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*Tuckshop Menu is at the back of this Prospectus*
Torbanlea State School
Torbanlea has a long history of excellence and high standing in the community. Historically it has grown with the fortunes of the area and recent years have been no exception. The early years of struggling to establish a school for local children in the 1800’s has set the tone for an ongoing regard and community involvement in the school. The school, which is approximately 20 km north of Maryborough, just off the Bruce Highway, has a clientele from the beachside suburbs of Toogoom and Burrum Heads as well as from the rural areas of Stafford Estate, Burrum Town and Torbanlea itself.
Although the school has experienced growth, it has still maintained that ‘country school’ feel, characterised by its friendliness and close community spirit.
The Torbanlea school motto of ‘Honour and Truth’ is central to the expectations of how both students and staff operate. It provides the basis for our behaviour framework which focuses on Respect, Effort, Self-Responsibility and Safety.

Why choose our school?
Our entire school community has the best interests of the children at heart. Torbanlea State School is continually evolving as an innovative, responsive and positive learning environment with school led developments such as our regionally recognised approach to our reading program and our parent education programs at our Parent Café.
Through the support and efforts of all involved with Torbanlea State School we work hard to maintain a very positive learning environment for our students. Our school was recently awarded ‘Education Provider of the Year 2013’ and ‘People’s Choice Award 2014’. These awards recognise the dedication and commitment of our students, staff, parents and wider community.

Enrolment management plan
Torbanlea State School recognises as its prime obligation, the provision of access to an appropriate educational service for students whose principal place of residence is within the school’s catchment area. Because of enrolment capacity and growth Torbanlea State School may be unable to meet this obligation in the future, unless action is taken now to manage enrolments.
The school’s Enrolment Management Plan (EMP) sets out the conditions under which students may be enrolled into Torbanlea State School, subject to any other eligibility requirements detailed in:
- Education (General Provisions) Act 2006 – Chapter 8
- SMS-PR-027: Enrolment in State Primary, Secondary and Special schools

Enrolment capacity of school
Torbanlea State School currently has the capacity to enrol up to 426 students.
The school’s Program of Academic Excellence in English and Maths is supported through the allocation of a defined number of places. Places in the Academic Excellence Program will only be available to ‘out of catchment’ enrolments once the demand for ‘in catchment’ enrolment has been met. Currently Torbanlea State School has the capacity to enrol students outside of our catchment area in the Academic Excellence Program for Maths and English.

Local catchment area
A school's local catchment area is the geographical area from which the school is to have its core intake of students. The school's catchment map is available to be viewed at either the school's administration building or online at http://www.qgso.qld.gov.au/maps/edmap/
Students within catchment
All students, whose principal place of residence is within the school’s catchment area/s, are (subject to the Education (General Provisions) Act 2006) eligible for enrolment at the school. The school principal will hold places for students who relocate to within the catchment area throughout the school year. Parents who wish to enrol their children at the school will need to demonstrate that the student’s principal place of residence is within the catchment area. Current proof of residency at the address indicated can be provided by way of one each of the following:

- One primary source – a current lease agreement, or driver’s license, or unconditional sale agreement.
- One secondary source – a utility bill (e.g. electricity, gas), or rates notice showing this same address.

If unable to provide this proof of residence, the Principal may consider a properly sworn Statutory Declaration from the enrolling parent swearing that the student’s principal place of residence is the place nominated in the enrolment application.

Applicants should note that a false statement/assertion about the student’s principal place of residence can amount to fraud and may be reported to police to be investigated. The school Principal may consider repealing a decision to enrol a student in such circumstances.

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

Subject to the above capacity conditions, enrolment applications from outside of the catchment area will be assessed against the following criteria in order of priority.

In schools where a school EMP is in force, students from outside the school’s catchment applying for enrolment to that school are placed on a waiting list in order of receipt of application. These applications are assessed on the following criteria in order of priority.

1. Where a school runs a Program of Excellence / Specialisation, places will only be available to ‘out of catchment’ enrolments if they satisfy the school’s criteria for placement in that particular program and the defined number of places has not yet been filled by enrolments from within the catchment.
2. All other enrolment applications.

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

If no submission is received, the Principal’s preliminary view will be treated as the final decision and no further notice will be provided.

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

The School Complex

On page 10 of this Prospectus is a map of the school showing its major features.

Office Hours

The office is open for business from 8.30am to 3.30pm Monday to Friday. Messages may be left on the phone system before and after these hours.

Staff 2016

Principal
Mr Norman McNamara

Deputy Principal
Mrs Kim Burns-Atkinson

Teaching Staff
Prep: Mrs Dianne McRae
Prep: Ms Vikki Rossi
Year 1: Mrs Lisa Hanrahan & Ms Denise Hunt
Year 1: Mrs Jaime Hillhouse
Year 2: Mrs Linda Lewis & Ms Sparkes
Year 2: Mrs Michelle Kerr
Year 2/3: Ms Lisa Chadwick
Year 3: Mrs Tracy Glock
Year 3: Mrs Jess Metcalfe
Year 4: Miss Nikki Larkman
Year 4: Mr Darby O’Brien
Year 5: Mrs Christina Malouf
Year 5: Mrs Kellie O’Brien
Year 6: Miss Sheree Oldham
Year 6: Mr Julian Drew

Teacher Aides
Mrs Dianne Digby
Ms Kellie Marxson
Mrs Nicole McPherson Roberts
Mrs Linda Colahan
Mrs Jeni Zahl
Mrs Beth Edmondstone
Mrs Jodi Ward
Mrs Tonya Gilmore
Mr Jason Metcalfe
Miss Nicole Livingstone

Admin Staff
Mrs Lisa Hayward (BSM)
Mrs Nicole McPherson Roberts (AO2)
Mrs Liz Woodhouse (AO2)

Cleaners
Mrs Vicki Ferguson
Mr Gavin Swanson (relief)

Grounds Care
Mr Slade Edmondstone

Chaplain
TBA

Specialist Teachers
Head of Special Education Services  Mr Andrew Lang
Special Education Teacher  Ms Sue Sparkes
Special Education/Support Teacher  Literacy & Numeracy  Mr Ralph Pendleton
Support Teacher  Literacy and Numeracy  Mrs Peta Rogers
Master Teacher  Mrs Tania Riley
Guidance Officer  Mr Nathan Wyer
School Community Liaison Officer  Mr Bill Morris
Teacher/Librarian  Mrs Trish Morris
Phys Ed  Mr Troy Robert
LOTE  Mrs Charlotte Sanders
Music - Instrumental  Ms Brianna Harper
Music – Classroom  Mr Stephen Hutchinson

Queensland School Term Dates – 2017

<table>
<thead>
<tr>
<th>Term</th>
<th>Dates</th>
<th>Length:</th>
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</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>Monday 23rd January – 31st March</td>
<td>10 weeks</td>
</tr>
<tr>
<td>Term 2</td>
<td>Tuesday 18th April – Friday 23rd June</td>
<td>10 weeks</td>
</tr>
<tr>
<td>Term 3</td>
<td>Monday 10th July – Friday 15th September</td>
<td>10 weeks</td>
</tr>
<tr>
<td>Term 4</td>
<td>Tuesday 3rd October – Friday 8th December</td>
<td>10 weeks</td>
</tr>
</tbody>
</table>

- Student Free Dates – 2017  19th & 20th January, 3rd–5th April (in Easter holidays), 16th October.
- Fraser Coast Show Holiday – 26th May
**School Hours**

8.30am  Buses arrive  
8.55am-11.00am  First session  
11.00am - 11.45am  Lunch break  
11.45am-1.30pm  Middle session  
1.30pm – 2.00pm  Afternoon break  
2.00pm - 3.00pm  Afternoon session.

The teaching staff cannot be held responsible for the safety and well-being of children who arrive at school too early. It is advisable **NOT** to send children to school before 8.30am.

**Enrolments**

Enrolment appointments can be made through the office and students may start the next day. Parents are to discuss school policies with the Principal. Parents enrolling children in a Queensland school for the first time are required to produce proof of date of birth of the child (birth certificate).

Children must be 5 years of age by 30th June to start in Prep.

**Attendance ~ Every Day at School Counts**

Enjoying school and learning well can only be achieved through regular attendance. It is the parents’ responsibility to see the child is not absent without a valid excuse. A note explaining a child’s absence, past or intended, should be sent each time a child is absent. Generally, a child will not be released from school into the care of an unknown person unless they are on the emergent contact list or contact has been made by note, phone or in person, by the parent / guardian.

The school also has an absentee phone number (4193 2160) which parents can call and leave a message if your child will be away unexpectedly.

**Transfer of Student**

Parents are to inform the school when a child leaves to attend another school. A Certificate of Transfer is forwarded to the school nominated by the parent. Parents need to give written permission for information to be transferred from interstate. Children in Year 6 leaving to attend high school do not require transfer forms.

**Code of Behaviour**

There are rules for our school, and children are expected to abide by a ‘Code of Behaviour’. Central to this code are Safety, Effort, Respect and Self-Responsibility. (See Responsible Behaviour Plan). We speak often about these characteristics and give explicit instruction in how to demonstrate these as part of our School Wide Positive Behaviour Support program (SWPBS).

Staff are subject to Government Employees the Public Sector Ethics Act which notes:  
*Respect for the law and system of Government  
*Respect for persons  
*Integrity  
*Diligence  
*Economy and efficiency.

These principles provide the framework for the Staff Code of Conduct.
School Facilities

The facilities at the school may be used by members of the community with the following limitations:

a) timely application shall be given to the Principal
b) the proposed use of the premises is not likely to interfere with the ordinary work at the school
c) the activities are not injurious to the land, buildings or furniture
d) persons using school facilities shall be responsible for reporting of damage during such use
e) permission to use school facilities will be subject to review at any time.

Anyone wishing to use the school’s facilities are to contact the Principal on 4193 2111 during office hours.

Vehicles In School Grounds

When collecting a child by car, parents are requested to park children outside the school grounds. Other than a disabled carpark (in front of the LilyPond), the only parking available within the school grounds is for staff.

School Uniform

The school community of Torbanlea State School which includes parents, community representatives, students and teachers has a strong expectation that all students at Torbanlea will wear the uniform as set down and take pride in their appearance at school or when representing the school.

Our student dress code provides clothing that aims to contribute to a safe and supportive teaching and learning environment through:

- Ready identification of students and non-students
- Fostering a range of belonging
- Developing mutual respect by minimizing visible evidence of economic or social differences.

OUT OF UNIFORM

It is understood that in unusual and one off situations students may be unable to wear the uniform as stated on a given day. In these instances it is expected that a student brings a note of approval from their parent/guardian and presents this to their teacher at the start of the school day.

In these cases the student is expected to dress as closely as possible to the uniform, and appropriate to the school setting.

In circumstances where a student is unable to wear a uniform for a number of days, discussions with the school administration will be required in order to put in place suitable arrangements. The school has several options which will assist students in this regard and may be able to provide a loan of uniform items.

*Children may only wear small studs/sleepers and a watch. No other jewellery can be worn.

