ST SAVIOUR’S PRIMARY SCHOOL, TOOWOOMBA
PARENT HANDBOOK 2019

Strive for Goodness
Guiding principles

The greatest possible act of social justice is to provide a quality education (Prof David Woods 2017)

Our beliefs

Faith
We believe that the Gospel of Jesus reveals how to love God and to love one another and that Jesus Christ is the ultimate revelation of God to human beings.

Learning
We believe that teaching and learning are founded on gracious relationships, deep knowledge and response to context.

Community
We believe that God calls people to serve others in community.

Our values

Human dignity

Unlimited potential

Fullness of life

Our values in action

Students first
- know our students
- deliver what matters
- make decisions with empathy

Ideas into action
- challenge the norm and suggest solutions
- encourage and embrace new ideas
- work across boundaries

Unleash potential
- expect greatness
- lead and set clear expectations
- seek, provide and act on feedback

Be courageous
- own your actions, successes and mistakes
- take calculated risks
- act with transparency

Empower people
- lead, empower and trust
- play to everyone’s strengths
- develop yourself and those around you

To whom it applies

All staff within our community of schools are called to work collaboratively in support of this framework and in doing so, assist all students to grow as learners and people of God.
ST Saviour's Primary School Parent Handbook 2019

VISION

ST Saviour's Primary is a Catholic school, committed to providing holistic education through quality teaching and learning, promoting academic success for every student. We embrace all with compassion and seek to serve others in accordance with our Mercy tradition, encouraging our students, staff and families to know Jesus.

MISSION

Strive for Goodness

Show Spirit of Jesus in all that we do

Thrive in our everyday lives

Respectful Relationships

Interact with Integrity

Share a Vision

Empower Learners

Welcoming to all

Connected to our faith, our history, our community

Growing spiritually, personally, intellectually

Growing

TOOWOOMBA

ST. SAVIOUR’S PRIMARY SCHOOL
WELCOME

St Saviour’s Primary School, aims to nurture students by providing an environment where our Vision and Mission is incorporated into what we do and how we treat one another.

FROM THE PRINCIPAL

Welcome to St Saviour’s Primary School, Toowoomba. 2019 marks 156 years of Catholic schooling at St Saviour’s Primary School.

Our community is made up of students, parents, teachers and staff and upholds its motto ‘Strive for goodness’ by having a welcoming, inclusive and positive environment as we work together through our Catholic Christian faith, actions and love for all.

St Saviour’s is a place where our students are encouraged to work and reach their full potential as individuals and as members of the wider community.

St Saviour’s Primary School is on the cusp of expansion to cater for the enrolment increases projected in the next 5 years. We are currently forming our Master Plan to accommodate new buildings and facilities. These projects are part of a long-term strategy to meet enrolment demand and to continue to develop modern, first-class educational facilities to meet all the challenges that the 21st century brings.

Today St Saviour’s Primary School, in strong partnership with the Parish Administrator and parish community of St Patrick’s Cathedral, is recognised for proudly offering a quality inclusive Catholic Education. As the school has grown and changed, it has continued to build on the traditions established by the Sisters of Mercy. Their spirit of commitment, service, compassion and quality still flows through the total school community and is further strengthened by the traditions established by the parents, staff and students over 156 years.

This handbook attempts to capture some of the beliefs and practices of the school, which have their origins within the school’s story. While it covers key areas, it does not attempt to cover all possibilities. Rather, it is meant as a guide to allow you to gain a sense of what St Saviour’s Primary School is about.

The handbook also complements our official school website: www.sspstwb.catholic.edu.au

Being the educational leader of this fine school is both a privilege and an honour. As St Saviour’s Primary School celebrates 156 years of Catholic education here at Toowoomba, we have much for which to be thankful for. I look forward to the opportunity to be part of the story of our school and to contribute to the school’s ongoing development in partnership with each member of the school community.

Ms Madonna Sleba, Principal
FROM THE ASSISTANT PRINCIPAL ADMINISTRATION (APA)

I would like to take this opportunity of welcoming your family to our school community. As a teaching and learning team, the expert staff at St Saviour’s Primary will endeavour to ensure that you and your child find this learning environment stimulating and rewarding.

It is an honour to continue to serve you and I look forward to continuing my work with Ms Sleba and the St Saviour’s Primary Staff to ensure that every student has the best possible opportunity to advance their academic achievements.

Your child will now have the opportunity to be immersed in all that St Saviour’s Primary has to offer. This includes, but is not limited to; inspiring learning opportunities, school camps, sporting carnivals, various school-based clubs, musical performances, school barbeques and the annual St Saviour’s Fun Day.

Please enjoy your child’s time at St Saviour’s Primary School as they are educated intellectually, physically, socially, emotionally and spiritually.

Mr Sam Hannant, APA

FROM THE TEACHERS

Thank you for entrusting us with the education of your child. Please be assured that you have chosen a school that believes in providing a warm, caring Christian environment where the social, emotional, physical and intellectual journey of each child is nurtured. We aim to provide the highest quality care and education and endeavor to work in partnership with your family throughout your child’s schooling years. Please take the time to read this Prep and School Handbook as the information will help you and your child settle in. If you have any questions or concerns please do not hesitate to contact us as we will be happy to answer your questions.
2019 STAFF

Leadership Team
Principal ................................................................. Ms Madonna Sleba
Assistant Principal Administration (APA) ..................... Mr Sam Hannant
Assistant Principal Religious Education (APRE) ............ Mrs Judy Smith

Learning Support Team
Learning Support Teacher ........................................ Mrs Elizabeth Poulton
Support Teacher .......................................................... Mrs Ann-Maree Ward

Classroom Teachers
Prep  Miss Lucille Adams and Mrs Katie Horne
Year 1 Mrs Jennifer Moore and Miss Natalie Lancuba
Year 2 Miss Jo Cosgrove, Mrs Siobhan Grundon / Mrs Sara McHugh and Mrs Karen Fuller
Year 3 Mrs Sarah Anderton, Mrs Maryanne Lee and Miss Madelyn Parkes-Mollier
Year 4 Mrs Nicole Cooper, Miss Margaret Doljanin and Mrs Monica Conway
Year 5 Mr Brendan Luck / Mrs Lesley Jarrett and Mrs Paula Wagner
Year 6 Mrs Melinda Harkins and Mrs Rachel Harlen

Specialist Teachers
Drama and Music (Prep to Year 2) .............................. Mrs Emma Daniells
Drama (Year 3 to 6) ..................................................... Mrs Anita McVeigh
Music (Years 3 to 6) .................................................... Mrs Anne-Maree Spalding
Teacher Librarian ...................................................... Mrs Anne Anderson
LOTE (Japanese) ...................................................... Mrs Jayne Greenhalgh

School Officers
Mrs Katrina Bennett  Mrs Anna King  Mrs Shelley Murphy
Mrs Kate Franzmann  Mrs Bee King  Mrs Janelle Powers
Miss Tilly Hose  Mrs Samantha McKenzie  Ms Debra Volp
Mrs Narelle Jackson  Mrs Mary Milton

School Administration
Reception ............................................................... Mrs Julie Robinson / Ms Debra Volp
Finance Officer ....................................................... Mrs Christine Cosgrove / Mrs Jodie McLachlan

Ancillary Staff
School Counsellor .................................................. Mrs Anne Woodcroft-Brown
Tuckshop ............................................................... Mrs Natasha Biggar
2nd Hand Uniform Convenor ................................. Mrs Cathy Condon
Cleaners ............................................................... Mr Thomas Hunter and TBA
Workplace Health & Safety Officer ....................... TBA
Groundsman .......................................................... Mr Bill Moore
IT Support Technician .......................................... Mr Brad Rohde
# SCHOOL CALENDAR

## TERM DATES FOR 2019

### 2019 Term Dates

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<td>Monday 15 July to Thursday 19 September</td>
<td>10</td>
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<tr>
<td>TERM 4</td>
<td>Tuesday 8 October to Friday 6 December</td>
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### 2019 Queensland Public Holidays

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<td>New Year’s Day</td>
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<td>Monday 28 January</td>
<td>Australia Day holiday</td>
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<td>Easter Monday</td>
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<td>Thursday 25 April</td>
<td>Anzac Day</td>
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<td>Monday 6 May</td>
<td>Labour Day</td>
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<tr>
<td>Monday 7 October</td>
<td>Queen’s Birthday</td>
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<tr>
<td>Wednesday 25 December</td>
<td>Christmas Day</td>
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<tr>
<td>Thursday 26 December</td>
<td>Boxing Day</td>
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</tbody>
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### 2019 Pupil Free Days

- Friday 5 April
- Friday 28 June
- Friday 2 August (Bishop’s Inservice Day)
- Friday 20 September
- Monday 21 October

### School Events (Dates to be Advised)

- P&F ACM
- P&F Welcome BBQ (February)
- Annual Fun Day (November)
- Athletics Carnival (Term 2)
- Cross Country (Term 1)
- Pizza Treat Days (each Term)
- School Discos (twice a year)

### Prep Events (Dates to be Advised)

- Prep Alphabet Party
- Mothers’ Day Liturgy
- Fathers’ Day Liturgy
Teachers: Katie Horne and Lucille Adams
School Officers: Anna King and Kate Franzmann
PREPARING FOR PREP

On the following pages you will find information that will be helpful to you as a parent of a student in Prep at St Saviour’s Primary School. More information about policy, procedures and events is available on our school website www.sspstwb.catholic.edu.au

MEET THE PREP TEAM

BEFORE BEGINNING YOUR PREP YEAR

The two and a half months between Prep Orientation and the beginning of school in January can seem like a lifetime to a child who may be nervous and/or excited about going to school for the first time. During these months, there are some simple things that parents can be doing to help your child for their adventure into a school setting.

By encouraging independence and resilience, you are giving your child a solid foundation for success and happiness at school. The following suggestions will help to familiarise your child with some routines that will be encountered at school, and will also help to develop confidence and hopefully alleviate any anxiousness about starting school.

**Recognising Their Own Name**

Provide your child with many opportunities to ‘read’ or recognise their own name in many different contexts. Point out the name on books, papers, clothing and toys. It is important that any items your
children’s name, please use only 1 capital/upper case letter at the beginning and lower case for the rest of their name, eg. Thomas.

**Tags on School Bags**

As many of the children in your child’s class will have the same bag, it is important for them to be able to recognise and find their own bag easily. Write your child’s name on the front of the bag as well as inside. A key ring or bag tag is very helpful for little eyes to locate a bag amongst a lot of identical ones! As a Preppie, students are expected to carry their own bag.

Before school begins, assist your child to put their own bag on and to practise carrying it with their lunch box and drink bottle in, so that they can get used to it.

**Lunch Box Practise**

At school your child will be responsible for managing their food throughout the day, with guidance from the teachers. Most children are used to a parent or carer providing them with particular foods at particular meal times. To suddenly be in charge of a lunch box full of food may seem daunting or exciting to little ones, and the temptation to eat it all at once can be very strong!

Your child’s teacher will help your child identify which foods are for each break; however, you could ‘practise’ using a lunch box at home in this time before school begins. With your child, choose foods for three breaks during the day - Snack Attack at about 9:45am (fresh fruit or vegetables only), 1st Break at 10:45am (a healthy snack) and 2nd Break at 12:45pm (sandwiches, yoghurts etc). Talk to your child about what foods they might have at each break and allow them to choose from the lunch box during the day just as they will when they are at school. Packaging the foods in zip-lock bags (numbered if you like) inside the lunch box with a picture or a label might help your child to make appropriate choices for break times. Ensure that your child is able to open their own food packages.

