning skills, make new friends and most of all to have fun! Playgroup will be held in the school grounds, after morning drop off. Everyone is welcome. It is held in a classroom in I block.



PARENTS AND CITIZENS ASSOCIATION (P&C)

The objectives of the association are to promote the interests and facilitate the development and further improvement of the school. Parents are invited to participate in the activities of the:

- Parents and Citizens Association
- Building Fund

P&C Association Meetings

Meetings are held on the third (3rd) Wednesday of each month at 6:30pm in the Library. All parents and citizens are welcome to attend. The Annual General Meeting of the Association, to which all parents are invited, is held in March.

To enable you to vote at a P&C Meeting, you must be a registered member of the Association. New registrations are called for at the end of each meeting. Registration has to be renewed each year at the Annual General Meeting or the next meeting you attend. You must be present at a general meeting to become a member.

Any voluntary worker or helper in the classroom or school events must sign on and off upon each visit to the school to be covered by the P&C Insurance Policy. Volunteers are able to sign in electronically in the school office foyer. The P&C Association is required to maintain insurance policies to cover Public Liability and voluntary workers.

The P&C is involved in the provision of a wide range of resources at the school eg teaching aids, sporting equipment, playground equipment and amenities. To help the P&C meet its commitments, it has set up a Building Fund.

Parents are encouraged to become involved in their children’s education by participating in the classroom and as members of the P&C.

School Building Fund

The P&C Association set up a School Building Fund in 2005. All money raised is specifically for use in projects around the school. The Building Fund is an ongoing project and there are some short and long term goals proposed for the use of these funds. All donations are voluntary and the benefit of the Building Fund is that it is registered with the ATO so that donations are tax deductible. Please refer to the separate brochure that will be handed out during the year. Donations can be handed into the school office. A tax receipt for your donation will be forwarded to you for your records. Thank you for your anticipated generosity.

PLAYGROUNDS

We are very lucky to have three separate ovals as play spaces. Each oval has a grassed area and a playground. We also have under-covered areas for students to use during the play breaks. Areas are designated to certain year levels. Staff are on duty during both the eating and play times.

Term 1	Term 2, 3 & 4
<ul style="list-style-type: none"> • Junior oval - Years 1 & 2 • Middle oval - Years 3 & 4 • Top oval - Years 5 & 6 	<ul style="list-style-type: none"> • Junior oval - Prep, Years 1 & 2 • Middle oval - Years 2 & 3 • Top oval - Years 4, 5 & 6

Year 2 students have the choice of junior and middle oval. We also run activity clubs during the breaks for students. These clubs give our students some different options for their play break and also provide us with another way to foster some of the talents of our students. Examples of clubs that may run throughout the year include: iPads, Coding, Skipping, Dance, Handball, Japanese, Art & Craft, Games, Sporting activities and Choirs.

The Learning Resource Centre (Library) is also open Monday to Thursday at second break.

PROBLEMS/COMPLAINTS MANAGEMENT

At times during a child’s school life, problems may arise in the areas of:

- behaviour, progress, attendance or social and emotional adjustment

To enable these problems to be resolved, parents should first approach the teacher concerned. If the problem remains unresolved, the matter should then be brought to the attention of the Principal or Deputy Principals.

Regular or incidental meetings with your child’s teacher are a valuable exercise leading to understanding and cooperation between home and school. Please feel free to contact individual teachers or through the office to arrange such meetings.

Flowchart

The Department of Education and Training is committed to ensuring that all complaints are dealt with in a fair and equitable manner. There are processes and support networks in place to enable you and your child to work through any issues or concerns you may have.

To achieve an effective resolution for all parties, when making your complaint, you should ensure you:

- provide complete and factual information in a timely manner
- deliver your complaint in a calm and reasoned manner
- avoid making frivolous or vexatious complaints
- or using 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 throughout the process.

The following four-step procedure is in place to assist parents/carers and school staff to reach an outcome that is in the best interest of the student.

1. Discuss your complaint with the class teacher

If your complaint is with your child’s teacher or relates to an issue concerning your child’s experience at school, make an appointment with that teacher as soon as possible through the school administration. Discuss your complaint with the teacher and give the teacher an opportunity to suggest a solution. The teacher will make a record of your complaint and report your meeting and any outcomes to the school principal. Together, both you and your child’s teacher should be able to resolve the problem at this level.

2. Discuss your complaint with the principal

If after approaching your child's teacher your complaint remains unresolved, make an appointment to see the school principal to discuss the issue further. Alternatively, you and the teacher may agree to ask the principal to act as a go-between in informal conflict resolution in an attempt to resolve the problem.

If your complaint relates to more general school matters, including issues of school policy and issues of compliance or non-compliance, you should raise your complaint directly with the principal or their delegate. The principal may refer your complaint to a delegate such as the deputy principal or Business Services Manager. The staff member will make a record of your complaint and work with you to come to a resolution.