Boys Uniform

- Gold T-shirt, collar / V neck / black trim, with school emblem
- Black shorts (Denim shorts cannot be worn)
- Black, gold or white ankle socks and black shoes or joggers
- Winter: School jacket or a long sleeved pullover and track pants in school colours (Denim jeans cannot be worn).
**Girls Uniform**

- Gold T-shirt, Collar / V neck / black trim, with school emblem
- Black pleated wrap around skirt, or box pleat skirt or
- Black shorts of an appropriate length, or
- Black skorts (Denim shorts cannot be worn)
- Black, gold or white ankle socks and black shoes or joggers
- Winter: School jacket or a long sleeved pullover in school colours and with the school emblem (Denim jeans cannot be worn).

**Optional Girls Uniform**

- Uniform - princess style dress with Peter Pan collar, lemon white and black check *(available at the school tuckshop only).*

**General**

**Hats are to be worn all year round.** These must be broad-brimmed for outdoor play – caps are not acceptable. Bucket hats are acceptable but must have a brim of not less than 6cm. Children without appropriate hats must play in the undercover areas. School hats may be purchased from the tuckshop.

**Shoes** are required to be worn at all times. Thongs should not be worn to school, unless for swimming.

**Sports shirts** are available from the tuckshop at a cost of $25.00 each.

**Uniforms can be purchased from:-**

School tuckshop before school every day except Thursday.

**Lost Property**

Parents are asked to ensure that clothing is clearly marked with the child’s name. Lost property is collected in the Lost Property Bin located near the tuckshop and is put on display to be claimed at the end of each term. Unclaimed articles are given to charity.

**Internet Usage**

Students may use the internet throughout the year. This is more regularly the middle and upper school, however, the younger children may have supervised access. To ensure that your child may gain access to information on the internet please ensure that you complete the permission form in the Application Package for Enrolment. Students must comply with the instruction to report any suspect sites that have been accessed. Failure to do so may result in a complete ban of their computer access.

Internet usage reports are checked periodically to ensure that inappropriate searches are not being made. Incorrect use of the internet will see children’s passwords deactivated.

We encourage internet use for research and teach critical literacies to enable students to make appropriate internet searches and discriminate between information presented on websites. Staff utilise chatrooms within the safe and secure environment of the Learning Place.

**Newsletter**

From this year, we have gone paperless with our newsletter. Please ensure you have given us your email address so that you can receive our eNewsletter, *Torbo Times*. Our eNewsletter allows us to have more content, photos etc than a hardcopy. The eNewsletter is published every fortnight. News Flashes may be emailed at other times and please ‘like’ our Facebook page so that you can receive regular updates of news.

The newsletter is also available on our website: [http://www.torbanleass.eq.edu.au](http://www.torbanleass.eq.edu.au)
Media Consent

Please be aware that the State School Consent Form allows the school to publish photos, schoolwork, achievements, etc. in newsletters and reports or on the school website or Facebook page. On occasions, photos are also published in the local newspapers.

Permission Forms

Please complete the permission forms in the Application Package for Enrolment. These forms will be valid for the period of time your child is enrolled at Torbanlea State School unless you notify us of any changes.

Chaplaincy

Our Chaplain works at both Howard and Torbanlea and is generally at our school on Wednesdays and Thursdays. His role is to be a friendly listening ear. He organises lunchtime programs, sometimes with religious content, and participates in school life and at formal functions.

Parent Café

Our Parent Café provides a space in our school for parents to meet with our Chaplain, Neil Folling.

We also hold a celebration morning tea every Friday morning following parade, to meet with parents and students and celebrate their achievements in the café. Feel free to drop in for a cuppa and a chat!

Pre-Prep Program

Our Pre-Prep program runs during Terms 3 & 4 each year to provide an introduction to school for children attending prep in the year to follow. This program provides children with familiarisation with the school environment, with some early literacy and numeracy activities, arts, crafts and play based learning. Come along with your child and enjoy the fun. At present, sessions are held every Friday morning from 9:00am – 11.00am.

Book Club

Parents and students can order books from Scholastic Book Club through the school in Terms 1, 2 and 4. Book Club catalogues are distributed to every family. A Book Fair is held in Term 3.

Collection of Money

When making payments for various school activities please enclose the correct amount of money in a clearly marked envelope and ask your child to place it in the Payment Slot in the school office. This is cleared regularly and the money is banked daily.

Invoices will be issued for most activities throughout the year, with the option to pay by cash, cheque, direct deposit or B-Pay. If paying by cash, please ensure that you have the correct change as our change is limited. EFTPOS facilities are available at the school office (but not at the tuck shop).
**School Photographs**

Class photographs are taken during July/August. Children are to wear school uniform for the photographs. Individual and class packs will be offered.

**Buses**

A teacher is rostered on duty each afternoon to ensure that all children board their bus safely. If your child uses a bus, please advise the school by via a written note if they will NOT require bus transportation. **If your child is getting off at a different stop or travelling with a friend, a note is required for the driver to ensure teachers and the bus driver are aware of the change to their routine.**

Discipline on the bus is maintained by the drivers. Continuous misbehaviour on buses will not be tolerated, and children will be banned from the service for set periods of time depending on the severity of the act. The school may follow up misbehaviour in support of the bus drivers.

Approval for bus travel must be obtained from the Department of Transport. Application forms are available from the bus company: Wide Bay Transport phone 4128 6411 or from the school office.

Complaints and issues should be reported to the above number also.

**Mobile Phones and Electronic Equipment**

We appreciate that a mobile phone ensures safety when travelling to and from school, however, mobile phones are not required during the day so they are to be turned off and handed into class teachers for collection at 3pm.

Your child may be contacted at any time on our school phone – 4193 2111.

Electronic equipment, such as game consoles, MP3 players or cameras are not required at school nor are they suitable due to the expense involved in replacing them if they are lost, damaged or stolen. Students have access to these ICT and multimedia items at the ALC (Active Learning Centre) and during planned lessons. At times, teachers may request that these items be brought from home to support teaching and learning and this will always be requested via a note.

**Please see Appendix 1 of our ‘Responsible Behaviour Plan for Students’ for detailed information on our school policy regarding Use of Personal Technology Devices* at School.**
Division of Facilities: Torbanlea State School

Location: 06/0522

School Oval

Tennis Court

Staff Car Park

E BLOCK
Teaching Block x 4

D BLOCK
Teaching room & Staffroom

Pergola Area

C BLOCK
Teaching Block x 2

Side Gate

A BLOCK
Music Room Parent Cafe

B BLOCK
Teaching Block x 3

I Block
ALC (Active Learning Centre)

G BLOCK
Teaching Block x 2

J BLOCK
Teaching Block x 2

H Block
Teaching Block & SEC

K BLOCK
Teaching Block x 2

F BLOCK
Admin

Infant Adventure Playground

Sandpit

Shed

Shed

Shed

Bus Turnaround

School Entrance
**Prep**

A $50.00/semester Student Resource Scheme is asked for. Invoices will be sent home early in Term 1 and Term 3 for these payments. This levy will provide your prep child with nearly all the consumables they need throughout the year, e.g. glue sticks, document wallets, crayons, scrapbooks, pencils, drawing paper, paper, paints, tissues, A4 copy paper, library book bag etc. Please send the levy in an envelope to the office.

**WE ASK YOU TO PROVIDE A spare set of clothing (to be kept in their bag at all times please). If your child has an 'accident' and there are no spare clothes in their bag, we will phone you to bring a set up.**

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### Year 1

<table>
<thead>
<tr>
<th>Item:</th>
<th>Quantity</th>
<th>Item:</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pencil case (appropriate size to fit into desk tidy tray)</td>
<td>1</td>
<td>Ruler – plastic 30cm</td>
<td>1</td>
</tr>
<tr>
<td>Pencil – HB (of good quality) -Box of 12</td>
<td>2 boxes</td>
<td>Glue stick (Bostik or Pritt brand preferred, minimum 35g)</td>
<td>6</td>
</tr>
<tr>
<td>Pencils coloured –packet of 12 (of good quality)</td>
<td>2</td>
<td>Yr 1 Exercise book – red/blue lined 48 page</td>
<td>6</td>
</tr>
<tr>
<td>Felt pens (connectables) – pack of 12</td>
<td>1</td>
<td>Yr 1 Exercise book – A4 - red/blue lined 48 page</td>
<td>4</td>
</tr>
<tr>
<td>Crayons twistables – packet of 12</td>
<td>1</td>
<td>Scrapbook – 98 page</td>
<td>6</td>
</tr>
<tr>
<td>Rubber – plastic</td>
<td>2</td>
<td>Plastic document wallets</td>
<td>2</td>
</tr>
<tr>
<td>Pencil sharpener – container type</td>
<td>1</td>
<td>Manilla folder – foolscap</td>
<td>1</td>
</tr>
<tr>
<td>Scissors (metal) 17cm</td>
<td>1</td>
<td>Box tissues</td>
<td>2</td>
</tr>
</tbody>
</table>

**“Targeting Handwriting” Book Level 1 – available from the office**

- $11.00 | 1 x Waterproof Torbanlea homework folder - available from the office | $9.00

**Student Resource Contribution – to be paid at office**

- $40.00 | Please supply a spare set of clothing (to be kept in child’s bag at all times).

---

### Year 2

<table>
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<th>Item:</th>
<th>Quantity</th>
<th>Item:</th>
<th>Quantity</th>
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<tbody>
<tr>
<td>Pencil case (appropriate size to fit into desk tidy tray)</td>
<td>1</td>
<td>Display folder – A4</td>
<td>1</td>
</tr>
<tr>
<td>Pencil – HB (of good quality) -Box of 12</td>
<td>2 boxes</td>
<td>Glue stick (Bostik or Pritt brand preferred, minimum 35g)</td>
<td>6</td>
</tr>
<tr>
<td>Pencils coloured –packet of 12 (of good quality)</td>
<td>2</td>
<td>Yr 2 Exercise book – A4 - red/blue lined 48 page</td>
<td>8</td>
</tr>
<tr>
<td>Felt pens (connectables) – pack of 12</td>
<td>1</td>
<td>Exercise book – A4 – blue lined 48 page</td>
<td>2</td>
</tr>
<tr>
<td>Crayons twistables – packet of 12</td>
<td>1</td>
<td>Scrapbook – 98 page</td>
<td>6</td>
</tr>
<tr>
<td>Rubber – plastic</td>
<td>2</td>
<td>Plastic document wallet – foolscap</td>
<td>2</td>
</tr>
<tr>
<td>Pencil sharpener – container type</td>
<td>1</td>
<td>Manilla folder – foolscap</td>
<td>1</td>
</tr>
<tr>
<td>Scissors (metal) 17cm</td>
<td>1</td>
<td>Box tissues</td>
<td>2</td>
</tr>
<tr>
<td>Ruler – clear plastic</td>
<td>1</td>
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**“Targeting Handwriting” Book Level 2 – available from the office**

- $11.00 | 1 x Waterproof Torbanlea homework folder - available from the office | $9.00

**Student Resource Contribution – to be paid at office**

- $40.00 | Please supply a spare set of clothing (to be kept in child’s bag at all times).