Once school begins, encourage your child to put left-over food back into their lunch box so that you can see what has and hasn’t been eaten. In the first couple of weeks of school it is quite normal for children to be more interested in playing or talking to friends than in eating. This usually settles down when the children learn that once they have done the eating, they can do the playing!

**Toilet and Drink Routines**

For safety and supervision reasons, it is necessary for students at school to ask permission from a teacher before going to the toilet or getting a drink. Talk to your child about what to do at school when they need to go to the toilet. If the class is having floor time together, it might be appropriate to put a hand up to ask to go, or if it is during a play activity, your child may be able to go up to the teacher and ask.

After going to the toilet, they are reminded to flush, wash and dry. It is a good idea to talk about these things with your child so that they know what to expect.

We have frequent toilet breaks during our Prep day, and when all children are using the bathroom, they are supervised. During this time, we work on our personal hygiene.
Drink Bottles (WATER ONLY)
The best refreshment for your child at school is water. Students are encouraged to bring drink bottles to school filled with water so that they can remain hydrated during the day. Other drinks such as milk or juice may be enjoyed at break times, but only water is to be consumed during class or activity time. While at home, encourage your child to do the same. Spend some time before your child begins school showing them how to open and close their drink bottle lid and perhaps how to refill the bottle.

Goodbye Routine
It is very normal for a child to become upset when it is time to say goodbye to Mum or Dad. Even a child who is very excited about going to school may still feel sad when it is time to begin the day and say farewell. For most children, it is the actual farewell that makes them feel sad and so naturally the longer the farewell takes, the longer the child will be upset. Most children who are teary when Mum or Dad say goodbye settle immediately into the activities that their classmates are doing, as soon as their parents have gone.

It is very difficult to leave a child who is crying and holding on to you tightly just as it can be hard to say goodbye and walk away. Take the time before school begins to establish a ‘goodbye’ routine with your child. This might be something fun such as a cuddle, a kiss and a high-five. You could even create a secret family handshake!

Talk to your child about what you are going to be doing while they are at school so that they know where you will be and that you will be OK. Remember the power of language: rather than tell your child that you are really going to miss them, say that you can’t wait to hear all about their day.

Velcro Shoes
Prep play time can involve sand, and sand often involves mess! Children will remove their shoes at times while at school, to empty large quantities of sand and bark out of them! Your child will need to be able to put their own shoes on relatively quickly and easily. Velcro fastenings on shoes are not only quick and easy, but also boost children’s confidence as they are able to dress themselves. Tying shoe laces requires many fine motor skills and good hand/eye co-ordination. Many children at Prep age are not quite ready for this. Keep practising tying shoe laces at home but keep in mind that Velcro fastenings are the most appropriate choice for school shoes at this stage.
OUR SCHOOL DAY IN PREP

PREP SCHOOL HOURS
St Saviour’s Prep operates five days per week, 8.30am to 2.50pm. Doors open at 8.25am.

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<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>8.25am</td>
<td>Doors Open</td>
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<tr>
<td>8.30am</td>
<td>School Day begins</td>
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<td>Morning Session</td>
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<td>10.45am</td>
<td>Morning Tea</td>
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<tr>
<td>11.15am</td>
<td>Middle Session</td>
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<td>12.45pm</td>
<td>Lunch</td>
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<tr>
<td>1.30pm</td>
<td>Afternoon Session</td>
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<tr>
<td>2.50pm</td>
<td>Prep finishes for the day</td>
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Drop off
Please always use the foyer to enter the Prep classroom - please do not enter via the playground.

You (or another adult) must bring your child into the foyer at the beginning of each day. Under NO circumstances is your child to come in from the street unattended or be left unsupervised in the foyer before the door opens at 8.25am. Students can wait with their older siblings at the main school (where they are supervised by a teacher from 8.15am) and walk down with their Year 6 buddies to Prep prior to the bell ringing at 8.30am.

There is to be NO playing outside Prep - before or after school.

Arrival Procedure
On arrival at Prep each day students will:
- Place water bottle on the table/shelf outside.
- Place bag on hook outside your classroom.
- Place library bag and communication folder in the appropriate boxes. Communication folder to be returned daily.
- Go to your nominated fine/gross motor activity daily.
- If arriving late please make sure you have signed your child in at the office.

We expect students to do these jobs themselves to promote independence and responsibility.

Homework is returned to the class each Thursday. New homework will be sent home each Thursday. Class Communication Notes are sent via the Schoolzine app each Friday. Please check your child’s folder DAILY for notes that are sent home and remove once read.

Pick up
We ask that you wait in the area near the sliding glass doors to meet your child. To ease car park congestion, at dismissal at 2.50pm, please vacate the car park as soon as possible. Please note that all Prep students who have not been collected by 3.00pm will walk to Lawrence St with the teacher where they will be supervised by the duty teacher until collected.

Please advise the school or teacher if your child is being collected by someone other than you prior to the end of the school day.

There is to be NO playing outside Prep - before or after school.
PARKING AND ROAD SAFETY
As parking is very limited around the school grounds please be mindful and move quickly to leave so others can have a park as well. Students who have to cross a road to get to their family car MUST use the school crossing or have a parent accompany them.

The Prep carpark is accessible via Perth Street and some street parking is also available on this side of the school. Parking is also available along Lawrence Street and in the St Patrick’s Cathedral Carpark. Please be mindful of the school crossings and appropriate speed limits when driving nearby the school.

The safety of our students is a priority and as a result we ask that everyone observes the following recommendations when using the driveways and carparks of our school:
- Observe the STOP sign at the pedestrian crossing outside the Prep entrance.
- 10km speed limit throughout entry and exit and carparks.
- EXTREME CAUTION to be taken when reversing in the driveway carpark and within the Prep carpark.
- NO pedestrian entry from Ruthven Street.
- NO parking in Ruthven Street.
- LEFT TURN ONLY from carpark onto Ruthven Street.
- When walking to Prep from Perth Street, use the DESIGNATED entry and exit footpath next to the rock wall.
- Under NO CIRCUMSTANCES are students to walk along the top of the rock wall.
- DO NOT park on the entrance driveway outside the Prep building, as it is unsafe for pedestrians on the path as well as making it difficult for cars to drive past. THIS IS A NO STANDING ZONE!
- DO NOT leave any siblings or other students in your parked car whilst collecting or dropping off your Prep child.
- To help avoid after school traffic congestion, please collect your child PROMPTLY at 2.50pm and leave the school precinct as quickly as possible. Your child is NOT ALLOWED to play in the Prep playground and must be supervised by an adult at all times.

DAILY REQUIREMENTS FOR PREP
Each day at Prep your child will need:
- sunscreen applied
- a school hat - school policy is “No hat, no play.”
- snack attack - fruit, veggies, yoghurt
- morning tea - fruit and a yoghurt/cheese/crackers
- lunch - sandwich or salad
- bottle of water
- a school library bag (which can be purchased from the school office)
- spare underpants, shorts and socks.

Please name ALL articles that come to Prep, including socks and white velcro shoes.

REMEMBER: Please use Beginner’s Alphabet (first letter in upper case) when writing names. Students will use this script in Prep, and we like to provide an appropriate model. The Beginner’s Alphabet can be found at the end of this Handbook.
THINGS WE LOOK FORWARD TO...

**Birthdays**
We love to celebrate birthdays at Prep. You’re welcome to bring cupcakes/ice-blocks/chocolate to Prep on your child’s birthday (or the nearest school day) to share with their classmates. (Please note the number of students in your child’s class).

As part of our Prep routine, we celebrate birthdays with a special Birthday Prayer Circle. Please advise staff of the day you would like to celebrate your child’s birthday to ensure we are prepared for this special day. Parents are always welcome and encouraged to share this celebration with their child.

**Library**
Reading books to your child from an early age promotes further reading development and introduces concepts of literacy in a comfortable and familiar context. Prep students will borrow weekly from the school library (as soon as they are settled) on a day to be advised.

On this day the students choose two books to take home for one week. **Please read and re-read** these books to your child and return it to the library box on or before the following library day. Students may only borrow if they have a library bag.

**Liturgical Life**
Prep students engage in daily prayer, class celebrations, whole school mass and school assemblies throughout the school year.

**Show and Share**
“Show and Share” is an excellent opportunity for students to develop confidence in listening and speaking skills. It will happen throughout the school year, reflecting the learning that is happening in the classroom.

We ask that students **DO NOT** bring toys, jewellery or other precious belongings from home as they may get broken or lost.

**Snack times**
Please pack fresh fruit or vegetables in your child’s lunch box. The students eat their fruit (or vegetables) first at morning tea time. Students are often very hungry at morning tea, so you may like to pack one or two other snack items for them at this time, or another sandwich (one for lunch and one for morning tea).

In the interest of establishing healthy eating habits (and in keeping with the State Government’s Smart Choices Healthy Food Strategy) parents are asked to ensure their lunchbox contains predominantly Green (‘go’) food choices. Red (‘no’) food choices should be offered no more than twice per Term. See the Smart Choices Healthy Food Strategy website for more information (http://education.qld.gov.au/schools/healthy/food-drink-strategy.html).

As we have several students within our school who suffer a severe and potentially life-threatening allergic reaction to nuts, we advise parents not to send nuts and nut-based products in lunch boxes. These items will be sent home unopened to ensure the safety of all students.
LEARNING IN PREP

UNDERSTANDING STUDENTS

Students are the focus during our learning experiences at Prep. Prep teachers value the uniqueness and special abilities of each child.

Each child comes to Prep with a range of skills and different levels of understanding about themselves and the world. These have been learnt through family and community experiences. The Prep program will help each child to build on these experiences.

Research shows that a curriculum which broadens students’s learning by providing a broadly based, integrated program, is most likely to provide foundations for success in later learning.

BUILDING PARTNERSHIPS

Early Education teachers understand the importance of building effective partnerships with:

- the child
- parents
- caregivers
- other teachers and colleagues
- other professionals
- the primary school
- the parish community.

These partnerships are important because they help the teacher to:

- get to know the interests and needs of each child
- be aware of important events in each child’s life
- plan and share information with parents and caregivers
- plan with other professionals to meet students’s needs.

As a parent, you are the first and most important teacher in your child’s life. Research has shown that effective programs for students are based on the establishment of relationships between all participants in a child’s education. We acknowledge that the parent’s role is vital!

Parents and caregivers can support the development of effective partnerships by:

- Sharing insights and information related to your child. This information is always confidential.
- Visiting the Prep rooms to take part in special events.
- Contributing resources (for example, recyclable materials for collage).
- Reading newsletters and notice boards carefully.
- Being punctual. When leaving, say goodbye and leave promptly. MOST students settle extremely well; any students who don’t, usually settle within five minutes of you leaving. Consistency is VERY important in settling a persistently upset child.
- Attending P&F meetings and supporting their endeavours. Meetings are held on the second Monday of each month. Watch the newsletter for details.
- Following the car park safety rules.
CURRICULUM
At St Saviour’s Primary School, we have a strong Early Years’ team that works closely to deliver a curriculum that is both true to the pedagogy of the early years philosophy as well as addressing the requirements of the Australian Curriculum. Further information about the Prep curriculum will be covered early during the first term. Each term, we send home a detailed overview of the curriculum planned for the term.

HOMEWORK
Homework in Prep will consist of:
- nightly reading of appropriate levelled book
- nightly practice of sight words at your child’s level.

It is important that you provide a positive environment for your child, especially in these early stages. Further information regarding expectations and ways that parents can best support their child will be provided on the Reading Information night that will be offered to parents early in the year.

Sight words are not to be confused with Spelling words and are the most commonly used words found in written text (eg the, was, she). They need to be recognised by sight as they cannot be sounded out. We use the Magic 100 Words in Prep. These are checked every Thursday and redistributed each Friday. New sight words will only be given when the student is able to consistently and confidently recognise the ones they have. This of course means that students will progress at different rates with their sight words, and their reading as well. This is to be expected.

