

Marsden State School Handbook

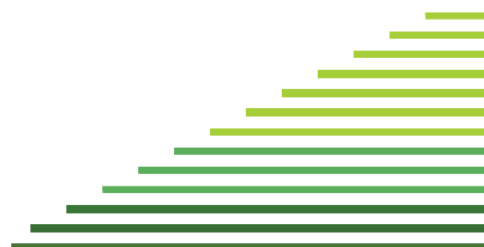


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Marsden State Primary School

Administration Team

Principal
Deputy Principal (5&6)
Deputy Principal (3&4)
Deputy Principal (1&2)
Deputy Principal (Prep)
Head of Special Education
HOD – Student Services
HOD – Curriculum
Guidance Officer

Greg Brand
Brian Hafsteins
Suzie Stathis
Lisa Correa
Danica Marjanac
Michelle Buckley
Don Hellwig
Matt Tobin
Cathy Forbes

Business Manager

Kim Lyttle

Facilities

Asheigh Leake

Administration Officers

Miss Kayla
Miss Heather
Miss Shanii (Accounts Payable)
Miss Diana (Finance)

Student Engagement Officer

Sally Hawkins



32 HICKORY STREET, MARSDEN, QLD. 4132



School Office

(07) 3489 9333

Inclusion Hub

(07) 3489 9329

Tuckshop

(07) 3489 9333



Email

admin@marsdenss.eq.edu.au

Web Address

www.marsdenss.eq.edu.au

Facebook

www.facebook.com/marsdenSS



School Vision

To inspire, embrace and empower lifelong learning in all students.

School Mission

To ensure ALL students learn at high levels through a collaborative and collective effort.

School Beliefs

At Marsden State School, we believe:

- All curriculum is important, and we must maintain a relentless focus on prioritising resourcing, professional development, assessment and quality assurance processes to a narrow and focused improvement agenda.
- Teams of teachers make high quality consensus decisions in deciding what skills and knowledge will be assessed when delivering relevant and engaging learning opportunities.
- Collective responsibility and collaboration rather than cooperation is necessary for teachers to build consistently high-quality pedagogy and reliable and rigorous assessment practices.
- In using Inquiry Cycles, constructive and targeted feedback and research based, high yield strategies in teaching and learning.
- Teaching and learning through an age-appropriate curriculum needs to be engaged whilst ensuring students know the learning intentions and success criteria and how it relates to their current or future world.
- Social skills, persistence, resilience, positive behaviours for learning (PBL) and academic skills need to be taught consistently throughout the school to improve engagement and to support a calm learning environment.
- Students require differentiated levels of support for both academic success and improved social/behavioural choices.
- Positive communication, mutual respect, and transparency in decision making are the keys to developing and maintaining positive relationships with staff, students and families.
- A high level of attendance for staff and students is important to promote learning.
- In celebrating success and diversity.

Principal's Welcome Message

It is with a great deal of enthusiasm that the staff and I welcome you to Marsden State School in 2026. We pride ourselves on delivering an excellent curriculum and have a rigorous learning environment that has at its core being safe, tolerant, respectful and inclusive. Our school continues to grow and currently has approximately over 1,375 students in Prep to Year 6 across

57 classes. The school has over 40 ethnic groups represented. Over 12% of our students identify as having an Aboriginal or Torres Strait Islander cultural heritage. Our vision to inspire, embrace and empower lifelong learning in all students is central to all that we do.

The school was opened in 1978 and its success to date can be attributed to the extent that all members of the school community have become involved in the life of the school. We are currently staffed with a comprehensive network of teacher aides, specialist support teachers, a full time Guidance Office and two part-time Speech Language Pathologists enabling our teachers to provide a differentiated curriculum supporting the individual needs of each of our students. We promote involvement by all stakeholders to ensure the individual needs of students are met. Through consultation with parents, carers and students, we provide tailored supports and reasonable adjustments to support our students.

Our school enrolment is supported through an Enrolment Management Plan, please visit the enrolment section of our site for more information.

Marsden State School implements the Australian Curriculum ensuring all students access the required learning areas across Prep to Year 6. Our focus in 2026 is to improve English outcomes through engagement and access. Our school has developed comprehensive process to provide academic and non-academic support to address individual student's needs. Our classroom teachers deliver English, Maths, Science (Yr. 4-6), Humanities and Social Sciences and The Arts. We have specialist teachers that deliver Health, Physical Education, Chinese, Music and STEM and Science for P-3.

We utilise technology to support access and engagement across learning areas. All classrooms have access to incorporate the use iPads, laptops and our computer lab to enhance learning outcomes.

We believe in developing all aspects of our students and provide a range of programs and activities before school, during school and after school. These include, Breakfast club, Enrichment and extension, Sport Gala Days, Choir, Sporting Excellence and Instrumental music, Garden club, Recycle heroes, Computer lab access, Games room, Better Buddies, Glee club, Cultural groups, Homework club, Active afterschool sports and STEM programs.

At Marsden State School, we are lucky to have an onsite Community Hub to support collaboration and engagement with all members of the community. The Community Hub is designed to deliver a range of education and training courses, health services and language support for vulnerable families. On Monday and Wednesday, the Community Hub delivers a playgroup for 0-5-year-olds, where friendships, learning, sharing and growing together are important milestones to celebrate. We believe that successful transitions to school are derived from respectful and trusting partnerships between the children, parents and educators. Through these partnerships we can create a sense of belonging and set the foundation for future schooling success.

We support the engagement and collaboration of parents and carers. Parents and carers are welcome to discuss their children's progress with class teachers in the first instance throughout the year. Please phone, email or write for a suitable appointment time. If you have a concern, please contact the classroom teacher so we can resolve the issue. Don't hesitate to inform your child's teacher if you are able to assist in the classroom or in other activities. There are many times during the school year when the school benefits from the assistance of interested and enthusiastic volunteers. Our team looks forward to welcoming you to Marsden State School.

Kev Leathwaite
Principal

Enrolments

Parents or legal guardians who wish to enrol their child at the school **will need to** demonstrate that the student's principal place of residence is within our school's 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, or driver's licence, or unconditional sale agreement, **and**
- One secondary source – a utility bill (e.g. electricity, gas), or rates notice showing this same address and parent's/legal guardian's name

Out of Catchment Enrolments

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

Students from outside the school's catchment area applying for enrolment at the school are placed on a waiting list in order of receipt of application.

Decisions on Enrolment

The Principal is responsible for all decisions on enrolments. Where a Principal forms a preliminary view that an application will not succeed, parents will be notified in writing. Parents may respond to the Principal's preliminary view by making a submission to the Principal, no later than seven school days after receiving the preliminary view letter.

If no submission is received, the Principal's preliminary view will be treated as the final decision and no further notice will be provided. If a submission is received, the Principal will consider the submission and make a final decision. A final decision notice will be provided to the applicant as soon as is practicable. There is no internal review of the Principal's decision.

Prep Eligibility

Prep is the first year of school and provides the foundation for your child's education. It is compulsory for Queensland children to undertake Prep prior to Year 1. Children must be 5 by 30 June in the year they enrol, however, a parent may choose to **delay** their child's entry by 1 year if they feel that the child is not ready. Your child must be enrolled in school by the time they turn 6 years and 6 months (compulsory schooling age).

Parents who decide to **delay** their child's start in Prep may choose to enrol them in an [early childhood education and care service](#). Parents may also apply to access an [Early Childhood Development Program](#) for children with disability through existing regional processes. To check when your child is eligible to enrol into Prep, visit:

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

Birth Date	Eligible for Prep Year in	Eligible for Year 1 in
1 July 2019 to 30 June 2020	2025	2026
1 July 2020 to 30 June 2021	2026	2027
1 July 2021 to 30 June 2022	2027	2028
1 July 2022 to 30 June 2023	2028	2029

Prep and Year One Enrolments

Proof of age is required to show eligibility as are visa documents for students not born in Australia.

Year 2 – 6 Enrolments

Students from overseas, interstate or from a private school should provide other information to support their enrolment at our school; including proof of age, School Reports and work folders from previous schools to assist us in placing your child in the most appropriate class.

Transfers

When transferring to a new school, prior to the student leaving our school, parents should check that all school fees are up to date, all items belonging to the school are returned and that their child has collected all his/her personal belongings.

Morning Procedures

School Gate Opening Times

To ensure the safety of all students, the school gates will remain **closed until 8:00am** each morning. This decision has been made in the interest of student safety, as **grounds staff and cleaners are operating machinery and equipment on site** during this time. Additionally, **student supervision by school staff begins at 8:00am onwards.**

Prep Students

Students in Prep should be seated outside their classrooms until the doors are opened. Prep students must be accompanied and supervised by an adult, unless prior permission for alternative arrangements are given by the Deputy Principal or Principal through written application. Prep students should be collected by an adult from the classroom at 2:30pm.

Year 1 & 2 Students

- **Old Music Shed-** C Block, T Block, QQ Block, P Block
- **Tuckshop Shed-** H Block, I Block, S Block

Year 3 – 6 Students

- **Tuckshop Shed-** B Block, K Block, H Block
- **Hall-** NN Block
- **Bottom Shed-** N Block
- **Hall-** XX Block

Parents who pick up their children each day are asked NOT to wait near classroom doors or classroom windows while school work is in progress as this distracts the attention of children. Parents who arrive early are welcome to sit in the Tuckshop Shed or Tuckerbox Café until 2.30pm. Parents who need to collect their children during the course of the school day **must** report to the school's office, request their early release from class and sign their children out. For safety reasons no child will be dismissed from our classrooms during the school day without authorisation by a member of the school's Administration Team.

**AT MARSDEN STATE SCHOOL THE
MINIMUM ACCEPTABLE ATTENDANCE
LEVEL IS**

92%

**Are you aware that student participation in the
following programs and events may be restricted due
to unsatisfactory attendance?**

- ✧ Semester Positive Reward Days (Wet and Wonderful)
- ✧ Intensive small group intervention programs.
- ✧ School Camps & Excursions – when availability is full, waiting list preference will be given to students with satisfactory attendance.
- ✧ Representative sport and Gala Sports days.
- ✧ Qualification for Laptop programs.
- ✧ Year 6 Graduation Celebration.



Absences, Late Arrivals and Early Departures

At Marsden State School, parents and carers can notify the school through multiple platforms. When notifying the school of their child's absence or late arrival they can phone the school, use QParents, respond to absence messages and email attendance@marsdenss.eq.edu.au. Future or present-day absences parents and carers can contact the school prior to any planned absences and to provide an explanation (preferably in writing) for each absence, either before or on the day of the absence, or as soon as practicable, in accordance with the school's communication processes. This may take the form of:

- ✧ a medical certificate.
- ✧ a written explanation provided to the school via a note, email or text message containing the student's name, date of absence(s) and reasons for absence(s).
- ✧ a verbal explanation to the school through either a phone call or visit to the school.
- ✧ explanation via QParents.