---

### Year 3

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<th>Item:</th>
<th>Quantity</th>
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<tbody>
<tr>
<td>Pencil case (appropriate size to fit into desk tidy tray)</td>
<td>1</td>
<td>Pens – highlighters – pack of 4</td>
<td>1</td>
</tr>
<tr>
<td>Pencil – HB (of good quality) -Box of 12</td>
<td>3 boxes</td>
<td>Exercise book A4 – quad ruled – 1cm squares</td>
<td>4</td>
</tr>
<tr>
<td>Pencils coloured –packet of 12 (of good quality)</td>
<td>2</td>
<td>Exercise book – A4 – blue lined</td>
<td>2</td>
</tr>
<tr>
<td>Felt pens (connectables) – pack of 12</td>
<td>1</td>
<td>Yr 3/4 Exercise book – A4 red/blue lined</td>
<td>12</td>
</tr>
<tr>
<td>Rubber – plastic</td>
<td>4</td>
<td>Scrapbook – 98 page</td>
<td>3</td>
</tr>
<tr>
<td>Pencil sharpener dual hole - metal</td>
<td>1</td>
<td>Plastic document wallets</td>
<td>2</td>
</tr>
<tr>
<td>Scissors (metal) 17cm</td>
<td>1</td>
<td>Whiteboard marker – Pack of 4</td>
<td>1 pk</td>
</tr>
<tr>
<td>Glue stick (Bostik or Pritt brand preferred, minimum 35g)</td>
<td>6</td>
<td>Box tissues</td>
<td>2</td>
</tr>
<tr>
<td>Ruler – plastic 30cm</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**“Targeting Handwriting” Book Level 3 – available from office**

- $11.00 | 1 x Waterproof Torbanlea homework folder - available from the office | $9.00

**Student Resource Contribution – to be paid at office**

- $40.00 | Please supply a spare set of clothing (to be kept in child’s bag at all times).

---

*For students on an Individual Curriculum Plan (ICP), please do not purchase textbooks as per list. Teachers will resource to meet personal needs.*
### Year 4

<table>
<thead>
<tr>
<th>Item:</th>
<th>Quantity</th>
<th>Item:</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pencil case (appropriate size to fit into desk tidy tray)</td>
<td>1</td>
<td>Exercise book quad ruled – 1cm squares – A4</td>
<td>4</td>
</tr>
<tr>
<td>Pencil – HB (of good quality) - Box of 12</td>
<td>2 boxes</td>
<td>Exercise book – A4 red/blue lined</td>
<td>12</td>
</tr>
<tr>
<td>Pencils coloured – packet of 12 (of good quality)</td>
<td>1</td>
<td>A4 spiral bound visual art diary – 120 page (Quill)</td>
<td>2</td>
</tr>
<tr>
<td>Pens – highlighters – pack of 4</td>
<td>1</td>
<td>Plastic document wallets</td>
<td>2</td>
</tr>
<tr>
<td>Felt pens (connectables) – pack of 12</td>
<td>1</td>
<td>Whiteboard markers – pack of 6</td>
<td>1</td>
</tr>
<tr>
<td>Rubber – plastic</td>
<td>4</td>
<td>Manilla folder – plain</td>
<td>1</td>
</tr>
<tr>
<td>Pencil sharpener – container type</td>
<td>2</td>
<td>Ruler – wooden 30cm</td>
<td>2</td>
</tr>
<tr>
<td>Scissors (metal) 17 cm</td>
<td>1</td>
<td>2GB (minimum) Flash drive with lanyard</td>
<td>1</td>
</tr>
<tr>
<td>Glue stick (Bostik or Pritt brand preferred, minimum 35g)</td>
<td>4</td>
<td>Box tissues</td>
<td>1</td>
</tr>
</tbody>
</table>

**Spelling Conventions Book 4 – available from office**

<table>
<thead>
<tr>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>$11.00</td>
</tr>
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*Student Resource Contribution – to be paid at office*  
<table>
<thead>
<tr>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>$40.00</td>
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</tbody>
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### Year 5

<table>
<thead>
<tr>
<th>Item:</th>
<th>Quantity</th>
<th>Item:</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pencil case (appropriate size to fit into desk tidy tray)</td>
<td>1</td>
<td>Exercise book – A4 – 96 page</td>
<td>12</td>
</tr>
<tr>
<td>Pencil – HB (of good quality) - Box of 12</td>
<td>2 boxes</td>
<td>Exercise book – A4 – quadruled – 1cm squares</td>
<td>1</td>
</tr>
<tr>
<td>Pencils coloured – packet of 12 (of good quality)</td>
<td>1</td>
<td>A4 spiral bound visual art diary – 120 page (Quill)</td>
<td>1</td>
</tr>
<tr>
<td>Pens – highlighters – pack of 4</td>
<td>1</td>
<td>Plastic document wallet</td>
<td>1</td>
</tr>
<tr>
<td>Felt pens (connectables) – pack of 12</td>
<td>1</td>
<td>Manilla folder</td>
<td>1</td>
</tr>
<tr>
<td>Rubber – plastic</td>
<td>4</td>
<td>Display book – A4</td>
<td>2</td>
</tr>
<tr>
<td>Pencil sharpener – dual hole – metal</td>
<td>1</td>
<td>Whiteboard markers – pack of 4</td>
<td>1</td>
</tr>
<tr>
<td>Scissors (metal) 17 cm</td>
<td>1</td>
<td>Dictionary (Heinmann Student or Australian Pocket Oxford preferred)</td>
<td>1</td>
</tr>
<tr>
<td>Glue stick (Bostik or Pritt brand preferred, minimum 35g)</td>
<td>2</td>
<td>2GB (minimum) Flash drive with lanyard</td>
<td>1</td>
</tr>
<tr>
<td>Ruler – plastic</td>
<td>1</td>
<td>Box tissues</td>
<td>1</td>
</tr>
</tbody>
</table>

**Spelling Conventions Book 5 – available from office**

<table>
<thead>
<tr>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>$11.00</td>
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*For students on an Individual Curriculum Plan (ICP), please do not purchase textbooks as per list. Teachers will resource to meet personal needs.*
SAFETY, HEALTH & HYGIENE

Hygiene

Lessons are given on matters of hygiene and every effort is made to put them into practice. Parents should understand, however, that it is not possible to supervise children during toileting. Consequently, every effort is to be made to ensure that children are properly toilet trained before attending school.

First aid will be administered to injuries sustained at school. Injuries sustained at home, or sores or boils, are to be treated and covered before sending the child to school.

Head lice are a matter of concern and are widespread in all schools. If lice are sighted, parents will be notified by letter unless the condition is severe. In this case, parents will be contacted to take the child home and treat the lice. The child may not return to school until this occurs. Below is an article from the Health Department that deals with head lice.

Children with infectious diseases will be excluded from school. A table of infectious diseases and exclusion times is shown on pages 16-17.

Head Lice

Head lice (*Pediculus capitis*) are small, wingless, egg laying insects found on the human head. They grow to about 3.5mm (the size of a sesame seed or pin head). Head lice live on the hair and feed by sucking blood from the scalp. They are pale grey in colour before feeding and reddish brown after feeding.

Live eggs (sometimes called nits) are glued to the hair shaft within a distance of 1.5 cm from the scalp. They hatch in 7-10 days as young lice (nymphs). It takes up to ten days for the nymphs to become mature lice and begin laying eggs. Adults are larger than nymphs and a mature female lays up to eight eggs per day.

**Signs and Symptoms:**
Detection of adult lice or nymphs on the scalp is the best way to determine if head lice are present. While most people with head lice will not develop an itch, a small number of people develop an itch due to an allergic reaction to the saliva of the louse. Scratching can give rise to secondary bacterial infections on the scalp. Swelling of lymph nodes (adenopathy) in the neck can occur in some people due to this infection. The presence of eggs is not a reliable sign of active head lice. Eggs need the warmth and moisture of the scalp to hatch. Eggs that are further than 1.5cm from the scalp are dead or hatched and do not need to be treated. Dead and hatched eggs can remain in the hair for several weeks.

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

**There are two methods of treatment:**

1. **Non-insecticidal treatment using the conditioner and combing technique**
   This is the same as detection using conditioner and combing (see above) except continue combing with the head lice comb until all the conditioner is gone. The conditioner blocks the louse's breathing pores and stuns the louse. This, together with the slippery effect of the conditioner, makes it easy to mechanically remove the lice.
   Repeat the conditioner and combing method every second day to remove the young nymphs as they hatch. Continue until no live lice are found for ten consecutive days. This treatment method is equally as effective as insecticidal or other chemical treatments but generally requires longer treatment times. However, it may be preferred as a cheaper alternative to insecticidal or other chemical treatments.

2. **Treatment with synthetic or natural insecticides or other chemicals**
   There are four groups of treatment agents available in different forms (ie. shampoo, mousse, and lotion) which can be obtained from chemists without prescription. All preparations must be applied strictly according to the manufacturer's instructions. None of them should be used on children under two years of age, except on medical advice.
   No chemical treatment kills all the eggs. A second treatment should be applied 7-10 days after the initial treatment to kill the nymphs that have hatched from the eggs remaining from the first treatment. Do not apply the treatment more than once per week as more frequent applications could lead to scalp problems and have little or no effect.
   If lice are still found after three weeks of chemical applications, switch to the non-insecticidal method until no lice are found. Eggs are the most difficult stage to kill. The most effective way to remove eggs is to actually pull them off the hair using your fingernails.

**Chemical Head Lice Products**
The following types of active ingredients were approved in Australia by the Therapeutic Goods Administration (2003) for use against head lice:
- Pyrethrins, eg. Amcal Head Lice Foam, Lyban Foam
- Synthetic Pyrethroids (bioallethrin, permethrin), eg. Paralice, Quellada Head Lice Treatment
- Organophosphates, eg. Exolice Medicated Foam, Lice Rid
- Combinations of Herbal and Essential Oils, eg. Quit Nits Natural Head Lice Treatment, Herba Lice.
Treatment Outcomes

Checking whether the treatment product is effective
It is essential to check the effectiveness of every treatment after a product has been on the hair for the recommended amount of time and before washing it out:
Comb the hair with a fine tooth head lice comb, wiping the comb onto a white tissue after each sweep.
Repeat until whole head is combed and little treatment formulation is visible on the hair.
After five minutes examine the tissues and assess the lice as dead (no movement), inactive (louse is stationary but moving legs or antennae) or active (louse moving).
If the product is effective, all lice should be dead.

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

Transmission:
Head lice do not jump or fly. They are spread mainly by direct head to head contact. They have strong claws and move by swinging from hair to hair. This can happen when people play, cuddle or work closely together.
A few head lice have been found on combs, hairbrushes and pillowcases. However, transmission from these objects can only occur when the item is used within the 24 hour period following use by an infested person. This is because head lice can survive only up to a day away from the human host. Head lice must feed on human blood every six hours to replenish their water supply or they will die from dehydration. The longer they are away from a human host, the weaker they become and the less likely they are to infest the next person.
Head lice do not live or breed on animals, bedding, furniture, carpets, clothes or soft toys. Their life cycle must be completed on the human head.

Detection of head lice
All parents should check their children and other family members for head lice regularly as early detection decreases treatment time and helps break the breeding cycle. The most effective way to detect head lice is by using the hair conditioner and combing method. You will need white coloured hair conditioner, an ordinary comb, a fine tooth head lice comb and white tissue/kitchen towel.
- Apply sufficient white conditioner to dry hair to completely cover the scalp and hair from roots to tips.
- Use an ordinary comb to detangle hair and evenly distribute the conditioner. Divide the hair into four sections.
- Comb hair from root to tips using a fine tooth head lice comb.
- After each stroke, wipe the comb onto a white tissue, checking the comb and tissue for head lice.
- Comb the whole head, checking for lice.
- Put all tissues in a plastic bag, tie the top and put the bag in a rubbish bin.