Complaints to the principal may be lodged in person, by telephone, writing or via email.

The Principal's email addresses is: the.principal@runcheigss.eq.edu.au

3. Contact your local education office

If you have discussed your complaint with the principal and still feel that you have not reached a resolution, you have the right to contact your local Department of Education and Training office. Complaints may be lodged by telephone or in writing. Your complaint should be specific in detail and outline the steps you have taken to resolve the issue. Ensure your complaint includes your full name and address and that you have signed and dated it. It is also a good idea to keep a copy for your own records.

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

When you contact your local education office a record will be made of your complaint. You will also be advised that your name and the nature of your complaint will be reported back to the principal of your school. Local office staff will then work with you and your school to seek a resolution.

Address and telephone numbers of DOE EQ offices are available through the Schools Directory at www.education.qld.gov.au/directory/

4. Independent review

If you have not been able to resolve your complaint through these formal processes, you can lodge your complaint with the Queensland Ombudsman. The Ombudsman may be contacted at:

Office of the Ombudsman

GPO Box 3314, Brisbane, Qld 4001

[Email: ombudsman@ombudsman.qld.gov.au](mailto:ombudsman@ombudsman.qld.gov.au) Telephone (07) 3005 7000 or Toll Free 1800 068 908 Fax (07) 3005 7067

The role of Parents and Citizens' Associations (P&Cs)

Complaints about services that are run or managed by the P&C at your school, for example outside school hours care or the tuckshop, should be directed to the P&C in the first instance.

Q PARENTS

QParents is an online portal giving the parents and caregivers of Runcorn Heights State School's students 24 hour access to a range of information about their child.

This online channel helps parents save time by allowing them to access information through the secure, online portal. It provides another channel of communication between parents and schools.

Parents are able to log in anytime to QParents via their computer or mobile device to access the following information:

- attendance and absence details, as well as the ability to notify the school of an absence
- behaviour information
- academic report cards
- class timetables
- viewing unpaid invoice details, payment history, and making payments online
- viewing and updating personal student details, including medical conditions and address
- enrolment details

Q SCHOOL APP

The Website is also linked to the **Q-School app**. The Q-Schools app is a convenient way to receive up-to-the-minute information from Queensland state schools. You can download it for your smart phones (both Apple and Android). The App is automatically updated with the latest news and events. It also sends out 'push' notifications about department and school information, for example school closures and cancelled school events (sports days/music rehearsal). We encourage all families to download the app and add Runcorn Heights as one of your favourites.

RELIGIOUS INSTRUCTION (RI)

Religious Instruction classes are conducted once a week for students in Year 1 – Year 6, in several denominations. Your child will attend the RI class designated on the enrolment form. Any changes must be notified to the office in writing.

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

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

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

Students are allocated to RI 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.*

A description of the RI available is provided below.

Christian Religious Instruction

Participating faith groups: Anglican, Baptist, Catholic, Jesus Christ of the Latter Day Saints, Lutheran, Methodist, Orthodox, Pentecostal, Presbyterian, Uniting Church, Seventh Day Adventists

Authorised program: Connect Christian Programme

Aims and goals: The aim of Christian RI is to inform students about the basic beliefs of the Christian faith from a non-denominational perspective.

Lesson structure: Christian RI may involve a variety of up-to-date teaching methods including storytelling, prayer, music, drama, craft, activity books, games, quizzes, video clips and puppet shows. Programme resources are written by professional educators and are age-appropriate. The 30 minute weekly lessons are Bible based covering Bible history from creation to God's ultimate purpose. Each lesson introduces concepts, themes and major characters from the Old and New Testaments. Lessons also cover key Christian events such as Easter and Christmas. Students engage with the concepts through music, drama, reading and writing, puzzle-solving, drawing and asking questions.

For further information, including module and/or lesson descriptors visit: <https://christianri.org.au/info-for-schools/>

Islamic Religious Instruction

Participating faith groups: Islamic

Authorised programme: Islamic Special Religious Education

Aims and goals: Our aim is for students to **love, learn and live Islam.**

Lesson structure: Our programme uniquely caters for key learning stages in your child's school life. Throughout the years, students will cover everything from the basics of faith- such as the pillars of Iman and Islam, to morals and manners, Islamic celebrations, prophets and role models as well as ethics and how to develop a positive sense of identity.

For further information, including module and/or lesson descriptors visit: <https://www.isre.org.au/our-program/>

Parents of students participating in these programmes will be advised if a faith group requires funds to cover the expense of materials used in RI.

Other Instruction

Students who are not participating in RI 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](#), [Literacy Planet](#))
- wider reading such as independent reading appropriate to the student

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

REPORTING TO PARENTS

Reports are issued twice yearly. Formal parent interviews are also offered twice yearly however parents can request meeting with teachers to discuss their child's progress throughout the year.