Student Absences

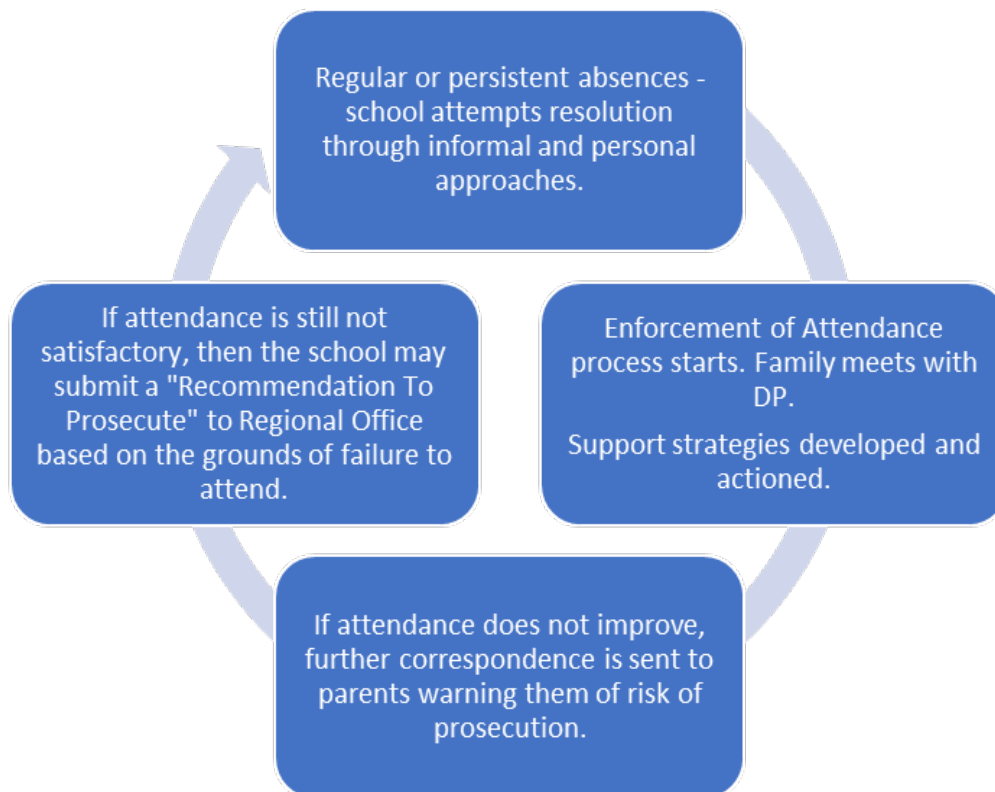
At Marsden State School, we expect every student to be at school and learning every day. Students who have any period of time absent from school should notify the school to inform the reason and length of time absent. Parents and carers are able to inform the school via email attendance@marsdenss.eq.edu.au QParents, contact the school on 3489 9333, in writing or in person. Parents who wish to withdraw a student from a learning program for family travel, must notify the principal in writing and if going to be absent for a period greater than 10 consecutive days, must complete a School Exemption Form request for consideration.

Role and Responsibilities

Parent/Carer and Student Responsibilities	Administration Responsibilities	Class Teacher Responsibilities
• Ensure students arrive and are ready to learn by 8:30am. • Students arriving after 8:30am need to collect a late slip from the Office. • Parents/ Carers are to notify the school by 8am if their child is absent either by phone 3489 9333, or the QParents app. • Students leaving early must be signed out at the office and receive an early departure slip. • The Principal must be notified in writing and a School Exemption Form request should be completed for consideration if your child is going to be away more than 10 consecutive days.	• Admin are to clear the absent line and enter any absences onto OneSchool. • Admin send SMS alerts to parents/ carers of absent or late children. • Admin supply relief teachers with paper rolls to be marked and ensure that rolls are returned to the office and entered onto OneSchool. • The DP of a year level is to ensure an accurate roll is provided to Admin Officer for students participating in off campus activities. Admin Officer to enter rolls onto One School. • The Attendance Committee is made up of Principal, DP and GO to manage "at risk" students where attendance is a chronic concern.	• Mark rolls twice per day. First roll finalised by 8:45am and second roll finalised by 12pm. • Late students must be sent to the office to obtain a late slip. • No student is to leave the classroom without an early departure slip which the parent must firstly obtain from the Office. • Make a wellbeing check contact with families of students who have 3 consecutive absences and record on OneSchool. • Notify Attendance Officer and DP of "at risk" students or students with unusual patterns of attendance.

UNUSUAL Patterns of Attendance may include: Regular absences on the same day/s of each week, more than 3 days without notice or contact, frequent lateness of arrival, frequent early departures, regular unexplained absences.

Process for Managing Persistent Truancy or Absenteeism



Late Arrivals

Students who arrive at school after **8:30am** are late. Students **must** have a late slip before entering the classroom. Parents and carers providing the child with a signed and dated note.

Early Departures

Students who need to leave school early due to appointments that have a child arriving late to school, can notify the school using the recommended process:

- accompanying the child to the school
- phoning the school 3489 9333
- emailing attendance@marsdenss.eq.edu.au or sending a text message to the school or family matters need to inform the school prior for collection. Parents **must** have an early departure slip that the Classroom Teacher or Staff member receives before leaving the classroom.

Parents and carers that have a child needing an early departure from school, can notify the school using the recommended process:

- In person
- phoning the school 3489 9333
- email attendance@marsdenss.eq.edu.au
- providing the school with a signed and dated note.

School Resource Scheme (SRS)

The classroom contribution for 2026 will be \$130 per student (Prep – Year 6). This scheme is entirely voluntary and if you wish to participate you will need to complete an SRS form. Families who are not participating will be expected to purchase all the necessary resources indicated on the year level book list as well as other materials requested by teachers.

All money collected by this scheme will be spent directly in classrooms on orders placed by class teachers. A receipt for the amount paid will be issued to parents. The advantages of the School Resource Scheme (SRS) include: substantial savings through bulk purchasing; convenience of having all the materials needed for classroom activities without the bother of last-minute requests made at home for incidental items; and the teachers will be able to choose good quality items, e.g., scissors that cut, uniform materials e.g., same size scrapbooks, etc.

Only those students who have paid the SRS will receive the classroom materials purchased with the SRS money so that the system remains fair to everyone. All parents and teachers are sensitive to particular economic circumstances that affect everyone from time to time. To assist families, this school is willing to arrange alternative methods of payment (e.g., pay one third (1/3) for each term at the commencement of Term 1, 2 and 3). **If any parent has difficulty paying as above you are invited to discuss payment with the Business Manager or one of the Deputy Principals or Principal. Should a family fall behind in payment of fees, before permission or payment can be given for a child to attend any excursion or camp, discussions will need to be held with the Business Manager or Principal to negotiate a payment plan.**

The school also recognises that parents need to know that the scheme does provide value for money. With the money, your child's teacher will provide materials such as: pads, folders, lead pencils, sharpeners, coloured pencils, rubbers, glue, scissors, document folders, dictionaries, materials for art and craft such as cardboard, coloured paper, calico, hessian, crepe paper, cellophane, dyes and paints. Shared classrooms resources may include sticky tape, pins, staples, blue-tac, covering material, folders, displays, etc. Students in Years 4 to 6 are to provide their own pencil cases with pens, pencils, rulers etc. Participation in the scheme also includes a session in the Life Education Van in Term 4.

Families who transfer their children will be entitled to a refund of the balance of their contributions after deductions for the cost of materials provided and a pro-rata refund on other costs. For those parents who choose not to participate in the SRS, a list of requirements is available from the school office. Parents not participating in the scheme will also be requested to assist with the purchase of art supplies, printing costs and ICT support at a cost of \$15 per year as well as the cost of a session in the Life Education Van at \$8.00 and \$25.90 for the purchase of a Matific and Literacy Planet licenses for Prep- 6. This is a total of \$48.90 per child/per year.

Medication

An Authority Form – “**Administration of medication at school**” must be **completed by parents** giving full instructions about all medications that their child has to take at school. This will be used to enter the child’s name on the school’s Medication Register. Medications must be handed to the office for safekeeping. Medication needs to be clearly labelled with a pharmacy label showing **prescribing doctor’s name** as well as **name of child**, **dose** and **time required**.

Authorised staff will give oral medication to students in strict accordance with the instructions written on the container by the pharmacist following the medical practitioner’s direction. Teachers or other school personnel will not administer non-prescribed oral medications such as analgesics (eg. Panadol) or over-the-counter medication without a doctor’s authorisation.

One exception to this policy covers the use of asthma inhalers. On written permission from the parent/legal guardian and with the approval of the school Principal, a student may be responsible for his/her own inhaler.

The school keeps a photo album of all children and staff who have severe medical problems and some of these may require detailed medical plans.

Money Collection

We prefer payments to be made by CREDIT/EFTPOS payments which can be made at any time or online through internet banking transfers using the following information:

BSB 064-168
ACCOUNT NUMBER 00090140
MARSDEN STATE SCHOOL

Then for reference put relevant year (e.g. for 2026 put 26), then name of excursion/camp/etc., then child’s name/year level. Example: (25 Bug Lady Lucy PD)

Centrelink Contributions (Centrepay) are a common method for families to use when making payments – Please ask office staff how this works.

Payment methods

- Cash window (Tues, Wed, Thurs)
- Centrepay
- Online Banking:

BSB: 064-168

Account Number: 00090140

Account Name: Marsden State School

Cash Window

When you send a child to school with monies to pay at the cash window, please tell them to come to the window as soon as they arrive instead of waiting till 8.30am.

Our cash window is open on:

Tuesday, Wednesday, Thursday between the hours of 8:00am - 9:30am.

Money can only be taken at these times.

Student Information Details

You will be asked to complete these forms at the beginning of the year or when your child enrolls. We need this information to contact you in both simple communications and emergencies. It also provides important information about cultural backgrounds and home languages.

You and your child will also be asked to sign an Intellectual Property Rights and Internet Agreement.

It is essential to have accurate information about: -

- home address/telephone number (work and home)/email
- surnames where these differ in the family
- other contacts and phone numbers
- your doctor's name and telephone number
- current medical information
- custodial and access information - please provide a copy of current court orders

Please ensure this information is updated whenever there is a change. If we are unable to make contact in emergency situations the school will determine the most appropriate step for the wellbeing of your child.



