### QUICK REFERENCE PAGE

**ADDRESS**
- School Rd
- SAMFORD 4520

**MAILING ADDRESS**
- P.O. Box 854
- SAMFORD 4520

**TELEPHONE**
- Primary: 3430 9111
- School Fax: 3430 9100
- Student Absence Line: 3430 9160
- Tuckshop: 3430 9146
- Outside School Hours Care: 3430 9145
- Outside School Hours Care Fax: 3430 9152
- Community Pool: 3289 2522

**E-MAIL**
- admin@samfordss.eq.edu.au

**WEB-SITE**
- www.samfordss.eq.edu.au

**P&C MEETINGS**
- Second Monday of the Month
  - 6:30 pm in the Seminar Room

**ASSEMBLY**
- Every 2nd Monday 2.05pm Years 4-6
  - Tuesday 2.05 pm Years 1-3

**TUCKSHOP**
- Wednesday and Friday (8.30am – 1.30pm)

**UNIFORM SHOP**
- Tuesday (8.00am – 10.00am),
  - Thursday (2.00pm – 3.30pm)

**STUDENT BANKING**
- Every Wednesday morning from 9am

**MEDICINES**
- Only prescribed medicines may be administered and only when accompanied by a Medical Instructions Form completed by a medical practitioner - forms available at the Office.

### QUEENSLAND SCHOOL VACATIONS – 2015 - 2016

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FOREWORD

WELCOME TO SAMFORD STATE SCHOOL

This booklet has been produced to give you an overview of the school’s policies, procedures, routines, extra-curricular activities and special events so that you might have a greater understanding of your child’s school experiences. We actively encourage your involvement in your child’s schooling. Opportunities exist at many levels for parents to participate, to contribute, or to provide advice and assistance. Avenues for involvement are highlighted in the following pages and we cordially invite you to participate wherever possible.

While this handbook is current at the time of printing, I would encourage you to visit our website at www.samfordstateschool.org where we ensure the most current information is available. I am sure you will find our website easy to navigate and most informative.

Opened in 1872 as a Provisional School, the school remained relatively small until recently. During the past fifteen years there has been a steady increase in school size. In January 2014, enrolments reached 814 primary children in 28 classes and 102 Prep children in 4 classes. Notwithstanding its size, the close-knit country feel of the school has endured.

The school’s forward planning takes account of the Strategic direction of Department of Education, Training and the Arts aggregated views of the Samford State School Community and the considerable experience and expertise of its staff. This planning has identified Literacy, Numeracy, Information and Communications Technologies and teacher professional development as priority areas in the school over the next three years. This focus will ensure that students at Samford will benefit from a high-class education that will equip them well for their secondary years and life in the 21st Century.

Whilst at Samford, children will engage with a wide range of learning opportunities across the nine Key Learning Areas of English, Maths, Science, History, Studies of Society and Environment, Health and Physical Education, The Arts, Technology and German. Major integrated inquiries, bringing together essential learnings and ways of working from several of these Key Learning Areas, will be taught each term, along with smaller ‘mini-units’ and skills work. A strong emphasis on literacy and numeracy will be maintained throughout. Participation and endeavour by students, teachers, other staff members, parents and the community will contribute to the excellent learning outcomes to which the school is committed.

The school has adopted the ‘You Can Do It’ program as a means of developing the important foundation attributes of Organisation, Persistence, Confidence, Getting Along and Resilience. This program plays an important role in the life of the school and in the development of social and emotional skills.

There is a strong sense of pride in this school; pride in the magnificent grounds, in the very high academic achievements of the children, in the children’s appearance and conduct, the teaching standards, the facilities and the general resources. We hope that you and your children will look back on your years at Samford with pride and fond memories of hard work, rewarding experiences and life-long friendships.

Bradley Clark
Principal
January 2015
A MESSAGE FROM THE PRESIDENT OF THE PARENTS & CITIZENS ASSOCIATION

ON BEHALF OF THE P & C ASSOCIATION, WELCOME TO SAMFORD STATE SCHOOL.

The role of the P & C is to provide support and feedback to the school on a variety of issues for the benefit of the students at our school.

Being involved with the school via the P & C provides a wonderful opportunity for you to join a community of parents committed to positive outcomes for their children and as a result the school as a whole.

There are many ways that you can contribute, you may choose to volunteer in the classroom, at the library, during sporting or music events, tuckshop may be your passion, or working on one of the many committees may suit your time and talents best. Whatever your passion, talents and time constraints we will always welcome your support.

Volunteering within the school community is a wonderful way to meet other parents and to become involved with your child’s education. So, now is the perfect time to join us, your involvement is always welcome.

Once again, welcome and I look forward to meeting you.

Kind regards

*******************
President Samford State School P & C Association
GUIDING PRINCIPLES FOR SAMFORD STATE SCHOOL

Our values are most closely aligned with the National Values and focus on three - Doing Your Best, Respect and Responsibility.

The following have been collaboratively developed and reflect the future development of Samford State School. Our future development is based upon the following guiding principles.

Generosity of Spirit
We value an environment where all people are treated with care, respect and compassion.

Excellence
We believe in striving to achieve excellence in all areas of school life in the best interests of all.

Partnerships
We believe that opportunities for children will be maximized when home, school and community work together.

Confidence
We believe in developing strong and capable students who believe in themselves.

Learning
We believe children learn most effectively when learning is challenging, exciting and engaging.

Personal Growth
We believe in maximizing the potential of the whole child – socially, emotionally, physically and academically.

Samford State School
Happy Learners
You Can Do It!
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1. SCHOOL MANAGEMENT

1.01 - CLASS SIZES AND GROUPS

Class teachers are allocated to schools according to student numbers. At Samford we attempt to create classes to fit the departmental class size guidelines, which are:

- Prep Year - 25 children
- Years 1 – 3 - 25 children
- Years 4 – 6 - 28 children
- Multi-aged/composite groups - 25 children

While most parents are familiar with traditional year level groupings, composite and multi-aged classes are other legitimate means of grouping children. Where such classes are formed, no less care is given to the appropriate placement of students than in the case of single-year-level classes. All other factors being equal, each of these conformations will result in positive learning outcomes for students.

As a result of our staff allocations and student numbers, we may have at any time, a mixture of traditional and multi-aged groupings. Children will be allocated to their classes with appropriate consideration given to their individual needs. To enable parents’ views to be considered in the formation of new and subsequent classes, a process inviting input is published in fourth term in the Ironbark Press.

1.02 - CURRICULUM

In 2014, Queensland will continue implementation of the Australian Curriculum for English, Mathematics, Science and History. The Geography curriculum will commence in 2014. The other key learning areas which underpin our current curriculum will remain the same. These are Studies of Society and Environment, Technology, The Arts (visual art, music, drama, media) Health and Physical Education and Languages other than English (German).

The Australian Curriculum has been developed by leading educators and is grounded in well researched models. It embodies a contemporary view of education considering social and ethical perspectives as well as the digital influences and demands for our children in the future. The Australian Curriculum focuses on a greater depth of knowledge and understanding. It sets out what all young Australians are to be taught, and the expected quality of that learning as they progress through schooling. At the same time, it provides flexibility for teachers and schools to build on student learning and interest.

Through the Curriculum into the Classroom project (an Education Queensland initiative), state school teachers will have comprehensive curriculum planning and teaching resources to support implementation of the Australian Curriculum.

If you would like more information regarding The Australian Curriculum you can visit the following link – http://www.australiancurriculum.edu.au/Home

IMPROVEMENT AGENDA – Samford State School is committed to continuous analysis of students’ results to help improve teaching and student learning. As part of this process we have identified three areas which underpin our School Improvement Agenda. These are: writing, mathematical problem solving, reading and spelling. In response to this, teachers observe other professionals working and are involved in intensive professional development with support from the Heads of Curriculum.

1.03 – EARLY PHASE OF LEARNING AT SAMFORD (YEARS P – 3)

STUDENTS
During the Early Phase of Learning at Samford State School, our goal is to develop respectful, self-motivated and confident learners who have a strong sense of belonging and fun.

STAFF
During the Early Phase of Learning at Samford State School, staff build partnerships through collaboration by being confident and positive, facilitating open communication, acting consistently and valuing and respecting others. In addition, teachers will make curriculum decisions through planning, interacting, reflecting and monitoring and assessing.
CURRICULUM
During the Early Phase of Learning at Samford State School, the curriculum provides meaningful learning experiences which engage all students using play, real life situations, investigations, routines and transition and focused learning and teaching. Teachers are working from the Australian curriculum and implement the ‘Curriculum Into Classroom’ (C2C) units.

COMMUNITY
The school and community work together to develop a shared understanding of how young children learn in the Early Phase of learning. Children learn best in environments where there are supportive relationships among all partners in the learning community.

1.04 - MIDDLE PHASE OF LEARNING AT SAMFORD (YEARS 4 – 6)

STUDENTS
During the Middle Phase of Learning at Samford State School, all students will have the opportunity to participate in a learning environment which fosters the social, emotional, physical and intellectual development of the individual.

This environment will lead to -
- a confidence in children who are prepared to engage in new challenges
- a willingness to take responsibility for their own actions
- opportunities to develop leadership skills
- a degree of personal success in a variety of endeavours

STAFF
During the Middle Phase of Learning at Samford State School, staff will be actively involved in engaging students by being flexible and motivating. Teachers need to be technologically skilled and use challenging and relevant teaching and learning processes.

CURRICULUM
During the Middle Phase of Learning at Samford State School, students will learn Australian Curriculum through the implementation of Curriculum to Classroom (C2C) that builds upon previous learning, offered within a supportive environment. Flexibility within grouping and differentiation will engage students in developing their individual interests and strengths.