Please ensure that good homework routines are established early. If you are having any issues with homework please let the teacher know.

The Beginner’s Alphabet
Please try to use the Beginner’s Alphabet when writing your child’s name. The first letter of the name is a capital, followed by lower case. As a general rule, we place the child’s name in the top left corner of the page. This develops left to right and top to bottom progression.

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<td>1 2 3 4 5</td>
<td>6 7 8 9 10</td>
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</table>
ENJOYING YOUR CHILD’S PREP YEAR!

As Prep is the beginning of your child’s formal education here at St Saviour’s Primary, it will be very exciting and important. Many attitudes towards school will be formed in this first year and a foundation for learning will be provided. We look forward to working together with you for a happy and productive year for your child. We hope that the time spent at Prep will be both valuable and memorable. If you have any enquiries regarding the Prep program, the school or your child, please don’t hesitate in coming to see the staff.

Thank you for your support!
Prep Uniform Requirements
based on the School Sports Uniform

**Prep Uniform for Boys and Girls**

*Summer Prep Uniform*
- Sports short sleeve shirt
- Sports shorts
- School sports socks (ankle length)
- White velcro sports shoes (predominantly white) - NO sandals
- Formal navy embroidered hat
- OPTIONAL EXTRA Sports bucket hat (in sport house colour)

*Winter Prep Uniform*
- Sports short or long sleeve shirt
- Sports spray jacket
- Sports pants long
- School sports socks (ankle length)
- White velcro sports shoes (predominantly white) - NO sandals
- Formal navy embroidered hat
- OPTIONAL EXTRA Sports bucket hat (in sport house colour)

**Uniform Suppliers**
Available for purchase from School Office:
- Swimming Caps (lycra)
- School Bags
- Library Bags

New Uniform Supplier (Skooldayz)
Contact Dan Eagleson on 0481 318 398
- www.skooldayz.com.au
- info@skooldayz.com

Second Hand Clothing Pool
Contact Mrs Cathy Condon on 0438 647 082

* Predominantly white velcro sports shoes which are available from many footwear retailers such as Mathers and Hannas
HISTORY

EARLY HISTORY OF ST SAVIOUR’S PRIMARY SCHOOL:
A GLANCE AT THE FIRST TEN YEARS!

A small but growing Catholic community was present in Toowoomba from the earliest days of its beginnings in the 1840s and 1850s. Priests from Ipswich came to Toowoomba to celebrate Mass and to visit the people. In the early 1860s Mass was celebrated in the newly built Toowoomba Town Hall. In 1862 Fr Fulgentius Hodeburg was appointed to Toowoomba and Drayton; he arrived in September of that year.

By November 1863, as reported in the local newspaper the Darling Downs Gazette, a Roman Catholic School including accommodation for teachers was being built and was completed by the end of December. The School building was also used as a place for worship until a separate Church could be built. The origins of St Saviour’s Primary School, even though the School would formally open its doors in early 1864 and would be known by different names through the years to follow, lay in these decisions and building activities of 1863, reflecting the determination of the local Catholic community of the time to have its own School and Church.

Almost nothing is known of the School that welcomed students in 1864 and the make-up of the school community: headmistress, teachers, students or families. It would seem that this early School also folded after some time but we don’t know when or why. What we do know is that Fr Robert Dunne, who was appointed to Toowoomba in 1868, officially reopened the School in January 1869, with experienced teacher Miss Katherine Brady as Headmistress and with forty-seven students enrolled.

By 1870 the School had grown to welcome one hundred and seventy students and in July 1870, Miss Kate Reordan followed Katherine Brady as the Headmistress, becoming the second lay Head Teacher of the School. During these early years, both Katherine Brady and Kate Reordan were assisted by pupil teachers but little is known of them.

Three years later Kate Reordan entered the Sisters of Mercy in Brisbane, and as Sr Mary Celestine, would become the Head Teacher of St Stephen’s School in Brisbane where she taught for many years. Sr Mary Rose Flanagan, who with two other Sisters of Mercy had arrived in Toowoomba in 1873, was appointed the Head Teacher in 1874 and so began the long association of the Sisters of Mercy with what was then known as St Patrick’s School.

Sources:
Bernie Moore: “St Patrick’s Church: the Founding Years”, Talk given to the Toowoomba Historical Society 21 March 2011
Rae Pennycuick: “St Saviour’s College”. Article
Anne Hetherington and Pauline Smoothy: The Correspondence of Mother Vincent Whitty 1839 to 1892. St Lucia UQP 1991
HISTORY TIMELINE

1863  St Patrick’s Church and School opened - called St Patrick’s Church School (cnr James/Neil Sts)

1869  Reopened as St Patrick’s School, 47 students with Miss Katherine Brady as headmistress

1870  Katherine Brady resigned from her position and was replaced by Miss Kate Reordan; 170 students

1873  Sisters of Mercy arrive in Toowoomba. Later this year, Kate Reordan enters the convent in Brisbane (All Hallows).

1874  Sr Mary Rose appointed as Headmistress

1880  New St Patrick’s School built in the grounds facing Lawrence St. The former church/school burnt down in June 1880. The new St Patrick’s Church is then built onto completed school building (forming a T-shape section.)

1873 to 1913  Primary School only - St Patrick’s School

1914  Secondary School established - St Patrick’s Roman Catholic High School

1938  School name change to St Saviour’s - separation of Primary and Secondary

1948  Primary School was named The Cathedral School - remains part of the parish

1958  Records show that the school is still called The Cathedral School at this time

1965  Records show that the school is called The St Patrick’s School at this time

1976  Records show that the school is called St Saviour’s Primary School at this time

2016  St Saviour’s Primary School – Prep to Year 6 – Coeducational
WELCOME FROM THE APRE

As the Assistant Principal Religious Education (APRE) of St Saviour’s Primary, I am delighted to welcome you to our school. I look forward to meeting you personally, so please do not hesitate to make yourself known at one of our upcoming gatherings.

My role as APRE, is to work with the Principal, Madonna Sleba, to oversee the RE Program of the school. While all schools in Queensland follow ACARA (the Australian Curriculum), as a catholic school, we have Religious Education as one of our Learning Areas. The RE curriculum is treated with the same rigor as the other eight Learning Areas, and is assessed and reported on. Part of my role is to oversee the delivery of RE Curriculum from Prep to Year 6. The second part of my role is to coordinate the Religious Life of the school and this is where perhaps you may like to be involved in a practical way. Whether it be whole school masses, class masses or Prayer Gatherings in the younger grades, as a parent/carer, you are always welcome. Some of our weekly assemblies have a RE focus (eg Project Compassion during Lent, Holy Week Assembly prior to end of Term One) and we also have a Pastoral Care Team who assist me in showing support for those in our community who may be having a bit of a tough time, or maybe just need a bit of help. We assist where we can with a meal sent home. We also like to host small gatherings so that new parents can get to meet new friends.

I am very happy to welcome you to the St Saviour’s Primary School family.

Mrs Judy Smith, APRE

LITURGICAL LIFE

The liturgical life of St Saviour’s Primary School is ritualised in a diversity of ways:
• Class Prayers - start of school, before meal breaks, conclusion of class.
• Class Celebrations - each year level celebrates a Mass or Prayer Gathering every semester.
• Whole School Mass - the whole school celebrates mass at least once each term.
• Nursing Home Visits/Mass - some Year 6 students accompany Fr Michael and the APRE to visit Brodribb Nursing Home to celebrate Mass with the residents.
• School Assembly - Mondays at 2.30pm in the Mercy Centre. Our School Care Prayer is prayed and the ritual is centred on Church seasonal considerations.

OUR PARISH COMMUNITY

Our school is a parish school, and as such the school maintains open lines of communication with the wider parish community of St Patrick’s Cathedral.

The school actively encourages families to participate in the life of St Patrick’s Cathedral Parish. Parents and parishioners are always invited and encouraged to celebrate together at Liturgies and Masses. The school choir leads the congregation at St Patrick’s Cathedral once a month. There are combined School/Parish Masses once a term.

The Parish Administrator, Fr Michael O’Brien, is a member of the School Board. This arrangement ensures that two way communication takes place.

SACRAMENTAL PROGRAM

Students in Year 4 (and older), who have been baptised will be invited to take part in the St Patrick’s Cathedral Parish Sacramental Program. The Sacramental Program is run in Term One (Reconciliation) and Term Two (Confirmation and First Eucharist) and involves Parish, family and school. Information is sent home with students in Year 3, towards the end of Term 4, each year.
Our Teaching and Learning Mission

Our Teaching and Learning Mission is to promote excellence and innovation in teaching in all 31 schools in the Diocese of Toowoomba Catholic Schools (TCS) system. This will be effected by embedding compelling and instructional purposes with shared values, principles and beliefs, grounded in the foundational belief that high quality, core classroom teaching, will address the needs and improve the standards of the vast majority of our students.

We partner with schools to develop and sustain a teaching and learning culture that values teaching, respects and supports individual differences among learners, and creates learning environments in which diverse students and staff can excel. We can achieve this by establishing a relentless drive to focus stakeholders on continual school improvement, teacher capacity building, leadership development and embedding desired student dispositions.

Through promotion and advancement of evidence-based teaching and learning practices, support for school leadership, and professional development of all members of the TCS, we will attain obvious collective efficacy.

TCS Strategic Plan goals

**GOAL 1**
Integrate high impact strategies and learner-centred approaches in every classroom in all curriculum areas.

**GOAL 2**
Build capacity of staff to collect and use data to track student progress and inform pedagogy.

**GOAL 3**
Ensure regular engagement with student performance data via a system-wide digital dashboard.

**GOAL 4**
Create and sustain communities of practice that facilitate collective efficacy.

**GOAL 5**
Effectively engage with parents/careers to support the delivery of quality teaching and learning.

**GOAL 6**
Effectively apply the critical renewal procedure in schools to inform strategic planning.

Teaching and Learning Directorate Key Projects

**Project 1**
Lighthouse Schools

- Over a three-year period, establish a series of Lighthouse Schools in specific domains that are unambiguously exemplary.
- Through the action research process, measure evidence including growth in academic achievement and other positive impacts brought about by the collective teacher efficacy and commitment to professional learning in these domains.
- Publish the results of the Lighthouse Schools project focusing on impact of the teaching strategies employed and the resulting academic achievement.
- Use Lighthouse Schools to assist with scalability to enable all TCS schools to have access to successful methodology and burgeoning expertise.

**Project 2**
Reading Improvement Strategy

- Ensure all P-4 teachers, including new teachers in 2018, are fully conversant with the Reading Improvement Strategy (RIS) high impact literacy strategies and that all are embedded in their classroom practice.
- Design and deliver the Years 5-6 version of the RIS.
- Develop the capacity of middle leaders to provide induction and ongoing support for new teachers in the RIS high impact literacy strategies.
- Develop the capacity of school leadership teams to provide ongoing support for all teachers in maximum efficacy and embeddiness of RIS high impact literacy strategies.
- Monitor the system’s reading data and respond with targeted resourcing to areas where reading targets are not being reached.

**Project 3**
Cluster Group PLC

- Use a PLC approach, coordinated by SEL, to support school leadership in meeting their AAPS.
- Work in a collaborative manner: sharing expertise, building capacity to respond to needs identified by school leadership.
- Model PLC practice using data, action research, goals and measurable success indicators.

**Project 4**
Senior Schooling

- Support secondary colleges to implement the new senior assessment policy and procedures.
- Work in a collaborative manner: sharing expertise, building capacity to respond to needs identified by school leadership.
- Develop the pedagogical framework required to support the new senior syllabus and student achievement in secondary education.
- Analyse, consult and plan for the implementation of recommendations outlined in the TCS senior schooling pathways review.