School Timetable – Example Session Times

8.20am - First bell	Students arrive to school and line up at their designated area.
8.30am - Second bell	Commencement of class instruction
8.30am – 11.00am	Morning session : Including brain food
11.00am - 11.40am	Play/Extra-Curricular Activities
11.40am – 12.00pm	Eating Time
12.00pm – 2.30pm	Afternoon session : Including afternoon snack

Breakfast Club

Breakfast Club is offered to all students at Marsden State School and is available in the Undercover Area located outside the Dean Hall. The Breakfast Club is available on Monday to Friday between 8.00am and 8.15am. We have school staff rostered on to run Breakfast Club.

The Major Sponsors of our Breakfast Club include: YMCA of Brisbane, Dr Clem Jones Group, Foodbank Qld, Tip Top – George Weston Foods.

Brain Food

Parents are encouraged to provide a nutritious, well-balanced lunch for their children. The school program also provides opportunities for classes to discuss nutrition and the importance of a balanced diet. Every class includes a brain food break in their programs mid-morning and an afternoon snack break during the afternoon program. Brain food should be fruit, vegetables, dried fruit or water only. Afternoon snack includes a wider range but must be finger food.

Tuckshop – Tuckerbox Cafe

Tuckshop Trading Hours

Monday to Friday

8.00am – 9.30am	Breakfast and lunch orders
11.00am – 11.15am	Ice blocks (Year 2 – 6)
11.40am - 12.00pm	Lunch (In bags)
1.00pm to 1.40pm	Afternoon tea

Tuckerbox Café – 2.00pm to 3.00pm Tuesday & Thursday ONLY

Any change is given in the student's lunch bag.

Lunch Orders

All orders are to be handed into the tuckshop from 8.00am to 8.20am with **one bag for each lunch, name and class** clearly marked.

Orders can also be made through the School24 website/app - www.school24.net.au

Ice Blocks

Prep – Year 1 can order their 50c ice blocks from the tuckshop in the morning. Year 2 – Year 6 students can purchase them from the tuckshop at 11.00am.

Tuckshop Volunteers

Tuckshop is staffed with volunteer parents. If you are able to help in the tuckshop, please contact the convenor on 3489 9333. Your volunteer time allows the Parents' and Citizens' Association to spend the profits on our students.

Smart Choices (Healthy Food and Drink Supply Strategy for Queensland Schools)

The role of good nutrition (especially breakfast) in child development and learning is very important. Nutrition during the early years of your child's life is linked to better performance in later years.

Parents and Caregivers can encourage children to eat nutritious foods and to try new foods. Preparing fresh, attractive foods will help ensure that the children eat well. A variety of positive food experiences and activities can help develop good eating habits and food preferences.

The **Healthy Food and Drink Supply Strategy for Queensland Schools** is all about offering healthy food and drink choices to students in Queensland schools. Foods and drinks have been classified into three categories according to their nutritional value: **Green, Amber and Red.**

Red, Amber and Green – what does it mean?

Under Smart Choices, foods and drinks have been classified into three categories according to their nutritional value: **Green**, **Amber** and **Red**.

GREEN 'Have plenty' Encourage and promote these smart choices	AMBER 'Select carefully' Do not let these foods and drinks dominate the choices and avoid large serving sizes	RED 'Occasionally' Not to be supplied on more than two occasions per term
GREEN foods and drinks are typically fresh or minimally processed. These foods and drinks: • are excellent sources of important nutrients • are low in saturated fat and/or added sugar and/or added salt • are less likely to result in excess energy intake and reduce the risk of weight gain GREEN foods and drinks should be promoted to students as the best available choice and should dominate the daily tuckshop/canteen menu.	AMBER foods and drinks have had some sugar, salt or fat added during processing. These foods and drinks: • have some nutritional value • have moderate amounts of saturated fat and/or added sugar and/or added salt • can contribute to excess energy intake and weight gain AMBER foods and drinks should not dominate the menu at the expense of healthier GREEN choices. If selecting AMBER foods and drinks, consider offering them only on certain days of the week and use small serving sizes.	RED foods and drinks are highly processed and have added sugar, salt or fat. These foods and drinks: • lack nutritional value • are high in saturated fat and/or added sugar and/or added salt • can contribute to excess energy intake and weight gain RED foods and drinks should not be supplied by the school on more than two occasions per term. Refer to the 'Occasional' RED food and drink criteria tables to determine if a food or drink fits into the RED category.

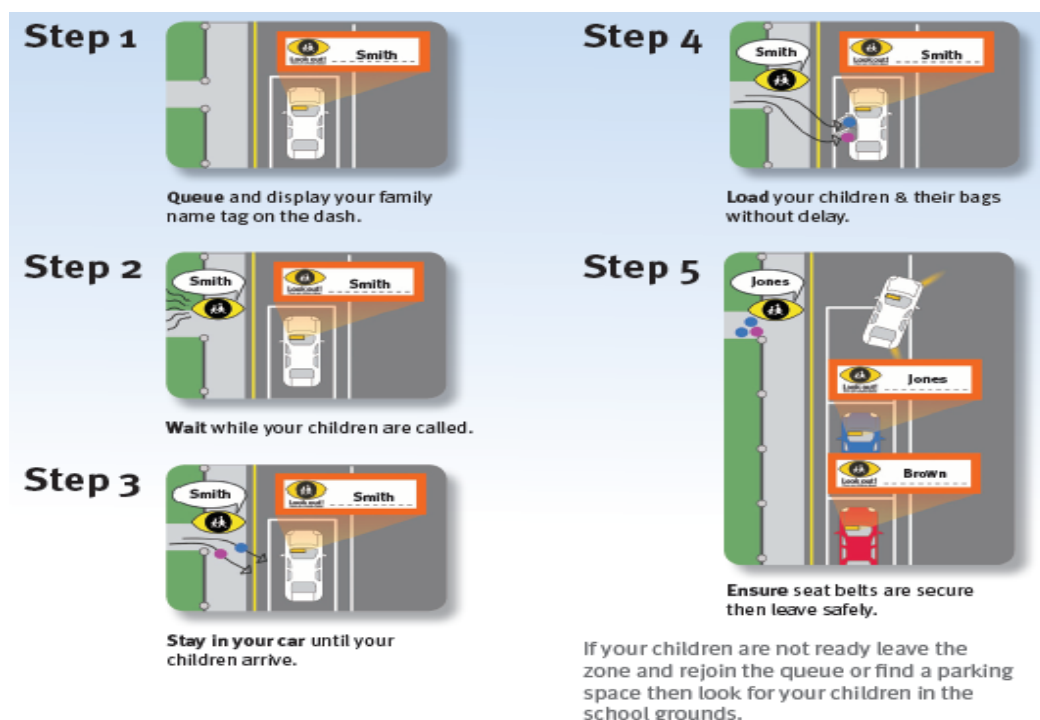
For more information refer to Smart Choices – the *Healthy Food and Drink Supply Strategy for Queensland Schools* available at www.education.qld.gov.au/schools/healthy/food-drink-strategy.html

Pick-Up Procedures for collecting your children after school

At Marsden State School, all reasonable measures have been made to ensure your children remain safe and do not get injured when being picked up from school. The school has adopted the 'Look Out' program to make it easier and quicker for children to get home from school. Of an afternoon, we at Marsden State School offer a full functioning waiting area with a 'Stop, Drop and Go Zone' at the Dean Street exit. A digital recording of how the zone operates can be viewed on

the school facebook page and webpage. This video has also been translated into many different languages to cater for all of our community, in an effort to get the consistent message out about how to safely move around the school.

Drivers enter Dean Street via the main entrance to the school on Hickory Street. Drivers follow the flow of traffic and adhere to the following steps below:



CARS SHOULD NOT QUEUE IN THE SCHOOL CAR PARK PRIOR TO 2:30PM. THIS CAUSES CONGESTION AND STOPS THE FLOW OF TRAFFIC.

The Look Out system can only work with the cooperation of everyone who uses the zone. So please remember the following to ensure your child's safety:

- The two-minute loading zone is enforceable by law
- If your children are not able to be loaded within two minutes the law requires that you drive out of the zone
- You should either find a parking space elsewhere and locate your children in the school grounds, or join the back of the queue
- It is both illegal and inconsiderate to overstay your time in the zone

****This area is operated and supervised by staff until 3pm each afternoon. Any child not collected by 3 pm, will be taken to the Office. Parents of students left regularly on school grounds after 3pm without prior contact to the Office may be reported to the Police and Child Safety****

Transport to and from School

Parents are asked to monitor the route their child uses when travelling to school and to ensure that their child is aware of road hazards, crossings and general safety rules.



Pedestrian Crossings

Chambers Flat Road	- Traffic Lights
Browns Plains Road	- Crossing Supervisors
Hickory Street	- Crossing Supervisors

Children should be familiar with and obey the following rules when using supervised school crossings:

1. Approach crossing in an orderly way and wait at the red line - remember no pushing or shouting.
2. After the Supervisor has stopped the traffic, two blasts from the Supervisor's whistle means you may proceed across the crossing at a brisk walk (do not run).
3. One sharp blast means **STOP** immediately.
4. Remember bicycles must not be ridden across crossings.

Children Riding Bicycles and Scooters

In the interest of your child's safety children riding bicycles to school should:

1. Have a roadworthy bicycle.
2. Wear an approved helmet.
3. Obey all road rules.
4. Dismount bicycle at all crossings.
5. NOT ride in the school grounds (includes riding on pedal etc.) when entering or leaving.
6. Park and lock bicycle in the area designated.



Car Park – Public

Parents and other visitors to our school have access to public car parking facilities both off Kim Street and Dean Street. The car park should be treated as a busy roadway and **all pedestrians** should use the footpaths incorporated in its design and avoid crossing the roadway. The gate off Hickory Street will be closed each day from 9.00am – 2.00pm. Gate 4 is unlocked to access the administration block.

Parking within the school grounds is restricted to staff only and to parents with authorised permits who collect children with physical disabilities. Application for special permits to enter the school grounds with your vehicle should be made at the school's office.

Parents and Citizens Association (P&C)

The object of this association is to promote the interests of Marsden State School by endeavouring to bring about a close cooperation between the parents of children attending the school, other citizens, the teachers and the students of the school.

In addition, the Association raises funds to provide extra items which are needed for your child at this school. A strong, active, enthusiastic P & C is reflected in students by a happy and strong school spirit.

This school has an active P & C, which welcomes all new parents. Meetings are held in the school Staff Room at 3:00pm. Dates to be advised.

It is understood that not all parents can attend these meetings. However, it is asked that full support be given to all P & C functions and activities. You can help to give your children pride in their school by supporting P & C initiatives.