1.05 – PHYSICAL EDUCATION

All children participate in physical education lessons with a specialist teacher. Lessons are weekly and are 30 minutes in length.

Children do swimming/aquatic activities in terms 1 and 4 (except year 1 children who do swimming in term 4 only and year 7 who do swimming in term 1 only). To go swimming, children must bring the following:

- Towel
- Bathing Cap
- Suitable swimming togs (board shorts are not permitted; footy type shorts are ok)
- Sun shirt or tight fitting t-shirt
- Sunscreen lotion (we will provide it for those children who don't bring any)
- A bag for belongings and wet gear

NB. Please make sure all belongings are clearly marked with your child's name and class.

1.06 - REPEATING A YEAR LEVEL

We recognise that a small number of students may benefit from more time to acquire appropriate academic, social and emotional skills - especially in the early years of schooling. At Samford State School we will work with parents and specialist staff to identify those students who will benefit from repeating a year level.

Through this process, we seek to reach agreement with parents about the best way forward for each child.
1.07 - RESOURCE CENTRE

The resources in our Resource Centre (school library) have been carefully selected to support the educational programs of the school. We have a wide variety of both fictional and non-fictional works, which the children are encouraged to borrow. The junior fiction collection is housed separately to help the younger readers. Children will be given lessons in the location and use of resources. Our library is fully computerised and books are borrowed by using a bar-coded system. Library books should be carried to and from school in a named/labelled school or cloth library bag which each child is asked to provide.

Library books may be borrowed for up to two weeks. Prep and Year 1 children may borrow one book at a time. Year 2 – 5 children may borrow up to two books at a time and Year 6 may borrow up to four books at a time, although additional references may be borrowed for project work. Parents are asked to replace or donate the cost of the replacement of resources lost or damaged.

Adults are invited to borrow from a range of materials regarding parenting located in the Parent Library.

Book Fairs - We hold two Books Fairs each year, and the profit allows the purchase of additional resources.

Book Week - Term 3 is when the school’s focus is on the Children’s Book Council BOOK WEEK celebrations of Australian Literature by Australians.

1.08 - SPORT

The major aims of sport at Samford State School are enjoyment, maximum participation and skill development. Interhouse carnivals for swimming, cross country and athletics are conducted in both Early Phase (1 – 3), and Middle Phase (4 – 6) divisions. School teams compete at district competitions and in recent years have been very successful. In 2013 Samford State School won the district athletics championships and the district cross country championships.

Many students go on to representative honours at district, regional and state level, in both individual and team sports.

During terms 1 and 2, Year 6 students participate in a Physical Activities Program. This program includes both interschool sport (soccer, netball, tennis and rugby league) and recreational activities (tenpin bowling, roller skating, etc.)

Private tennis tuition is available on most days before school.

1.09 - STUDENT RECORDS

The following details are kept on computerised records of each family:
(i) Names of children, ages, classes, home address and child’s photo.
(ii) Names of parents, home circumstances, residence and specific issues orders (custody), place of work, home and work telephone numbers.
(iii) Names and telephone numbers of doctor and emergency contacts.

THIS INFORMATION IS KEPT IN STRICTEST CONFIDENCE and it is vital, particularly when a child is sick or has had an accident that this information is accurate. If circumstances change, please remember to notify the school.

1.10 – STUDENT CONSUMABLES & RESOURCES SCHEME

The Student Consumables & Resources Scheme has been implemented into Samford State School to ensure that all students have the necessary resources to support their educational requirements. It is also intended as a convenience to parents/caregivers to provide a more economical option to purchasing consumables and textbooks each year. This scheme has been fully endorsed by the Samford State School Parents and Citizens’ Association, and school administration must report on expenditure of the funds at the end of each year. The scheme is not used to raise funds for other purposes, and revenue collected through the scheme is applied
only to the operation of the scheme. The school allocates further funding to classes for all other general
classroom resources in addition to funds for the students’ individual consumable and resource requirements.
While membership of this scheme is not compulsory, the school and P&C encourage parent participation.
Full participation rates offer the most benefits to parents, teachers and the learning experiences for students.
The Consumables & Resources Scheme operates at this school under the policy and guidelines of Education
Queensland. Parents wishing to take up the offer to participate in the scheme pay an annual flat fee and sign
an agreement to comply with the conditions of the scheme.

**BENEFITS OF PARTICIPATING IN THE SCHEME**
The scheme provides parents/caregivers with the following general benefits:
- Ready and consistent access for students to consumables and resource materials as needed
- Less waste, as items are purchased in bulk and accessed when required
- Cost savings and convenience in purchasing student consumables and resource materials
- Opportunities for students to access a wider variety of resources and more costly items by sharing
expense with whole class
- Enhancements to educational experiences for students.

**WHAT WILL MY CHILD RECEIVE?**
The scheme will provide all consumable items for your child/children for the entire school year. This includes,
but is not limited to:
- All consumable stationery and writing materials
- All printed class notes, and reproduced materials which complement and/or substitute for textbooks/student
workbooks
- Materials for practical activities in: Art, Music, Science and LOTE
- Enhanced resource materials and equipment used in various key learning areas (including individual text
books where required).

**WHAT MAY I HAVE TO PROVIDE?**
Individual teachers may request specific items be provided from home if they are not considered a part of the
Student Resource Scheme guidelines. Usually, these are larger items or are personal or might be used over a
number of years such as:
- Calculator
- Chair Bag (available from Uniform Shop)
- Flash Disc / USB
- Pencil Case

**1.11 – YOU CAN DO IT PROGRAM**

Samford State School is a ‘You Can Do It!’ school. The ‘You Can Do It!’ program was developed in Australia,
at the University of Melbourne, by American psychologist, Professor Michael Bernard. It is used extensively in
the United States, the United Kingdom and across Australia, including many schools in and around Brisbane.

With the goal of fostering the social and emotional development of children, YCDI! helps students to recognise
the “Five Blockers Leading to Negative Outcomes”:
- Feeling very angry – misbehaving
- Not paying attention – disturbing others
- Procrastination
- Feeling very worried, and
- Feeling down

and aims to empower them to use the: “Five Core Social and Emotional Capabilities”:
- Resilience
- Confidence
- Persistence
- Organisation
- Getting Along

We believe this program provides powerful tools for students to be the very best they can be. We know that
the more people in their world, who adopt this approach, the more effective it will be. For this reason, we ask
that parents and caregivers support the work we are doing, by using the YCDI! Philosophy and language as
much as possible with their children.
2. PROCEDURES AND ROUTINES

2.01 – A DAY IN THE LIFE OF THE SCHOOL

How long is a day at school? I guess it depends whom you ask! Let’s look at a typical day at Samford School.

First to arrive at just after 5.30am and among the last to leave, the school’s cleaners work split shifts to ensure inside and outside spaces are ready for the day.

By 7.00am, a number of people are on site – Before School Care staff, a few early-bird students, janitor-groundsman and office staff. The first of the day’s scores of phone calls are answered and steps taken to replace staff members who are sick. Not long after, the first of the teachers arrive to prepare for their day.

A steady stream of students, staff and parents follow – in time for a choir practice, a parent-teacher conference, some extra tuition or a game with friends.

The first bell of the day rings at 8.15am and many students move towards classrooms to prepare for class. Soon after, the first of the eight school buses pulls in and the trickle of arriving students swells to a torrent. Between 8.30 and 8.45am, several hundred students walk through the school gate, eagerly anticipating the day ahead.

At 8.45am, the bell rings, and the real business of the day begins. For the next six hours, a wide variety of learning and teaching activities can be seen unfolding across the school. Students in classrooms grapple with the challenges and fascinations of maths, teacher aides and parents work patiently with beginning readers, computers connect students across the world and the intricacies of shotput are demonstrated on the oval. Books are borrowed from the library, a variety of sounds float from the Music room and classes move happily from location to location.

At 3.00pm, a bell signals an end to the fun and most children troop off whence they came – many of them on the same buses that brought them to school. Others will spend time at Outside School Hours Care, at sports practices, extension classes or swimming lessons. For staff members, work goes on well after school. There are teachers’ meetings, professional development workshops, committee meetings, parent-teacher conferences, assessment and marking, planning for subsequent teaching, etc. Between 5.00 and 6.00pm, the school gradually slows down. The last teachers wind their way home, cleaners finish their work and lock up, last phone calls are answered in the office, children are collected from Outside School Hours Care and darkness falls on the school. Unless there is a meeting scheduled for the evening, the gates are locked at about 6.15pm and so ends a day in the life of Samford State School.

2.02 - ACCIDENTS

Minor: First Aid is administered from the First Aid Room under “C” Block (opposite Administration. Records are kept following the administration of first aid and a note is sent home to parents detailing the treatment received.

Serious: (i) Immediate First Aid is given
       (ii) Ambulance is called for if necessary and
       (iii) Parents are notified as soon as possible.

2.03 - ATTENDANCE

Attendance at school is compulsory except in the Preparatory year which is non compulsory, though strongly encouraged. Absence is excused because of illness or where parents provide a reasonable written explanation. A brief note or email to the child’s teacher, rather than a telephone call, is preferred. If a phone call is your preferred method of notice please ring our absence line on 3430 9160. Information of unexplained absences is provided in student reports each semester. We are required to record the reason for all absences in our rolls.