**Project 5**
Inclusive Education

- Implement the system recommendations in relation to specialist service delivery.
- Implement the system recommendations in relation to the streamlining of learning support services in our schools and the focus on the primary of the teacher.
- Support school leadership teams in the development of evidence-based best practice for the delivery of support services to students with a Disability (SWD) funding.
- Ensure the Aboriginal and Torres Strait Islander Education Plan is having an impact on the academic achievement of all our Indigenous students.
- Ensure all communities are fully engaged with the Aboriginal and Torres Strait Islander Education Plan.

**Project 6**
Kindergarten Education

- Collaborate with building services and nominated schools to establish 6 kindergartens (minimum) over the next three years.
- Become an approved provider for TCS kindergartens and Outside Hours School Care (OHSC).
- Develop and implement the appropriate policies, procedures, guidelines, staffing, curriculum, enrolment documentation and training.

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*act justly. love tenderly. walk humbly with your God* Micah 6:8

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TEACHING AND LEARNING

CURRICULUM STRUCTURE

At St Saviour’s Primary School, our curriculum is established according to the Australian Curriculum set out by ACARA and the Religious Education Curriculum as prescribed by the Archdiocese of Brisbane.

When planning, teachers look to the Australian Curriculum and plan how best to facilitate learning opportunities for our students. The Australian Curriculum has three dimensions: the core knowledge, understanding, skills set out in subjects, general capabilities and cross-curricula priorities.

The learning areas taught at St Saviour’s Primary School are:

- Religion
- English
- Mathematics
- Science
- Humanities and Social Sciences
  (including History, Geography, Civics & Citizenship, and Economics & Business)
- The Arts
- Technologies
- Health & Physical Education
- Languages (Japanese)

Teachers plan in year level teams and are supported by other staff, including our Learning Support Teacher (LST), Intervention Teacher, Teacher Librarian, Middle Leader, Assistant Principal (Religious Education) and Guidance Counsellor, to cater for the diverse needs of students in each class.

- Specialist teachers facilitate learning in all year levels (from Prep – Year 6)
- Health & Physical Education (specifically athletics, ball skills and team games)
- The Arts (specifically Music and Dance, Speech and Drama)
- Languages (specifically Japanese)

Through the Religious Life of the School, our shared values and beliefs permeate our school culture in a similar way to the other cross-curricular priorities of Aboriginal and Torres Strait Islander histories and cultures, Sustainability and Asia and Australia’s engagement with Asia.
LEARNING SUPPORT
Our goal is to support, through collaborative partnerships, a whole school commitment to the effective learning and teaching of ALL students. This is achieved by working as a team with all staff, including the School Counsellor and visiting TCSO Speech Therapists, Occupational Therapists and support staff. The Learning Support Teacher facilitates:

- Professional development for teachers and school officers, as well as parent education
- Structured and strategic support to assist those in need including one to one and small group assistance both in and out of the classroom
- Assistance to children to achieve success in academic work, especially literacy and numeracy, as well as emotional and social well-being
- Individual and class assessment, as well as whole school monitoring and assessment
- Provision of reports, information and guidance to parents and teachers
- The tracking and monitoring of children with special needs through their school life at St Saviour’s Primary School to ensure appropriate intervention, consistent and continuous support
- Support for the development of children with special needs, including emotional and social well-being, within and outside the classroom
- Provision of support, suggestions, ideas, and resources to students, teachers and parents (resource person).

The TCSO provides access to schools a Speech Therapist. She works closely with the Learning Support Teachers and other classroom teachers to provide programs that are tailored and specific to individual and small group needs. Parental permission will be sought before any child attends these services and feedback on work being undertaken is given to your child’s teacher and to parents.

A School Counsellor works in the school on a part time basis to support students in their healthy development, and staff and parents in providing the most appropriate interventions and support for children in need. She works with individuals and small groups in need of brief counselling or emotional, social or behavioural support.

Intervention Programs may include but are not limited to

- ELF - Early Literacy Program
- MiniLit and MultiLit - phonic and reading development
- Writing and Spelling Support
- Maths Extension

SPECIALIST LESSONS
LOTE (Japanese)
All students from Prep to Year 6 have the opportunity to participate in Japanese classes. The LOTE program (Language Other Than English) is taught from Prep and the students study a mix of Japanese language and culture. As the focus is on communication, lessons are based on speaking and listening skills with some written language.

Prep students begin by making kanji numbers with their bodies, on iPads, and out of play doh. In Year 4, students begin learning hiragana characters - the basic Japanese alphabet. By Year 6, students are able to distinguish between, and use, all Japanese scripts (romaji, hiragana, katakana and kanji). Upper year level students develop their Japanese literacy by learning gradually more complex language to express themselves, in a variety of purposeful tasks.
The Arts

Drama
Students have the opportunity to grow in the appreciation of the Arts through a weekly Drama lesson provided by our specialist Drama teacher, where they are able to express themselves in roleplay, poetry, prose and movement. Students have the opportunity to perform at our annual Drama Festival which encourages confidence in expressing and responding in performances in front of their peers.

Classroom Music Program
The classroom music program is supported by a qualified music specialist who provides a sequenced and cumulative learning plan involving composing, performing, aural skills and reflecting on the place music has within history. Vocal and instrumental work are incorporated in this program using predominantly Kodaly teaching techniques and emphasis is given to singing for enjoyment and repertoire building. Music is also integrated with other subjects where possible, e.g. Mathematics, Reading, English Genres, Humanities, Science and Religious Education. Students from Year Three are warmly encouraged to join the school choir.

Instrumental programs

Private Lessons
Private lessons by visiting specialist teachers are available in piano and violin. Contact the school office for application forms and more information.

The Music Bus
The Music Bus is an independent company that supplies private group music lessons weekly in vocals, guitar, keyboard and drums.

Health and Physical Education

Physical activity is fundamental to life. Health and Physical Education (HPE) is essentially concerned with education about, through and in movement. HPE is an area of education that we acknowledge as being unique and an essential element of a sound education. While sport is valued and accepted as part of SSPS' HPE curriculum, it is only one component of a student's physical education. HPE is more than a preparation of students to play sport. It is a significant part of each individual's development, as it focuses on their understanding and enjoyment of, and competence in, the physical areas of learning and experience. It is preparation for life.

Students are encouraged to build on our all-important pillars each week.
- 'Be BRAVE and have a go'
- 'Pursue your personal best'
- 'Treat others the way you would like to be treated'

The program includes:
- Swimming lessons run during Term 1. These are conducted by qualified swim teachers at Glennie Pool. As swimming is an integral part of the physical education program, it is expected all children will participate.
- Skills development program, leading to participation in modified games. Basic games skills include: running, striking, throwing, catching, kicking, stopping, fielding, bouncing and hitting. Modified games include: T-ball, basketball, netball, touch, soccer, kanga cricket, tenpin bowling, European handball and ultimate Frisbee.
- Athletics skills include: sprints, relays, distance running and ball games. Children from Years 4 -6 also participate in long jump, high jump and shot put.
- Other activities are conducted by teachers e.g. dance, skipping, health hustles, ball games, team sports, hand-eye coordination activities - sport for fun!
Students are involved in a variety of competitions.

- A school swimming carnival is held annually, in which all students participate. From this competition, children are selected to represent the school at the Zone Swimming Carnival.
- A school athletics carnival is held each year. From this competition, children are selected to represent the school at the Zone Athletics carnival.
- A cross country competition is held in Term 1. Children who train are eligible for selection for the school team and compete in a Zone Competition as well as individual carnivals.
- During the year teams of senior students (from Years 4, 5, 6) compete against other schools in sports fixtures. These may include such sports as basketball, soccer, netball, touch football and others.

**Safety**
Safety of students is the prime concern when any HPE activity is undertaken and parents are asked to note the following:

- Students will be excluded from any swimming activity if they suffer from infections, suppurating sores or suspected contagious diseases.
- Students must remove jewellery and other ornaments before taking part in all swimming or other HPE activities. Jewellery refers to stud earrings, sleepers, signet rings, necklaces, bracelets, watches, etc.
- Children must wear appropriate footwear when doing HPE activities i.e. sports shoes or sandshoes, and hats where appropriate.

**Sports Houses**
The students will be allocated a house team Gold (Coolock), Red (Goretti), Green (McAuley) and Blue (Xavier). Students will be encouraged to develop loyalty to their team. Two Year Six students will be appointed as Captains of these houses each year.

- **McAuley (Green)** - Catherine McAuley is the foundress of our Mercy Sisters.
- **Xavier (Blue)** - Named after St Francis Xavier
- **Coolock (Yellow)** - The name of a house where Catherine lived.
- **Goretti (Red)** - Named after Saint Maria Goretti.
ASSESSMENT AND REPORTING

Assessment is the purposeful and systematic process of gathering, recording, interpreting, using and reporting information about a child’s progress and achievement. All forms of assessment should seek to enhance student achievement. Assessment is used to support teachers in gathering and using appropriate data to drive decisions about learners, learning and pedagogy. A coherent, systematic approach to assessment will ensure that the individual needs of students are met and that the teaching and learning are informed by the needs of the student. As such, assessment is an integral part of the teaching and learning process.

There are different purposes for assessment. Assessment for learning (formative) helps identify a student’s current understandings to help them attain higher levels of performance. Assessment of learning (summative) indicates the standards achieved by students at particular points in their schooling. Diagnostic assessment determines the nature of the students’ learning and provides appropriate feedback or intervention.

To ensure effective Assessment practices are in operation, St Saviour’s Primary School ensures appropriate processes are in place for the following purposes:

- Identifying an individual student’s learning needs
- Identifying starting points for teaching
- Diagnosing individual student’s strengths and difficulties
- Applying appropriate intervention strategies
- Monitoring individual student’s progress over time
- Tracking student’s progress over time
- Promoting real and deep learning
- Probing student’s understanding of key concepts
- Helping students see the progress they are making
- Reporting student achievement based on sound evidence and shared understanding

At St Saviour’s Primary School, we make use of appropriate assessment information from multiple sources to form and drive teaching and learning. As a whole-school approach, it is characterised by openness and collaboration and involves systematic collection and analysis of evidence of student learning as well as appropriate monitoring and reporting of student progress. Some of the procedures to ensure this occurs at St Saviour’s Primary include:

1. Collection of Evidence and Data

   Using information gathered from a variety of high quality assessment instruments over a period of time can help the teacher to create a detailed picture of a child’s progress and achievement. The data needs to provide teachers with information that informs teaching and learning so that they can make appropriate adjustments to their practice. Comprehensive evidence and data gathering will take place throughout the learning process.

2. Recording Data

   Record keeping is an important part of the assessment process. Records of assessment are evidence that assessment has taken place. Records can provide the basis for forming judgements about student performance on multiple tasks, for assessing the reliability of the tasks and for mapping student progress. Recording also helps teachers reflect on their practice.

3. Analysis of Data

   All assessment information should lead to improvement in the child’s learning. The teacher decides what information is valuable and how it can be used to enhance the particular child’s learning.
Processes are in place to ensure staff at St Saviour’s Primary can effectively analyse and interpret the relevant data and make practical inferences. Data reflection on such issues as student growth over time, class against cohort information and cohort against system are essential to the teaching and learning process.

4. Student Improvement - Feedback
Learning is enhanced when teachers identify and work from individual student’s current knowledge and skills rather than from what we expect them to know at their given age or year level. Appropriate assessment is essential to ensure teachers know where students are in their learning and can plan and implement appropriate strategies to improve the student’s learning. Relevant and specific intervention or support programs are required to promote student improvement in learning.