1. As listed in the Education Act 2006 an association has the following functions –
 - a) Fostering community interest in educational matters;
 - b) Trying to bring about closer cooperation between –
 - I. For an association formed for a state school – the parents of children attending the school and other members of the community, staff members of the school and students of the school; or
 - II. For an association formed for an educational institution established under section 14 – members of the community and staff members of the institution;
 - c) If asked by the principal of the State instructional institution for which it is formed or of its own volition – giving advice and recommendations to the principal about issues relating to persons who receive educational instruction at the institution;
 - d) If asked by the principal of the State instructional institution for which it is formed of its own volition – giving advice and recommendations to the principal about general operations and management of the institution;
 - e) Giving, or assisting in the giving of, financial or other resources or services for the benefit of persons who receive educational instruction at the State instructional institution for which it is formed;
 - f) If an appropriate resolution is passed at an annual general meeting, general meeting or special meeting of an association formed for a state school- assisting a state pre-school centre associated with the school;
 - g) Performing any other functions, not consistent with this Act, as the Minister decides.
2. In the performance of its functions, an association must comply with this act and any written directions the Minister may give the association about –
 - a) Complying with departmental policies that apply to associations; or
 - b) A matter relevant to the performance of its functions.

Parental Participation in School

Parents and family members are encouraged to assist in school activities. Your assistance and support are highly valued.

You may like to take part in:

- **Classroom Helpers:** Teachers actively encourage parents to take part in the daily life of the classroom. Classroom Helpers courses are held at the beginning of each year.
- **Supervision:** Supporting teachers on excursions and inter-school sporting activities
- **Tuckshop:** Help the convenor with the daily operation of the canteen.
- **Breakfast Club:** Supporting staff to serve Breakfast from the Dean Hall

Volunteers will need to complete an Induction at the start of Term 1 and Term 3. The induction will cover the following key areas:

- Student Protection
- Code of Conduct
- Workplace Health and Safety
- Asbestos

Personal Property

Many lost articles of clothing are collected at the school. Parents are asked to clearly mark by name all children's clothing. Students should also be encouraged to check the 'lost property' cupboard located in the foyer of the Dean Hall whenever clothing is lost. All unclaimed clothing is cleared regularly and given to a charitable organisation at the end of each term. All other small items of lost property e.g., purses, wallets, are held in the school office and enquiries for these should be made to the school's Administration Office.

Photographs

Class photographs are taken each year by visiting photographers. Whole class, individual, sibling and special group photographs are taken. All photos are to be prepaid at an approximate cost of \$30 for class group and individual photos also available in a package deal for approximately \$35.



Sun Safety Policy

The school is a "**Sun Smart**" School, and a Sun Protection Policy is in place. Students are required to wear hats whenever there is a concern about sun during outdoor activity. All students are provided with a Broad-Brimmed School Hat on the first day of school. These hats will be named and will stay at school. Students may wear a previous year's hat to and from school. The school enforces a "No Hat No Play" policy. If students lose their hat and it cannot be located parents will be requested to purchase a new hat at a cost of \$15.00. Sunscreen is available in all classrooms, but parents are encouraged to provide sunscreen suitable for their child's individual needs. Students should be encouraged to drink plenty of water during the day.



Visitors

All visitors must report to the school office on arrival and will be issued with a visitors pass. School gates will be locked during the following times: **9.00am – 2.00pm.**

(During this time the only access to the school will be through gate 4 which will be left unlocked.)

The Howard Centre

The Howard Centre provides a range of complimentary services for students, teachers and members of the wider school community to study, access information and acquire ICT and information literacy skills. Conferences, meetings, displays, interactive learning and special events are some of the ways the Howard Centre is used. If you are interested in using the centre for a community event, please contact the office.

Curriculum

The Australian Curriculum sets the expectations for what all young Australians should be taught, regardless of where they live in Australia or their background. **It is designed to develop successful learners, confident and creative individuals, and active and informed citizens.**

At Marsden State School we strive to provide a rich and challenging learning program for ALL students. Our aims are:

- To develop literacy, numeracy, problem solving, and social and communication skills.
- To provide a balanced program that covers academic, creative, social and physical activities.
- To recognise and cater for the full range of individual student needs and abilities.
- To encourage students to give their best and to strive for excellence.

Our curriculum framework incorporates the Learning Areas of:

- English
- Mathematics
- Science
- Humanities and Social Sciences (History, Geography, Civics & Citizenship, Economics)
- Technologies - Digital and Design Technology (incorporates STEM)
- Health and Physical Education
- The Arts - Music, Dance, Drama, Visual Arts and Media Arts
- Language other than English - Chinese

We endeavour to ensure all students experience success in learning through the following key initiatives:

- Embedding Visible Learning practices in all classrooms (e.g. clear learning intentions, success criteria, collaborative goal setting and effective feedback).
- A Guaranteed and Viable curriculum for reading, providing students with additional instruction when required (Tier 2).
- Small group, targeted intervention in reading of up to 4x 30min sessions per week for selected students (Tier 3).
- The integration of Information and Communication Technologies across all curriculum areas.
- School-Wide Positive Behaviour Support (PBL) incorporating social skills programs such as The Resilience Project/Zones of Regulation.

- School readiness programs for children from birth to five years (Playgroup, Prep Transition/Orientation etc.)

Extra-Curricular Activities

In addition to the learning students undertake throughout their daily lessons, Marsden State School provides a wide range of extra-curricular opportunities for students. These include: GALA Days, STEM Club, Sporting Enhancement, Glee Club, Movie Makers, Arts Enrichment, Chinese Enrichment and other events/competitions throughout the year.

Academic Excellence

Each semester students that demonstrate academic excellence are acknowledged through an award ceremony. The Academic Awards parades are held in Terms 2 and 4 each year.

Reading Support

We believe that every student can learn. At Marsden State School we offer additional support in reading to those students who demonstrate a need for some additional instruction and practise. Our Tier 3 intervention consists of up to 4 x 30min sessions per week of additional reading instruction. Each term students are prioritised for the program based on their reading results. Satisfactory attendance is a pre-requisite for students to qualify for the supplementary assistance.

Online Learning

Literacy Planet and Matific are two online programs that students utilise throughout the school year. Both programs allow teachers to tailor the program to the needs of individual students, setting specific tasks to individual students as well as groups of students. Students are provided with a log on and password and can access these programs at home, complementing the work that is being completed at school. Throughout the year, various competitions are held with Matific, encouraging students to engage with the program and work towards mastery of concepts and skills. Students are recognised for their achievements through certificates and Class Dojo reward points.

Information and Communications Technology (ICT)

Information and Communications Technology is an integral part of every student's future. Marsden State School teachers develop students' ICT skills and knowledge by incorporating ICTs in a wide range of learning areas. Every classroom has access to a large number of computers and/or iPads. Teachers incorporate digital technologies into their teaching through the use of touchscreen technology and ICT based learning experiences.

Laptop Classes

One-to-one laptop classes are in place for Years 4-6. Each year, expressions of interest for placement in these classes are provided to all Year 3 parents in preparation for the following year. If you are interested in the one-to-one laptop program and your child is in Year 3, please see the class teacher for more information. The levy to parents for this program varies from year to year and is additional to the usual Student Resource Scheme (SRS) cost.

Assessment

Teachers use a wide range and balance of assessments throughout the year to monitor and evaluate student learning. These assessments are used to inform students, teachers, parents/carers, specialist teachers and/or school authorities about students' learning and progress.

Teachers develop and maintain a Student Assessment Portfolio for each student, which is shared with parents at Three Way Conferences.

Each year, parents will be provided with a Celebration of Learning folio at the conclusion of the school year. These folios differ from year level to year level. They are paper-based and contain a range of items that have been collaboratively selected by the teacher and student. These items could include student art work, photos of special events, awards and/or certificates, and a collection of work done during class over the year.

Reporting to Parents

Communication between parents and teachers plays an important role in every child's education. As teachers and administrators, it is our responsibility to ensure that the outcomes of learning are communicated as explicitly as possible to parents and caregivers.

Twice per year teachers formally report on student achievement and parents are provided with a student report card. Student report cards are emailed to parents. Please ensure your email details are recorded with the school and kept up to date.

Student report cards contain a level of achievement and effort rating for each of the learning areas the student has been taught and assessed throughout the semester. In addition, reports contain a behaviour rating, behaviour comment and an overall comment.

Three-Way Conferences

In Term One and Three, teachers offer parents an opportunity to meet and discuss their child's achievement, effort and behaviour. During these meetings, known as Three Way Conferences, teachers, students and parents are able to reflect on student progress, view and discuss the student's assessment and collaboratively set goals for student learning. Term One conferences focus on discussing the student's strengths, specific learning needs and collaboratively setting goals for the year. Term Three conferences provide an opportunity to view assessments, discuss the student's progress, set goals for the remainder of the year as well as reflect on the student's report results. Students are always encouraged to take an active role in these meetings. With personal involvement, students become more informed and more capable of monitoring their own learning.

Information and Communication Technology

Information and Communication Technologies (ICT) are now a central part of classroom experiences providing many authentic, challenging and purposeful learning opportunities.

Internet – Guidelines for Students

This document sets out the privileges and responsibilities associated with student internet access.

Internet Agreement

While having access to the Internet:

- Use it only for educational purposes.
- Don't look for, or send, anything that is illegal, dangerous or offensive.
- If accidentally come across something that is illegal, dangerous or offensive,
 - (a) clear any offensive pictures or information from my screen and
 - (b) immediately and quietly inform my teacher.
- Don't reveal home addresses, phone numbers or e-mail addresses – yours or anyone else's.
- Don't use the Internet to annoy or offend anyone else.
- Meetings with anyone must not be arranged through the Internet without parent or guardian's permission.

There are consequences for the breaking of any of the rules.

Students in one-to-one laptop classes may be removed. At the discretion of the Principal a student who re-offends or offends through bullying or illegal behaviours may be suspended after all circumstances are known.

Proper use of the Internet

5Ps for a Positive Digital Footprint: Protect, Permission, Privacy, Positive and Profiles



Internet access costs the school a lot of money, so it is important you use it correctly:

Consequences for Inappropriate use of Computers and Internet

- **Stick to your school work.**
 - Only use the internet for doing activities a teacher sets you. Do not use it for personal activity.
- **Keep passwords secret.**
 - Do not tell **anyone** your password. If they find out, tell us immediately so we can change it.
- **Don't open attachments...**
 - Don't open any file that comes with an email message. Ask your teacher to check it for you.
- **Don't print anything without permission**
- **Don't open pop-ups (e.g. advertising, gambling, win a prize.)**
- **Don't get or use programs off the internet...**
 - Don't download or open any programs. If you aren't sure, don't download or open it. Don't use programs that run from websites.
- **Don't download any files without permission.**
 - We pay for the size of files you look at or download, so don't download large files like music or programs. If you're not sure, ask us first.
- **Don't run programs from home...**

You aren't allowed to run any programs from home on school computers - ever! The only programs you can use are those that are listed in the START menus.