Parents wishing to collect their child during school hours must advise the class teachers in writing. Parents should collect their child from the main office at the nominated time, ensuring that they sign the Register to indicate that their child is leaving the school grounds.
2.04 – COLLECTION OF STUDENTS BEFORE 3.00 PM

Students who arrive after 8.45am are required to be signed in by a parent / adult caregiver and receive a late slip. You may be required to walk your child to a specialist class.

If you are collecting your child before the end of the school day, you are required to sign them out at the office. The office staff will then contact the classroom and organise for your child to come to the office.

*** NO CHILDREN WILL BE SENT TO SCHOOL GATES TO WAIT FOR COLLECTION ***

2.05 – COLLECTION OF STUDENTS AFTER SCHOOL

Students should be collected promptly following the 3.00pm bell if they are not travelling home by bus. Please ensure your child is aware of your family’s arrangements when they arrive at school.

If not collected from the classroom, students should wait in one of three collection areas inside the school grounds adjacent to the pick up zones – front of school, pool care park, Trentham Place

Unless appropriate arrangements can not be arranged, children will be taken to Outside School Hours Care and families will need to collect their children from there.

*It is not appropriate for students to be left in the care of office staff or classroom teachers after 3.15pm except in emergency situations.*

At 3.30pm, a bell will sound which asks all children who have not been collected from school to report to the office. Arrangements will be made to organise collection while the children are safely supervised.

2.06 - ENROLMENTS AND ADMISSIONS

♦ Prep:

In 2015, we are able to take enrolments of children born between 1 July 2009 and 30 June 2010. If your child is born outside of these dates and you would like to discuss enrolment, please contact the school. Enrolment packages are available from the school office. Please phone to make an appointment or request a package in the mail.

Children born between 1 July 2010 and 30 June 2011 will be eligible to attend Prep in 2016. Early entry provisions may apply to those students who are already enrolled in full time education in another state/territory or country. Please contact the school to discuss any enrolment concerns you may have.

♦ Year 1 Students:

Children enrolling into Year 1 must have been born between 1 July 2008 and 30 June 2009. Evidence of date of birth and Australian residency is required.

♦ Year 2 - 6 Students:

Enrolments for students in Years 2 - 6 can be taken at any time in the school year during office hours (8.00am - 3.30pm). Please phone the school to make an appointment for an enrolment interview. It is requested that they also bring the most recent Report Card and samples of work such as daily workbooks, which the class teacher will return following perusal. The student's Birth Certificate must be shown for an enrolment to proceed.

♦ Special Needs Students:

Children with physical, visual, hearing or intellectual impairments or autism may also apply for admission. Parents of these children are required to discuss the special needs with the Principal at the time of application and present medical and/or other applicable reports. If necessary, enrolment will be deferred until a full assessment of the child’s needs is carried out. Parents are always involved in this process.

♦ Students enrolling from Queensland Non-State Schools or Students from other Australian States and Territories require documentation from previous school including recent report.

♦ Enrolling students from outside Australia require * Passport * Visa

♦ Samford State School Enrolment Management. Please note that the boundary does not currently apply. Please contact the school if you have questions about the Enrolment Management Plan.
2.07 - HOLIDAY HOMEWORK

From time to time parents are required to take holidays at times other than during school holidays, it would be appreciated if you would notify the school, in writing, of the dates the student will be absent from school. When this occurs and the family takes a well-earned break, teachers are not required to set homework for the period of absence.

2.08 – HOMEWORK

**Prep**

'We believe the development of self confidence and a love of learning are of prime importance. We believe that play facilitates development and is an invaluable means for initiating, promoting and sustaining learning'. In Prep there is no formal homework. Parents are strongly encouraged to read regularly every day and play sound and rhyming games with their child. The Revving Reader home reading program begins in July and shortly after, children begin bringing home sight words for consolidation and reinforcement.

**Years 1 - 6**

We believe homework provides students with opportunities to consolidate their classroom learning, pattern behaviour for lifelong learning beyond the classroom and involve family members in their learning.

At Samford State School, we encourage teachers to prepare homework that:

- enhances student learning
- is purposeful and relevant to students needs
- is appropriate to the phase of learning
- is appropriate to the capability of the student
- develops the student's independence as a learner
- is varied, challenging and clearly related to class work
- enables students to involve their parents in their education
- allows for student commitment to recreational, employment, family and cultural activities.

Some classes are given homework on a daily basis (Monday, Tuesday, Wednesday and Thursday) while others are given a homework sheet for a week’s duration so that students can plan to complete the work over the week taking into account sporting and family commitments.

We believe homework should aim to be:

- family friendly
- flexible in meeting the needs of children, teachers and parents
- open to providing opportunities for parent involvement.

2.09 - ILLNESSES

It is not appropriate for a child who is ill to be at school. When children are not feeling well, they are sent to the “First Aid Room” to lie down. In the majority of cases, parents are contacted and further action is negotiated. It is the policy of the school not to have children in the “First Aid Room” for longer than one period of instruction except in exceptional circumstances.

Although this can sometimes prove inconvenient for parents, it is important to recognise that the school has neither the facilities nor the resources to care for sick children, beyond an initial assessment.

Please ensure that the school’s record of contact details, including work and mobile numbers, is kept current. Contact the school on 3434 9160 to leave a message when your child is not attending school due to illness.

2.10 – INSURANCE COVER FOR STUDENTS

Physical activity and physical education, particularly contact sports, carry inherent risks of injury. Parents are advised that the Department of Education and Training 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.
2.11 - MEDICATION AT SCHOOL

Department of Education policy requires that, before medication is administered at school:

(i) A parent must organise for a prescribing medical practitioner to complete a medical instructions form (available from the office) detailing the type of medication, dosage, frequency and cessation date.
(ii) A parent must complete the 'Parent Section' of the form.
(iii) The label on the medication must clearly state:
(a) the name of the child; and
(b) the exact dosage and times for administration
(c) medication must be sent in original packaging.

Under the same policy, analgesics, cough mixtures and other over-the-counter medicines are not to be administered by staff members. These must be accompanied by a medical form signed by a prescribing medical practitioner.

Staff members keep accurate registers of administration of medication. Asthmatics may keep puffers on their person or in school bags, in that they may self-administer puffer medication as they feel the need. Parents of asthmatics must ensure that their children are familiar with the procedures for puffer use.

2.12 MONEY COLLECTIONS

Throughout the year students will be offered the opportunity to participate in a number of excursions and activities. You will be notified at the beginning of each term what these activities are and the cost involved. As well, from time to time, you may need to pay for camps, instrumental music, fundraising, school magazine, Year 6 t-shirts, etc. To assist with these money collections the following procedures apply:

- Collection Times – Tuesday and Thursday morning only. Payment envelopes and permission slips should be placed directly into the “MONEY” box in the office foyer before 10.00am to allow time for processing and banking.
- Receipts – will be issued for all payments and returned to your child on Fridays via the classroom.
- Cheques – should be crossed and made payable to “Samford State School”. PLEASE NOTE: Payments for contributions to the P & C Levy / Fundraising should be on a separate cheque made payable to “Samford State School P & C”.
- Credit Card – Mastercard/Visa is accepted for payments over $10.00.
- Bulk advance payments - For your convenience, a bulk deposit can be made into your school account. As activities are advertised, the permission slip and envelope should be placed in the “MONEY” box as usual. The envelope should be marked “Deduct from Account” and signed to approve the payment.

If you have any questions regarding payment, please do not hesitate to contact our Business Services Manager. All conversations will be held in the strictest confidence. Samford State School policy is no payment – no attendance, however, it is our wish that all children attend every activity and we are happy to discuss ways to assist should you be having difficulties with meeting payment deadlines.

2.13 – PARKING

The fact that our school is located at the end of two cul-de-sacs creates some unique car parking problems. With your patience and co-operation we can keep congestion to a minimum and maintain a safe environment for our children travelling to and from school. Listed below are some points that will help with our traffic problems:-

- Stagger your arrival and departure times. Try to avoid peak times by bringing your child early and picking them up a little later.
- Use the Brisbane Bus Lines services where possible – less cars, less congestion.
- Reverse parking is recommended in all car parks – (1) this provides better visibility when exiting car parks, rear-ends of 4-wheel drives in particular, are closest to the curb; (2) your children will be collecting their bags from boots at the curb, not near moving vehicles; (3) reversing when parking rather than when exiting into moving traffic is a much easier and safer method.
• Use the set-down / pick-up areas. (Please remember these are not parking areas, they are loading zones and therefore a two-minute time limit applies. Overstaying your time limit can have the effect of blocking the feeder lane to the car park.) Circulate while waiting and avoid pulling out and slotting in.
• Make sure your child is aware of their pick-up arrangements in the afternoon.
• Use of pick-up areas in the afternoon -
  *Let your child know which one you will be collecting them from.
  *Remind them to be looking out for you
  *Move to the front of the pick-up area so other cars can feed in behind you
  *Don’t arrive at 3pm expecting your child to be there. It takes at least 10 minutes for children to reach the gate.
  *If your child is not there, please move forward around the carpark to allow parents to collect those children already waiting.
• Teach your child to use the pedestrian crossing correctly, stopping to check if any cars are coming. This is particularly important to those children attending swimming lessons. If possible they should use the concrete path in the school grounds – not go through the car park.
• Unless otherwise directed by the school administration, only staff and service vehicles are permitted to enter the school grounds. Parents are requested not to use the bus bays or bus turnaround to park or deliver children to school. The roundabout is a NO STANDING area.
• Trentham Place is an alternative parking point for parents. Please consider our neighbours when using Trentham Place and do not park across driveways or in the cul-de-sac. There are two pedestrian gates for the use of parents and students – please use these and not the vehicular entrance. All children should wait inside the school grounds until their lift arrives. If you have to park on the opposite side of the street, please assist your child to cross the road as Trentham Place can become very congested at peak times making visibility for both child and driver very dangerous.
• Always drive at 40 km in both School Road and Trentham Place.
• Additional parking spaces are available at Community /School Hall.
• Do not pick up / drop off in the bus zones.