Prevention:
While there is no need to vacuum, wash or treat with insecticide any furniture, clothing, bedding (except pillowcases), toys, carpets or hats, the following actions can be taken to help prevent infestation/re-infestation:
- Avoid head to head contact with other persons.
- Keep long hair tied back or in plaits, especially at school.
- Do not share brushes, combs, or pillows.
- Wash combs and hair brushes after each use (60oC for 30 seconds).
- Pillow cases of persons known to be infested should be washed daily on hot cycle or put in the clothes dryer for 15 minutes.
- Treat all household members whose head lice have been detected.
- Keep hair short, particularly during an outbreak. It is easier to detect and treat head lice in short hair.

Help and assistance:
For more information and assistance in managing head lice, families can contact their local public health nurses, child health clinics, pharmacists and family doctors.
## MEDICAL EXCLUSIONS

<table>
<thead>
<tr>
<th>Conditions</th>
<th>Child with the Infection</th>
<th>Persons Exposed to the Child with the Infection</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Chickenpox</strong> (varicella)</td>
<td>Exclude until all blisters have dried. This is usually at least 5 days after the rash first appeared in non-immunised children.</td>
<td>Anyone with an immune deficiency (e.g. leukaemia) or receiving chemotherapy should be excluded for their own protection. Otherwise, not excluded.</td>
</tr>
<tr>
<td><strong>Cold Sores</strong> (herpes simplex)</td>
<td>Not excluded if the person can maintain hygiene practices to minimise the risk of transmission. If the person cannot comply with these practices (e.g. because they are too young), they should be excluded until the sores are dry. Sores should be covered with a dressing.</td>
<td>Not excluded</td>
</tr>
<tr>
<td><strong>Conjunctivitis</strong></td>
<td>Exclude until discharge from eyes has ceased.</td>
<td>Not excluded</td>
</tr>
<tr>
<td><strong>Diarrhoea and/or Vomiting</strong> (including amoebiasis, campylobacter, cryptosporidium, giardia, rotavirus, salmonella, &amp; viral gastroenteritis)</td>
<td>Exclude until there has not been a loose bowel motion for 24 hours.</td>
<td>Not excluded</td>
</tr>
<tr>
<td><strong>Glandular Fever</strong> (mononucleosis)</td>
<td>Exclusion is not necessary.</td>
<td>Not excluded</td>
</tr>
<tr>
<td><strong>Hand, Foot &amp; Mouth Disease</strong></td>
<td>Exclude until all blisters have dried.</td>
<td>Not excluded</td>
</tr>
<tr>
<td><strong>Head Lice</strong></td>
<td>Exclusion is not necessary if effective treatment is commenced prior to the next attendance day.</td>
<td>Not excluded</td>
</tr>
<tr>
<td><strong>Hepatitis A</strong></td>
<td>Exclude until a medical certificate of recovery is received &amp; until at least 7 days after the onset of jaundice.</td>
<td>Not excluded. Contact a public health unit for specialist advice about vaccinating or treating children in the same room or group.</td>
</tr>
<tr>
<td><strong>Hepatitis B or Hepatitis C</strong></td>
<td>Exclusion is not necessary</td>
<td>Not excluded</td>
</tr>
<tr>
<td><strong>Human Immune-deficiency Virus</strong> (HIV / AIDS virus)</td>
<td>Exclusion is not necessary.</td>
<td>Not excluded</td>
</tr>
<tr>
<td><strong>Influenza &amp; Influenza-like illnesses</strong></td>
<td>Exclude until well.</td>
<td>Not excluded</td>
</tr>
<tr>
<td><strong>&quot;Measles&quot;</strong></td>
<td>Exclude for 4 days after the onset of the rash.</td>
<td>Immune contacts are not excluded. Susceptible contacts should be excluded until 14 days after the onset of the rash in the last case.</td>
</tr>
<tr>
<td><strong>Meningitis (bacterial)</strong></td>
<td>Exclude until well and has received appropriate antibiotics.</td>
<td>Not excluded</td>
</tr>
<tr>
<td><strong>Meningitis (viral)</strong></td>
<td>Exclude until well.</td>
<td>Not excluded</td>
</tr>
<tr>
<td><strong>Meningococcal Infection</strong></td>
<td>Exclude until appropriate treatment has been completed.</td>
<td>Not excluded. Contact a public health unit for specialist advice about antibiotics and/or vaccination for people who were in the same room as the case.</td>
</tr>
<tr>
<td><strong>Molluscum Contagiosum</strong></td>
<td>Exclusion not necessary.</td>
<td>Not excluded</td>
</tr>
<tr>
<td><strong>School Sores</strong> (Impetigo)</td>
<td>Exclude case until has received appropriate antibiotics for at least 24 hours. Sores are not contagious if covered, or after the child has taken antibiotics for 24 hrs. Weeping or crusted sores on exposed areas should always be covered with a watershield dressing until at least 24 hours post antibiotics commenced and for as long as practical.</td>
<td>Not excluded</td>
</tr>
<tr>
<td><strong>Mumps</strong></td>
<td>Exclude for 9 days after onset of swelling.</td>
<td>Not excluded</td>
</tr>
<tr>
<td><strong>Parvovirus</strong> (erythema infectiosum, slapped cheek or fifth disease)</td>
<td>Exclusion not necessary.</td>
<td>Not excluded</td>
</tr>
</tbody>
</table>
### MEDICAL EXCLUSIONS Contd

<table>
<thead>
<tr>
<th>Conditions</th>
<th>Child with the Infection</th>
<th>Persons Exposed to the Child with the Infection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ringworm, Scabies, Tinea</td>
<td>Exclude until the day after appropriate treatment has commenced.</td>
<td>Not excluded</td>
</tr>
<tr>
<td><em>Rubella (German measles)</em></td>
<td>Exclude until fully recovered or for at least four days after the onset of rash.</td>
<td>Not excluded (Female staff of child-bearing age should check their immunity to rubella with their GP)</td>
</tr>
<tr>
<td>School Sores (Impetigo)</td>
<td>Exclude until child has received appropriate antibiotics for at least 24 hours. Sores are not contagious if covered, or after child has taken antibiotics for 24 hrs. Weeping or crusted sores on exposed areas should always be covered with a watertight dressing until at least 24 hrs post antibiotics commenced and for as long as practical.</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Strepococcal Infection (including scarlet fever)</td>
<td>Exclude until child has received antibiotic treatment for at least 24 hours.</td>
<td>Not excluded</td>
</tr>
<tr>
<td><em>Tuberculosis</em></td>
<td>Written medical clearance is required from Qld Tuberculosis Control Centre to return to school, confirming the child is not infectious.</td>
<td>Not excluded</td>
</tr>
<tr>
<td><em>Typhoid Fever</em> (including paratyphoid fever)</td>
<td>Exclude until diarrhoea has stopped and 2 consecutive samples, taken at least one week apart, have tested negative.</td>
<td>Not excluded unless advised by public health authority.</td>
</tr>
<tr>
<td>Whooping Cough (pertussis)</td>
<td>Exclude until five days after starting appropriate antibiotic treatment, or for 21 days from onset of cough.</td>
<td>Contact a public health unit for specialist advice about excluding unvaccinated and incompletely vaccinated contacts.</td>
</tr>
</tbody>
</table>

* Doctors should notify the local public health unit as soon as possible if children or staff are diagnosed with this condition.


For further advice and information on these conditions, please contact your nearest Queensland Health public health unit Hervey Bay

Unit 6, 65 Main Street, PIALBA
PO Box 724, PIALBA QLD 4655

**Phone:** 4184 1800

### Administration of Medication at School

It is school policy that all medication is to be kept at the office. A Request to Administer Medication at School form (available at the school office) **must** be completed if your child needs to have any medication at school.

The medication, **even non-prescription medication, must be labelled by a pharmacist**, clearly stating the name of the child it is intended for, the dosage, and the time/s of administration.

**EpiPens and Asthma puffers** need to be supplied by parents and kept in the school office. **These need to be labelled by a pharmacist.** At times it may be necessary for these items to be kept on the child, please discuss this option with the Principal.
Parents and Citizens Association

Torbanlea State School Parents and Citizen’s Association meet at the school 2nd Monday of each month. The association is open to all parents and citizens who have an interest in education. Your presence at these meetings would be most welcome.

The P & C is active in supplementing the funds available to provide opportunities for the student body.

Tuckshop

The P&C Association conducts a tuckshop every day except Thursday. Tuckshop operates from the second week of the new year.

**Breakfast** is also available from 8.30am – 8.45am daily. Items include toast, English muffins, crumpets, yoghurt and Milo. Lunch packs are also available for purchase at this time.

Please consider if a member of the family is able to help out at tuckshop. It need only be one Monday in every 6 between the hours of 9.30am and 1.30pm. Friends and family are encouraged to be on the roster together to make it more enjoyable.

Food Allergies

As we have some students who have severe and life-threatening allergies to nuts, we have made it our policy to have nut-free food available in the tuckshop. We also ask that peanut butter not be included in your child’s lunch.

School Banking

A parent volunteer will conduct the school banking every Wednesday, commencing the first Wednesday in March.

Children wishing to open a school bank account can obtain the necessary information from the school office.
Curriculum

The Australian Curriculum

The Australian Curriculum was introduced Queensland school in 2012 and is now taught and reported on and is now taught across all KLA’s. Our key priority is to improve the literacy and numeracy levels of all students. In addition we also embed ICT use across our curriculum, to develop digital literacy and enhance student engagement.

Homework

Some home tasks will be set for years P-6. Some of this may count in the evaluation of a child’s progress when reporting to parents. Yellow Book Bags are sent home with our Prep and Year 1 students, to provide an opportunity for some quality shared family reading time. Home Reading is encouraged for Prep students later in the year and nightly for Years 1-6. Parents are asked to sign the home reading folder each night.

It is helpful if children have a quiet place at home which can be their study area. If problems arise regarding homework, it is best if parents check with individual teachers to ascertain what homework has been set. Please refer to policy documents included - Homework in State Schools and Torbanlea State School Homework Policy.

Reporting

Report Cards are issued at the end of each semester (June and December). You are asked to read the report card carefully, and discuss it in a helpful, encouraging way with your child.

Three way interviews, involving the student, parent and teacher are conducted twice a year. Please keep an eye on our newsletter for the dates of these interviews.

All parents are invited to discuss their child/children’s progress with school staff. Regular parent/teacher discussions are crucial. We are happy to talk to parents but ask that you call and make an appointment if there is a specific issue you wish to discuss.

Parents of students in Years 3 & 5 will receive information on their child’s performance in the National Assessment Program Literacy and Numeracy (NAPLAN) tests late in Semester 2.

Physical Education / Sport

All students are involved in weekly PE lessons with a specialist PE teacher. PE covers swimming, athletics, recreational sports, skills and fitness. Our school Athletics Carnival is held in Term 3. Each child is allocated a house team, Stafford (blue), Burgowan (green) or Robertson (red).

Swimming

At this stage, every child from years 1-6 has the opportunity to learn swimming (Prep students do not participate in swimming). During the summer months, lessons are conducted at the Burrum District Swimming Pool located in Howard.