Unsafe Online Material

We try our best to keep you safe from stuff you shouldn't see. Sometimes, though, you might come across something that is illegal, dangerous or offensive. If you do, there are three things you must do:

1. **Clear it off the screen.**
 - Turn off the monitor. Do this right away!
2. **Tell the teacher.**
 - Do this quickly and quietly. We don't want other people to have to look at it.
3. **If it upsets you, talk to us about it. Not to other students.**
 - We don't want a big deal made about it, and they don't need to know. But if you are upset by what you saw, you should talk to your parents and your teacher.

Staying Safe Online

When you send stuff on the internet, it is possible for other people to see it. These people are often strangers. There are some important things you should do to keep yourself and others safe:

1. **Keep your personal details to yourself...**

Don't give your full name, phone number or address to anyone. Even if you know them, someone else might see the information and use it to hurt you. Only ever use your first name.
2. **Keep other people's personal details secret...**

Don't give anyone else's details over the internet. You have to keep other people safe too.

Managing E-mail at School

It is important that you use good management techniques in handling your email.

The following points require special emphasis:

- Wanted messages should, where possible, **be filed** for later access. This can be done locally or in the user's home directory on the network
- Unwanted messages should be deleted
- The sent messages folder within my mail should be regularly cleaned out
- The Trash folder is automatically emptied each night
- Where possible, **attachments should be saved locally, not allowed to sit on the server**

Unmanaged and inappropriate storage of email tends to be the main reason for a school exceeding their allocated disk space on the network servers. Beyond this limit, schools must pay for any further storage used. The SINA software allows the SINA administrator in the school to report on individual users' storage, and, when circumstances require, also allows the deletion of email from a user's account.

Students can access their e-mail accounts from home via their own Internet Service Provider.

MIS WebMail Address
You must use your ID and password
<http://webmail.eq.edu.au>

Extension and Enrichment

Students that excel in one or more domains are present in every school. At Marsden State School, curriculum is extended to a level that reflects individual student strengths, across a wide range of domains. This can occur through students engaging in a range of problem-solving tasks using sophisticated creative and critical higher order thinking strategies across the curriculum. This enables students to become confident, independent learners reaching their full potential.

At Marsden State School, identified students have the opportunity to develop and apply their knowledge, thinking skills and attitudes on topics of personal interest through participating in a range of tailored extension and enrichment programs. Students also have the opportunity to work with other students and teachers to enrich their knowledge through a range of extra curricula activities in Chinese, Arts, STEM and Physical Education on a Wednesday afternoon during dedicated extension and enrichment time.

Inclusive Education

Marsden State School is committed to upholding the Department of Education's policy on Inclusive Education. This means that every day in every classroom, every student is learning and achieving in a safe, supportive, inclusive and disciplined learning environment. Inclusive Education provides all students with access to high-quality schooling that is free from discrimination based on gender, language, culture, ethnicity, religion, health or disability or socio-economic background.

Inclusive Education

Staff at Marsden State School enact the school's vision statement by having high expectations for all cohorts of students through clearly articulated curriculum delivery. Curriculum, teaching and assessment are aligned to meet the needs of diverse student groups. Curriculum programs are informed by student achievement data and by current research relevant to diverse student needs. Research has shown that all students, both with and without disabilities, perform better academically and socially when they learn alongside their peers in a safe, supportive, inclusive learning environment. Inclusion Teachers and Teacher Aides support students in classrooms to help them reach their individual learning goals.

Students requiring additional support

At Marsden State School we cater to the many diverse learning needs of our students. Students requiring additional support may receive this through whole class activities, small group work or at an individual level. Support is given according to the needs of each student through differentiated curriculum, instruction and the use of a differentiated classroom environment.



Homework

Homework has often been regarded as an important tool in reinforcing and extending students' learning. However, current research has shown that the effect of homework on student achievement in primary schools is limited. Regardless of the impact on academic achievement, homework can be used as an opportunity for parents to support and engage in their child's education. However, it is important that any homework set does not create undue stress for students and their families.

For this reason, the following guidelines have been established for homework at Marsden State School;

- **Reading is a priority** – all students are provided books to read at home
- **All homework is voluntary** – families decide what homework to complete. In addition to reading books, teachers will provide Literacy Planet and Matific student log ins so students can access additional tasks if they wish to.
- **Homework is set at an independent level and differentiated for students.**
- **There are no reward systems for homework completion or punishments for choosing not to complete homework.**
- **Teachers will communicate with parents about any optional homework tasks**
- **Support for families is offered by the school in how to support your child with reading.**

If you would like more information on this, please contact the office and ask for a copy of the Homework Policy.

Home Reading

A well established and effective Home Reading Program is a priority at Marsden State School, in order to give student's, the best opportunity for success. While schools and teachers make a crucial difference to children's school results, the influence of parents and families still has the greatest effect. The more parents support their children by being involved in their education, the more they cultivate their child's love of learning and their chances to succeed.

Here, at Marsden State School, we can go a long way toward improving early literacy skills by encouraging parents to read to their children at home. Just 10 minutes a day reading aloud with young children builds stronger relationships, encourages listening and language skills, promotes attention and curiosity, and establishes a strong reading foundation.

Home Reading provides the opportunity for students to develop their skills, read independently and share their success in making meaning from print. The best way for a student to continue growth as a reader is for the home and school to work in partnership to show that reading is important, interesting, fun, valued and useful.

Aims of the Home Reading Program

- To foster a love of reading in all students by providing varied and quality reading materials.
- To develop strong links between reading at school and at home.
- To improve students' early literacy skills, including selecting books appropriate to both their interest and ability level.
- To encourage students to formulate and express their opinions about the books that they have read, beginning with discussions guided by adults and leading to student-initiated discussions.
- To learn about the world through the experiences of characters and information.
- Help, support and encouragement to a child in a one-on-one situation.
- Offer regular opportunities to read with a supportive adult.
- Offer multiple opportunities for a child to become confident with texts, and develop his/her ability and willingness to be a 'risk taker'.
- Encourage children to become an independent rather than dependent learner.

To experience shared enthusiasm and enjoyment for reading, demonstrating that reading is purposeful, worthwhile and enjoyable.

Students are provided home readers free of charge in the lower to middle school years. If books are lost or damaged, parents/carers will be asked to pay \$5.00 per book to assist with replacement costs.



Health & Physical Education

Regular physical activity makes a positive contribution to the student's health and well-being. For this reason, all students need a physical education program that caters for their immediate needs, while encouraging them to be physically active.

Sport Houses

Students in the same family are allocated to the same House Team on enrolment. They will remain in the same House Team in subsequent years. The House Teams and Colours at our school are:-



BANKSIA



MELALEUCA



ACACIA



GREVILLEA

Gala Sport Days

Students in Years 5 and 6 participate in Gala Sports Days. The sports can range from Rugby League, Touch Football, Soccer, Basketball, Oz Tag, Volleyball and Netball. We also encourage student participation at District, Regional and State levels.

Insurance cover for students undertaking physical activities

Physical activity and physical education, particularly contact sports, carry inherent risks of injury. Parents are advised that the Department of Education Training and the Arts **does not** have Personal Accident insurance cover for students. Education Queensland has public liability cover for all approved school activities and provides compensation for students injured at school only when the Department is negligent. If this is not the case, then all costs associated with the injury are the responsibility of the parent or caregiver. It is a personal decision for parents as to the type and level of private insurance they arrange to cover students for any accidental injury that may occur.

Excursions

Excursions are planned for in the term prior to when the excursion takes place. Excursions are connected to the classroom programs. They provide a stimulus for further inquiry and investigation for the Unit of Learning. It is hoped that all students are able to attend these educational excursions and costs are kept to a minimum. Any queries or concerns regarding participation and payment for excursions should be directed to your child's classroom teacher. Please remember that all permission

forms need to be signed and provided to the office at time of payment. Centrepay families also need to provide a signed permission form so funds can be allocated to the excursion. Please be mindful that you can check with the Office staff at any time to check the balance of your account.

Camping Program

During 2026 we will be conducting two camps for students at Marsden State School. These camps will involve students in Years 4 and 6.

Year 4 students will attend a 3-day camp at Apex Camp Mudjimba on the Sunshine Coast. Students will be accommodated in dorms with all meals provided. Activities on this camp include canoeing, mid ropes, archery and beach games. This camp will be held in Term 3. Year 6 students will attend a 4-day camp at Camp Laurence (Moogerah Dam). The camp is held over 4 days with students staying in cabins. Activities include canoeing, fishing, milk crate climbing, archery and raft building. This camp is in Term 2.

The camping program is a chance for all students to break from the normal school routine. They are designed to be educational and fun at the same time. It is strongly recommended that you allow your child/ren to attend these camps. Please remember that all permission forms need to be signed and provided to the office at time of payment. Centrepay families also need to provide a signed permission form so funds can be allocated to the camp. Please be mindful that you can check with the Office staff at any time to check the balance of your account.



Instrumental Music Program

Marsden State School provides an Instrumental Program which at present includes Woodwind, Brass, Percussion and Strings. Students of Year 4 are tested mid-October each year and results of the test give indications of those students who may be suitable for the Woodwind, Brass and/or Percussion program. The parents of these students will be invited to a morning meeting to have the program explained to them. After this morning meeting parents may make applications for their child to become part of the program the following year. The String Program is open to students from Year 3 onwards.

Selection of students for this program is made considering the following criteria:

- student's keenness to learn
- musical aptitude
- physical characteristics pertinent to a particular instrument
- commitment of student and parent both to daily practice
- regular attendance at lessons and rehearsals
- attendance at band performances, eisteddfods, music festivals etc.



Life Education

The Life Education program is offered to our students from Prep to Year 6 in Term 3. It is designed to complement and enhance a unit of work provided by their classroom teachers. The program also links directly to the Australian Curriculum.

The cost of these sessions (\$8.00) is included in the Student Resource Scheme. The Life Education Van visits our school in Term 3 each year to coincide with the Growing Up Healthy Unit of our Skills for Growing Program.

Scholastic Book Club

Students at Marsden State School are given the opportunity to participate in Scholastic Book Clubs. Books are a very important part of a child's growth and development and by sharing books with your child; parents can greatly assist in this learning experience. Scholastic Book Clubs operate eight times a year and offer a wide variety of age-appropriate books at lower-than-normal retail prices. For every dollar spent on the children's Scholastic Book Clubs our school earns one bonus point. These points add up and contribute towards the award of free books and teaching resources for our school.