A bell will sound at 3.30 pm to signal any child still waiting to be collected in the school grounds, to move to the school office where Administration Staff will contact the parents to investigate and arrange collection.

WE LOVE OUR CHILDREN – PLEASE DRIVE WITH CARE

2.14 - PERIODS OF INSTRUCTION

The school day is broken into three sessions for learning and teaching separated by morning tea and lunch.

Parents are asked to ensure that children are at school by 8.40am, at the latest, to ensure a smooth, punctual start to the school day. The first bell is sounded at 8.45am as a signal for students to enter classrooms and prepare for the day. School finishes at 3.00pm. As there is no direct teacher supervision until 8.45am parents are encouraged not to send children to school at an unreasonably early time before 8.30am. Before School Care and After School Care is available. See Section 3.11.

2.15 - PERMISSION FORMS

1. Before children are taken on educational tours or excursions, parents are issued with information explaining the program and are asked to sign and return a permission form. These are usually included as part of the curriculum newsletter each term.

2. Before a photograph of your child can be published within the classroom / school magazine / website / local press or Education Views, parents/caregivers are asked to sign a permission form. This is done at enrolment.
2.16 - SCHOOL DRESS CODE

By Departmental Regulation, the wearing of the school uniform is compulsory. The wearing of jewellery is not recommended, however sleeper earrings or studs in pierced ears, religious and medical medallions are acceptable.

Students attending Samford State School can choose between casual and formal uniforms. Parents should consider the type of garment their child would find comfortable depending on the activities their child may participate in at school e.g., participation of older students in interschool sport requires the wearing of the school polo shirt. All children should wear a sports uniform on days they attend Physical Education lessons. House polo shirts are to be worn at intraschool athletics carnivals, cross country events and swimming carnival.

SCHOOL HATS: Due to our Education Queensland Sunsafe Policy which has been endorsed by the Parents & Citizens Association, the wearing of school hats (legionnaire or slouch hats) is compulsory. Caps may NOT be worn to school because they do not conform to this policy.

UNIFORM STOCKISTS

1. Samford State School Uniform Shop
   Located upstairs opposite the administration office in C block
   Cash, cheques and credit cards are accepted.
   All profits go the P & C and directly benefit the school.

PREP

We encourage all students to wear the school uniform. To ensure all students are fully able to access the Prep curriculum program, Prep students will wear:
* The school polo shirt or sporting house polo shirt
* Knit or Gaberdine shorts OR Skorts or Culottes
* Students should have either the school legionnaire or wide brimmed hat.
* Sandals or joggers (preferably black) with green socks complete the uniform. To support the easy removal of shoes for learning and play, it is recommended that students have Velcro shoes.

GIRLS’ UNIFORM Years 1-6

OPTIONS:

Formal

1. * Striped dress
   * Bottle green socks
   * Black leather shoes or black joggers
2. * Striped unisex shirt
   * Bottle green culottes
   * Black leather shoes or black joggers

Casual Everyday

* Bottle green polo with gold panel right side and gold sleeves, “Samford” collar and gold school logo
* Bottle green skorts/culottes or unisex knit shorts
* Bottle green socks
* Black leather shoes or black joggers

Sports

* Sports house polo shirt (Blue, Green, Red, Yellow) OR Bottle green polo with gold panel right side and gold sleeves, “Samford” collar and gold school logo
* Bottle green skorts/culottes or bottle green unisex knit shorts
* Bottle green socks
* Joggers (preferably black)

GIRLS’ SPORTS UNIFORM

Interschool - the school polo uniform described in Option 3 above
Intraschool - A house polo shirt entirely in the house colours with the school crest and “Samford” logo, replaces the school polo shirt in Option 3 above.

Girls are able to wear skorts, culottes or unisex knit shorts. Black bike pants are optional at athletic carnivals and cross-country events. The appropriate school or sports polo should be worn with bottle green socks and joggers (preferably black).
ACCESSORIES

Hats
Bottle green legionnaire or slouch hat printed with school crest

Sandals
Open sandals APPROPRIATE FOR SCHOOL WEAR may be worn in Prep, Years 1 and 2 only

Hair
Shoulder length hair and longer should be tied back using bottle green or school material.

BOYS’ UNIFORM Years 1-6
OPTIONS:

Formal
* Striped unisex shirt
* Bottle green long leg gaberdine shorts
* Bottle green socks
* Black leather shoes or black joggers

Casual Everyday
* Bottle green polo with gold panel right side and gold sleeves, “Samford” collar and gold school logo
* Bottle green unisex knit shorts or gabardine shorts
* Bottle green socks
* Black leather shoes or black joggers

Sports
* Sports house polo shirt (Blue, Green, Red, Yellow)
OR Bottle green polo with gold panel right side and gold sleeves, “Samford” collar and gold school logo.
* Bottle green bottle green unisex knit shorts or long leg gabardine shorts
* Bottle green socks
* Joggers (preferably black)

BOYS’ SPORTS UNIFORM
Interschool - The school polo uniform described in Option 2 above
Intraschool - A house polo shirt, entirely in the house colours with the school crest and “Samford” logo, replaces the school polo shirt in Option 2 above

ACCESSORIES

Hats
Bottle green legionnaire or slouch hat printed with school crest

Sandals
Open sandals APPROPRIATE FOR SCHOOL WEAR may be worn in Prep, Years 1 and 2 only

Hair
Shoulder length hair and longer should be tied back using bottle green or school material.

WINTER UNIFORM – Girls and Boys

The following may be worn in addition to the summer uniform:

Jackets:
* Polar fleece zip front jacket with embroidered school logo
* Micro fibre zip front jacket, bottle green, gold stripes and embroidered school logo
* Polar fleece vest in bottle green and zip front embroidered with school logo

Pants:
* Fleecy bottle green track pants
* Micro fibre straight leg pants with zip at ankle
* Girls leisure pants

Other:
* Bottle green tights for girls
* Bottle green beanies
* Bottle green scarves
2.17 – VISITORS TO THE SCHOOL

All visitors must sign the visitor register and wear a “visitor” name tag obtained from the office before moving about the campus. Each classroom also has a sign-on book and “visitor” stickers for classroom helpers.

2.18 STORMS AT 3.00 PM PROCEDURES

Schools have a duty of care for attending students. The purpose of this policy is to safeguard students from the potential hazard of lightning or other danger during electrical storms.

**Policy** - During electrical storms, children will be supervised under cover and will not be released into the grounds.

**Guidelines**

- In the event that an electrical storm seems imminent, outside activities, such as swimming, other P.E. activities, interschool sport, games, etc., will cease in sufficient time for children to be moved under cover in an orderly fashion prior to the storm breaking.

- In the event that an electrical storm is in progress or seems imminent at a scheduled break time, the break will be delayed. No bell will sound and a message will be relayed to teachers as expeditiously as possible. A bell will sound when the principal judges that it is safe to release children.

- In the event that an electrical storm seems imminent during a break, the duty staff member shall advise the principal or office staff so that the bell might be sounded early. Teachers will then move promptly to collect children from assembly areas.

- In the event that an electrical storm is in progress or seems imminent at 2:55pm, children will be detained and supervised by teachers. No bell will sound and a message will be relayed to class teachers as expeditiously as possible. A bell will sound when the principal judges that it is safe to release children. In the interim, parents may collect children from the classroom if they so wish.

- Parents wishing that children not be detained, will be required to make that request in writing at the commencement of each year. Such letters of request, upon receipt, are to be countersigned by the principal and then filed in the front of the class roll.

- Where circumstances prevent a class teacher from remaining at school to supervise children, that teacher will notify the principal who will make alternative arrangements for supervision.

- During any period, outside of regular teaching time, when children are detained because of an electrical storm, classroom activities are at the discretion of the teacher.

- During electrical storms do not use the telephone. The office personnel will not answer the phone during electrical storms.

3. SPECIAL SERVICES/PROGRAMS

3.01 - ACADEMIC COMPETITIONS

Each year access to a range of academic competitions is provided through the school, including the University of NSW Maths, English and Science Competitions and the Australian Mathematics Competition, Mathematics Tournament.
3.02 - BOOK CLUB

A small group of parents assist to co-ordinate this activity and new volunteers are always most welcome. Approximately once per term, children are issued with leaflets from the Scholastic Company, offering quality books and computer software at markedly reduced prices. Orders may be made through the school on a form supplied. Any purchases are, of course, purely voluntary. Cheques should be drawn in favour of Scholastic Book Fairs, and paid when purchasing.

3.03 - BUDDY SYSTEM

Every year, each student at Samford State School is allocated a buddy. The system we use, involves matching Year 4 – 6 classes with Prep to Year 3 classes. The buddies participate in a range of activities together throughout the year, e.g. reading and games, as well as other organised activities like the Easter Hat Parade and NAIDOC.

The buddy system especially supports all our students through facilitating the development of well structured, positive one-on-one relationships between our younger and older students. It helps to promote friendship and a sense of support in our school community. There is a huge body of evidence that indicates this in turn promotes a stronger sense of connectedness, building a psychologically safer environment and increasing the likelihood of more positive school behaviour and less bullying.

Our first official Buddy Event of the year is the Easter Bonnet Parade.