RESPONSIBLE BEHAVIOUR PLAN FOR STUDENTS

The Responsible Behaviour Plan has been developed in consultation with The Parents and Citizens Association (P&C). It explains our processes for facilitating standards of positive behaviour and responding to unacceptable behaviour. Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour. These are called our STAR rules and they encourage the students to:

1. Be **S**AFFE
2. Be a **T**EAM PLAYER
3. Be an **A**CHIEVER
4. Be **R**ESPONSIBLE

A copy of the Responsible Behaviour Plan is an appendix to this document and can also be downloaded from our website. It is imperative that you read this policy and discuss it in detail with your child.

RESPONSIBLE THINKING ROOM

A student at a state school may be detained for a period during lunch break as a consequence for misconduct or for other breaches of school discipline. Students do not miss their eating breaks.

Parents will be informed if their child is placed in the Responsible Thinking Room.

SCHOOL CALENDAR

A copy of the School Calendar is an appendix to this document and can also be downloaded from our website. Vacation dates will be advised regularly in the school's newsletter.

SCHOOL CROSSING

The school crossing on Nemies Road is controlled morning and afternoon by School Crossing Supervisors. It is imperative that students and parents crossing Nemies Road use this crossing, irrespective of their home location. The School Crossing Supervisors are employed by the Department of Transport. For the safety of all our students PLEASE observe the NO PARKING signs along Nemies Road. Runcorn Heights State School does have footpath access through to Comet Street and Condamine Street, at the back and side of the school.

SCHOOL HEALTH SERVICES

A free children's dental programme is available to all students. Appointments can be made by telephoning 1300 300 850 or for more information look up their website: www.health.qld.gov.au/metrosouth/oralhealth

SPEECH LANGUAGE PATHOLOGIST (SLP)

The SLP supports students with speech, language and communication difficulties or with eating and drinking difficulties who are experiencing barriers to learning. They assist classroom teachers to build students' communication, language, and learning including literacy skills.

At RHSS, the SLP works collaboratively as part of the Support Team to build capability, adjust curriculum to meet the diverse needs of learners with speech language communication difficulties, identify and monitor the needs of students and implement evidence-based strategies.

SPORT AND PHYSICAL EDUCATION

The Physical Education Programme is under the direction of the Physical Education staff. Classes have a physical education session every week. Students in Year 5 & Year 6 also have a session for sport once a week. There are sports carnivals throughout the year:

The Junior and Senior Athletics Carnival and Cross Country for Year 3 – Year 6 are held during the cooler months.

For safety reasons, it is strongly recommended that students involved in contact/collision sports be vaccinated against Hepatitis B. Students can wear protective devices such as mouth guards when participating in contact sport events.

SPORTING HOUSES

Our school has three Sports Houses:

Logan	Red
Cunningham	Green
Oxley	Blue

STAFF

The following is an overview of our staffing arrangements.

<p>Leadership Team</p> <ul style="list-style-type: none"> • Principal • Deputy Principal (Prep – Year 2) • Deputy Principal (Year 3 – Year 6) • Head of Department (Curriculum) (HOC) • Head of Special Education Services (HOSES) 	<p>Specialist Teachers</p> <ul style="list-style-type: none"> • Physical Education Teacher • Music Teacher • Instrumental Music Teachers • Support Teacher – Literacy & Numeracy • Language/s Other Than English (Japanese) Teacher (4 days per week) • EAL/D (English as Additional Language or Dialect) Teacher • Learning and Engagement Team teachers • Health Teacher (Prep to Year 4) • Arts teacher • HASS teacher
<p>Ancillary Staff</p> <ul style="list-style-type: none"> • The office is staffed by <ul style="list-style-type: none"> 1 - Business Manager 3 - Administration Officers • 1 -Systems Technician (Computer networks) (3) 	<p>Visiting Specialists</p> <ul style="list-style-type: none"> • Guidance Officer (2 days per week) • Speech Language Pathologist (consultation only) • Advisory Visiting Teachers (as required)

days per week) <ul style="list-style-type: none"> • Teacher Aides • Cleaners • Schools Officer 	Classroom Teachers (may vary year to year) <ul style="list-style-type: none"> • 30 Classroom Teachers
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STUDENTS WITH DISABILITY

All Queensland State schools are required to adhere to the Disability Discrimination Act 1992 (DDA) and the Disability Standards for Education 2005 (DSE). Schools and teachers are therefore legally obligated to make reasonable adjustments to ensure students with disability are able to participate in education on the same basis as students without disability.

As a result, RHSS must ensure that all facets of the educational environment and experience are inclusive and accessible by all learners and does not result in additional hardship or exclusion for any student. The Learning and Engagement Team Teachers are utilised as co-teachers to support the implementation of this obligation.