Book Club brochures are usually sent home twice each term. Simply return the order form and money (in a well-sealed envelope) to the office by the closing date. The Book Club Organiser collates the order and items are normally delivered in two weeks after the closing date.

Library

Marsden State School Resource Centre houses the library and the computer room and is open to students, parents and staff before school every day, during school hours and also during play breaks. It is located next to the Howard Centre. Our main purpose in the library is to encourage students to borrow books and read for pleasure. Please encourage your students to use this valuable resource. Each class is allocated a library time where they learn about the different areas of the library, how to search for information and borrowing books. Students require a library bag with their name and class on it so that they can borrow. However, if they forget their bag, we do have plastic bags that can be used occasionally. The library is a fun place to visit but quiet, co-operative and safe behaviour is expected at all times.

A variety of hard copy and on-line resources support teaching and learning, including thirty networked computers which link to Prep – 6 teaching blocks. Students may access our 'Softlink Alice' on-line catalogue and its fascinating search engines from other locations. Students may also access our networked computers with internet access from any of these locations. Learning areas are arranged to facilitate activities for individuals, and small or large groups of students and teachers.

We have an extensive range of hard copy reference resources, non-fiction (information books), magazines, fiction and teacher resources which enrich school programs and leisure reading and are available for loan. Loans are for a period of one week only but students may re-borrow. All books are expected to be returned prior to all holiday periods and students are expected to take



care of all loans and to return them on time.

Year Prep, 1, 2 & 3: One book at a time

Years 4, 5 & 6: Two books at a time

Students may also visit the computer lab on Monday Tuesday, Wednesday, Thursday and Friday. A year level roster is available at the library.

Please limit your children's borrowing if you are anticipating transferring to another school. Loans are to be returned prior to your transfer. Please let Library Staff know if you are having difficulty locating or returning a book. Lost or damaged books will be invoiced to parents for the original cost of the book.

Positive Behaviour Learning (PBL)

At Marsden State School, our primary goal is to cultivate a learning environment characterised by nurturing relationships, high expectations, and meaningful engagement. To attain this objective, we employ the Positive Behaviour for Learning (PBL) framework. This comprehensive system is integral to our mission.

PBL, a Multi-Tiered System of Support (MTSS), functions as a vehicle for enhancing academic proficiency, overall well-being, and behavioural conduct. A substantial body of research conducted in educational settings demonstrates that the implementation of PBL as intended leads to a reduction in behavioural incidents, improved academic performance, enhanced well-being, a more positive school atmosphere, and increased perceptions of safety. Importantly, PBL is delivered across all contexts, including classroom instruction, extracurricular activities, and off-campus excursions. It operates as a school-wide model, employing a tiered approach to teaching appropriate behaviour among our students through the implementation of tier 1, 2, and 3 supports.

Tier 1 encompasses the differentiated and explicit instruction, addressing the behavioural expectations collaboratively established for all students in our school. These expectations are visibly displayed throughout the school, explicitly taught, and regularly reinforced by our dedicated teachers.

Tier 2 is the specialised guidance offered to identified students, typically conducted within our re-teach room and modified play space. We also deliver various small group supports, such as the Rock and Water program and a variety of social skills groups.

Tier 3 involves intensive instruction tailored to a select group of students. Strategies for these students are individually developed through an Individual Behaviour Support Plan. These strategies encompass Co-regulation lessons, Check-In Check-Out (CICO) books, and personalised task/reward systems, among others.

The Marsden State School community abides by the following guiding principles:

- Be Safe
- Be Responsible

- Be Respectful
- Be a Learner

These expectations extend to parents, staff, and students, and are detailed further in the Behaviour Expectations Matrix within the Marsden State School Student Code of Conduct.

Student Code of Conduct

The PBL framework operates in conjunction with the Marsden State School Student Code of Conduct. This code articulates the responsibilities and procedures adopted by our school to foster a disciplined, productive, and inclusive learning environment. Its overarching purpose is to maintain high standards of conduct throughout our school community, thereby prioritising effective teaching and learning and ensuring that all students enjoy success while providing staff with a secure workplace.

The Student Code of Conduct offers further insight into our school's local policies regarding the use of mobile devices and technology, handling student property, and our approach to preventing and addressing instances of bullying.

This essential document is readily available on our school website and is distributed to each student and their family upon enrolment.

Student Reward and Recognition

Marsden State School actively promotes, acknowledges, and rewards positive student behaviour. Students earn recognition and rewards for their positive behaviour choices through various avenues:

Class Dojo

Our Class Dojo system allocates points to students, which can be redeemed for rewards, including toys, treats, special privileges, and interactions with staff members. Points are awarded by staff when students exhibit behaviours aligned with our four school rules (Be Safe, Be Responsible, Be Respectful, and Be a Learner). Parents have access to their child's Dojo account to monitor their behaviour and accumulated points.

Parade Certificates

Teachers nominate students for merit awards, which are presented during year-level parades.

End-of-Semester Rewards Days

Semi-annually, we celebrate positive student behaviour with school-wide reward days. These events are dynamic and are organized by the PBL team, offering exciting activities such as Wet and Wonderful Day and year level “choice” reward days.

Classroom-Based Rewards

Many teachers also utilise diverse reward systems within their classrooms to encourage positive behaviours, including group rewards and whole class special privileges. We encourage parents to contact their child's class teacher for more details.

Starting in 2026, we are excited to introduce The Resilience Project across all our classrooms. This comprehensive wellbeing program fosters positive mental health among our students, staff, and the broader community. The Resilience Project is an emotionally engaging and practical initiative, backed by evidence-based evaluations. This program centres around key pillars proven to nurture positive emotions, including Gratitude, Empathy, Mindfulness (GEM), and the cultivation of Emotional Literacy. Research shows that the more positive emotions one experiences, the more resilient they become. Students participate in engaging weekly lessons tailored to their age group, all mapped against curriculum standards. Each student receives a dedicated wellbeing journal, and parents can access valuable support resources through the online parent/carers hub.

For additional information on The Resilience Project, please visit <https://theresilienceproject.com.au/education-2/>

School Dress Code

School uniform is an important part of the school culture. A uniform dress code reinforces in students a pride in their own appearance, instils recognition of themselves as an integral part of the school community, and assists in developing pride in representing their school.

School Dress Code Guidelines

Marsden State School believes as a school community that there are benefits in student dress following an agreed code. These benefits include:

Appropriateness: To ensure that all students are dressed appropriately for all school activities.

Safety: To make student identification easier in the school grounds, while travelling to and from school and on excursions and to be sun smart.

Equity: To discourage competition between students to wear more expensive or fashionable clothing and avoid the pressure on parents to purchase this type of clothing.

Expense: To minimise the cost to families.

Identity: To develop in students a sense of unity, belonging and pride in their school, which assists in building school and team spirit and to foster and enhance the public image of the school.

The dress code applies during school hours, while travelling to and from school and when students are engaged in school activities outside school hours. Parents will be required to explain to the school administration why the student is not meeting the requirements of the dress code. All students are required to wear the full school uniform when attending any excursion or out of school activity (except school camps). This is to ensure clear identification of students and guarantee their safety.

Special Days

The principal also has the discretion to make exemptions for particular special events or fundraisers such as “Free Dress” Days, theme days etc. Clothing and footwear are to be sensible, non-offensive and conservative. Any item of clothing deemed offensive or inappropriate by school staff is not accepted and parents will be notified.

School Uniform Shop

The Uniform shop is situated in the Howard Centre

Opening Hours

Monday, Wednesday & Friday 8:00am - 8:30am

Monday, Wednesday & Friday 2:00pm- 2:30pm

****Subject to change. Current price list can be found at the office or on the school Facebook page.**



Girls' Uniform

Girls' uniform to be a choice from the following range:

- Bottle green uni-sex shorts
- Bottle green check dress
- Bottle green culottes/bottle green skorts
- Bottle green netball skirt
- Bottle green and gold school logo polo shirt
- Plain gold or bottle green shirt with collar
- Plain bottle green/gold jumper or cardigan
- Bottle green tracksuit pants
- Bottle green tights/stockings
- Bottle green bike pants (preference for sports' briefs)
- Wednesdays and allotted Sports Days the coloured sports polo can be worn
- Senior Shirts (Yr. 6 students only) – can be purchased from School Uniform Shop

Boys' Uniform

Boys' uniform to be a choice from the following range:

- Bottle green uni-sex shorts
- Bottle green and gold school logo polo shirt
- Plain gold or bottle green shirt with collar
- Plain bottle green/gold jumper or cardigan
- Bottle green tracksuit pants
- Wednesday and allotted Sports Days the coloured sports polo can be worn
- Senior Shirts (Yr. 6 students only) – can be purchased from School Uniform Shop

Footwear

Several safety issues need to be considered when you send your children off to school. Sunscreen for recess and a sturdy backpack for their shoulders and spine are big ones, but the shoes your child wears to school are also an important aspect of their safety. Not all shoes are appropriate for the activities your child does at school and the wrong choice could result in an injury or having to sit out.

“Skate shoes” are not considered safe or appropriate footwear for school and should not to be worn.

In 2026 our School Uniform Dress Code includes specific footwear requirements as follows:

- Black or white sports shoes or joggers with matching black or white laces or Velcro. Low cut or ankle length socks in bottle green, black or white.

Hats

At the beginning of each year all students are issued with a sun-safe, bottle green bucket hat. This hat is named and remains at school. The students may wear their previous years school hat to and from school. The school will enforce a “Have Hat, Can Play” policy. If students lose their hat and it cannot be located parents will be requested to purchase a new hat at a cost of \$15.00

Inappropriate Clothing Items

- tank tops
- non-school logos or pictures on any items stated with the exception of footwear
- fashion jewellery
- fashion make-up including nail polish and false nails
- thongs, sandals, high heels
- exposed undergarments revealing clothing and bare midriffs
- baseball hats or visors

Non-Compliance of Uniform Code

- Students not complying with the dress code will be issued with a note informing their parents of the breach of the code and seek parents’ support in rectifying the matter.
- Students may be requested to wear t-shirts inside out or the student’s parent/guardian may be asked to bring the necessary replacement garments to school to enable the student to change.
- The school may request the student to wear spare replacement clothing for the day.
- Permitted sanctions for non-compliance with the dress code include re-teach; preventing the student from attending or participating in any activity for which the student would have been representing the school; or any school activity that is not part of the essential educational program of the school.