3.04 – BUS TRAVEL ASSISTANCE

Children who reside more than 3.2 km from the nearest state primary school may be eligible for Bus Transport Assistance. Applications forms for this can be obtained from the office or by phoning Queensland Transport on 3863 9849.

3.05 - BUSES

Brisbane Bus Lines (ph 3354 3633) operates seven buses, which service our school. To be eligible for free transport, children must reside more than 3.2km from the school. Children not eligible for free bus travel may journey on the buses, on a “user pays” system.

Application forms may be obtained from the school office, and upon completion, are returned to the bus company. A bus pass is issued to all children eligible for free transport. Passengers are required to carry the pass whenever using the service. If a pass is lost or misplaced, parents are asked to contact the particular driver. There is a $17.60 fee for providing such a replacement pass. Please let Brisbane Bus Lines know of any change of days of travel, (e.g. 3 days to 5 days a week).

Under the Transport Act, a driver may refuse to transport a child for misconduct. Please assist us to ensure that this step doesn’t need to be taken, by offering your child some helpful advice regarding acceptable standards of behaviour when travelling on a bus. Complaints relating to discipline on School Buses ought, in the first instance, to be directed to the Principal. All children using the buses, whether free travelling or paying customers are issued with a special pass which children will be required to produce every time they travel on their bus.
The Chaplain’s role at Samford is primarily to be there for students, parents and staff.

Chaplain Mel conducts programs to help develop social skills, conflict resolution and friendship. Her role here is to promote a sense of belonging and community for all staff, students and parents. This sometimes includes working in classrooms as additional support for teachers (such as taking reading or maths groups or mentoring.)

**Pastoral Care:** Chaplain Mel provides a caring presence, listening ear and relevant support to students going through tough times - divorce, family separation, loneliness, loss and grief. She does this by being a link between students and outside community help and/or our Guidance officer. Students can be referred to Mel by staff and/or parents if they feel the student needs some extra emotional support at any time.

**Religious, Spiritual and Ethical Support:** Chaplain Mel's role includes providing information and support for students who may have questions around spirituality or ethics. She is able to link families with community churches and/or youth groups. While SU Qld chaplains are from a Christian faith background, they respect those who hold other beliefs and worldviews. Chaplain Mel respects everyone's individual right to explore and pursue their own beliefs.

**Frequently Asked Questions**

**Q** What religious denomination does the Chaplain represent?
**A** The Chaplain has pastoral and caring skills and theological training. The Chaplain does not represent any one denomination and is supported by the various local churches.

**Q** To whom is the Chaplain responsible?
**A** Within the school, the Chaplain reports to the Principal and Deputy Principals. The Chaplain was appointed and is supervised by Scripture Union Queensland and the Local Chaplaincy Committee.

**Q** How is Scripture Union involved?
**A** Scripture Union is responsible for the employment conditions of the Chaplain in our school. Scripture Union is accredited with Education Queensland for the purpose of carrying out these duties in over 700 state schools.

**Q** Do parents have access to the Chaplain?
**A** Certainly! Parents, students and staff may request an appointment to speak with the Chaplain or raise an issue with Mel informally if they meet during the course of normal school activities.

**Q** What about catering to different beliefs?
**A** The Chaplain aims to offer caring support and a listening ear to all students, parents and staff. Part of this care is to be sensitive to and respectful of differing belief systems and other faiths.

**Q** How does the Chaplain add to the care provided by other school staff?
**A** Children will often seek out their teachers and other staff when they are experiencing problems. The Chaplain adds another level of care, and has a greater ability to respond in times of need. The Chaplain is also seen as ‘non establishment’ and this can help children to feel free to be honest about their feelings and difficulties.
3.07 – CHOIR

There are four choirs at the school, which provide cultural growth for the children by promoting enjoyment of singing and development of choral skills:

The Junior Choir (Year 3 and 4)
The Intermediate Choir (Years 4 and 5)
The Senior Choir (Years 5 and 6)

These choirs are competition choirs and entry is by audition

Songsters (Years 3 – 5)

This choir is opened to any student who wishes to be involved in the choral program

The classroom music teacher and other choral teachers hold choir rehearsals before school. There is a fee for involvement in the choral program. This fee contributes to the cost of purchasing music, the hire of choral conductors and accompanists outside the school and competition entry fees.

3.08 - EARLYACT

EarlyAct is a school wide service club for primary school students in Year 4 to 6. It is sponsored by the local Rotary Club.

EarlyAct is closely linked to the ideals of Rotary and provide the foundation and natural succession into Interact in high school.

EarlyAct provides young students the opportunity for gaining an increased awareness and knowledge of their community and the world.

At a young age, all students can easily be encouraged to be caring and helpful. Their minds are open to recognise the dignity and worth of each individual, which builds respect for others. EarlyAct also promotes understanding and the building of friendships among the club members.

EarlyAct also engages students in character-building activities and prepares them for leadership roles to identify and carry out projects, which benefit their school, local and global communities.

The club members run 3 major projects in a year: one for the school, one for the wider community and one for the international community. They traditionally raise money for a Shelter Box www.shelterboxaustralia.org and participate in Operation Christmas Child.

Membership is open to any Year 4 to 6 student who would like to make a difference in the world. The club meets at first break every Thursday.

3.09 - EDUCATIONAL EXCURSIONS AND OUTDOOR EDUCATION

Educational tours are organised from time to time throughout the year. These excursions, of part or full-day’s duration, are arranged to provide:

- educational experiences in real life;
- practical demonstrations of the use of skills, knowledge or values experiences to complement the school curriculum;
- motivation for all learners;
- cultural or social opportunities for personal growth;
- alternative teaching/learning environment.
A sequential outdoor education program has been established to provide, amongst other goals, opportunity for:
- acquisition of skills and attitudes for development of outdoor pursuits and interests;
- an appropriate environment for challenge, adventure and group living, leading to self-reliance, individual initiative and a cooperative spirit;
- studying the environment and appreciating surroundings.

In 2014 these outdoor programs included:
- Year 3 - a day camp in the school grounds.
- Year 4 - a two-day camp at Warrabee (near Petrie).
- Year 5 - a three-day camp based at Mapleton.
- Year 6 - a five-day camp at Tallebudgera Camp School.

When using buses for excursions, it is the policy of this school that only buses with seat belts will be utilised. This may increase the cost of some excursions but student safety is our highest priority.

3.10 - HEALTH AND DENTAL SERVICES

Unfortunately, the school nursing program has been discontinued. It is recommended that parents take children to their GP for their 4 year old check up. Pupils may be treated by school dental therapists and dentists during bi-annual visits to our school. Dental Clinic staff will contact parents through the school to determine those who wish their children to attend the clinic. For emergency dental clinic treatment telephone the mobile clinic on 1300 365 997.

3.11 – ICT FEE FOR STUDENTS

The school has a commitment to providing a first class technology platform for students, including computers in every classroom, the library and in two computer labs.

With P & C endorsement, an annual levy is included alongside the student resource scheme in order to maintain and enhance this network.

3.12 - INSTRUMENTAL MUSIC

The aim of this program is to:
(a) give students the opportunity to play a musical instrument on a group lesson basis.
(b) provide quality string ensemble/concert band experience for students to develop performance skills of a higher standard; and
(c) complement classroom and choral music programs in the development of music throughout the school.

Lessons are conducted in strings, brass, woodwind and percussion. To learn a string instrument, a child must have entered Year 3. To learn brass, woodwind or percussion a child must have entered Year 5. Selection is via a series of tests held at the end of Term 3 of the year preceding entry into the program.

The School Policy for Instrumental Music provides the guidelines for this program and is available for perusal on request. Information evenings for parents are conducted in November each year.

A limited number of school-owned instruments are available for use, but usually only for the first year's tuition. After their first year, students are then expected to purchase their own instrument. Exceptions are the more expensive instruments, such as French horn, tuba, euphonium, baritone, bass clarinet, tenor saxophone and double bass, which can be hired until the end of Year 6.

There is a fee for involvement in the instrumental music program and for the use of school-owned instruments. This fee contributes toward the cost of purchasing music and ongoing instrumental expenses, including repairs, competition entry fees, etc.

Students who enrol at Samford SS from another school and who have been selected in that school's Instrumental Music Program may be considered for our program subject to a successful audition and the availability of a place for that instrument in our program.
3.13 - L.O.T.E. (LANGUAGE OTHER THAN ENGLISH)

In 2015, German will be taught in Years 5, 6. Lessons in Year 5 will total 60 minutes per week, while in Years 6 and 7 they will total 90 minutes per week. Students will develop skills in **listening, speaking, viewing, reading** and **writing**.

In keeping with the Essential Learnings specified for Languages learning by the Queensland Curriculum, Assessment and Reporting Framework (QCARF), the students will demonstrate evidence of their learning over time in relation to the following assessable elements:

- knowledge and understanding
- composing texts
- reflecting
- comprehending texts
- intercultural competence

Day-to-day German classroom experiences at Samford State School are varied, and are strongly linked to the rapid development of the ability to **communicate**, both verbally and in writing.

In any given year, our German students engage, where possible, in a range of liaison activities with schools in Germany and our local high school (Ferny Grove State High School) such as the **Language Day Event** for Year 6, and, for talented and motivated German students and successful German Immersion applicants, the **Oktoberfest**.

Standards are such that our graduating students are able to slot comfortably into the **Year 7 German Immersion Program** at Ferny Grove SHS should they so desire.

3.14 - OUTSIDE SCHOOL HOURS CARE

The Samford State School Outside School Hours Care (OSHC) operates under the licence of the Queensland Government Office for Early Childhood Education and Care.

For more information about the OSHC service, hours of operation and enrolment, visit us at the OSHC Centre located within the Samford State School campus or phone 3430 9145.