Learners learn best when they understand what they are trying to learn and what is expected of them. They also learn best when they are given regular feedback about the quality of their work and what they can do to make it better. Timely, relevant and useable feedback is one of the most powerful ways of improving student achievement. It must be focussed on what the individual student needs to do to improve (i.e. task-involving) rather than on the learner and his or her self-esteem. Effective learners see themselves as the owners of their learning when they understand learning intentions and the criteria for success.

5. Reporting of Student Progress
Reporting is communicating information on student learning to a range of audiences, in differing forms, for various purposes. The key purpose of reporting student achievement is to improve student learning. School Reporting acknowledges student achievement over the reporting period.

To make judgements for reporting purposes, teachers consider a selection of evidence of student learning, provided through student responses to assessment. Teachers then make an informed, balanced judgement about the quality of the evidence across the assessable elements. Teachers will then moderate the evidence of student learning and compare their judgements in order to promote consistency across the school.

St Saviour’s Primary School report twice yearly using a five-point scale in all learning areas. Other areas such as student attributes, effort and attendance will also be included in the Report.

6. Monitoring and Tracking Procedures
It is the professional responsibility of the school and the individual teacher to know both the level of achievement and the progress of the individual learner at any point in time. Regular focussed monitoring and tracking of student progress is essential. Class teachers, Learning Support teachers and Leadership meet regularly to monitor student progress with appropriate intervention strategies allocated to identified students. Tracking procedures and timelines will be implemented to ensure all assessment information is current and accessible to relevant staff.

**Reporting Student Progress Throughout the Year**
Reporting is a process, not simply a report card. No single method, such as a twice yearly written report, can be left to carry the whole burden of reporting student progress each year. At St Saviour’s Primary School, we believe the most effective reporting occurs when various approaches are used throughout the year. Parents are also encouraged to contact their child’s teacher at any time throughout the year to discuss their child’s learning at a time convenient to teachers and parents.

The following is an overview of the reporting process that is currently used at St Saviour’s Primary School.
Term 1
- Years Prep - 6 Parent/Teacher Welcome Evening (early in term)
- Parent/Teacher interview offered – offered through Parent Teacher Online
- Class Communication notes – May be sent home throughout the term.
- Work Samples – May be sent home throughout the term.

Term 2
- Class Communication notes – May be sent home throughout the term.
- Work samples – May be sent home throughout the term.
- Years P - 6 formal written report – End of term

Term 3
- Class Communication notes – May be sent home throughout the term.
- Work samples – May be sent home throughout the term.
- Parent/Teacher interview - offered through Parent Teacher Online
- Year 3 / 5 NAPLAN student report to be forwarded home – Generally, end of term.

Term 4
- Class Communication notes – May be sent home throughout the term.
- Work samples – May be sent home throughout the term.
- Years P - 6 formal written report – End of term.

HOMEWORK
Homework is returned to the class each Thursday. New homework will be sent home each Thursday afternoon. Class Communication Notes are sent via the Schoolzine app each Friday.

We should never underestimate the importance of everyday home life in generating pleasure, confidence and ongoing interest in learning. Indeed, some of the best ‘homework’ is to be found in:
- Shared stories where Mum or Dad and children read to each other.
- Watching a television show with the child/children and discussing it afterwards.
- Private reading in bed before lights-out, as a family ritual.
- Sharing computer activities with your child/children.
- Family games, activities and hobbies.
- Visits to the local library.
- Visits to a variety of places of social, historic or natural interest.
- Helping with various household tasks.
- Lots and lots of conversation.
- The kind of ‘imaginative’ play that comes naturally to children - especially in the early years.
- Homework set by teachers at St Saviour’s Primary School is regarded as a worthwhile activity. Homework should be given high priority amongst the many things children do at school. It is not an optional extra. Teachers at SSPS have developed homework guidelines for each year level as set out below.

The school’s policy is that homework be given. It is suggested that homework has both a numeracy and literacy component.
Homework may be modified according to the needs of the children.

Prep  10 – 15 mins (Monday, Tuesday, Wednesday and Friday)
Yr 1 & 2  10 – 20 mins per school night (Monday, Tuesday, Wednesday and Friday)
Yrs 3 & 4  15 – 30 mins per school night (Monday, Tuesday, Wednesday and Friday)
Yrs 5 to 6  20 – 40 mins per school night (Monday, Tuesday, Wednesday and Friday)

Normally teachers will outline their homework procedures at their Parent/Teacher information meeting held in February of each year. At other times parents should consult their child’s teacher in order to familiarise themselves with the procedure in each class. Parents are expected to support teachers in their supervision of homework.

Homework is expected to be completed appropriately and at a high standard. Students who do not complete homework will be given an appropriate consequence eg. Complete homework during lunch break.

Parents are expected to write a note or contact the classroom teacher explaining why homework wasn’t completed.

All children at St Saviour’s Primary are given their homework on a Thursday and then have until the following Thursday to return it to school. There is a homework support group on Monday and Thursday during lunch time for those children who struggle to get their homework complete at home.

**How does homework assist children to become better learners?**
It enables them to consolidate what they have learnt at school, thus increasing the pupil’s confidence and enjoyment of learning.

It allows for the fact that children learn and work at different rates and have different needs.

It gives parents opportunities to encourage, express approval, and in general, relate positively to their children.

It develops self-discipline by making reasonable demands and fostering long term habits of learning and planning.

**How can parents help with homework?**
Make homework time as pleasant as you can:
- Praise rather than criticise.
- Provide a pleasant work area i.e. quiet spot, desk, lamp.
- Turn off the television and remove other obvious distractions.

A predictable routine can help. Having a limited time and a regular place makes things much easier.

Encourage the child to work efficiently, and don’t allow him or her to work on and on when frustrated and tired. Let the class teacher know there has been a problem. Then you are actively helping, keep explanations as simple and practical as you can. Demonstrate, encourage and express satisfaction. If you find yourself becoming frustrated and the atmosphere becoming tense, stop giving ‘assistance’.
PARENTAL INVOLVEMENT

INVOLVING PARENTS IN THEIR CHILD’S EDUCATION

- Parent/Teacher meetings
- Parent support in classroom activities
- Parents and Friends Association Meetings
- Parents are invited to attend children’s assemblies
- School Board
- Celebrations of Learning
- Pastoral Care Team
- Grandparents day
- School Open Day
- Meetings with parents, teacher and support staff to plan for children with special needs
- Taskforce groups for particular projects.
- Parent Community Room
- Tuckshop Parental Assistance
- Library events

PARENTS AND FRIENDS

St Saviour’s Primary School has a very active and energetic P&F Association. All families are encouraged to attend meetings and to be part of the P&F. The P & F works to provide additional funds for the school as well as providing a great opportunity to meet other parents through the organisation of social functions.

The P&F supports our school through the following ways:

- Through the building of relationships and community with our parents and families
- Supporting student learning
- Enhancing the physical learning environment
- Strengthening Parish connections

P & F Meeting

The P & F meets on the second Monday of each month. The Annual General Meeting is held at the February meeting of each new year. All parents are welcome to attend.

The P & F has various sub committees that parents are also encouraged to attend:
**Race Day Committee**

The school has Race Day every second year. 2019 will be the next Race Day. The Race Day Committee meets for approximately 6 months of the year on a regular basis. Parents can support this event in several ways: by donating prizes, attending the evening and/or helping with the event.

**SCHOOL BOARD**

St Saviour’s Primary School has a fully constituted School Board. It is a pastoral Board and operates within the framework of the constitution for Boards in Toowoomba Catholic Schools, approved and recommended by the Bishops of Queensland.

The Board has an advisory role to our school. The Board functions within the general goals for the parish and the school mission statement. The membership of the Board comprises the Parish Administration, school principal, two staff members elected by the school staff, five parent members elected by the parent body and a parish representative. It is a requirement that Board members complete a training course to be eligible for election to the Board. Training is available annually.

The five main areas of responsibility of the School Board are:
- Policy
- Budget
- Planning for the provision and maintenance of school buildings and equipment
- Communication between school and parish communities
- Curriculum policy

The St Saviour’s Primary School Board meets monthly. Prayerful reflection, discernment and consensual decision making are the operating principles of the School Board.

**Board Members**

The St Saviour’s Primary School Board is responsible for working with the School Leadership Team. We acknowledge the leadership of the Board members for 2018 – Leanne McDonald (Chair), Nikki Wicks, Dennis Horne, Adam Ottobrino, Sam Hannant, Elizabeth Poulton, Peter Ramsey, Fr Michael O’Brien (Parish Administrator) and Madonna Sleba (Principal).

**SCHOOL VISITORS AND VOLUNTEERS**

Volunteers and visiting service providers are an essential part of our school community. Working together we aim to create and maintain safe environments for our students, staff and families. We require all volunteers and visiting service providers to read, understand and follow the relevant code of conduct and student protection information.


All visitors, including parent helpers for tuckshop, classroom etc. to the school must first report the nature of their business to the school office and complete the sign-in register and attach a visitors tag. This includes volunteers for the Prep. Parents are required to complete the Volunteer Register, which is maintained at the front desk in the office.
IMPORTANT INFORMATION

THE SCHOOL DAY

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.30am</td>
<td>School Day begins</td>
</tr>
<tr>
<td></td>
<td>Morning Session</td>
</tr>
<tr>
<td>10.45am</td>
<td>Morning Tea</td>
</tr>
<tr>
<td>11.15am</td>
<td>Middle Session</td>
</tr>
<tr>
<td>12.45pm</td>
<td>Lunch</td>
</tr>
<tr>
<td>1.30pm</td>
<td>Afternoon Session</td>
</tr>
<tr>
<td>3.00pm</td>
<td>School finishes for the day</td>
</tr>
</tbody>
</table>

ABSENCE FROM SCHOOL

If your child is going to be absent, please inform the school office via phone on 4637 1555 or the Absentee form on the Schoolzine app by 9am as we are required to record a reason as to why your child might be away. The school office will contact parents if a child is absent without notice.

BOOKLISTS

Booklists are available from the school office or online from Browns Office Choice (www.brownsstationery.com.au). Booklists for the following year are made available during the middle of Term 4.

ENROLMENT APPLICATIONS

Applications for Enrolment can be accessed via the schools website and submitted via email. A hard copy of the application can be obtained from the school office. Accompanying the application form must be the following documents:

- birth certificate
- baptismal certificate (if applicable)
- immunisation certificate
- copy of latest report cards
- any visa, passport and/or Australian Citizenship documents (if applicable)

Once the Application for Enrolment and accompanying documents have been received by the School Office an interview will be arranged with the Principal. Following the interview the applicant will be advised if a place is available.

HEALTH PROCEDURES

For the protection of your child, other children and staff in the group, please keep unwell children at home.

Usually, if you are in doubt as to whether a child is well enough to come to school - they aren’t!!!

If your child becomes ill at school, we will call you or your emergency contact so that your child may be taken home. For this reason, please keep all contact details current.

Children with infections diseases **MUST** be excluded from school. Please refer to the standard exclusion periods advised by the Queensland Government ‘Time Out’ information sheets located in the back of the handbook. If your child’s temperature reaches 37.5°C they will be sent home.
Accidents
Parents will be contacted as soon as possible if their child has been involved in an accident during the day. There are first aid officers within the school who will assist the student until their parents arrive.

Minor Injuries - First Aid Officers assist the child.

Serious Injuries - In the unlikely event that your child has an accident at school which is considered serious enough to warrant urgent medical attention, an ambulance will be called first and parents/emergency contacts second.

Medical Conditions
If your child suffers from a medical condition such as asthma, allergies, seizures, diabetes, etc, please ensure that an up-to-date action plan from your GP has been provided to the school. You are welcome to provide a copy to the office but it is important that you have uploaded the most recent copy to your child’s CareMonkey profile as this is accessible for teachers when attending excursions.