Exemptions to Uniform Code

Parents/Carers seeking an exemption for their child/children from the dress code must make a written request to the principal each year. If students are unable to wear a school uniform on a particular day, they must have a written note from their parent/guardian.

Hairstyles

Hair should be neatly groomed and tied/pinned back from the face. Hairstyles must be conservative and hair colour must be natural e.g., tracks, emblems, words and mohawks are not likely to be accepted. Green and gold hair ties are recommended, additional hair accessories need to be minimal. A hat must be able to be worn properly with all hairstyles.

Headdress

A cultural headdress may be worn to school as part of the school uniform. The headdress must be conservative, and it is recommended that it is either black, bottle green or white. If the headdress is deemed to be unsafe by any staff member parents may be contacted.

Jewellery

Students become very distressed when they lose or break jewellery. Jewellery can also be an item that is a fashion statement or can cause inequity amongst the students. It is therefore school policy that no jewellery or valuables, other than stated below, be worn or brought to school. These recommendations are made in the interest of safety and student well-being.

Jewellery worn to school must comply with the following guidelines:

- Body piercing is allowed in the ears only. A single, small stud or small sleeper in each ear is permissible.
- Wrist watches should be inexpensive. If the watch has the capacity to function as a smart phone it must be handed into the office.
- Medic-alert jewellery – chains, necklaces and bracelets are the only jewellery that is acceptable to be worn at school on the neck, wrist or ankle. (Doctor's letter may be required). Medic alert jewellery should have quick-release clasps in case they are caught on objects and need to be removed quickly.
- Cultural Jewellery must be worn inside the school uniform and must not be visible e.g., top buttons must be fastened. If a child continually has the necklace outside their clothing, is playing with it or it becomes a safety hazard, parents will be contacted to discuss the issue further. Parents who allow their children to wear necklaces to school are also agreeing that the school takes no responsibility for injuries or lost/stolen jewellery. No jewellery cultural or otherwise is to be worn during sporting activities, this includes during HPE, Gala Days, sporting practice before, during and after school.

A P & C resolution passed the Dress Code on Wednesday 22nd November 2023

Head Lice

Head lice are a very common problem in schools and institutions everywhere in the world. While they are not a threat to health and do not transmit disease, they do cause a lot of distress and anxiety for families and schools.

Anyone can get head lice. They affect all socioeconomic groups and are not a sign of poor hygiene. They have no preference for ethnic background, hair colour, hair type or age.

Detection of Head lice

All parents should check their children and other family members for head lice regularly as early detection decreases treatment time and helps break the breeding cycle. The most effective way to

detect head lice is by using the hair conditioner and combing method. You will need white coloured hair conditioner, an ordinary comb, a fine-tooth head lice comb and white tissue/kitchen towel.

- Apply sufficient white conditioner to dry hair to completely cover the scalp and hair from roots to tips.
- Use an ordinary comb to detangle hair and evenly distribute the conditioner. Divide the hair into four sections.
- Comb hair from root to tips using a fine-tooth head lice comb.
- After each stroke, wipe the comb onto a white tissue, checking the comb and tissue for head lice.
- Comb the whole head, checking for lice.
- Put all tissues in a plastic bag, tie the top and put the bag in a rubbish bin.

All members of the family/household should be checked once per week using this method as long as infestation remains within the household.

Treatment of Headlice

Treatment should only be applied when live lice are found on the head. To break the cycle, all infested people should be treated at the same time.

There are two methods of treatment:

1. Non-insecticidal treatment using the conditioner and combing technique

This is the same as detection using conditioner and combing (see above) except continue combing with the head lice comb until all the conditioner is gone. The conditioner blocks the louse's breathing pores and stuns the louse. This, together with the slippery effect of the conditioner, makes it easy to mechanically remove the lice.

Repeat the conditioner and combing method every second day to remove the young nymphs as they hatch.

Continue until no live lice are found for ten consecutive days.

This treatment method is equally as effective as insecticidal or other chemical treatments but generally requires longer treatment times. However, it may be preferred as a cheaper alternative to insecticidal or other chemical treatments.

2. Treatment with synthetic or natural insecticides or other chemicals

There are four groups of treatment agents available in different forms (i.e. shampoo, mousse, and lotion) which can be obtained from chemists without prescription. All preparations must be applied strictly according to the manufacturer's instructions. None of them should be used on children under two years of age, except on medical advice.

No chemical treatment kills all the eggs. A second treatment should be applied 7-10 days after the initial treatment to kill the nymphs that have hatched from the eggs remaining from the first treatment. Do not apply the treatment more than once per week as more frequent applications could lead to scalp problems and have little or no effect.

If lice are still found after three weeks of chemical applications, switch to the non-insecticidal method until no lice are found. Eggs are the most difficult stage to kill. The most effective way to remove eggs is to actually pull them off the hair using your fingernails.

Chemical Head Lice Products

The following types of active ingredients were approved in Australia by the Therapeutic Goods Administration (2003) for use against head lice:

- Pyrethrins, eg. Amcal Head Lice Foam, Lyban Foam
- Synthetic Pyrethroids (bioallethrin, permethrin), eg. Paralice, Quellada Head Lice Treatment
- Organophosphates, eg. Exolice Medicated Foam, Lice Rid
- Combinations of Herbal and Essential Oils, eg. Quit Nits Natural Head Lice Treatment, Herba Lice.

Treatment Outcomes for Headlice

Checking whether the treatment product is effective

It is essential to check the effectiveness of every treatment after a product has been on the hair for the recommended amount of time and before washing it out:

- Comb the hair with a fine-tooth head lice comb, wiping the comb onto a white tissue after each sweep.
- Repeat until whole head is combed and little treatment formulation is visible on the hair.
- After five minutes examine the tissues and assess the lice as dead (no movement), inactive (louse is stationary but moving legs or antennae) or active (louse moving).
- If the product is effective, all lice should be dead.

What to do if the product of choice does not work

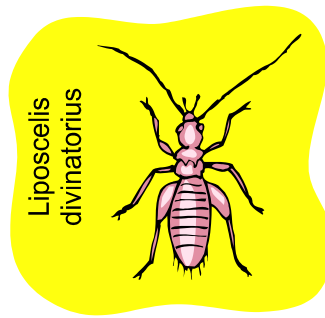
If the product is not effective, i.e., head lice are not dead at the end of exposure time, you can switch to the nonchemical method while waiting 7-10 days before re-treating with a different active ingredient. Continue checking the effectiveness of treatment products until an effective product is found, or use the non-chemical method.

Why treatment agents may not work

True treatment failure has occurred when live head lice are detected immediately after the end of exposure time to a treatment agent. Failures can sometimes occur even when solutions are used according to the manufacturer's instructions. This may be the result of using an ineffective treatment formulation or the lice having become resistant to a particular treatment agent. It is then preferable to change to a different formulation or another treatment agent with a different active ingredient, or use the conditioner and combing method.

The reappearance of head lice in a short time after a successful treatment (i.e. all lice were dead after the exposure time) does not indicate treatment failure. It could be due to head lice hatching from eggs which survived the initial treatment or re-infestation from another source. Ensure that you maintain a weekly detection routine and apply follow-up treatments as specified in the treatment section.

URL: <http://conditions.health.qld.gov.au/HealthCondition/condition/14/165/351/head-lice>
Version number: 3



Dental Service

The Logan-Beaundesert Oral Health Program offers free general dental treatment to all consenting school children up to and including year 10 (but under the age of 18) in the Logan-Beaundesert District. Children younger than 4 and in Year 11 and 12 can be seen in the school system if covered by an eligible concession card.

An emergency service operates for patients within the interim period which can be accessed by calling Kingston Oral Health Centre on 3412 7200 for the appropriate referral. To help maintain good oral health, remember that teeth are to be brushed at least twice a day with fluoride toothpaste and a soft toothbrush. Flossing is also important and should be done once a day. Avoid foods and drinks high in sugar as these create acid attacks which damage tooth structure. For any queries relating to the service please contact Kingston Oral Health Centre on Ph: 3412 7200, between the hours of 7.30am to 4.00pm Monday to Friday.

Medical Exclusions- Time Out

Students may be excluded from school in order to control some common infectious diseases. Some of these include:

Measles, Rubella (German measles), Mumps, Ringworm, Chicken Pox, Impetigo (School Sores), Whooping Cough and Conjunctivitis. Exclusion times are relatively short and cover the period when the infection is contagious. Details of exclusion times are available from the office. Medical exclusions by a medical practitioner will require a medical clearance to return early.

Please see full copy of 'Time Out' from Queensland Health on the next 2 page for further information.



Visiting Teachers

English as a Language dialect (EALD) Teachers, Teachers of Visually Impaired, Hearing Impaired and Physically Impaired Advisory Teachers and DoE Occupational Therapist and Physiotherapist, all visit the school. Details are available from the school office.

Speech Language Pathologist

Marsden State School has a limited Speech Language Therapy service. The service offers support to classroom teachers and to students who have been referred. Students are prioritised for assistance on a term-by-term basis and are referred by their classroom teacher.

Time Out

Keeping your child and other kids healthy!

This poster provides information on the recommended minimum exclusion periods for infectious conditions and will assist medical practitioners, schools, pre-schools and childcare centres to meet the requirements of the *Public Health Act 2005*¹

Condition	Person with the infection	Those in contact with the infected person ²
Chickenpox (varicella)	EXCLUDE until all blisters have dried. For non-immunised children, this is usually 5 days after the rash first appears, and less for immunised children.	EXCLUSION MAY APPLY EXCLUDE non-immune pregnant women and any child with immune deficiency or receiving chemotherapy. <i>Contact your Public Health Unit for specialist advice.</i> Varicella can be reactivated in older children and adults as Shingles. See 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-19⁴	EXCLUDE for at least 10 days after the onset of illness and until they have not had any symptoms for 3 days. <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.
Diarrhoea³ and/or Vomiting including: • amoebiasis • campylobacter • cryptosporidium • giardia • rotavirus • salmonella • viral gastroenteritis but excluding: • norovirus • shigellosis • toxin-producing forms of E.coli (STEC) <i>See specific information below</i>	Exclusion periods may vary depending on the cause. EXCLUDE a single case until 24 hours after the last loose bowel motion and the person is well. EXCLUDE all persons who prepare or serve food until they have not had any diarrhoea or vomiting for 48 hours. If there are more than two cases with diarrhoea and/or vomiting in the same location, or a single case in a food handler, notify your Public Health Unit. <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.	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)⁴	EXCLUDE for 4 days after the onset of rash or until fully recovered, whichever is longer. Pregnant women should consult with their doctor.	NOT EXCLUDED Pregnant women and female staff of childbearing age should check their immunity with their doctor. <i>Contact your Public Health Unit for specialist advice.</i>
Haemophilus influenzae type b (Hib)	EXCLUDE until the person has completed a course of appropriate antibiotic treatment. ⁵ <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 (EV71)	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 A⁴	EXCLUDE until at least 7 days after the onset of jaundice or dark urine, or for 2 weeks after onset of first symptoms if no jaundice or dark urine.	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>

1. Observing the exclusion period meets the intent of the *Public Health Act 2005* for a person to be non-infectious.
2. The definition of 'contact' will vary between diseases and is sometimes complex. If unsure, contact your local Public Health Unit.
3. Diarrhoea definition is: 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.
4. Doctors should notify the local Public Health Unit as soon as possible if children or staff are diagnosed with these conditions.
5. Appropriate antibiotic treatment: this will vary between diseases. If unsure, contact your Public Health Unit.