Information can also be accessed via the school website, simply visit [www.samfordss.eq.edu.au](http://www.samfordss.eq.edu.au) and click on Facilities – OSHC or from the Samford P & C website, [http://samfordssspandc.org.au/](http://samfordssspandc.org.au/) and go to the OSHC tab.

3.15 - RELIGIOUS INSTRUCTION

Each week, 30 minute Religious Instruction classes are provided for children in Years 2 to 7 at Samford. Due to legislative changes, the enrolment process for these Religious Instruction classes is an “opt-in” rather than “opt-out” model. There are three options available to our students:

**Option One** - The non-denominational **Combined Churches Program**: With a focus on both Old and New Testament, the lessons in these classes “…reflect the place of religion in Australian society, with an emphasis on tolerance and compassion and celebrations such as Christmas and Easter”.

**Option Two** – The Baha’i Program: With a focus on “…the unity of God, unity of the Messengers of God and the unity of humanity, students learn about the role they can play in bringing about peace. Students in this class study the spiritual laws common to all religions and learn about the basic human virtues (e.g. truthfulness, love, equality, unity, justice, honesty, obedience, prayerfulness, purposefulness and kindness), upon which these laws are based.”

**Option Three** – Students not participating in either of the above programs will do classroom work under the supervision of a teacher.

Please complete the form available from the school office identifying your choice.
3.16 - SCHOOL BANKING

School banking is offered through the Commonwealth Bank. Banking is conducted each Wednesday, and deposits are accepted on that day only. New accounts may be opened at any time. Children are provided with coupon deposit books, which must be completed and forwarded with money, whenever a deposit is to be made. Withdrawals require a parent's signature and may only be handled at branches of the Commonwealth Bank.

The school receives from the Commonwealth Bank, $5.00 for every account opened and 5% for each individual deposit up to a maximum of $10 per child. Please, therefore consider starting a bank account for your child. This is easy fundraising for the school and naturally is teaching your child the value of saving.

The Student Banking system is run by volunteer parents. We are urgently seeking more helpers. Any assistance would be gratefully appreciated. We meet at 8.45am each Wednesday morning in Chaplain Mel's room. Depending on the number of helpers, processing the banking generally takes approximately one hour and no accounting or computer skills are necessary.

3.17 - STUDENT COUNCIL

Four representatives, one each term, will be elected from each class (Years 4 to 6) to serve on the Student Council, which meets once a week at lunchtime. Student Councillors represent Prep, Year 1, 2 and 3. The role of the Student Council is to bring to the attention of the school administration, issues or concerns relating to student needs and fundraising to help others from the local to global community. The Student Council provides an opportunity for the development of leadership and decision making skills and the fostering of a spirit of community service as well as exposing children to taking on responsibilities.

3.18 – SUPPORTING, INTERVENTION, TEACHING AND ENRICHMENT SERVICES

Samford State School support personnel are committed to the provision of a whole school co-ordinated approach to all types of intervention including: social and emotional issues, learning support, extension and behavioural management.

Support may be provided to students either by teams of professionals working co-operatively with the classroom teacher or through small group/individual support. Personnel providing this service may be the classroom teacher, Special Education Class Teacher, Support Teacher-Literacy and Numeracy, Guidance Officer, Teacher Aide, Volunteer Tutor, School Chaplain or other external support personnel. Advisory visiting teachers (AVT’s) assist with implementing programs, writing educational plans and providing resources if needed. The school has access to services such as:

- English as a Second Language (ESL Teacher)
- Speech Language Pathologist

The model of support chosen for students will be determined by the current needs of the students and the availability of support personnel.

Parents are more than welcome to request an interview with any member of the support team to discuss the progress of their child or concerns.
SUPPORT SERVICES COMMITTEE

The support team meets on a regular basis to co-ordinate the support through SITE (Student Intervention, Teaching, Extension) Committee. Teachers, administration, parents (through the classroom teacher), or students can request support through the appropriate referral process. Members of this committee include:

- Support Teachers: Literacy and Numeracy
- Teachers of the Special Education Program (SEP)
- Guidance Officer (part time)
- Chaplain
- Administration team (Deputy Principals)
- Gifted Education Mentor
Learning Support

Learning Support at Samford State School is part of the whole school intervention program. Support teachers work collaboratively with classroom teachers and other school personnel to improve learning outcomes for all students. The support teacher’s (STL&N) role is diverse and encompasses:

- whole-school planning and organisation of literacy and numeracy support.
- co-ordination of support staff and resources to maximise support for students and class teachers
- advocating for students with learning difficulties or learning disabilities
- supporting the school community with the assessment and identification of students requiring support
- assisting classroom teachers with planning and organisation of support programs and activities.
- supporting in the collation and analysis of assessment data to inform intervention programs and differentiated practices
- working closely with class teachers to adapt programs and teaching strategies to support the diverse needs of students

At Samford State School learning support staff work closely with class teachers to ensure learning support is relevant and correlates directly to the needs of students. The focus of support is on student achievement and improving outcomes for all students.
3.19 – TUCKSHOP

Wednesdays and Fridays 8.30 am to 2.00 pm.

The “Golden Valley Tuckshop” is operated by Samford State School to offer quality food choices at very reasonable prices. All proceeds are directed back into resources for the school and to support our students' learning.

Menus are available from the tuckshop, school website or the office as well as distributed throughout the year. The tuckshop uses the on-line ordering system called Flexischools. (www.flexischools.com.au).

Operation of the tuckshop relies on voluntary helpers. If you are able to spare some time on a Wednesday or Friday please contact the convenor. Not only will you be greatly assisting the children, but this is an excellent opportunity to meet with other families in the school community. Flexible shifts are available or baking some “homebake” from our recipe collection is also always appreciated.

3.20 – UNIFORM SHOP

**Monday 2.00pm – 3.30pm, Tuesday (8.00am – 10.00am) and Thursday (2.00pm – 3.30pm)**

For online uniform Purchases email samford.uniforms@gmail.com

All uniform items can be obtained through the Uniform Shop located upstairs opposite the administration Block in C Block or on our online shop at www.uniforms.samfordsspandc.org.au

All profits from the Uniform Shop go back to the P & C Association and directly benefit the school.

4. COMMUNICATION

4.01 - COMMUNICATION WITH TEACHERS

Like all professionals, teachers lead busy lives. Therefore, whenever possible, please write, telephone or email to ask for an appointment if you want to say more than a passing ‘hello’. In addition to preparing lessons before school, teachers have staff and year level meetings, committee meetings, playground and bus supervision, choir, drama and sporting commitments at lunch time and an increasing load of training and professional development activities outside teaching hours.

Except in emergencies, please avoid the “May I speak to you for a minute, please?” situations, particularly immediately before or after school. It is not appropriate for teachers to keep their classes waiting while meeting with parents.

4.02 – EXTERNAL TESTING PROGRAM

Each May the school participates in the National Assessment Program Literacy and Numeracy (NAPLAN). The tests involve students in Years 3 and 5. The tests are conducted over a 3 day period in Term 2. All students complete practice tests beforehand to give them some idea of the format and types of examples they may encounter. Parents receive a report which outlines how successfully a child attempted the questions. The report is distributed to parents/caregivers in Term 4.
4.03 - NEWSLETTERS

We have gone green!! Our weekly newsletter is now on line. The concept of eNews is similar to the printed paper newsletters, but with added benefits - eNews is personally delivered directly to your email inbox via the Internet. There is no limit to the numbers of e-mail accounts that can receive the newsletter by e-mail. This delivery method has many advantages, it is cost effective, time efficient & personalised to your name. Most importantly school receives this service completely free of charge from Australian Newsletter Services.

With our eNews service the distance between the school and the parents will be further shortened as the parents will be able to experience firsthand what activities the school is currently undertaking and the latest information on Academic, Music, Sport and other areas that may interest you. This way the whole family can share the success stories of your children as these eNewsletters can be forwarded to anyone with email.

To receive your copy just type the link below into the address bar of your browser. Australian Newsletter Services has made the signup process automated and only takes a few minutes when prompts are followed. Your email address will only be used to send out school eNews and nothing else.


If you experience any difficulties please feel free to contact AustNews IT department on 1800 245 077 or email help@austnews.com.au.

The Ironbark Press is also uploaded to our website every week – www.samfordss.eq.edu.au. There is also a link on the website which will take you directly to the Samford State School eNewsletter Subscription Page.

A limited number of copies are printed out each week and can be collected from the office foyer.

4.04 – PARENT CONCERNS

From time to time you may have concerns about your child at school or the operations of the school. These concerns may grow into bigger issues if you don’t talk to the school staff about them.

Education Queensland is committed to ensuring that all parents have their concerns dealt with in a fair and equitable manner and there are processes and support structures in place to enable parents to work through any issues they may have. Concerns should initially be directly to the teacher involved or lodged directly with the principal.

If the problem cannot be resolved within the school, you should contact the Brisbane North District Office at PO. Box 3376, Stafford DC, 4053, or phone 3350 7866.

All district offices also provide access to a community participation officer or an officer responsible for parent liaison. As part of this process, the Executive Director (Schools) will be notified and involved if needed.

Parents or caregivers may also wish to contact the Queensland Council of Parents and Citizens’ Associations (QCPCA) on 3262 3400 for help and support.

Both the QCPCA and District Office have access to the Office of State Schooling, which administers the operation of all Queensland State Schools, to further resolve issues if required.