ADVISORY VISITING TEACHER (AVT)

AVTs are experienced teachers who provide advice to classroom teachers and school teams around adjustments for students with autism spectrum disorder, hearing, intellectual, physical, speech-language and vision impairment regarding all aspects of the curriculum involving movement through learning environments.

OCCUPATIONAL THERAPISTS AND PHYSIOTHERAPISTS

Occupational therapists and physiotherapists assist to identify and address barriers to access, participation and achievement for students with disability in all aspects of school life. The service supports schools to make reasonable adjustments. Occupational therapists and physiotherapists work with the school team to determine the best way to deliver services to meet school needs. Support might be provided at the whole of school or whole of class level, in small groups or individually. An occupational therapist or a physiotherapist, or both therapists, may provide a service depending on the student's and school needs. They use a prioritisation framework to determine which services requested by schools can be delivered.

STUDENT RESOURCE SCHEME

A Student Resource Scheme operates for parents of Prep to year 6 students for the purpose of supplying consumables. This includes pencils, coloured pencils, crayons, glue, reading folder, scrap books, exercise books, a display book, paints, textbooks, photocopy paper and tissues. This saves parents having to continually replace these items.

SWIMMING

A water safety programme as part of the Australian Curriculum is conducted for students from Prep to Year 6. Swimming is an essential part of the Australian Curriculum.

TELEPHONE MESSAGES

Teachers will not be called to the telephone during class time. Routine matters or messages for children will be handled by the administration staff. If parents find that it is necessary to alter daily arrangements for collecting children at 2:30pm, it would be appreciated if a phone call could be made to the **school before 2:00pm**. The office staff will try to ensure children receive messages by 2:30pm. After that time the office is particularly busy but office staff will do their utmost to deliver messages. Our school office is open between the hours of 7:45am to 3:45pm. A voicemail facility is available to our community outside those times.

THE UNIFORM

The school uniform is available to purchase through Lowes at Garden City.

Prep students must wear the following uniform every day to school:



OR

- | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p style="text-align: center;">Prep Uniform</p> <ul style="list-style-type: none"> • RHSS Polo Shirt • Bottle green skorts or shorts • Plain white socks • Black closed-in shoes (runners or other black school type shoes) |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



School Bucket Hats

Sun Smart Hats have become a part of the School Uniform “Student Dress Code” as well as supporting our school’s overall Sun Smart Policy. We adopt the approach, “No Sun Smart Hat – Play in the Shade.”



It is a bottle green bucket hat with red trim and the school logo. We are doing the right thing in helping our young people develop good sun safe habits early in life.

Please note: It is compulsory for all students at Runcorn Heights State School to wear a hat to and from school, whilst at school, at camp, excursions and at all school sporting events. It is also recommended that 50+ sunscreen is applied each day.

Religious headwear is also permitted, however students still need to wear a Sun Safe hat.



Hijab (Bottle green)




Patka (Bottle green)

Sports and Formal Uniform

Students from Year 1 to Year 6 can either wear the formal dress, shirt, skorts or shorts.

		
(Year 1 – Year 6) Formal Uniform to be worn everyday except Sports Days and Fridays		
		
(Year 1 – Year 6) Sports Uniform to be worn on Fridays & HPE days		

The Uniform (No layering under uniforms is permitted)	Footwear
<ul style="list-style-type: none"> Formal uniform to be worn everyday other than Friday and allocated sports days Runcorn Heights State School red and green polo Bottle green skorts or shorts Plain white socks Black closed-in shoes - Runners or other black school type shoes Bottle green stocking tights can be worn under skorts in cold weather or for cultural reasons Long bottle green pants with shirts are also acceptable 	
The Sports Uniform Is to be worn on physical education days, Fridays and on all special sports days. For interhouse sports carnivals children will be placed in a House (all family members are in the same house) and wear a plain t-shirt or plain polo shirt in the appropriate colour. (Logan Red , Cunningham Green and Oxley Blue)	

Our school acknowledges and respects a student’s religious or cultural beliefs. The following uniform items are acceptable to wear:






- children are able to wear a long-sleeve shirt and long pants to cover both their arms and legs
- children are able to wear the formal dress* with bottle green stocking tights under their dress (No leggings or pants under the dress are acceptable)
- a school hijab (bottle green) can be worn

Winter Long-Sleeved Uniforms is optional. Students can wear the summer uniform all year:

- bottle green tracksuits

- bottle green bootleg pants
- all jumpers/jackets need to be plain bottle green or RHSS school uniform jacket
- long-sleeved options of the formal and polo shirts are also available for winter/cultural needs

Winter Long-Sleeved Uniforms

		
Long-Sleeved Polo Shirt	(Year 1 – Year 6) Long-Sleeved Formal Shirts	
		
Track or other long plain green pants	School Jumper with logo	Plain green tights

Hair

Hair colour should be of natural appearance and should be appropriate for a professional work environment. No extreme hairstyles are permitted under the Runcorn Heights dress code. (For example: mohawks, tracks, dreadlocks and non-natural hair colours.) Hair colouring techniques which involve “block” or “panel” style colouring are considered unnatural in appearance and are unacceptable. Religious head dress is permitted; however, it needs to be in school colours.