To assist with payment of buses and pool hire/maintenance, each child pays a set fee, which you will be invoiced for. Upper school swims in Term 1 and lower school (except for Prep) swim in Term 4. As all children are expected to participate in this part of the PE curriculum, every child is required to pay this fee. If your child is to be excused from a swimming lesson, please send a note signed by a parent or guardian, however, refunds cannot be offered.
School Music

*An instrumental group* is established and involves children from years 4 to 6 with a range of instruments on offer.

**Instruments:** A limited number of percussion and wind instruments are available for use through the school. A $55.00 maintenance fee is charged annually. It is preferred and encouraged that students will acquire their own instrument after the first year, so other beginners can join the program.

It is expected that if a child starts one particular instrument, they continue with that instrument for the duration of their stay at Torbanlea.

**Classroom music:** All students from Prep-Year 6 are engaged in weekly music lessons with our Specialist Music Teacher. Music lessons encourage participation, self confidence and develop skills in rhythm.

Support Staff

The Guidance Officer, Speech Therapist and Advisory Visiting Teacher ~ Inclusive Curriculum, make periodical visits to the school. Parents who wish their child to see one of these officers are to contact the school to complete referral forms.

Students identified with a learning difficulty will be referred to the Special Needs Committee by their class teacher and parents notified. Support may then be offered by our Learning Support teachers or Special Needs teachers and aides.

Excellence Program

Our Excellence Programs in English and maths are designed to meet the needs of students performing well above their grade level. An individual support plan is designed with students and parents and extension activities provided which students can access both at home and at school. Students are selected for this program based on data collected from PAT and NAPLAN testing and on the recommendation of their classroom teacher as a student who is able to work independently and requires extension. This program is for students from years 2 to 6.

Special Education Unit

Our Special Education unit caters for students with a diagnosed disability that is recognised by Education Queensland to qualify for support. Our unit provides a range of educational programs to students, with individual plans compiled by class teachers, special education teachers and parents to meet the individual needs of the student. Our school promotes an inclusive special education policy, with students included in all class activities, and small group or individual support provided as required.

Extra-Curricular Activities

A variety of extra-curricular activities are provided at Torbanlea State School throughout the year. These include instrumental music, drumming, choir, robotics, sporting events at the school, district, regional and state level, Maryborough Spelling Bee, Maryborough Technology Challenge and Wide Bay Regional Readers Cup.
Homework – in State Schools

Relevant legislation and policy
Part 4 Section 22 and Section 23 Education (General Provisions) Regulation 2000

Statement of intent
Each school has a homework policy, developed in consultation with the school community.
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. The
setting of homework takes into account the need for students to have a balanced lifestyle. This includes
sufficient time for family, recreation, cultural pursuits and employment where appropriate.

Homework that enhances student learning:
• is purposeful and relevant to students needs
• is appropriate to the phase of learning (early, middle and senior)
• 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
• allows for student commitment to recreational, employment, family and cultural activities.

Using varied and challenging homework appropriate to students’ learning needs
Homework can engage students in independent learning to complement work undertaken in class
through:
• revision and critical reflection to consolidate learning (practising for mastery)
• applying knowledge and skills in new contexts (a topic of interest, an authentic local issue)
• pursuing knowledge individually and imaginatively (investigating, researching, writing, designing,
making)
• preparing for forthcoming classroom learning (collecting relevant materials, items, information).

Implementing the school homework policy
a. In developing the school homework policy, Principals may consider Part 4 Section 23 Education
(General
b. Regular monitoring and collaboration amongst teachers will ensure consistent and effective
implementation of the school homework policy.

Responsibilities
Principals:
• Develop a school homework policy, in consultation with their school community, particularly the Parents
and Citizens’ Association.
• Distribute the school homework policy to staff, students, and parents and caregivers, particularly at the
time of student enrolment.
• Ensure the homework policy is effectively implemented throughout the school.
• Include an up-to-date school homework policy as part of their annual school reporting.

Teachers:
Teachers can help students establish a routine of regular, independent study by:
• ensuring their school’s homework policy is implemented
• setting homework on a regular basis
• clearly communicating the purpose, benefits and expectations of all homework.
• checking homework regularly and provide timely and useful feedback.
• using homework that is varied, challenging and directly related to class work and appropriate to students’ learning needs.
• explicitly teaching strategies to develop organisational and time-management skills and providing opportunities to practice these strategies through homework.

• giving consideration to other academic and personal development activities (school based or other) that students could be engaged in when setting homework.
• discussing with parents and caregivers any developing problems concerning their child’s homework and suggesting strategies to assist with their homework.

_Students:_

Students can take responsibility for their own learning by:

• being aware of the school’s homework policy.
• discussing with their parents or caregivers homework expectations.
• accepting responsibility for the completion of homework tasks within set time frames.
• following up on comments made by teachers.
• seeking assistance when difficulties arise.
• organising their time to manage home obligations, participation in physical activity and sports, recreational and cultural activities and part-time employment.

_The role of parents and caregivers with homework:_

Through their Parents and Citizens’ Association, parents can have a key role in the development of a school’s homework policy.

Parents and caregivers can help their children by:

• reading to them, talking with them and involving them in tasks at home including shopping, playing games and physical activity.
• helping them to complete tasks by discussing key questions or directing them to resources.
• encouraging them to organise their time and take responsibility for their learning.
• encouraging them to read and to take an interest in and discuss current local, national and international events.
• helping them to balance the amount of time spent completing homework, watching television, playing computer games, playing sport and engaging in other recreational activities.
• contacting the relevant teacher to discuss any concerns about the nature of homework and their children’s approach to the homework.

_Considering students’ other commitments when setting homework:_

In determining homework, it is important to acknowledge that students may be engaging in many different activities outside of school. These include a range of physical activities and sports, recreational and cultural pursuits. Older students may also have part-time employment. Some students have responsibilities as caregivers.

_Homework appropriate to particular phases of learning:_

The following is to operate as a guide in determining the amount of set homework that students might be expected to undertake. It is of course open to parents to consult with a student’s teacher about additional materials or practice exercises with which parents can assist their children at home.

In the **Early Phase of Learning (Prep to Year 3)** many activities at home or in play can assist children to develop literacy, numeracy and problem-solving skills.

Homework tasks may include:

- daily reading to, with, and by parents/caregivers or other family members.
- linking concepts with familiar activities such as shopping, preparation of food, local environment and family outings
- conversations about what is happening at school
- preparation for oral presentations
- opportunities to write for meaningful purposes.

In the Prep Year, generally students will not be set homework.

In Years 1, 2 and 3, set homework could be up to but generally not more than 1 hour per week.

In the Middle Phase (Year 4 to Year 9) some homework can be completed daily or over a weekly or fortnightly period and may:
- include daily independent reading
- be coordinated across different subject areas
- include extension of class work, projects and research.

Homework in Year 4 and Year 5 could be up to but generally not more than 2-3 hours per week.
Homework in Year 6 and Year 7 could be up to but generally not more than 3-4 hours per week.
In Year 8 and Year 9 students should be given more responsibility for their own learning. They can be required to engage in independent learning to complement work undertaken in class.
Homework in Year 8 and Year 9 could be up to but generally not more than 5 hours per week.

In the Senior Phase (Years 10, 11 and 12) the amount of time devoted to homework and independent study will vary according to the student’s learning needs and individual program of learning, determined through their Senior Education and Training (SET) Plan.

While teachers may provide students with additional work relevant to their learning which the student may undertake at home, young people during this phase should generally be independent learners exercising their own judgement as to the out-of-hours time they devote to their studies. Of course, care should be taken to ensure that a balance is maintained between the various demands of study, sporting, recreational, cultural or part-time employment activities.
TORBANLEA STATE SCHOOL HOMEWORK POLICY

RATIONALE
Students need to develop study habits and self-discipline in order to progress successfully through school and career. These developments are assisted in a desirable way by providing students with a variety of homework experiences in order to reflect quality outcomes.

AIM........................TOTAL PARTICIPATION

OBJECTIVES

α To develop study habits
α To reinforce the work done in class
α To encourage parents to become aware of student’s classwork
α To involve parents in the student’s classwork
α To continue the development of quality education in a socially just environment

OPERATING PRINCIPLES

α Homework will be given on a regular basis throughout the school year

α Homework that will challenge each individual child without creating frustration and/or boredom may be given at the teacher’s discretion (consideration will be given in order to cater for children’s differing ranges of ability)

α Examples of suitable homework are:
  3 English (Spelling, reading, handwriting, etc)
  3 Projects / contracts
  3 Practice of number facts
  3 Mathematics
  3 Follow-up work
  3 Contract type work
  3 Discussion of provoking issues
  3 Problem solving

α Regular teacher feedback (marked, rated, written/verbal comments and stickers)

α Homework is monitored (recorded) and reported on in semester report cards

α Parental acknowledgment of children’s progress in homework is an essential component of our school’s homework policy

α If a student is consistently failing to provide evidence of completed homework he/she may be required to complete the set tasks during a lunch hour. Continual disregard for completion of homework may lead to ‘Reflection Time’.

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TIMES SPECIFIED

Times may vary. Maximum amount of time:

- Year P/1 / 2 / 3  Approximately 1 hour per week
- Year 4 / 5  Approximately 2 to 3 hours per week
- Year 6  Approximately 3 to 4 hours per week

These times are subject to variation depending to specific content covered during the day.

CONCLUSION

*Education is a life long process. Skills and discipline learnt in homework are part of that process. We will aim for total participation in order to develop quality education outcomes.*
Getting the best for your child

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 school Principal.

If the problem cannot be resolved within the school, you should contact the Maryborough Office at 102 Lennox Street, Maryborough, phone 41211633.

Maryborough Office also provides access to a community participation officer or an officer responsible for parent liaison.

As part of this process, Steven Case, who is the Executive Director of School Improvement, 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 3352 3900 or visit their website www.qc pca.org.au for help and support.

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

Responsible Behaviour Plan for Students
based on The Code of School Behaviour

1. Purpose

Torbanlea State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

All members of our school community are expected to uphold the responsibilities defined in the Code of School Behaviour to ensure the best possible outcomes for students, staff and parents.

Torbanlea State School’s Responsible Behaviour Plan is designed to facilitate positive support for high standards of achievement and behaviour combined with clear responses and consequences to inappropriate behaviour so that the learning and teaching in our school can be most effective and students can participate positively within our school community.

2. Consultation and data review

Torbanlea State School developed this plan in collaboration with our school community – parents, staff and students. Broad consultation was undertaken through meetings held throughout the latter part of 2015. A review of school data sets from 2014 – 2015 relating to attendance, absenteeism, school disciplinary absences and behaviour (both positive and incident records) also informed the development process.

A team of staff and parents leads the development of the Schoolwide Positive Behaviour Supports / Positive Behaviour for Learning (SWPBS/PBL) approach in the school. This lead group meet approximately twice per term and regularly consult with staff and community. Their collective work drives the review of the school plan and the key strategies that arise from it.

This Plan has been endorsed by the Principal and the President of the P&C and will be reviewed as required, and in 2018 as required by legislation.