4.05 - PARENT/TEACHER EVENINGS

Early each year, teachers arrange for a general gathering of parents of children in their classes. Whilst topics for discussions will vary, the following are often discussed:

(i) homework - regularity, type and standards;
(ii) excursions planned;
(iii) special activities;
(iv) an overview of the year’s curriculum;
(v) classroom routines;
(vi) expectations regarding communications.
4.06 – REPORTING PROCEDURES AND STUDENT REPORT CARDS

Formal interviews will be offered to all parents twice each year. Timings of these interviews will be advertised early in each term. Formal written report cards are issued at the end of Semesters 1 and 2.

Teachers will send an appointment form home with each child. This interview provides an opportunity for formal reporting of the child’s progress, discussion of strengths or weaknesses or just a general talk to enable both parents/caregivers and teacher to understand the child more fully. It is also an opportunity to determine goals for your child’s learning.

4.07 - TELEPHONE MESSAGES TO STUDENTS

Teachers will not be called to the telephone during class time. Routine matters or messages for children will be handled by the administration staff. If parents find that it is necessary to alter daily arrangements for collecting children at 3.00pm, it would be appreciated if a phone call could be made to the school before 2.30pm. The office staff will ensure children receive messages by 2.30pm. After that time difficulties occur but office staff will do their utmost to deliver messages. Our school office is open between the hours of 7.45am to 4.00pm. A voicemail facility is available to our community outside those times.

4.08 - TERM NEWSLETTERS

The first week of every term, a year level newsletter will be sent home with every student detailing Curriculum units studied during the term, activities, excursions and costs. There is also a permission slip which needs to be returned to school with payment.

5. COMMUNITY ASSISTANCE

5.01 - PARENTS AND CITIZENS ASSOCIATION

Membership of the P & C Association is open to all parents/caregivers and interested community members. It provides a great opportunity to become involved in the school and to participate in the decision making on a range of issues relating to our school.

The P & C meets at the school at 7:00pm on the second Monday of each month. The Office bearers are elected at our AGM, which is held in March each year. The current P & C Executive is:

President: Suzanne Pearson pandcpresident@samfordss.eq.edu.au
Vice President: Rebecca Spence
Treasurer: Grant Loechel
Secretary: Amanda Holding pandcsecretary@samfordss.eq.edu.au

A copy of the P & C Constitution is available for your perusal at the school office. This document outlines our objectives and other details such as membership, voting rights and election of officers. Should you wish to know more, or have any questions, please feel free to contact any of the Executive.

New members are more than welcome at any of our meetings. We look forward to meeting you and welcome your participation.
5.02 - VOLUNTARY HELP

By listening to a child read, by assisting a group to learn number facts, by supervising swimming or by being another adult around to help in many, many ways, parents/caregivers can assist teachers and children.

Research indicates that children of parents who take an active interest in school affairs achieve greater results at school. We warmly encourage you to contact your child’s teacher to volunteer your time and support. Sometimes the time you are available isn’t a time when classroom help is needed. On those occasions you might like to offer assistance in the library. Resources constantly require repair. A meeting is convened early in the year to welcome voluntary helpers and to give some guidance to those a little worried about what they might be called upon to do.

6. GENERAL

6.01 – FUND RAISING

In 2015 the major fundraising event for the P & C will be our School Festival. This is a wonderful community event that also raises much needed funds for the school. The Festival is held every two years.

Last year the P & C raised funds to support the school with the installation of interactive white boards to each classroom. In 2014, the P & C have contributed towards the purchase of literacy readers and data projectors for classrooms.

Our school is committed to providing the best classroom and learning experience for our children and these resources do come at cost that isn’t always fully covered by government funding. This is where our contribution is vital, it ensures that our children have access to the best and most up to date educational resources.

Together with the administration of the school the P & C identifies those areas that our contribution can make a significant difference across the whole school community. Future contributions may be used for updating our library books, classroom reading books, science equipment or more electronic equipment.

If you would like to make a voluntary family contribution to the P & C payment can be made directly to the P & C bank account. The details are:

<table>
<thead>
<tr>
<th>BSB</th>
<th>633-000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Account</td>
<td>139511471</td>
</tr>
<tr>
<td>Name</td>
<td>Samford State School P &amp; C Association</td>
</tr>
</tbody>
</table>

Please ensure you add your last name and child’s class as the reference for the transfer.

Tax Deductible Donations

If you are interested in donating to school programmes and would like to take advantage of a tax deduction for doing so, the Building Fund or Chaplaincy Programme would benefit from your donation.

Donations to the Building Fund are used to repay a loan that the P & C has taken out to contribute to the construction of the Hall. The annual repayment is $4764. In previous years funds in excess of the repayment amount have been used to air condition the hottest classrooms in the school.

Donations to the Building Fund can be made directly to the Building Fund Account.

<table>
<thead>
<tr>
<th>BSB</th>
<th>633-000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Account</td>
<td>139511588</td>
</tr>
<tr>
<td>Name</td>
<td>Samford State School P &amp; C Building Fund</td>
</tr>
</tbody>
</table>

Please ensure you add your last name and child’s class as the reference for the transfer.
The Chaplaincy Programme provides valuable support programmes to our school community. It is partially funded by the Federal Government, however to operate effectively and provide the best service for those that utilise it additional funding is required.

Donations to Chaplaincy
Donations can be sent to Scripture Union Schools’ Ministry Fund, P.O. Box 1167, Eagle Farm 4009. All donations of $2 and over are tax deductible. Please ensure to note ‘Samford Local Chaplaincy Committee’.

6.02 - LOST PROPERTY

Very few items are genuinely lost or stolen. Most of them are unclaimed. Lost property is a serious problem at all schools and causes great concern. **ALL ARTICLES OF CLOTHING SHOULD BE CLEARLY NAMED.** If this simple request is followed then any lost articles can be easily returned to the rightful owners. We try our best to return lost and unmarked articles, but even senior school students do not always recognise their belongings.

Lost articles are kept in the ‘LOST PROPERTY BOX’ under “A” Block. At the end of each term, unclaimed items will be placed in the Lifeline bin.

6.03 - SCHOOL RULES - RESPECT

The Samford State School community has decided to centre our school rules around the concept of RESPECT. We believe that schools can serve the interests of their community by recognising common interests and pursuing them in unity.

When families, schools, and communities collectively agree upon their goals and decide how to reach them, everyone benefits. Our school will enjoy the informed support of families and community members, our families will experience many opportunities to contribute to their children’s education, and our community can look forward to an educated, responsible workforce.

We must ask ourselves: “What kind of community/society do we want to become?” and “How do we achieve this?”

The common good is a notion that originated over two thousand years ago in the writings of Plato, Aristotle, and Cicero. More recently, the contemporary ethicist, John Rawls, defined the common good as “certain general conditions that are...equally to everyone’s advantage”. Establishing and maintaining the common good require the cooperative efforts of some, often of many, people.

Respectful behaviour towards others comes from recognising the inherent worth of each human being and their right to be treated with dignity and honour. The foundation for treating others with respect is self-respect. Self-respect comes both from “being” and “doing”.

What is RESPECT?
To respect someone means **to regard with deference or esteem, avoid interfering with or harming, treat with consideration, refrain from offending**. (Oxford Pocket Dictionary).

Respect is an attitude of honouring people and caring about their rights. Being respectful is reflected in the courtesy with which we treat one another, property and the environment. Respect includes behaving in a way
which makes life more peaceful and orderly. Being respectful is expressing even your strongest feelings in a peaceful way. Being respectful helps people feel valued.

**School Rule - RESPECT**

- Respect for SELF
- Respect for OTHERS
- Respect for LEARNING
- Respect for PROPERTY

All those who deal with students constantly teach them how to think for themselves and how to deal effectively with their problems through creative and effective plan-making. This is accomplished not by lecturing or threatening them, but by asking specific key questions.

When you tell students what they are doing or warn them, who is doing the thinking? When you ask students about their behaviour, who is doing the thinking? The key to teaching students to take responsibility for their actions is to ask questions that will teach them to think.

- ‘What are you doing?’
- ‘Is that behaviour respectful?’
- ‘Is what you’re doing respecting – Self/ Others/ Learning/ Safety/ Property/ Environment?’
- ‘What can you do to improve the situation?’

Students need to learn to look within themselves to evaluate themselves as they are and as they want to be. This is where real, permanent change in human beings takes place.

**6.04 - SCHOOL SONG**

_In our beautiful valley where wattles abound,_
And the pine and the gum trees and mountains surround,
From the days of the slate and the old slab school
We children have followed the golden rule:
To consider each other, be kind and be true
To work hard to achieve in whatever we do.
“Strive with Honour” our motto
“Strive with Honour” our aim
So sing out with pride the Samford School name.

(Lyrics by Smart Family; Music composed by Mr Taudevin)
6.05 – VOLUNTEERS AND BLUE CARDS

With the exception of parents and immediate guardians of our students, all volunteers assisting at the school MUST HOLD A BLUE CARD (Working with Children card). This includes grandparents, aunts, uncles, friends and siblings over the age of 18 years.

Blue Cards must be presented to Admin staff on your first visit to the school.

6.06 – STUDENT LEADERS

Samford State School
Student Leadership Program

Why have a Student Leadership Framework?
To:
- provide resources and opportunities for students to gain leadership experience using a range of systems and strategies;
- maximise student participation in decision making and ensure that principles of equity and fairness are reflected in school practice;
- incorporate students’ views into planning related to school climate and organisation;
- encourage students to have a sense of belonging to the school community.