Make Up

Make up and coloured nail polish are not to be worn.

Jewellery

Jewellery is to be kept to a minimum. Maximum allowable jewellery is:	
Rings	One (1) per hand (rings must have flat settings and not be a safety risk)
Earrings	Two (2) per earlobe. (Sleepers and Studs ONLY for safety)
Necklace	Not to be visible
Watch	One (1) only
Bracelets	NONE – EXCEPT “Medi-Alert”
Bandanas	NONE permitted
Visible Body Piercing	NONE permitted

If a student has obtained written permission to wear certain jewellery for religious or cultural purposes, this jewellery must be put under clothing.

TOYS

Items of value, (such as toys, including electronic games) should not be brought to school. Items for show-and-tell are to be left with the classroom teacher.

UNIFORMS (see Dress Code)

VOLUNTARY AIDES

Parents are welcome and encouraged to assist in our classrooms. There are many ways you can assist a teacher. By sharing in the activities of the classroom you enhance your child’s development and self- esteem. Contact your child’s teacher for details.

The P&C insurance policy covers all parent volunteers, only if you sign in electronically at the school office and sign out when you leave. Non school-aged children are not covered by this policy.

WEBSITE

Our school’s website can be viewed at <http://www.runcheigss.eq.edu.au>. The site is an important tool in communicating with parents and our community. The site has a calendar that is kept up to date with school events and reminders for

parents. The site also includes downloadable documents including this parent handbook, medical forms and annual reports, newsletters and excursion notes. Our curriculum is also explained in detail. Our integrated studies unit plans are posted each term so parents are kept informed. Each year level has a page which highlights the main events for each term. The specialists teachers also publish overviews of their programmes. The P&C also has a section with executives and contacts.

Appendix 1

The use of personal technology devices at school

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

Personal Technology Devices include, but are not limited to, games devices (such as Portable gaming devices, Tamagotchis®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, iPods®, iPads, Smart Phones, and devices of a similar nature.

Certain personal technology devices banned from school

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

Confiscation

Permitted personal technology devices (phones) used contrary to this policy on school premises will be confiscated by 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 confiscated 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.

Personal technology device etiquette

Bringing personal technology devices 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 into the office in the morning before school and collected after school finishes for the day.

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 Runcorn Heights State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy). Recording of events in class is not permitted unless express consent is provided by the class teacher.

A student at school 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 the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the 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 or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students may be subject to discipline (including suspension and recommendation for exclusion) if they breach the policy by being involved in recording and/or disseminating material (through text messaging, display, internet uploading or other means) or are knowingly the subject of such a recording.

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children) are against the law and if detected by the school will result in a referral to QPS.

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 and possible referral to QPS. Students receiving such

text messages at school should ensure they keep the message as evidence and bring the matter to the attention of the school office.

Assumption of cheating

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

Special circumstances arrangement

Students who require the use of a personal 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 Principal or Deputy Principal.

Appendix 2

School policy for preventing and responding to incidents of bullying (including cyberbullying)

Purpose

Runcorn Heights State School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:

- achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
- raising achievement and attendance
- promoting equality and diversity and
- ensuring the safety and well-being of all members of the school community.

There is no place for bullying at Runcorn Heights State School. Those who are bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

Bullying behaviours that will not be tolerated at Runcorn Heights State School include name-calling, taunting, mocking, making offensive comments, physical conduct, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and / or untruthful rumours.

Bullying may be related to:

- race, religion or culture;
- disability;
- appearance or health conditions;
- sexual orientation;
- sexist or sexual language;
- children acting as carers; or
- children in care.

At Runcorn Heights State School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Rationale

Many bullying behaviours are peer-maintained through the actions of bystanders. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective responses to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

The anti-bullying procedures at Runcorn Heights State School are an addition to our schoolwide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and are receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

Prevention

Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times.

This will ensure that:

- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- All students know the school rules and have been taught the expected behaviours attached to each rule, for all areas of the school
- All students have been, or are being taught, the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
- All students are receiving high levels of positive reinforcement from all staff for demonstrating expected behaviours, including those associated with following our routines

- A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

The Hi 5 has been developed for all students to use when dealing with a bullying situation. Through the consistent use of this process by all students we aim to reduce the incidents of bullying in the school and empower the student body to give them the skills and confidence to respond appropriately to these situations.

What is Hi 5?

- It is an effective method to develop problem-solving strategies for our students.
- A whole school approach that can eliminate bullying.
- It is a 5 step problem solving strategy that can be used in the classroom, in the playground and for perceived bullying incidents.