These action plans need to be updated yearly to help the school meet your child’s medical needs should it be necessary.

Prescribed Medication
Medication can only be administered by staff if labelled by a pharmacist with your child’s name and accompanied by a completed Medication Form. The Medication form is available at the back of this Handbook or can be accessed via the Schoolzine app, the school website or from the School Office.

Any medication to be administered at school must be given to the teacher and sent to the office to be kept in a secure area. Only office staff or Leadership Team members can administer medication.

OUTSIDE SCHOOL HOURS CARE
Hall-Thorpe Sports is a fully registered provider of sports based outside school hours care. It provides its services to a range of schools, with the aim of providing affordable and high quality before school, after school and vacation care. It is a fully licensed child care provider, and as thus, is licensed to receipt child care rebate (CCB) on behalf of the Federal Government.

Before School Care
Hall-Thorpe Sports provides before school care at St Saviour’s primary school every morning from 6:30am to 8:30am school term time. Before school care includes appropriate morning activities and includes the provision of a nutritious breakfast.

After School Care
Hall-Thorpe Sports provides after school care at St Saviour’s primary school every afternoon from 3.00pm to 6.00pm school term time. After school care includes appropriate afternoon activities and includes the provision of a nutritious afternoon tea.

Contact Information
Phone: (07) 4638 7965
Mobile: 0438764752
Email: admin@hallthorpesports.com.au

PARKING AND ROAD SAFETY
As parking is very limited around the school grounds please be mindful and move quickly to leave so others can have a park as well. Students who have to cross a road to get to their family car MUST use the school crossing or have a parent accompany them.
The Prep carpark is accessible via Perth Street and some street parking is also available on this side of
the school. Parking is also available along Lawrence Street and in the St Patrick’s Cathedral Carpark.
Please be mindful of the school crossings and appropriate speed limits when driving nearby the school.

Prep Driveway and Carpark
Parents please remember to STOP at the sign in the Prep driveway. The Prep car park is strictly for the
use of families with children in Prep.

Parking near the Mercy Centre
Parking near the end of the driveway off Neil Street, beside the Mercy Centre, is strictly for deliveries
and for those families needing to access the Disabled Park. It is not to be used in the morning for drop
off or in the afternoon for pick up.

Before and After School Care
If you are unable to collect your child before 3.30pm please contact Hall-Thorpe Sports directly.

Bus Zones
Strictly no parking in the Bus Zones. Police do regularly monitor these areas in the morning and
afternoons.

Important Reminders
The safety of our students is a priority and as a result we ask that everyone observes the following
recommendations when using the driveways and carparks of our school:
• Observe the STOP sign at the pedestrian crossing outside the Prep entrance.
• 10km speed limit throughout entry and exit and carparks.
• EXTREME CAUTION to be taken when reversing.
• NO pedestrian entry from Ruthven Street.
• NO parking in Ruthven Street.
• LEFT TURN ONLY from carpark onto Ruthven Street.
• When walking from Perth Street, use the DESIGNATED entry and exit footpath next to the rock wall.
• Under NO CIRCUMSTANCES are students to walk along the top of the rock wall.
• DO NOT park on the entrance driveway outside the Prep building, as it is unsafe for pedestrians on
  the path as well as making it difficult for cars to drive past. THIS IS A NO STANDING
  ZONE!
• DO NOT leave any siblings or other students in your parked car whilst
  collecting or dropping off your child.

SCHOOL BAGS
Families have the option of purchasing school bags for
their students. These are on display in the school office
and can be purchased from there if you wish to
place an order. Please note that these bags are not
compulsory but strongly encouraged for families
to purchase. These bags are 40L in size and are
dark navy with a white school logo. They feature
reinforced back support, separate lunch
section, iPad protective section, waterproof,
water bottle section, other compartments for
extras (eg. pencils, tuckshop money, etc).
SCHOOL BANKING
Student banking occurs each Tuesday. Bank books are sent to the office via the classroom teacher and are returned to the student within the next 2 days.

What is the School Banking program?
The School Banking program run through the Commonwealth Bank provides a fun, interactive and engaging way for young Australians to learn about money and develop good saving habits.

Run nationally since 1931 through participating primary schools, School Banking encourages students to regularly deposit money into their Youthsaver account and earn silver Dollarmite tokens, which can then be redeemed for an exciting reward through our School Banking Rewards Program.

When students join the program they receive a Dollarmites deposit wallet to use when making School Banking deposits.

How do I get my child started?
All you need to do is open a Youthsaver account for your child or they can use their existing one. If they require a Dollarmites deposit wallet for their existing Youthsaver account, contact us or visit your nearest branch. The Youthsaver account is a savings account that has no monthly account fees and offers a competitive bonus interest rate when you make at least one deposit and no withdrawals in a calendar month on balances up to $50,000.

If you have any questions, please call 13 2221 anytime or visit your nearest branch.

SCHOOL COMMUNICATION
The school currently uses the Schoolzine app for sending out “push alerts” which provide up-to-date information that could be anything from a bus being late to reminders about events for the next day. It also utilises the CareMonkey app for keeping emergency and contact information.

CareMonkey app
At St Saviour’s Primary School we take the health and safety of our students very seriously. To help us keep our current records up-to-date we have adopted the health and safety application known as CareMonkey. It is used by the school for keeping contact and emergency information up-to-date as well as for permission forms for excursions and other school events.

CareMonkey is used by the school to keep all of your child’s contact information up-to-date, this includes but is not limited to:
- child’s home address
- minimum of 3 x emergency contacts (please include all primary carers) and list in order of preference of contact
- medical contact information (preferred Dr and Dentist)
- medical checklists including asthma, allergies, seizures, diabetes, etc - some of these conditions will require you to upload an action plan for the condition from your GP and need to be updated regularly
- health insurance details
- notes and other care instructions from parents - this is an area that you can write notes for the school to keep on file, such as shared parenting arrangements, contact information for non-residential parents, etc.

If you need to update your address, phone numbers, emergency contacts, please do so through CareMonkey as this is the emergency contact information that is used by teachers when attending sporting events and excursions. The school office is automatically notified when you update these details through this system.
CareMonkey website: www.caremonkey.com
CareMonkey app: CareMonkey
CareMonkey support phone number: 03 8566 7727
CareMonkey support email: support@caremonkey.com

What is CareMonkey?
CareMonkey is an innovative parent controlled electronic medical form for schools, clubs and other groups with a duty of care. It’s an electronic version of the paper based forms you’re always having to fill in for excursions, camps, enrolments, etc. It provides parents the opportunity to update medical and contact information promptly and accurately while providing the school with instant access to the emergency information provided by you.

The school will be using the CareMonkey app in the best interest of the children whilst also reducing the burden on parents to fill out the same information on multiple forms throughout the year.

How do I share my child’s CareMonkey profile?
At the beginning of next year you will receive an email from the CareMonkey system linked to the school inviting you to enter the details for your child in an electronic medical form. If you do not receive an email from CareMonkey by the end of the first week of Term 1 please contact the school office.

How do I use CareMonkey?
Parents can use a computer (laptop or desktop), tablet, iPad or smart phone to access CareMonkey. We recommend downloading the app to your smart phone for general ease of access.

How do I install the FREE CareMonkey app on my device?
On either Apple or Android devices you will need to open the App Store. Search the App Store for the CareMonkey app. Download and install CareMonkey app.

Who can update my child’s CareMonkey profile?
Once you have created your child’s CareMonkey profile you have complete control over the information within this area, including log in usernames, emails and passwords. The school is only able to view what you have uploaded and is unable to make changes or alterations to any of this information.

If you wish to do so you are also able to share control of your child’s profile with another caregiver. To do this you need to log into CareMonkey, select your child’s profile and click on the “Share” button. You will then enter the new contacts name, email, relationship to child, and access type to “View & Modify”. This will allow them to access and update any information in regards to this child’s profile.

Who can access my child’s CareMonkey profile?
Once you have shared your child’s CareMonkey profile with the school this information will only be accessible by the relevant staff member/s for your child.

If you choose, you will also be able to share this information with anyone else you trust with your child’s care - their grandparents, their child-minder, their sports club, etc. To do this you need to log into CareMonkey, select your child’s profile and click on the “Share” button. You will then enter the new contacts name, email, relationship to child, and access type to “View”. This will allow them to view any information in regards to this child’s profile.

Please remember to choose the option to share this information with the school, otherwise you will continue to receive reminder emails from CareMonkey to complete your child/s profile.
**Class Dojo**

*How and Why Should I Download the ClassDojo App?*

To get the best experience on your mobile device, we recommend the iOS or Android app. The ClassDojo app is available through the App Store and Google Play Store, and is 100% free to use.

Teachers, parents, and students use the same “ClassDojo” app. Students will sign in using their username, while parents and teachers will use their email address.

As a parent, the app will allow you to do the following:
- Review the last two weeks of points received by your child
- Safely and privately message with your child’s teacher
- View, like, and comment on the pictures and/or videos that your child’s teacher posts to Class Story
- View, like, and comment on the pictures and/or videos that your child and child’s teacher post to Student Story
- View whole-school news posted to School Story

**ClassDojo Messaging Overview for Parents**

ClassDojo Messaging helps teachers and parents safely and privately communicate with each other in real time.

Our messaging feature is similar to Facebook Messaging. As long as you have internet access, you can use ClassDojo Messaging!

**How to turn on ClassDojo Messaging**

Messaging is already a part of your ClassDojo Parent Account. You can access it from your ClassDojo iOS or Android app. On the website and apps you’ll see a “Messages” tab where you can select a teacher, then view and compose messages.

**When I respond to a teacher, is it private?**

All messages sent by parents on ClassDojo Messaging can only be viewed by the teacher. No other parent (even your child’s other parent or guardians) can view your messages.

**Settin up an Account**

Parent accounts can be set up with a Parent Code, or with an email invitation. Both of these methods can be acquired through your child’s teacher. Please note: email invites may only be used to create a parent account on the web. Once the account is created, you can access it on both the website and the app.

If you do not have a parent code to enter, you can request one from your teacher, or click the purple “Find Teacher” button to request approval to connect to your child’s class. If your teacher’s name, or your school is not yet on our list, you can click the blue “Can’t Find Your Child’s School” to send an invite to your child’s teacher using their email address and your child’s name.
How do I set up a Parent account from the web?
To Create a Parent Account with a Parent Code:
1. Go to www.classdojo.com and click on the “Sign Up” button. Select the Parent icon.
2. Click on the “Enter Your Code” link at the top of the screen.
3. Enter your code and click on Join Class.
4. Click on “I’m ___’s Parent”.
5. Enter your first and last name, your email, and create a password and click “Sign Up”.

Create an Account Using an Email Invite:
1. Click on the link in your email invite.
2. Click on the “I’m ____’s Parent” button.
3. Enter your first and last name, email, and create a login password and click “Sign Up”
Note: If you already have an account, click on the “Login Now” button, instead of creating new login info

How do I set up a Parent account from an iOS device?
1. Download the ClassDojo app from the App Store
2. Click “Parent”
3. Enter your email address and create a login password (must be at least 6 characters long)
4. Tap “Next”
5. Enter your first and last name, then tap “Next”
6. Swipe past the introduction, then tap “Get Started”
7. Enter your Parent Code then tap “Check Code”

How do I set up a Parent account from an Android device?
Create an Account with a Parent Code:
1. Download the ClassDojo app from the Google Play store
2. Scroll down and click on the blue “I Need to Create a New Account” button
3. Click on “Parent”
4. Enter your email address and a password (must be at least 6 characters long)
5. Click “Next”
6. Enter your first and last name
7. Click “Finish Account Setup”
8. Enter your parent code (between 7 - 9 characters long, starts with a “P”) and click “Check code”
9. A valid code will bring you to your introduction page. Scroll through the pages and click the blue

Communicating with Teachers
At St Saviour’s Primary School, we believe that success in education comes in working in partnership
with parents and the wider school community. We believe that all children and their families have
the right to positive educational and life experiences and that clear communication between
school, parents and students is a key factor in this. We have a commitment to improving parents’
understanding of our school and in encouraging parents to be active participants in their child’s
education. Through communicating clearly and effectively with parents we will foster opportunities for
parents to become involved in the life of our school.