3. Learning and behaviour statement

All areas of Torbanlea State School are teaching and learning environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs. We are implementing the research validated ‘Schoolwide Positive Behaviour Supports / Positive Behaviour for Learning’ framework to achieve our identified social behaviour and academic outcomes - reflected in the core elements of the school’s learning approach to behaviour:

1. Principal leadership of a team approach to behaviour
2. Parent and Community engagement
3. Data informed decision making
4. Clear consistent expectations for behaviour and
5. Explicit teaching of appropriate behaviour to all students

Our Responsible Behaviour Plan outlines our systems for facilitating positive behaviours, preventing new cases of problem behaviours and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour (our ‘Behaviour
Curriculum’ in the form of a matrix) are plain to everyone, assisting Torbanlea State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process. Our school community has identified the following four broad school rules / expectations to teach and promote our high standards of responsible behaviour:

- Safety
- Effort
- Respect
- Self-Responsibility

At Torbanlea State School emphasis is on behaviour ownership. We do this by modelling appropriate responses to investigative questions and honouring our school motto of ‘ Honour and Truth’. Our school rules have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland’s Code of School Behaviour.

4. Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

A matrix of behavioural expectations in specific settings has been attached to each of our three school rules. This matrix outlines our Behaviour Curriculum – our agreed to rules and positive behaviour definitions of appropriate behaviours in all school settings. The PBL/SWPBS framework uses a three-tiered continuum of evidenced based supports (Tier 1 ‘Universal'; Tier 2 ‘Targeted', and Tier 3 ‘Intensive’ levels of support services) to facilitate standards of positive behaviour and to respond to unacceptable behaviour. This whole school approach shapes, supports and recognises appropriate behaviour in all students.
The Behaviour Curriculum –
A set of behavioural expectations in specific settings has been attached to each of our three school rules. The Schoolwide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

<table>
<thead>
<tr>
<th>SAFETY</th>
<th>ALL AREAS</th>
<th>CLASSROOM</th>
<th>PLAYGROUND</th>
<th>EATING AREAS</th>
<th>TOILETS</th>
<th>BUSES</th>
<th>CROSSING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use equipment appropriately</td>
<td>Walk</td>
<td>Play safely at all times</td>
<td>Always walk in eating areas</td>
<td>Walking</td>
<td>Walk to and from bus lines</td>
<td>Walk to gate</td>
<td>Walk to gate</td>
</tr>
<tr>
<td>Keep hands, feet and objects to yourself</td>
<td>Sit still</td>
<td>Use play equipment properly</td>
<td>Sit when eating</td>
<td>Close doors carefully</td>
<td>Wash hands</td>
<td>Wait for adult to cross</td>
<td>Walks across the road &amp; over the bridge</td>
</tr>
<tr>
<td>Use the High Five Strategy</td>
<td>Enter and exit in an orderly manner</td>
<td>Be safe and wear a hat</td>
<td></td>
<td>Go directly to and from toilets</td>
<td></td>
<td>Wear helmets</td>
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<tr>
<td></td>
<td></td>
<td>Move safely and walk on concrete</td>
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<td></td>
<td></td>
<td>Wear closed-in shoes</td>
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<tr>
<td>EFFORT</td>
<td>Try your hardest</td>
<td>Stay on task</td>
<td>Follow rules &amp; routines for eating time</td>
<td>Know and use toilet routines</td>
<td>Follow rules &amp; routines for bus behaviour</td>
<td>Follow rules &amp; routines for crossing the road</td>
<td>Follow rules &amp; routines for crossing the road</td>
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<tr>
<td>Do your best</td>
<td>Complete your homework</td>
<td>Play fairly – take turns, invite others to join in and follow rules</td>
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<tr>
<td>Use the High Five Strategy</td>
<td>Work your best</td>
<td>Care for the environment</td>
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<td></td>
<td>Support your classmates</td>
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<tr>
<td></td>
<td>Attempt all class activities</td>
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<tr>
<td>RESPECT</td>
<td>Respect others’ personal space and property</td>
<td>Raise your hand to speak</td>
<td>Talk quietly</td>
<td>Talk quietly</td>
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<tr>
<td></td>
<td>Care for equipment</td>
<td>Respect others’ right to learn</td>
<td>Hand up and silent when bell rings</td>
<td>Hands and feet to yourself</td>
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<td></td>
<td>Clean up after yourself</td>
<td>Talk in turns</td>
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<td></td>
<td>Use polite language</td>
<td>Be a good listener</td>
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<tr>
<td>SELF RESPONSIBILITY</td>
<td>Ask permission to leave the classroom</td>
<td>Respect school property and equipment</td>
<td>Respect school property and use toilets appropriately</td>
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<td></td>
<td>Be on time</td>
<td>Respect the rights of others and play by the rules</td>
<td>Respect personal hygiene and wash hands after toilet use</td>
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<td></td>
<td>Follow instructions straight away</td>
<td>Request teachers and adults</td>
<td>Respect privacy of others</td>
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<tr>
<td></td>
<td>Use the High Five Strategy</td>
<td>Use respectful language and actions</td>
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</tbody>
</table>

The Behaviour Curriculum –
A set of behavioural expectations in specific settings has been attached to each of our three school rules. The Schoolwide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.
Tier 1 (Universal), Tier 2 (Targeted) and Tier 3 (Intensive) behaviour support includes:

- quality learning and teaching practices;
- a balanced, relevant and engaging curriculum;
- supportive and collaboratively developed procedures;
- the implementation of evidence-based programs;
- regular monitoring and review of school procedures and programs;
- professional development for all members of the school community consistent with the school’s evidence-based approach to promoting positive behaviour;
- adoption of practices that are non-violent, non-coercive and non-discriminatory; and
- a continuum of whole school positive preventative action for all students.

### Tier 1 ‘Universal’ Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Torbanlea State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students which is designed to prevent problem behaviour and to provide a framework for responding to unacceptable behaviour.

The expectations are communicated to students using a number of strategies, including:

- Behaviour lessons conducted by classroom teachers;
- Reinforcement of learning through instructional feedback at School Assemblies and during active supervision by staff during classroom and non-classroom activities.

Torbanlea State School implements the following proactive and preventative processes and strategies to support student behaviour:

- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- Positive Behaviour Leadership / SWPBS team members’ regular provision of information to staff and parents, and support to others in sharing successful practices.
- Torbanlea State School’s Responsible Behaviour Plan for Students provided to new students as well as new and relief staff.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Development of specific policies and lessons to address:
  - The Use of Personal Technology Devices* at School (Appendix 1)
Reinforcing expected school behaviour

At Torbanlea State School, communication of our key messages about behaviour is backed up through reinforcing ‘instructional feedback’ for students engaging in expected school behaviour. The system of ‘instructional feedback’ includes both non-verbal and verbal acknowledgements and is supplemented by a formal recognition and monitoring system attached to the environment in which it occurs. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and reinforcers.

As a school, Torbanlea recognises the need to validate and celebrate the positive behaviours of our students. We believe in a pro-active approach to behaviour management. We implement the following processes regularly and celebrate the success of our students by:

<table>
<thead>
<tr>
<th>Process</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FREE &amp; FREQUENT</strong></td>
<td>Good choice tickets are awarded to students by staff for following our school expectations. The child writes their name on a ticket and puts it into a box in the office. Each week at our expectations parade a ticket from upper &amp; lower school is drawn out and a prize awarded.</td>
</tr>
<tr>
<td>Good Choice Tickets</td>
<td></td>
</tr>
<tr>
<td>Postcards</td>
<td>Teacher sends a “Good News” postcard home to inform parents of a child’s positive behaviour and/or achievements.</td>
</tr>
<tr>
<td>Student of the Week</td>
<td>Special awards and certificates are presented on Friday parade during full school assembly.</td>
</tr>
<tr>
<td>Classroom Awards</td>
<td>Teachers offer positive praise and present rewards and incentives to individuals for improved work habits, attitudes and achievements. Fast maths and Sight Word awards are represented weekly at parade.</td>
</tr>
<tr>
<td>Students of the Week – Newsletter</td>
<td>Students who achieve to a high level are acknowledged in the <em>Torbo Times</em> and on our school website.</td>
</tr>
<tr>
<td>Newsletter / Parade / School Website/ School noticeboard</td>
<td>Achievements of staff and students are published each week in the <em>Torbo Times</em>, on parade, our school website and on our school noticeboard.</td>
</tr>
<tr>
<td>One School Positive Behaviour</td>
<td>Teacher recording Positive Behaviour on One School</td>
</tr>
<tr>
<td><strong>MEDIUM TERM</strong></td>
<td></td>
</tr>
<tr>
<td>Students of the Term</td>
<td>Awarded to a student in each class on parade once a term. Nominations are made by teachers. Names are published in the <em>Torbo Times</em> and on the school website.</td>
</tr>
<tr>
<td>Principal’s Stickers</td>
<td>Awarded to students who have displayed improvement in their work attitude and achievement.</td>
</tr>
<tr>
<td>Student Council Awards</td>
<td>Certificates are presented on Friday parade in recognition of students following weekly expectations.</td>
</tr>
<tr>
<td><strong>LONG &amp; STRONG</strong></td>
<td></td>
</tr>
<tr>
<td>Developing and Reinforcing Values</td>
<td>Teachers articulate and use the values –Safety, Effort Respect and Self Responsibility and programs like ‘I can do it…’</td>
</tr>
<tr>
<td>Responsible Roles</td>
<td>Election of school captains and a leadership team. Their role in the student council and during sporting events aims to develop a positive attitude towards the school and allows students an avenue to voice their opinions.</td>
</tr>
<tr>
<td>Developing Leadership</td>
<td>Actively providing opportunities to develop the skills and horizons of students eg participate in the Young Leaders Day, and by running programs to promote leadership.</td>
</tr>
<tr>
<td>End of Year Awards</td>
<td>Awarded to students at the Annual Presentation Ceremony in December. Awarded to exemplary academic, sporting, musical or social achievements.</td>
</tr>
</tbody>
</table>

Responding to unacceptable behaviour

Tier 1 ‘Universal’ behaviour support:

*Re-directing low-level (minor) and infrequent problem behaviour*

Staff at Torbanlea State School apply a preventative approach to re-direction and make appropriate use of least to most intrusive redirection strategies based on the Essential Skills for Classroom Management. ‘Precorrection’ and ‘prompts’ are examples of preventative strategies. ‘Least intrusive’ strategies may include selective attending, proximity and non-verbal cueing. When a student exhibits low-level (minor) and infrequent problem behaviour, the initial verbal response of
school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school’s expectations. ‘Most intrusive’ strategies include redirections, giving choices and following through, and removal to ‘buddy class’ or ‘Reflection Time’ for repeated low-level problem behaviours.

**Tier 2 ‘Targeted’ behaviour support:**

Each year a number of students at Torbanlea State School are identified by staff and through our reviews of data as needing extra in the way of targeted behaviour support due to them not fully responding to the Tier 1 behaviour support processes and strategies outlined previously. In most cases the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students’ learning and social success at risk if not addressed in a timely manner.

Features of these Tier 2 supports include:

- use of behaviour data to accurately identify students requiring Tier 2 supports
- a school based referral process for teachers seeking assistance to support the identified students
- a team approach to supporting students on targeted programs
- use of data decision rules for evaluation and exits from targeted support programs
- making adjustments for individual needs
- using research-validated program options for targeted support interventions such as:
  - development of an individual behaviour plan in consultation with the class teacher, parents and administration
  - adult mentoring
  - check in / check out
  - targeted / small group social skilling

All staff members are provided with continuous professional development consisting of an overview of the program, the referral and response process, and the reporting responsibilities of staff and of the students being supported.