What do we want students to be able to do?
The development of student leadership skills should involve opportunities which encourage students to:
- act in roles of responsibility with integrity and honesty;
- foster a sense of vision and purpose;
- work with others to determine and achieve collective goals;
- take on responsibilities and use decision making skills in order to carry a project through to a successful conclusion;
- be active, reflective listeners who respond effectively; and
- earn the respect of others through their actions.

Strategies
These are some of the strategies that we will be implementing:
- Providing a wide range of participation and leadership opportunities.
- Maximising the number and range of students undertaking leadership roles.
- Providing recognition of all student leadership roles.
- Encouraging the development of student participation and leadership skills through classroom practice eg co-operative learning, problem solving and social skills across all Key Learning Areas (KLAs).

Citizenship Matrix

Students in Years 5 and 6 can work towards completing a series of activities to demonstrate their development of citizenship skills. Teachers and families will work with students to support and verify the recording of activities as students complete their Citizenship Cards. Students earn recognition in the form of badges for the four Citizenship Levels as they are achieved.

A minimum achievement of Level Two is required in order for students to become eligible to nominate for Year 6 student leadership positions.

Junior School Leadership

Students in Year 3 are selected by their classmates and teacher for the position of student leader. Two students from each Year 3 class are selected each term. Students are briefed by the Deputy Principal regarding their role. The main responsibility of our Year 3 leaders is to organise, prepare and host our Junior Assembly every Tuesday for the duration of one term. A badge in recognition of their leadership is awarded to our junior leaders at the first assembly of the term.
Middle Phase Student Leadership Team

The Student Leadership Team is based on a Model of Parallel Leadership.

Structure

There are eight (8) roles in the Tier One Leadership Team.
- 2 Assembly Leaders
- 2 Student Council Leaders
- 2 Community Liaison Leaders
- 2 Communication Leaders
- Roles will rotate each term amongst these eight

How will the selection process work?

Interested students will be involved in a nomination, interview and election process during Term 4, with the announcement of successful nominees made at the Final Assembly for the year. Further details regarding this process will be distributed to students towards the end of Term 3.

Tier Two Student Leadership Team

Positions available in the Tier Leadership Team include
- Sports Leaders
- Music Leaders
- SLAB Team (Sound, Lighting and Backstage)
- Languages Leaders
- Arts Leaders
- ICT Leaders
- Environment Leaders
- Literacy Leaders
- Numeracy Leaders
- Prep Leaders
- Bus Leaders
- Student Council (up to four students per year 4 – 6 class each year)

How will the selection process work?

Interested students are involved in a nomination and selection process also during Term 4 with the announcement of successful applicants made at the final assembly for the year. Students receive information at the end of Term 3.

How will we recognise, celebrate and support our Student Leadership Team?

A Student Leadership Induction Assembly will be held in the final week of Term 4 (Thursday assembly). All members of the Student Leadership Team will receive a badge during this assembly. Regular meetings and activities with staff mentors will take place throughout the year.

Please note, Student Councillors are elected by classmates in the new year. Most classes nominate a different councillor for each term to maximize participation and therefore, opportunity for leadership and responsibility.
APPENDIX A - INFECTIOUS DISEASES

Recommended minimum periods of exclusion from school, pre-school and child care centres for cases of and contact with infectious diseases

<table>
<thead>
<tr>
<th>Condition</th>
<th>Exclusion of cases</th>
<th>Exclusion of contacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amoebiasis (Entamoeba histolytica)</td>
<td>Exclude until diarrhoea ceases.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Campylobacter</td>
<td>Exclude until diarrhoea has ceased.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Chicken pox</td>
<td>Exclude for at least 5 days AND until all blisters have dried</td>
<td>Any child with an immune deficiency (for example, leukaemia) or receiving chemotherapy should be excluded for their own protection. Otherwise not excluded.</td>
</tr>
<tr>
<td>Conjunctivitis</td>
<td>Exclude until discharge from eyes has ceased.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Cytomegalovirus Infection</td>
<td>Exclusion not necessary.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Diarrhoea</td>
<td>Exclude until diarrhoea has ceased.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Diphtheria</td>
<td>Exclude until medical certificate of recovery is received following at least two negative throat swabs, the first not less than 24 hours after finishing a course of antibiotics and the other 48 hours later.</td>
<td>Exclude family/household contacts until cleared to return by an appropriate health authority.</td>
</tr>
<tr>
<td>Glandular fever (mononucleosis)</td>
<td>Exclusion is not necessary.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Hand, Foot and Mouth disease</td>
<td>Until all blisters have dried.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Haemophilus type b (Hib)</td>
<td>Exclude until medical certificate of recovery is received.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Hepatitis A</td>
<td>Exclude until a medical certificate of recovery is received, but not before seven days after the onset of jaundice or illness.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Hepatitis B</td>
<td>Exclusion is not necessary.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Hepatitis C</td>
<td>Exclusion is not necessary.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Herpes (&quot;cold sores&quot;)</td>
<td>Young children unable to comply with good hygiene practices should be excluded while the lesion is weeping. Lesions to be covered by dressing, where possible.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Hookworm</td>
<td>Exclusion not necessary.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Human immun.-deficiency virus infection (HIV AIDS virus)</td>
<td>Exclusion is not necessary unless the child has a secondary infection.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Impetigo</td>
<td>Exclude until appropriate treatment has commenced. Sores on exposed surfaces must be covered with a watertight dressing.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Influenza and influenza like illnesses</td>
<td>Exclusion is not necessary.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Leprosy</td>
<td>Exclude until approval to return has been given by an appropriate health authority.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Condition</td>
<td>Exclusion Criteria</td>
<td>Immunisation Status</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Measles</td>
<td>Exclude for at least four days after onset of rash.</td>
<td>Immunised contacts not excluded. Unimmunised contacts should be excluded until 14 days after the first day of appearance of rash in the last case. If unimmunised contacts are vaccinated within 72 hours of their first contact with the first case they may return to school.</td>
</tr>
<tr>
<td>Meningitis (bacterial)</td>
<td>Exclude until well.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Meningococcal infection</td>
<td>Exclude until adequate carrier eradication therapy has been completed.</td>
<td>Not excluded if receiving rifampicin.</td>
</tr>
<tr>
<td>Molluscum contagiosum</td>
<td>Exclusion not necessary.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Mumps</td>
<td>Exclude for nine days or until swelling goes down (whichever is sooner).</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Parvovirus (erythema infectiosum fifth disease)</td>
<td>Exclude not necessary.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Poliomyelitis</td>
<td>Exclude for at least 14 days from onset. Re-admit after receiving medical certificate of recovery.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Ringworm, scabies, pediculosis (lice), trachoma</td>
<td>Re-admit the day after appropriate treatment has commenced.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Rubella (german measles)</td>
<td>Exclude until fully recovered or for at least four days after the onset of rash.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Salmonella, Shigella</td>
<td>Exclude until diarrhoea ceases.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Streptococcal infection (including scarlet fever)</td>
<td>Exclude until the child has received antibiotic treatment for at least 24 hours and the person feels well.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Tuberculosis</td>
<td>Exclude until a medical certificate from an appropriate health authority is received.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Typhoid fever (including paratyphoid fever)</td>
<td>Exclude until approval to return has been given by an appropriate health authority.</td>
<td>Not excluded unless considered necessary by public health authorities.</td>
</tr>
<tr>
<td>Whooping cough</td>
<td>Exclude the child for five days after starting antibiotic treatment.</td>
<td>Exclude unimmunised household contacts aged less than 7 years for 14 days after the last exposure to infection or until they have taken five days of a 10-day course of antibiotics. (Exclude close child care contacts until they have commenced antibiotics).</td>
</tr>
<tr>
<td>Worms (intestinal)</td>
<td>Exclude if diarrhoea present.</td>
<td>Not excluded.</td>
</tr>
</tbody>
</table>

Note: The NHMRC recommends that children who are physically unwell should be excluded from attending school, pre-school and child care centres.
APPENDIX B – HEAD LICE TREATMENT

SAFETY

Remember that all lice killing products are pesticides. If you choose to purchase an over-the-counter treatment follow the directions carefully. Use with caution and consult your pharmacist or doctor before applying or using lice treatment pesticides when the person involved is pregnant, nursing, has allergies, asthma, epilepsy, pre-existing medical conditions, or has lice or nits in the eyebrows or eyelashes. Do not use pesticides on or near the eyes.

MAKE YOUR OWN HEAD LICE DETECTION KIT:

☐ Conditioner (cheap, white and thick – to stun the lice)
☐ Nit comb (‘steel’ with rounded teeth – to remove the lice)
☐ Normal Comb (to detangle the hair)
☐ White tissue (to wipe combings into)
☐ Good eyesight

USE THE HEAD LICE DETECTION KIT IN THE FOLLOWING WAY:

1. Wash hair normally and untangle with normal comb.
2. Apply conditioner to cover every hair from root to tip
3. Leave conditioner in hair for 5 minutes (conditioner stuns lice for up to 20 minutes and makes combing easier.
4. Separate the hair into sections.
5. Comb each section with the nit comb until lice and eggs are removed.
6. Wipe the conditioner from the comb onto a tissue and look for lice eggs (nits).
7. Comb each section about five times.
8. Remove all nits to ensure total lice treatment.
9. Rinse the conditioner from hair.
10. Clean the nit comb with hot water and toothbrush or dental floss.

THINK ABOUT IT!

❖ If you go to the dentist and find no cavities, it doesn’t mean that you stop brushing your teeth!
❖ It’s the same principle with detection of head lice. When you are clear of head lice, regular combing with a nit comb should continue!
❖ Use the conditioner and nit comb technique as part of routine hygiene, just like brushing your teeth!
We wish you a very happy and rewarding time as part of our learning community at Samford State School.