Traditional communication between home and school at St Saviour’s Primary School includes:
1. Informal - phone calls, face to face chats, emails, Schoolzine app, caremonkey, class dojo, school
diary.
2. Formal - parent/teacher meetings, open days, Formal Reports
3. Printed - Newsletters, parent notes, Schoolzine and website.
Benefits
As the use of e-mail, communication apps and the internet becomes even more widespread, these tools become more valuable and useful in education for the purposes of increasing learning for students, and facilitating conversations between students, parents, and schools.

Guidelines for written communication:
1. Emails etc do not replace existing communication paths with the school.
2. Emails should not be used to communicate urgent or critical matters (e.g. Class absences, playground incidents). It is always best to speak with the member of staff concerned by telephone or in person. Please do contact the School to arrange an interview to discuss urgent or critical matters with the appropriate person. Keeping in mind that the first point of call is always your child’s class teacher.
3. Because of the nature of their work, teachers spend almost all of their time in the classroom. When they are not in the classroom teachers may be in staff meetings, on excursions, or planning and marking. Added to this, all teachers perform a range of playground and co-curricular duties. Because teachers have a range of duties to fulfil, it may take longer than a parent might wish for them to respond to an email or telephone call. Generally speaking, teachers will endeavour to respond to an email or telephone call within 24 hours in the working week.
4. It is important to reflect upon the tone, timing and content of a message before it is sent. Emails written in haste or in anger rarely help to sort out issues or problems; in fact, a poorly written or emotionally charged email will almost always have the opposite effect. Too often, harshly written and ‘angry’ emails result in later regret.

5. Some members of staff have many different responsibilities. It is therefore important to ensure that you have made contact with the correct member of staff to be able to address your particular question or issue.

6. Emails are a quick and convenient way of communicating ‘good news’. You are encouraged to use emails to send messages of encouragement and support to the staff of the School.

**Newsletter**
The school newsletter is distributed every second Thursday via email (you are able to subscribe and unsubscribe through the Schoolzine app) and the Schoolzine app. Some hard copies are kept at the front office on the bookshelf. It is also available on the school website. Please help yourself. Any notices for the newsletter need to be emailed to the office by 9am Wednesday morning.

**Schoolzine app**
The Schoolzine app (SZapp) is a great way to keep up to date with all of the school’s latest news and information. This app allows you to access the latest newsletters, call the school via phone or email, visit the website, access important forms, keep track of the school calendar, or even advise the school of absentees - all from the one place!

*How do I install the FREE SZapp on my device?*
On either Apple or Android devices you will need to open the App Store. Search the App Store for the SZapp. Download and install SZapp.

*How do I add a school?*
When you first log into the Schoolzine App (SZapp) you will need to Select a Region, click on Asia Pacific. Then in search bar near top of screen you will need to type in St Saviour’s Primary School. Select the school and you will then be taken to a screen for registration of the app with the school itself. Here you will select your login username/email and create a password for your use only.

*How do I change which groups I am subscribed to?*
Within this app you are able to add or remove which groups/classes you receive notifications from at any time. To do this tap the Manage tab. Select the group/s you want to add/remove. Groups with a padlock symbol next to them require a 4 digit passcode. See your school for this passcode.
SCHOOL FEES
At St Saviour’s Primary School fees are issued over three terms per year (Term 1, 2 and 3). They are issued at the beginning of the term and are sent home via email.

Payment Options
Parents have the option of paying:
- directly at the school office by EFTPOS, cheque or cash
- by Direct Deposit into the School Bank
  
  Account Name: St Saviours Primary Account
  BSB: 064-786
  Account Number: 513100100
  Bank: Commonwealth
- by Direct Debit (forms are available from the school office).

School Fee Schedule

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<tr>
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<th>TERM ONE</th>
<th>TERM TWO</th>
<th>TERM THREE</th>
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<tbody>
<tr>
<td><strong>School Fees</strong></td>
<td>1 Child - $599.00</td>
<td>1 Child - $599.00</td>
<td>1 Child - $599.00</td>
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<tr>
<td></td>
<td>2 Children - $898.00</td>
<td>2 Children - $898.00</td>
<td>2 Children - $898.00</td>
</tr>
<tr>
<td></td>
<td>3 Children or more - $1126.00</td>
<td>3 Children or more - $1126.00</td>
<td>3 Children or more - $1126.00</td>
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<tr>
<td><strong>IT Levy</strong></td>
<td>$100 per child</td>
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<tr>
<td><strong>Resource Levy</strong></td>
<td>$25 per child (Prep)</td>
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<td></td>
<td>$15 per child (Yr 1 to 6)</td>
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<tr>
<td><strong>P &amp; F Levy</strong></td>
<td>$20 per family</td>
<td></td>
<td></td>
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<tr>
<td><strong>Building/Capital Levy</strong></td>
<td>$140.00 per family</td>
<td>$140.00 per family</td>
<td>$140.00 per family</td>
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</tbody>
</table>

Other School Charges
This includes and is not exclusive to costs for sport, buses, swimming, excursions, etc - only charged if relevant for your child.

SCHOOL LIBRARY
Our library is a vibrant, welcoming space which offers opportunities to engage with stories and information. The Teacher Librarian works with classroom teachers to share the joy of reading and to enable students to become effective and discerning users of information in all formats. All classes have a weekly borrowing session when students choose material for their reading pleasure. Students are welcome to join in the lunch time activities each Tuesday and Wednesday. We celebrate reading and learning throughout the year with special events around our Summer Reading Program, School Library Week, Book Week, Book Fair, Readers’ Cup, Student Book Clubs, Makerspace activities and STEM Club.

Circulation Procedures
- Students borrow each week during a timetabled browse and borrow session.
- Students may borrow during lunch-time activities each Tuesday and Wednesday and from 3pm to 3.15 pm Monday - Wednesday.
- Home readers are borrowed from the library each week
- Prep and Year 1 students may borrow two library items each week.
- Year 2 - Year 6 students may borrow 4 items each week. Students may negotiate further loans with the Teacher Librarian.
- Students must have a homework folder/Library bag to safely transport books to and from school.
- Students need to return items before borrowing new items once the number of loans exceeds 8.
- Student loans are for 2 weeks.
- Reservations for popular titles are necessary to secure a loan.
- Students in Years 5 and 6 may borrow items identified as older reader titles (marked with a blue dot) unless parents have requested that they do not access these titles.
- Reminders about unreturned loans will be emailed regularly from the Library Management System.
- Payment for unreturned loans will be required after one term and the cost will be added to the school fee account.

SCHOOL POLICIES

All school policies for St Saviour’s Primary School can be accessed via the school website. Overarching Diocesan policies can be accessed via https://www.twb.catholic.edu.au/about-us/policies-and-publications/policies-procedures-and-guidelines/

STUDENT PROTECTION

St Saviour’s Primary School firmly believes that Student Protection is everybody’s business. The safety and wellbeing of our students is of paramount importance.

Student Protection Processes and Guidelines in place at our school. These procedures reflect legislative and regulatory reporting requirements, and the policies of Toowoomba Catholic Schools (https://www.twb.catholic.edu.au/parents-and-community/student-protection/). All staff are trained in these processes and all of our schools have at least two nominated staff members, known as Student Protection Contacts, from whom students and staff can access support and advice. Posters can be found across the school grounds indicating the nominated Student Protection Officers for our school.

The Diocese of Toowoomba Catholic Schools is proud to continue its support of the Daniel Morcombe Child Safety Curriculum in our schools and a means of educating students about personal safety and protective behaviours. Information about the curriculum can be found by visiting the Daniel Morcombe Foundation website at: http://www.danielmorcombe.com.au

STUDENT TRANSFERS

If your child is transferring from St Saviour’s Primary School to another school you will need to notify the Principal in writing of the date your child will be finishing and advising which school they will be attending.

At the time of leaving St Saviour’s Primary School, you are invited to provide feedback on your reasons for leaving and your experiences whilst at the school. This information will help us to celebrate the good things that are happening in our school and to make improvement where necessary.


TECHNOLOGY

St Saviour’s Primary School has always been at the forefront of the use of technologies to support student learning. As of 2019, our Technology Plan has three components:

Prep
- Utilise school iPad bank (no purchase necessary).

Years 1 to 3 (if new iPad required)
- To purchase through Harvey Norman Toowoomba (as per school requirements) an Apple iPad 9.7" 128GB Wifi (6th Gen) plus STM Dux Case for Ipad 9.7" including pen slot.
Years 4 to 6 (currently transitioning from iPads to Microsoft Surface Go)

- In the following years the upper primary will be transitioning from iPads to the Microsoft Surface Go.
- To purchase through Harvey Norman Toowoomba (as per school requirements) a Microsoft Surface Go – Pentium 4415Y, 8GB, 128GB SSD and Typecover and Pen plus Microsoft Complete for student, 3 yr warranty (3 claims) and STM Dux Case.

<table>
<thead>
<tr>
<th>YEAR</th>
<th>IPAD REQUIRED</th>
<th>MICROSOFT SURFACE GO REQUIRED</th>
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</thead>
<tbody>
<tr>
<td>2019</td>
<td>Prep to Year 3 and Year 5 to 6</td>
<td>Year 4 only</td>
</tr>
<tr>
<td>2020</td>
<td>Prep to Year 3 and Year 6</td>
<td>Years 4 and 5</td>
</tr>
<tr>
<td>2021</td>
<td>Prep to Year 3</td>
<td>Years 4 to 6</td>
</tr>
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TUCKSHOP

At St Saviour’s Primary School we have replaced paper bag orders and have introduced pre-paid online ordering with Flexischools (www.flexischools.com.au). This allows you to order online in the morning or even a week in advance! Tuckshop is currently available for morning tea and lunch times - Monday, Wednesday and Fridays. Please be aware that due to the HEALTH & SAFETY ACT the tuckshop CANNOT reheat food brought from home.

Create an Account for your child

To create an account for your child you will need to register with the Flexischools website (www.flexischools.com.au). Click REGISTER NOW and enter your email. You will then be emailed a link to the online form. Choose your own username and password and enter your contact details. For each child, click ADD A STUDENT and follow the prompts to place an order.

You will be required to top-up your pre-paid account. VISA or Mastercard is preferred. Transaction fees may apply.

Create an Order for Tuckshop

To create an order for tuckshop you will need to log into your Flexischools account, select the student you would like to place an order for, select the date and then the session (m/tea or lunch) that you would like to place the order for. The full menu for that session will be available for viewing so that you can make your selections. All orders are to be placed by 9.30am of day tuckshop order is required.

Volunteering for Tuckshop

For our school Tuckshop to operate we require the assistance of Volunteers. The tuckshop operates Monday, Wednesday and Friday’s.

If you or a family member (may require a blue card) can spare a day or even a couple of hours 1 day a school term we would love to hear from you! We are very flexible - if you have small children they are welcome to come in with you and if you would like to be rostered on with a friend or someone you know please let us know as we are happy to accommodate.