As a Staff:-

- We want to teach our students the skills which will build their self-esteem and empower them to take responsibility for themselves and give them the power to practise these skills. We want to promote pro-active strategies to prevent incidents becoming bullying.

Core Beliefs

- No "put downs" -
- Use of "build ups"

"Put Downs"

- Can be a habit, a quick reply without thinking or a conscious mean, nasty response.
- Verbal/ Non verbal

"Build Ups"

- Positive, supportive words you can say about people and their behaviour:
- Contribute to:
 - Positive behaviour
 - Establishment of positive relationships
 - Positive self image

Do the Hi 5:-

- Ignore
- Talk Friendly
- Talk Firmly
- Walk Away
- Report

Ignore

- Pretend you didn't hear it.
- Do not make eye contact.
- Maintain positive body posture (calm, confident).
- Think positive self-esteem statements.
- Count to five in your head slowly.
- Take deep breaths.

Talk Friendly

- Use a calm voice.
- Maintain eye contact.
- Confident body language.
- Maintain relatively close body proximity.
- Use "I" statements. I feel when you because....

Walk Away

- Stand tall, head up high.
- Mouth closed.
- Look confident.
- Do not use eye contact.
- Walk somewhere, preferably towards a congested area or to a safety zone (teacher).
- Do not look back. Walk confidently, don't run.

Talk Firmly

- As per Talk Friendly.
- Use an assertive voice, slightly raised.
- Tell them to stop it.
- Re-state your "I" statement. eg. I said
- State the consequences of continued bullying.

Report



- Walk away and tell a staff member.
- Go to a safety zone.
- Bystanders - support and report.
- Report, report, report until somebody listens.

Reporting:

- Children should in most circumstances attempt to problem- solve themselves first.
- Unsuccessful after doing Hi 5 steps- see teacher.

Asking the teacher for support:

Teacher dialogue should take the following format:

- Is this a serious problem?
- Is this your problem?
- What have you tried already to solve it? (Have you tried the Hi 5?)
- Do you want a solution?
- What sort of solution do you want?

Reporting straight away

- If the issue involves **health** or **safety**- children to report straight away to a teacher.
- They are not to solve problem themselves. e.g. Incidents of physical danger - Child running out of school gates

Reporting Phase

Role of Teacher:

- Investigate and discuss the incident with student.
- Record incidences on Oneschool and refer to the Deputy Principal when required for further action
- Serious or ongoing cases are referred to Administration

Runcorn Heights State School records inappropriate behaviour and uses behavioural data for decision-making. This data is entered into OnsSchool regularly and can be recalled as summary reports at any time. This allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

Appendix 3

Appropriate use of social media

Runcorn Heights State School embraces the opportunities that technology and the internet provide to students for learning, being creative and socialising online. Use of online communication and social media sites and applications (Apps) can provide positive social development experiences through opportunities to develop friendships and shape identities.

When used safely, social media sites and Apps such as Facebook, Twitter and Instagram can provide positive opportunities for social learning and development. However, inappropriate, or misguided use can lead to negative outcomes for the user and others.

Runcorn Heights State School is committed to promoting the responsible and positive use of social media sites and Apps.

No student of Runcorn Heights State School will face disciplinary action for simply having an account on Facebook or other social media site.

As is set out in the school policy for preventing and responding to incidents of bullying (including cyberbullying) found at **Appendix 2**, it is unacceptable for students to bully, harass or victimise another person whether within Runcorn Heights State School's grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Runcorn Heights State School whether those behaviours occur during or outside school hours.

This policy reflects the importance of students at Runcorn Heights State School engaging in appropriate online behaviour.

Role of social media

The majority of young people use social media sites and Apps on a daily basis for school work, entertainment and to keep in contact with friends. Unfortunately, some young people misuse social media technologies and engage in cyberbullying.

Social media by its nature will result in the disclosure and sharing of personal information. By signing up for a social media account, users are providing their personal information.

Students need to remember that the internet is a free space and many social media sites and apps, like Twitter, have limited restrictions placed upon allowable content and regulated procedures for the removal of concerning posts.

Social media sites and Apps are designed to share online content widely and rapidly. Once students place information and/or pictures online, they have little to no control over how that content is used.

The internet reaches a global audience. Even if students think that comments or photos have been deleted, there can be archived records of the material that will continue to be searchable into the future.

Inappropriate online behaviour has the potential to embarrass and affect students, others and the school for years to come.

Appropriate use of social media

Students of Runcorn Heights State School are expected to engage in the appropriate use of social media. Specific examples of appropriate use of social media sites and apps include:

- Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else's personal information, is not shared.
- Thinking about what they want to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over it. Students should not post content online that they would be uncomfortable saying or showing to their parents' face or shouting in a crowded room.
- Remembering that it can be difficult to work out whether messages typed on social media sites and Apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.
- Never provoking, or engaging with, another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Students should report cyberbullying concerns to a teacher and allow the teacher to record and deal with the online concern.