**Tier 3 ‘Intensive’ behaviour support:**

Torbanlea State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. The Intensive Behaviour Support Team:

- works with other staff members to develop appropriate behaviour support strategies;
- monitors the impact of support for individual students through ongoing data collection;
- makes adjustments as required for the student;
- works with the School Behaviour Leadership Team to achieve continuity and consistency;
- facilitates a Functional Behaviour Assessment for appropriate students to guide an individualised intervention plan;
- identifies flexible / alternative learning options;
- organises referrals to regional behaviour support resources.

In addition to students being identified through current school behaviour data, the Intensive Behaviour Support Team has a simple and quick referral system in place. Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school’s administration and regional behavioural support staff.

**Physical Restraints: (Individual Plan)**

Where an individual plan includes the use of physical restraints to prevent self-harming behaviours, plans will:

- be approved by the principal with a copy provided to the principal’s supervisor
- include strategies to reduce the frequency and severity of inappropriate behaviours and increase socially appropriate and positive behaviours
- not use physical restraint processes in isolation
- develop procedures with support personnel, parents and relevant staff including medical practitioners and the like where applicable
- identify strategies to reduce and eliminate the need for physical restraint. Prevention strategies could include:
  - restoring safety in other practicable ways such as removing harmful objects;
  - employing responses such as increased monitoring and support within classrooms and/or referral to appropriately trained staff; and
  - use of movement limiting and/or protective devices at times of high risk.

Where an individual plan includes the use of physical restraints to prevent self-harming behaviours, staff will:

- be provided with physical restraint training and professional development that is documented
- complete the required documentation following a physical restraint
• employ responses to support all staff and students involved in, including witnesses to, an incident of self-harm

• establish a regular review process to monitor effectiveness of planned strategies and procedures.

5. Emergency or critical incident responses

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

An emergency situation or critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

Severe problem behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

Basic defusing strategies

1. Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student’s space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.

2. Maintain calmness, respect and detachment: Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.

3. Approach the student in a non-threatening manner: Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.

4. Follow through: If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students’ attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

5. Debrief: Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.
Physical Intervention and Restraints – Immediate or Emergency Response

Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

- physically assaulting another student or staff member; or
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Torbanlea State School’s duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Staff will:

- give clear verbal instruction before physical intervention is used, unless the urgent nature of the situation makes this impractical
- call for assistance from another member of the school staff and make arrangements to ensure that other students in the vicinity are safe and properly supervised
- notify the principal (if not directly involved) and the student’s parent of the incident detailing:
  - the behaviour that preceded the use of physical restraint
  - the type and duration of restraint used
  - staff members and other witnesses present during the period of the restraint
  - student’s physical condition before and after the period of physical restraint
  - planned future action to prevent further incidents of the behaviour

Physical intervention can involve coming between students, blocking a student’s path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand:

- physical intervention cannot be used as a form of punishment;
- physical intervention must not be used when a less severe response can effectively resolve the situation and the underlying function of the behaviour.

Physical intervention is not to be used as a response to:

- school disruption;
• refusal to comply;
• verbal threats;
• property destruction, unless severe; and
• leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:
• be reasonable in the particular circumstances;
• be in proportion to the circumstances of the incident;
• always be the minimum force needed to achieve the desired result; and
• take into account the age, stature, disability, understanding and gender of the student.

Debriefing

Following each instance involving the use of physical intervention:
• debriefing to be provided for the student and any other students after a suitable interval of time has elapsed
• a debriefing meeting with the relevant staff members to be held
• an individual plan to be developed if physical restraint is deemed necessary as an ongoing strategy

Record Keeping

Each instance involving the use of physical intervention must be formally documented. The processes can be found at http://ppr.det.qld.gov.au/corp/hr/workplace/Pages/Health-and-Safety-Incident-Recording.-Notification-and-Management.aspx online. Following each instance involving the use of physical intervention, the following records are to be maintained:
• Physical Intervention Incident Report (Appendix 4)
• Debriefing Report (Appendix 5)

6. Consequences for unacceptable behaviour

Torbanlea State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. Minor behaviours are monitored through the use of white spot slips. This data is collated and reviewed at SWPBS meetings, with multiple minor behaviours resulting in Reflection Time.
Major behaviours result in Reflection Time, the incident is recorded on One School, with a digital referral made to the Principal and class teacher. Parents/Carers are contacted by phone and/or letter.

One School is used to record all multiple minor and major problem behaviour.

Specific policies have been developed to address:

- The Use of Personal Technology Devices at School (Appendix 1);
- Procedures for Preventing and Responding to Incidents of Bullying (Appendix 2); and
- Appropriate Use of Social Media (Appendix 3).
- Work together to keep knives out of school (Appendix 6)

**Minor and major behaviours**

When responding to problem behaviour, the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:

- **Minor** problem behaviour is handled by staff members at the time it happens.
- **Major** problem behaviour is referred directly to the school Administration team.

**Minor** behaviours are those that:

- are minor breeches of the school rules;
- do not seriously harm others or cause you to suspect that the student may be harmed;
- do not violate the rights of others in any other serious way;
- are not part of a pattern of problem behaviours; and
- do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:

- Staff will use Essential Skills for Classroom Management to correct students exhibiting minor behaviours (least to most intrusive)
- a re-direction procedure. The staff member takes the student aside and:
  1. names the behaviour that the student is displaying;
  2. asks the student to name expected school behaviour;
  3. states and explains expected school behaviour if necessary; and
  4. gives positive verbal acknowledgement for expected school behaviour.
- a minor consequence that is logically connected to the problem behaviour, such as restitution or detention for work completion, complete removal from an activity or event
for a specified period of time through use of ‘buddy class’, individual meeting with the
student, apology.

**Major** behaviours – are those that:

- significantly violate the rights of others;
- put others / self at risk of harm; and
- require the involvement of school Administration.

**Major** behaviours – Levels One and Two

When major problem behaviours (either level 1 or 2) occur, staff members calmly state the
major problem behaviour to the student. The student is then directed to spend time in the
Reflection Time Room’ to allow the opportunity to review appropriate school and class
expectations. A ‘Re-entry’ process is completed by staff using ‘Restorative questioning’
strategies. A reflection sheet is completed by the student. This process assists with the
reinforcement of expectations and fosters positive relationships between staff and
students.

Reflection Time: Removal from the playground ‘Reflection Time Room’ for major
behaviours or cumulative recordings of minor behaviour

Reflection Time procedures may be used:

- as one of a range of options for students to manage their own behaviour
- in order to assist a student in the calming down process
- as a strategy to reduce the frequency of a particular behaviour

All staff, students and parents are made aware of the appropriate use of, and
procedures for, Reflection Time. These include:

- giving the student opportunity to rejoin class at regular intervals
- provide the student with opportunities to complete assessments to fulfil
  educational requirements
- ensure when using Reflection Time as a management technique that it is
  consistent with:
  - developmental stage of the student
  - any special needs that the student may have
- ensuring the student is safe and under supervision at all times
- ensuring emergency procedures are in place for students ‘out of class’
- the regular review of Reflection Time procedures, frequency of use with
  particular students, and effectiveness measured using data
**Major behaviours – Levels Two and Three**

Major behaviours may result in an immediate referral to Administration because of their seriousness. The staff member phones the Office and if needed escorts the student to Administration or calls for assistance. The incident is recorded on One School and parents contacted.

Major problem behaviours may result in the following consequences:

- **Level One:** Time in office, removal to ‘Buddy Class’ or Reflection Time Room, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, and/or referral to Tier 2 ‘Targeted’ behaviour supports and parent contact.
  
  **AND/OR**

- **Level Two:** Parent contact, referral to Regional Behaviour Support personnel / Guidance Officer, referral to Intensive Behaviour Support Team, suspension from school:

  **AND/OR**

- **Level Three:** Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

Student Disciplinary Absences are only used after consideration has been given to all other responses, and the unique circumstances of the situation have been considered.

The following table outlines examples of minor and major problem behaviours:

<table>
<thead>
<tr>
<th>Level</th>
<th>Name</th>
<th>Strategies / Processes / Actions</th>
<th>Responses / Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor</td>
<td>Rule Reminder</td>
<td>Child is reminded of the rule broken and consequences of action for future. Less intrusive behaviours may result in: tactical ignoring, statement of specific direction, question and feedback, rule statement, take the child aside. Child gives teacher an apology or apologies to appropriate person who has suffered due to inappropriate action.</td>
<td>Possible peer teacher support. Possibly – teacher record keeping, peer teacher support, other support, home contact if situation persists.</td>
</tr>
<tr>
<td>Minor</td>
<td>Buddy Class</td>
<td>After the previous processes have been used and exhausted, a teacher may decide to relocate the student to a buddy classroom for some reflection time. Buddy classes will be negotiated. The student’s teacher will contact the buddy class teacher by phone or in person and organise for the child to move safely to the buddy classroom. Work may be provided by the student’s teacher. The time spent with the buddy class is at the discretion of the teacher. At the end of this period, the teacher should reiterate the expected behaviours for returning to the class and validate that the student is willing to comply with these expectations.</td>
<td>Possibly – teacher record keeping, peer teacher support, other support, home contact, Behaviour Contract, low level interaction with principal for persistent behaviour.</td>
</tr>
<tr>
<td>Minor</td>
<td>Playground</td>
<td>For minor playground incidents a student may be directed to sit on a ‘white spot’ in the playground for a period of time decided by the teacher.</td>
<td>Rule reminder, discussion with student. Monitor for remainder of play period. Low level interaction with admin.</td>
</tr>
</tbody>
</table>

**Minor Behaviours may include** – running on concrete and around buildings, playing in toilets, minor physical contact (pushing/shoving), not wearing hat or shoes in the playground, not completing school tasks or homework, not being punctual, littering, minor dishonesty, inappropriate language, disrespectful tone, minor disruption in class, calling out, poor attitude, petty theft, minor misuse of technological devices – See appendix 1
### Reflection Time

Child reports to the Reflection Time room in E block at the beginning of first break. Child eats lunch outside E block, before commencing Reflection Time. Teacher notifies the Reflection Time Co-ordinator of Reflection Time by Reflection Time Book (before lunch) or by sending child to the Reflection Time room or office (from lunch duty). Reflection Time to be served the following day. Teacher records incident on One School.

Child discusses actions and is counselled regarding alternate appropriate means to attain outcome. Student completes a reflection sheet. Letter & copy of reflections sheet is posted home.

Failure to front for Reflection Time – child is to serve double. At the third Reflection Time, the Principal may consider suspension, however suspension may be considered immediately depending on the severity of severity of the behaviour. The Principal may also consider an extended period of Reflection Time of the playground for more serious or repeated incidents.

Major Withdrawal (in school suspension) may be considered based on individual circumstances if the child has served a number of Reflection Times (as decided by the Reflection Time Coordinators). Child is supervised in administration area or buddy classroom and formally withdrawn from class and playground for a specific time period.

Letter & copy of reflections sheet is posted home.

### Suspensions

At the third Reflection Time, the principal may consider suspension, however, suspension may be considered immediately depending on severity of behaviour. If deemed necessary by the Principal a Behaviour Panel of parents, DCI staff and advisory staff formed to consider and construct Individual Support Plan. This outlines procedures to be used for support as well as crisis management.

Suspension Procedure.

Behaviour Management support.

Mutually agreed re-entry program with parent.

Maybe: Partial re-entry.