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 ⁴	EXCLUDE for 4 days after the onset of the rash. <i>Contact your Public Health Unit for specialist advice.</i>	EXCLUSION MAY APPLY Vaccinated or immune contacts NOT EXCLUDED . EXCLUDE immuno-compromised contacts (including those receiving chemotherapy) until 14 days after the appearance of the rash in the last case. EXCLUDE non- or incompletely vaccinated contacts, without evidence of immunity. <i>Contact your Public Health Unit for specialist advice.</i>
Meningitis (bacterial)	EXCLUDE until well and has received appropriate antibiotics.	NOT EXCLUDED
Meningitis (viral)	EXCLUDE until well.	NOT EXCLUDED
Meningococcal infection ⁴	EXCLUDE until 24 hours of appropriate antibiotics have been completed. <i>Contact your Public Health Unit for specialist advice.</i>	NOT EXCLUDED <i>Contact your Public Health Unit for specialist advice about antibiotics and/or vaccination for close contacts.</i>
Molluscum contagiosum	NOT EXCLUDED	NOT EXCLUDED
Mumps	EXCLUDE for 5 days after onset of swelling. Pregnant women should consult with their doctor.	NOT EXCLUDED Pregnant women should consult with their doctor.
Norovirus	EXCLUDE until there has been no diarrhoea or vomiting for 48 hours.	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 two samples have tested negative. <i>Contact your Public Health Unit for specialist advice.</i>	EXCLUSION MAY APPLY <i>Contact your Public Health Unit for specialist advice.</i>
Slapped cheek syndrome, fifth disease (parvovirus B19, erythema infectiosum)	NOT EXCLUDED Pregnant women should consult with their doctor.	NOT EXCLUDED Pregnant women should consult with their doctor.
Shigellosis	EXCLUDE until there has been no diarrhoea or vomiting for 48 hours <i>Contact your Public Health Unit for specialist advice.</i>	EXCLUSION MAY APPLY <i>Contact your Public Health Unit for specialist advice.</i>
Shingles (herpes zoster)	EXCLUSION MAY APPLY If blisters can be covered with a waterproof dressing, until they have dried NOT EXCLUDED . EXCLUDE if blisters are unable to be covered and until no new blisters have appeared for 24 hours.	EXCLUSION MAY APPLY <i>Contact your Public Health Unit for specialist advice, including advice for pregnant women and any person who is immuno-compromised (including receiving chemotherapy).</i>
Streptococcal sore throat (including scarlet fever)	EXCLUDE until 24 hours of appropriate antibiotics have been completed.	NOT EXCLUDED
Tuberculosis (TB) ⁴	EXCLUDE until written medical clearance is received from the relevant Tuberculosis Control Unit.	NOT EXCLUDED
Typhoid ⁴ and paratyphoid fever	EXCLUDE until diarrhoea has stopped and two samples have tested negative. <i>Contact your Public Health Unit for specialist advice.</i>	EXCLUSION MAY APPLY <i>Contact your Public Health Unit for specialist advice.</i>
Whooping cough (pertussis) ⁴	EXCLUDE until 5 days after starting appropriate antibiotics or for 21 days from onset of cough. ⁵ <i>Contact your Public Health Unit for specialist advice.</i>	EXCLUSION MAY APPLY for those in contact with the infected person. <i>Contact your Public Health Unit for specialist advice regarding exclusion of non- or incompletely vaccinated contacts.</i>
Worms	EXCLUDE until diarrhoea has stopped for 24 hours and treatment has occurred.	NOT EXCLUDED



Some medical conditions require exclusion from school, childcare centres and other settings to prevent the spread of infectious diseases among staff and children.

For further information or advice about diseases or conditions not listed here:

- Contact your nearest public health unit at:
www.health.qld.gov.au/system-governance/contact-us/contact/public-health-units
- 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
- For fact sheets about various communicable diseases visit the Queensland Department of Health website at: <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

Time Out



Queensland
Government

Family Support in the Logan Area

Anglicare	Beenleigh	1300 610 610
Ad care	Slacks Creek	3290 3011
Families Now	Beenleigh	3884 2710
Life Line	Springwood	3209 3622
St Vincent De Paul	Beenleigh	3807 6623
Community Centre	Crestmead	3805 4100
Salvo Care		13 72 58
Benevolent Society	Logan	1800 236 762
NDIS Support		1800 800 110

Guidance Services

Guidance Officers work with students, parents, school personnel and other agencies to assist the school to best meet the social, emotional and educational needs of students. They may assess or counsel students, or refer to other agencies on a range of issues. Referrals are prioritised through the Student Support Services (SSS) Committee.

Health Services

The school has access to the Education Queensland School Nurse for specific purposes such as the development of medical plans.

Pre-Prep Health Checks

The Child Health Services deliver comprehensive FREE health and development checks for children aged 4- 5 years. These checks are offered by a health nurse and include health indicators such as height, weight, eyesight and hearing assessments. Contact 1300 366 039 for more information or to book an appointment.

Children's Health Queensland Hospital and Health Service
Child and Youth Community Health Service

Free health checks for 4-5 year olds

The Child Health Service offers free health and development checks for children aged 4-5 years

Includes hearing and vision screening

For more information about Child Health services in your area, or to book an appointment, phone 1300 366 039. Telephone line is open 8.30am to 4.30pm, Monday to Friday (excluding public holidays). This service is available at the following locations:

Beenleigh	Coorparoo	Kallangur	Nundah
Caboolture	Hillcrest	Keperra	Strathpine
Cleveland	Inala	Logan Central	Yarrabilba

www.childrens.health.qld.gov.au/community-healthy-child-health-service
For further support
Call 13 HEALTH (13 42 75 84) 24 hours, 7 days and ask to speak to a Child Health Nurse
Parentline 1300 361 300 | www.parentline.com.au

Queensland Government

Complaints Management Procedure

Getting the best for your child: Raising a concern.

Making a complaint

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

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

- provide complete and factual information in a timely manner
- deliver your complaint in a non-threatening and non-abusive manner and
- not make frivolous or vexatious complaints or include deliberately false or misleading information.

You should be aware that if you are making a complaint about a staff member, that in most instances the staff member will be told of the complaint and offered the right of reply. You also have the right to have a support person participate throughout the process. If your complaint relates to suspected official misconduct or criminal activity then you should make your complaint directly to the Crime and Misconduct Commission (www.cmc.qld.gov.au/) or the Queensland Police Service (www.police.qld.gov.au/).

The following 5-step procedure may assist parents/carers, and school staff to reach an outcome that is in the best interests 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. Share the information you have about the problem with the teacher. Give the teacher an opportunity to tell you all he/she knows about the incident or problem. Together, both parent/carer and teacher, should then take steps to resolve the problem at this level. The teacher will make a record of the complaint and report your meeting and any outcomes to the school Principal.

2. Discuss your complaint with the Deputy Principal or Principal or ask the Principal to assist by participating in informal conflict resolution

Where the teacher has been approached as above but the issue remains unresolved, make an appointment with 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 is related to the school more generally including issues of school policy or its compliance or non-compliance you should raise your complaint directly with the Principal or his/her delegate. For example, the Principal may refer your complaint to a Deputy Principal or Business Manager (BM). The staff member will make a record of your complaint and work with you to resolve the issue. Complaints to the Principal may be lodged in person, by telephone, writing or via electronic format through the "Schools Directory" at www.education.qld.gov.au/schools/directory - select relevant school, then click on the email link.

3. Contact Regional Office

If you have discussed the issue with the Principal and still feel that your complaint has not been addressed, you have the right to contact the Executive Director (Schools) who is the supervisor of the Principal and oversees activities of schools in that particular education district of Queensland. Complaints may be lodged by telephone or in writing.

Complaints should be specific in detail, and outline the steps taken to date to resolve the issue. Remember to date the letter, give your full name and address and sign it. The Regional Office will make a record of your complaint. Anonymous complaints will only be acted upon if enough information is provided to allow for follow up with the Principal. Addresses and telephone numbers of district offices are listed under the heading Education Queensland in the White Pages of your local telephone directory and are also available through the "Schools Directory" at www.education.qld.gov.au/schools/directory. When you contact the Regional Office, you will be advised that your name and the nature of your issue will be reported back to the Principal of your school. Staff at the district office will assist in seeking resolution to the issue.

4. Complaint still not resolved

If, as a parent/carer you feel that your issue has not been resolved through the Regional Office process, you have a further right to make a complaint to the central office of Education Queensland. Parents/carers may choose to progress their complaint in writing to the Deputy Director-General Education Queensland. The Office of Education Queensland will seek to assist with the resolution of your complaint through referral:

- to the Executive Director (Schools) for further action, or
- to another departmental unit for appropriate action.

The Office of Education Queensland can be contacted at:

Education Queensland,
PO Box 15033,
CITY EAST, Qld 4002
Tel (07) 3237 0618 or fax (07) 3221 4953.

5. Independent review

If, as a complainant you feel that your issue has not been resolved through these formal processes the Queensland Ombudsman provides an avenue for an independent review of the Department's decision. The Ombudsman may be contacted at:

Office of the Ombudsman,
GPO Box 3314,
Brisbane, Qld 4001
Email: ombudsman@ombudsman.qld.gov.au
Tel (07) 3005 7000 or Toll Free 1800 068 908 or fax (07) 3005 7067

A role for Parents and Citizens' Associations (P&C)

It is understandable that parents/carers may sometimes feel overwhelmed when approaching a school or the department with a complaint. While the Queensland Council of Parents and Citizens' Associations Inc. (QCPCA) does not advocate on behalf of individual parents or carers, individuals can request their own P&C to provide support in these circumstances. The P&C can in turn seek assistance from QCPCA to provide guidance in resolving the complaint. Complaints about services that are run or managed by the P&C at your school, for example, the Tuckshop, should be directed to the P&C in the first instance.

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