If inappropriate online behaviour impacts on the good order and management of Runcorn Heights State School, the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours.

Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation.

Runcorn Heights State School will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not impact upon the good order and management of the school. For example, where cyberbullying occurs between a student of this school and a student of another school outside school hours. Such an incident will be a matter for parents and/or police to resolve.

Laws and consequences of inappropriate online behaviour and cyberbullying

Inappropriate online behaviour may in certain circumstances constitute a criminal offence. Both the *Criminal Code Act 1995* (Cth) and the *Criminal Code Act 1899* (Qld) contain relevant provisions applicable to cyberbullying.

The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services. The most relevant offence for cyberbullying is "using a carriage service to menace, harass or cause offence to another person".

The Queensland Criminal Code contains several applicable sections for cyberbullying. Potential relevant criminal offences are:

- Unlawful stalking.
- Computer hacking and misuse.
- Possession of child exploitation material.
- Involving a child in making child exploitation material.
- Making child exploitation material.
- Distribution of child exploitation material.
- Criminal Defamation.

There are significant penalties for these offences.






Runcorn Heights State School strives to create positive environments for all students at all times of the day, including while online. To help achieve this goal, Runcorn Heights State School expects its students to engage in positive online behaviours.

2023

School calendar

Queensland state schools

DECEMBER 2022	JANUARY	FEBRUARY	MARCH	APRIL
S M T W T F S	S M T W T F S	S M T W T F S	S M T W T F S	S M T W T F S
1 2 3	1 2 3 4 5 6 7	1 2 3 4	1 2 3 4	30 1
4 5 6 7 8 9 10	8 9 10 11 12 13 14	5 6 7 8 9 10 11	5 6 7 8 9 10 11	2 3 4 5 6 7 8
11 12 13 14 15 16 17	15 16 17 18 19 20 21	12 13 14 15 16 17 18	12 13 14 15 16 17 18	9 10 11 12 13 14 15
18 19 20 21 22 23 24	22 23 24 25 26 27 28	19 20 21 22 23 24 25	19 20 21 22 23 24 25	16 17 18 19 20 21 22
25 26 27 28 29 30 31	29 30 31	26 27 28	26 27 28 29 30 31	23 24 25 26 27 28 29
MAY	JUNE	JULY	AUGUST	SEPTEMBER
S M T W T F S	S M T W T F S	S M T W T F S	S M T W T F S	S M T W T F S
1 2 3 4 5 6	1 2 3	30 31 1	1 2 3 4 5	1 2
7 8 9 10 11 12 13	4 5 6 7 8 9 10	2 3 4 5 6 7 8	6 7 8 9 10 11 12	3 4 5 6 7 8 9
14 15 16 17 18 19 20	11 12 13 14 15 16 17	9 10 11 12 13 14 15	13 14 15 16 17 18 19	10 11 12 13 14 15 16
21 22 23 24 25 26 27	18 19 20 21 22 23 24	16 17 18 19 20 21 22	20 21 22 23 24 25 26	17 18 19 20 21 22 23
28 29 30 31	25 26 27 28 29 30	23 24 25 26 27 28 29	27 28 29 30 31	24 25 26 27 28 29 30
OCTOBER	NOVEMBER	DECEMBER	JANUARY 2024	FEBRUARY 2024
S M T W T F S	S M T W T F S	S M T W T F S	S M T W T F S	S M T W T F S
1 2 3 4 5 6 7	1 2 3 4	31 1 2	1 2 3 4 5 6	1 2 3
8 9 10 11 12 13 14	5 6 7 8 9 10 11	3 4 5 6 7 8 9	7 8 9 10 11 12 13	4 5 6 7 8 9 10
15 16 17 18 19 20 21	12 13 14 15 16 17 18	10 11 12 13 14 15 16	14 15 16 17 18 19 20	11 12 13 14 15 16 17
22 23 24 25 26 27 28	19 20 21 22 23 24 25	17 18 19 20 21 22 23	21 22 23 24 25 26 27	18 19 20 21 22 23 24
29 30 31	26 27 28 29 30	24 25 26 27 28 29 30	28 29 30 31	25 26 27 28 29

 School terms	 School holidays	 Public holidays	 Staff professional development/student free days
 Part public holiday after 6 pm			

There are 195 school days in 2023.

Semester 1, 2023 commences for teachers on 19 January and for students on 23 January 2023.

STAFF PROFESSIONAL DEVELOPMENT DAYS

Staff professional development days for teachers are 19 and 20 January, 13 and 14 April and 1 September 2023. Schools are able to decide when they undertake the required hours for professional development for the flexible days, as long as they are on the flexible days, in the school holidays or out of school hours.