Behaviour Contract and appropriate monitoring

### Major Behaviours (Level 1 & 2) may include – throwing objects, fighting, leaving school grounds without permission, major dishonesty, cheating, offensive/aggressive language, major disruption to class, verbal abuse, directed profanity, wilful property damage, vandalism, bullying, harassment, major defiance, blatant disrespect, major misuse of technological devices – See appendix 1, Cyberbullying – See appendix 2

*Note: If under the Principal’s discretion a student has committed an act which could be classified as wilful disobedience, misconduct prejudicial to the good order of the school, the student may in fact be immediately suspended or suspended pending exclusion.

*Note: SDAs (School Disciplinary Absences) are to be used after consideration has been given to all other responses and are considered on a case by case basis.

### Major Behaviours (Level 3) may include – possession of weapons, serious physical aggression/assault, use or supply of drugs, sexual actions – See appendix 5

### Relate problem behaviours to expected school behaviours

When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members use to achieve this is to have students:

- articulate the relevant expected school behaviour;
- explain how their behaviour differs from expected school behaviour;
- describe the likely consequences if the problem behaviour continues; and
• identify what they will do to change their behaviour in line with expected school behaviour.

Should a problem behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

**Ensuring consistent responses to problem behaviour**
At Torbanlea State School, staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviour across the school.

Students also receive training in how to respond appropriately when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour.

### 7. Network of student support

Students at Torbanlea State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour support by:

- Parents
- Teachers
- Support Staff
- HOSES
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Senior Guidance Officer
- School Chaplain
- Home School Liaison Teacher
External support is also available through the following government and community agencies:

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council
- Neighbourhood Centre.

8. Consideration of individual circumstances

To ensure alignment with the Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

Torbanlea State School considers the individual circumstances of students when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state
- recognising the rights of all students to:
  - express opinions in an appropriate manner and at the appropriate time
  - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
  - receive adjustments appropriate to their learning and/or impairment needs.

9. Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 2011
- Workplace Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009
10. Related policies and procedures

- Statement of expectations for a disciplined school environment policy
- Safe, Supportive and Disciplined School Environment
- Inclusive Education
- Enrolment in State Primary, Secondary and Special Schools
- Student Dress Code
- Student Protection
- Hostile People on School Premises, Wilful Disturbance and Trespass
- Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions
- Acceptable Use of the Department's Information, Communication and Technology (ICT) Network and Systems
- Managing Electronic Identities and Identity Management
- Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
- Temporary Removal of Student Property by School Staff

11. Some related resources

- Bullying, No Way!
- Schoolwide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses

Endorsement

Principal          P&C President / School Council President

Effective Date: 1 January 2016 – 31 December 2018
The use of personal technology devices* at school

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

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

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

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

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

Personal technology device etiquette
Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be handed to the class teacher for safe keeping at the beginning of the day and collected at the end of the school day.

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

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

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

A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to
others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

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

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

**Text communication**
The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS. Students receiving such text messages at school should ensure they keep the message as evidence and bring the matter to the attention of the school office.

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

**Recording private conversations and the Invasion of Privacy Act 1971**
It is important that all members of the school community understand that under the *Invasion of Privacy Act 1971*, ‘a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation’. It is also an offence under this Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

**Special circumstances arrangement**
Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Deputy Principal or Principal.

*Personal Technology Devices include, but are not limited to, games devices (such as Portable gaming devices, Tamagotchis®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, IPods® and devices of a similar nature.*
School policy for preventing and responding to incidents of bullying (including cyberbullying)

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

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

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

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

Bullying may be related to:

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

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

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

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

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

- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- All students know the 4 Codes of Behaviour and have been taught the expected behaviours attached to each Code in all areas of the school
- All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
- A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a schoolwide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.

An initial introductory lesson is delivered, which teaches the High Five Strategy to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander. The High Five Strategy is a regular focus of our Expectation Parade with follow up lessons conducted in the classrooms. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.

Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Torbanlea State School takes care to combine knowledge with practice in a process of active learning, so that students understand by ‘doing’ as much as by ‘knowing’.

Torbanlea State School records inappropriate behaviour and uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.
Appendix 3

Appropriate use of social media

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

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

Torbanlea State School is committed to promoting the responsible and positive use of social media sites and apps.

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

Role of social media

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

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

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

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

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

Inappropriate online behaviour has the potential to embarrass and affect students, others and the school for years to come.
Appropriate use of social media

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

- Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else’s personal information, is not shared.

- Thinking about what they want to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over it. Students should not post content online that they would be uncomfortable saying or showing to their parents’ face or shouting in a crowded room.

- Remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.

- Never provoking, or engaging with, another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Students should report cyberbullying concerns to a teacher and allow the teacher to record and deal with the online concern.

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

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

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

Laws and consequences of inappropriate online behaviour and cyberbullying

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

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

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

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

There are significant penalties for these offences.

Torbanlea State School strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, Torbanlea State School expects its students to engage in positive online behaviours.
Physical Restraint / Intervention Report

<table>
<thead>
<tr>
<th>Initial Report Compiled by</th>
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Details of Student
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<th>Teacher</th>
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Details of Staff involved in Incident
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<th>Name</th>
<th>Role</th>
</tr>
</thead>
</table>

Reason for restraint
- To cease the physical assault of another student or staff member [ ]
- To avert an immediate danger to him/herself or to others [ ]
- To avoid serious property damage [ ]
- Other [ ]

Details of Incident
<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Initial Location</th>
</tr>
</thead>
</table>

De-escalation Strategies Used Prior to Restraint
- Distraction [ ]
- Change of face, place, activity [ ]
- Offer choices [ ]
- Cool down time, place [ ]
- Offer to talk [ ]
- Reassurance [ ]

Physical Condition of Student Before Restraint
- Physical Condition of Student After Restraint

Details of Any Injury
- Injury to Student [ ] Yes [ ] No [ ] Incident Report Completed [ ] Yes [ ] No
- Injury to Staff Name: [ ] Yes [ ] No Incident Report completed [ ] Yes [ ] No

Details of Injury

Details of Damage

Details of Trauma

Notifying Procedures
- Incident Reported to

Parent / Carer Contacted
<table>
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<tr>
<th>Name</th>
<th>Time and Date</th>
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</table>

Student/s: Post Incident Discussion / Debrief
<table>
<thead>
<tr>
<th>Location</th>
<th>Time and Date</th>
</tr>
</thead>
</table>

Present
- Details

Staff: Post Incident Discussion / Debrief
<table>
<thead>
<tr>
<th>Location</th>
<th>Time and Date</th>
</tr>
</thead>
</table>

Present
- Details

Other Forms Completed
- One School [ ]
- Individual Support Plan - Behaviour [ ]
- Individual Plan including Physical Restraint [ ]
- Other: [ ]
Follow Up Report – to be completed by Form Recipient

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<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td><strong>1. Follow up Call</strong></td>
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<td>Made by:</td>
<td>Made to:</td>
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<td><strong>2. Post Investigation</strong></td>
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<tr>
<td>□ Necessary □ Not</td>
<td>Completed by:</td>
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<td><strong>3. Damage Repair</strong></td>
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<td>□ Necessary □ Not</td>
<td>Organised by:</td>
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<td><strong>4. Entered on MYHR / WHS</strong></td>
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<tr>
<td>□ Necessary □ Not</td>
<td>Completed by:</td>
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<td><strong>5. Entered on OneSchool</strong></td>
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<tr>
<td>□ Necessary □ Not</td>
<td>Completed by:</td>
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<tr>
<td>□ As Contact</td>
<td>Completed by:</td>
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<tr>
<td>□ As single student incident</td>
<td>Completed by:</td>
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<tr>
<td>□ As multiple student incident</td>
<td>Completed by:</td>
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<td></td>
<td></td>
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<tr>
<td><strong>6. Other Forms completed</strong></td>
<td></td>
</tr>
<tr>
<td>□ Debrief Report</td>
<td>□ Physical restraint / Intervention record</td>
</tr>
<tr>
<td>□ Individual Plan including Physical Restraint</td>
<td></td>
</tr>
<tr>
<td>Signed:</td>
<td></td>
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</tbody>
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Appendix 5
Debriefing Report

Formal debriefing
Formal debriefing should be led by a staff member trained in the process who has not been involved in the event. The goals of debriefing are to:
- reverse or minimise the negative effects of physical intervention;
- prevent the future use of physical intervention; and/or
- address organisational problems and make appropriate changes.

For students who have language or communication difficulties the debriefing process will need to be modified to accommodate their specific receptive and expressive needs.

Debriefing should provide information on:
- who was involved;
- what happened;
- where it happened;
- why it happened; and
- what we learned.

The specific questions we want to answer through the debriefing process are:
- **FACTS**: what do we know happened?
- **FEELINGS**: how do you feel about the event that happened?
- **PLANNING**: what can/should we do next?

Questions for staff
- What were the first signs?
- What de-escalation techniques were used?
- What worked and what did not?
- What would you do differently next time?
- How can physical intervention be avoided in this situation in the future?
- What emotional impact does using physical intervention have on you?
- What was your emotional state at the time of the escalation?

Questions for student
- What was it that you needed?
- What upset you most?
- What did we do that was helpful?
- What did we do that got it that way?
- What can we do better next time?
- Would you do something differently next time?
- What could we have done to make the physical intervention less invasive?

Notes on the discussion that occurs during the debriefing report are not required to be documented, however a note should be made that the debriefing has occurred for both staff and students involved (e.g. names, date, time and outcomes).
Appendix 6

Working together to keep Torbanlea School safe - possession / use of knives at school

We can work together to keep knives out of school. At Torbanlea School:

- Every student has the right to feel safe and be safe at school.
- There is no reason for a student to have a knife at school.
- No knives are allowed to be taken to school by students.
- It is against the law for a student to have a knife at school.
- A student that has a knife at school can receive very serious consequences.

What kinds of knife are banned?

- You are not allowed to have a type of knife at school including:
  - Flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives
  - Any item that can be used as a weapon eg a chisel

If you need a knife or tools for school subjects, school staff will provide them and supervise their use.

What will happen if I bring a knife to school?

- If you have a knife at school, the Principal may call the police.
- Police can search you and your property at school if they think you have a knife.
- If you have a knife at school you may be disciplined eg an immediate period of suspension, recommendation for exclusion.
- You may be charged with a criminal offence and face serious consequences if convicted, including a fine or jail.
- School property such as desks or lockers can be searched if the Principal suspects you have a knife on or in school property.
- If the Principal thinks you have a knife in your bag, the bag can be confiscated until the police arrive.
- If you have a knife at school, it can be confiscated by the Principal and given to the police.
- You may face serious disciplinary consequences if you bring a knife to school.

How can I help to keep Torbanlea School safe?

- Make sure you know the rules and laws about knives.
- Ask your parents not to put knives or knife tools into your lunchbox, pencil case or craft kit.
- Contact your teacher if you are being threatened or bullied at school.
- Immediately tell a teacher or adult if you think someone has a knife at school, or if they say they will bring a knife to school.
- Immediately tell a teacher if a student is threatening anyone with an object that could injure them.

How can parents help to keep Torbanlea School safe?

- Make sure your child knows what the laws and rules are about knives.
- Do not include knives or knife tools in children’s lunch boxes, pencil cases or craft kits.
- Contact your school Principal if you believe your child is being bullied or threatened at school.
- If you want to talk about students and knives at school, please contact the Principal or Deputy Principal.