PUBLIC HOLIDAYS

Queensland public holidays are set by the Industrial Relations Minister.

Public holidays for local show days are not shown due to diversity of dates across the state.

FINAL DATES FOR STUDENT ATTENDANCE

17 November is the final date for Year 12 attendance for receipt of a Senior Statement. 24 November is the final date for student attendance in Years 10 and 11.

Some schools in regional, rural and remote areas will close for the summer holidays on 1 December.

The information in this calendar was correct at the time of publication but may be subject to change.

For more information and the latest version of this calendar, visit

www.education.qld.gov.au



Queensland
Government



Time Out

Keeping your child and other kids healthy!

- Information for a number of infectious conditions that may require² 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 *requirements² 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 <small>(The definition of "contact" will vary between diseases)</small>
*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 ²	EXCLUDE those who have symptoms and relevant contacts. ¹ See latest Queensland Health guidance for exclusion periods and criteria. <i>Contact your Public Health Unit for specialist advice.</i>	EXCLUSION MAY APPLY <i>Contact your Public Health Unit for specialist advice.</i>
Cytomegalovirus (CMV)	NOT EXCLUDED pregnant women should consult with their doctor.	NOT EXCLUDED pregnant women should consult with their doctor.
Diarrhoea and/or Vomiting including: <ul style="list-style-type: none"> amoebiasis campylobacter cryptosporidium giardia rotavirus salmonella *gastroenteritis but excluding: <ul style="list-style-type: none"> *norovirus shigellosis toxin-producing forms of E.coli (STEC) <i>See information below if norovirus is confirmed or considered likely as the cause of diarrhoea and vomiting.</i> See advice for these specific conditions below	Exclusion periods may vary depending on the cause. 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 EXCLUDE all persons who prepare or serve food until they have not had any diarrhoea or vomiting for 48 hours. 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. 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. <i>See information below if norovirus is confirmed or considered likely as the cause of diarrhoea and vomiting.</i>	NOT EXCLUDED
*Enterovirus 71 (EV71 neurological disease)	EXCLUDE until written medical clearance is received confirming the virus is no longer present in the person's bowel motions. ¹	NOT EXCLUDED
Fungal infections of the skin and nails (ringworm/tinea)	EXCLUDE until the day after antifungal treatment has commenced. (No exclusion for thrush).	NOT EXCLUDED
Glandular fever (mononucleosis, Epstein-Barr virus)	NOT EXCLUDED	NOT EXCLUDED
*German measles (rubella) ²	EXCLUDE for 4 days after the onset of rash ¹ or until fully recovered, whichever is longer. <i>Pregnant women should consult with their doctor.</i>	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 A ²	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 contact your Public Health Unit for Specialist advice.	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>

September 2021


Condition	Person with the infection	Those in contact with the infected person*
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 Contact your Public Health Unit for specialist advice.	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. Contact your Public Health Unit for specialist advice.
Meningitis (bacterial)	EXCLUDE until well and has received appropriate antibiotics.	NOT EXCLUDED
Meningitis (viral)	EXCLUDE until well.	NOT EXCLUDED
*Meningococcal infection ³	EXCLUDE until the treating doctor confirms the child is not infectious and at least 24 hours of appropriate antibiotics have been completed. ¹ Contact your Public Health Unit for specialist advice.	NOT EXCLUDED Contact your Public Health Unit for specialist advice about antibiotics and/or vaccination for close contacts.
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. Contact your Public Health Unit for specialist advice.	EXCLUSION MAY APPLY Contact your Public Health Unit for specialist advice.
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. Contact your Public Health Unit for specialist advice.	EXCLUSION MAY APPLY Contact your Public Health Unit for specialist advice.
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 Contact your Public Health Unit for specialist advice, including advice for pregnant women and any person who is immuno-compromised (including receiving chemotherapy).
Streptococcal sore throat (including scarlet fever)	EXCLUDE until 24 hours of appropriate antibiotics have been completed.	NOT EXCLUDED
*Tuberculosis (TB) ³	EXCLUDE until written medical clearance is received from the relevant Tuberculosis Control Unit.	NOT EXCLUDED
*Typhoid ² and paratyphoid fever ³	EXCLUDE until appropriate antibiotics have been completed. ¹ Stool sample clearance will be required, contact your Public Health Unit for specialist advice.	EXCLUSION MAY APPLY Contact your Public Health Unit for specialist advice.
*Whooping cough (pertussis) ³	EXCLUDE until 5 days after starting appropriate antibiotics or for 21 days from onset of cough AND confirmed that they are not infectious. ¹ Contact your Public Health Unit for specialist advice.	EXCLUSION MAY APPLY for contacts of an infected person. Contact your Public Health Unit for specialist advice regarding exclusion of non- or incompletely vaccinated contacts.
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://www.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