Some of the jobs include:
- cut up cups of fruit and watermelon
- prepare sandwiches and salad tubs
- butter pikelets
- put labels on paper bags
- make up cups of jelly
- make up yoghurt/muesli cups

If you are able to volunteer please contact Natasha Biggar (Tuckshop Convenor) or the School Office.
SCHOOL UNIFORMS

SCHOOL UNIFORM
Please refer to the Uniform Requirements flyer located at the end of this Handbook. Further information on Uniform Requirements for Grades 1 to 6 can be found on the school website or a hard copy can be provided by the school office.

Catholic schools are called to develop a sense of community where all people are treated equally regardless of financial circumstances. A consistent uniform worn by all students and kept to a minimal cost, helps students feel part of the community and enables them to show pride and respect towards their school. A high standard of dress and grooming is essential to reflect the personal standards required of students at St Saviour’s Primary School.

Procedures
Students are required to wear the full uniform each day. The uniform is to be worn and kept neat and clean. All clothing must be labelled with the child’s name. The uniform consists of a standard formal uniform and a separate sports uniform. The sports uniform is to be worn two days a week (Thursday and Friday). Prep students have one uniform.

Purchasing Uniforms

New Uniform Supplier (SKOOLDAYZ)
• Skooldayz clothing company are the suppliers of the school uniform.
• All uniform items can be viewed online and orders can be made at www.skooldayz.com.au
• Enquiries can be sent to info@skooldayz.com.au
• Skooldayz does have a Facebook page which all parents are welcomed to follow.
• The shop operates from a ground level room in the Parent Community Room, and is open 2.30p.m. – 4.00p.m each Friday during the school year or contact Dan Eagleson on 0481 318 398 for an appointment outside these times.

(NB. At the beginning of the school year, the uniform shop has longer trading hours.)

Second Hand Uniforms
• Our school conducts a Second Hand Uniform Shop managed by the school. Mrs Cathy Condon is the second hand uniform convener.
• The shop also has a good selection of girls’ and boys’ second-hand uniform items for sale.
• The uniform shop supplies second hand uniforms, socks, hats, tracksuits, school bags and library bags.
• The St Saviour’s Primary School uniform should be worn with pride on all occasions. It is all our collective responsibility (parents, students and staff) to ensure the code of dress requirements apply to all students.
• The Second Hand Uniform Shop also pays for good quality uniforms to re-sell back to the school community. Items are bought, with 50% of the expected sale price back to the seller and the remaining 50% as a fundraiser to the school.
• If you have any questions please send an email to cathy.condon@twb.catholic.edu.au or phone on 0438 647 082.

Available for purchase from School Office
• Swimming Caps (lycra)
• School Bags
• Library Bags
Uniform Requirements

- Students at St. Saviour's Primary are encouraged to be consistent in wearing correct uniform. The school believes that, by wearing a standard mode of apparel, worthwhile attributes in the students are promoted. We have a Second Hand Uniform Shop on school grounds.
- Parents are requested to comply with regulations in regard to School Uniform. Where a student does not wear full uniform on a given day, a letter from the parent needs to accompany the student to explain the circumstances. If a child has to change out of uniform at school, a note to the teacher is expected.
- Long navy school socks must be worn pulled up (except when worn under long pants)

Hair and Hair Accessories

- Long hair must be tied up. Hair is to be neat and tidy, and worn off the face. Girls' may wear bottle green, navy, white or red: ribbons, headbands, clips or scrunchies. Extreme hairstyles are only allowed for special occasions, and only at the Principal’s discretion. Coloured hair spray is approved only for special events.

Hats

- St Saviour's Primary broad brimmed formal hat is compulsory for all students.
- The school has a 'no hat, no play' policy. The school hat should be in good condition at all times.
- There is an optional Sport bucket hat that can be worn on Sport's days.

Jewellery

- Small sleepers or studs (gold or silver) may be worn in both ears.
- No bracelets, wristbands, bangles, rings, necklaces, anklets, coloured studs, etc are allowed.
- No Necklaces (Christian medals/cross on chain around the neck is permitted to be work if underneath uniform where it cannot be seen)
- No fitbits
- Nail polish is not to be worn.

Winter Accessories

- For cold days dark green/navy accessories (scarves, gloves, etc), along with the school uniform may be worn
- No skivvies/long sleeved singlets (or similar) that show outside the uniform to be worn on a regular basis. If very cold, dark green or navy blue skivvy may be worn underneath normal uniform.

Seasonal Uniform Changeover

- The school will notify parents of winter and summer changeover dates for uniform in accordance with local weather.
SCHOOL EXPECTATIONS

School Learning and Behaviour Statement (excerpt from Student Behaviour Support Plan)

All areas of St Saviour’s Primary School are learning and teaching 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. Our school-wide framework for managing behaviour is Schoolwide Positive Behaviour Support.

Our Student Behaviour Support Plan outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting St Saviour’s Primary School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour:
- Be safe
- Be responsible
- Be respectful
- Be a learner

Our school rules have been agreed upon and endorsed by all staff and our School Board. They are aligned with the values, principles and expected standards outlined in the following Toowoomba Catholic Schools documents:
1. Student Behaviour Policy
2. Student Behaviour Management Support Plan Guidelines
3. Formal Student Behaviour Sanctions Procedure

The plan has been endorsed by the Principal and School Board.
<table>
<thead>
<tr>
<th>ALL AREAS</th>
<th>CLASSROOM</th>
<th>PLAYGROUND</th>
<th>TOILETS</th>
<th>STAIRS &amp; CORRIDORS</th>
<th>PICK UP AREAS / BUS STOP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Care for equipment.</td>
<td>Keep hands, feet and objects to yourself.</td>
<td>Keep hands, feet and objects to yourself.</td>
<td>Be a good friend to everyone!</td>
<td>Be a good friend to everyone!</td>
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<tr>
<td>Be on time.</td>
<td>Be prepared – have your own classroom supplies and a tidy work space.</td>
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<td>Use toilets during breaks.</td>
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<td>Care for equipment.</td>
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<td>Wash hands after using the toilet and before eating food.</td>
<td>Wash hands after using the toilet and before eating food.</td>
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IMPORTANT HANDOUTS

1. Administration of Medication at School Record Form

2. Time Out (Queensland Government)

3. Action Plan for Anaphylaxis
   (this form needs to be completed at the beginning of EVERY YEAR, if your child requires medication for this condition, and signed by your child’s Doctor - please upload a copy to your child’s CareMonkey profile and then hand in the original to the School Office)

   (this form needs to be completed at the beginning of EVERY YEAR, if your child requires medication for this condition - please upload a copy to your child’s CareMonkey profile and then hand in the original to the School Office)

5. Asthma Care Plan for education and Care Services
   (this form needs to be completed at the beginning of EVERY YEAR, if your child requires medication for this condition, and signed by your child’s Doctor - please upload a copy to your child’s CareMonkey profile and then hand in the original to the School Office)

6. School Care Prayer
# Administration of Medication at School Record Form

## SECTION 1 – Parent/Guardian to complete - Details of emergency/routine medication which may be required to be administered by school staff during school hours – lodge this form with school office.

<table>
<thead>
<tr>
<th>Student name</th>
<th>Date of birth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent/carer name</td>
<td>Contact phone numbers</td>
</tr>
</tbody>
</table>

I request that school staff administer the following emergency/routine medication to my child, if required, during school or school-related activities, as specified in this section.

<table>
<thead>
<tr>
<th>Name of medication and treatment (eg Amoxicillin – Viral infection)</th>
<th>Dosage (eg 1 tablet)</th>
<th>Mode (eg by mouth)</th>
<th>Indications for use (eg one tablet three times daily with food)</th>
<th>Expiry Date (as listed on container)</th>
</tr>
</thead>
</table>

Name of Doctor

Contact phone number of doctor

Name of Pharmacist

Medicare No.

Parent/carer signature

Date

## SECTION 2 – Medication Administrator to complete - Record of administration of a student’s prescribed emergency/routine medication.

<table>
<thead>
<tr>
<th>DATE</th>
<th>TIME</th>
<th>DOSE GIVEN</th>
<th>DATE DOSAGE COMMENCED</th>
<th>BALANCE OF DOSAGE ON HAND</th>
<th>DATE DOSAGE CEASED</th>
<th>OUTCOME: RR – REST &amp; REASSURE RTC – RETURN TO CLASS RTP – RELEASE TO PARENT SA- SENT IN AMBULANCE</th>
<th>SIGNATURE OF ADMINISTERING OFFICER AFTER EACH DOSE</th>
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</tbody>
</table>

Principal/Delegate signature

Date

Current Classroom teacher / Year level

☐ Parent/carer has collected unused medication that was to be administered at school, but now is no longer required. Date:
<table>
<thead>
<tr>
<th>Condition</th>
<th>Person with the infection</th>
<th>Those in contact with the infected person²</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chickenpox (varicella)</td>
<td>EXCLUDE until all blisters have dried. For non-immunised children, this is usually 5 days after the rash first appears, and less for immunised children.</td>
<td>EXCLUSION MAY APPLY</td>
</tr>
<tr>
<td>Cold sores (herpes simplex)</td>
<td>NOT EXCLUDED if the person can maintain hygiene practices to minimise the risk of transmission. Young children unable to comply with good hygiene practices should be excluded while sores are weeping. Sores should be covered with a dressing where possible.</td>
<td>NOT EXCLUDED</td>
</tr>
<tr>
<td>Conjunctivitis</td>
<td>EXCLUDE until discharge from eyes has ceased unless a doctor has diagnosed non-infectious conjunctivitis.</td>
<td>NOT EXCLUDED</td>
</tr>
<tr>
<td>Cytomegalovirus (CMV)</td>
<td>NOT EXCLUDED Pregnant women should consult with their doctor.</td>
<td>NOT EXCLUDED</td>
</tr>
<tr>
<td>Diarrhoea¹ and/or Vomiting including:</td>
<td></td>
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<tr>
<td>• amoebiasis</td>
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<td>NOT EXCLUDED</td>
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<tr>
<td>• campylobacter</td>
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<td>• cryptosporidium</td>
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<td>• giardia</td>
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<td>• rotavirus</td>
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<tr>
<td>• salmonella</td>
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<tr>
<td>• viral gastroenteritis</td>
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<tr>
<td>but excluding:</td>
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<tr>
<td>• norovirus</td>
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<tr>
<td>• shigellosis</td>
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<tr>
<td>• toxin-producing forms of E.coli (STEC)</td>
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<td></td>
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<tr>
<td>See specific information below</td>
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</tr>
<tr>
<td>Enterovirus 71 (EV71 neurological disease)</td>
<td>EXCLUDE until written medical clearance is received confirming the virus is no longer present in the person’s bowel motions.</td>
<td>NOT EXCLUDED</td>
</tr>
<tr>
<td>Fungal infections of the skin and nails (ringworm/tinea)</td>
<td>EXCLUDE until the day after antifungal treatment has commenced. (No exclusion for thrush).</td>
<td>NOT EXCLUDED</td>
</tr>
<tr>
<td>Glandular fever (mononucleosis, Epstein-Barr virus)</td>
<td>NOT EXCLUDED</td>
<td>NOT EXCLUDED</td>
</tr>
<tr>
<td>German measles (rubella)³</td>
<td>EXCLUDE for 4 days after the onset of rash or until fully recovered, whichever is longer. Pregnant women should consult with their doctor.</td>
<td>NOT EXCLUDED</td>
</tr>
<tr>
<td>Haemophilus influenzae type b (Hib)</td>
<td>EXCLUDE until the person has completed a course of appropriate antibiotic treatment.³</td>
<td>EXCLUSION MAY APPLY</td>
</tr>
<tr>
<td>Hand, foot and mouth disease (EV71)</td>
<td>EXCLUDE until all blisters have dried.</td>
<td>NOT EXCLUDED</td>
</tr>
<tr>
<td>Head lice</td>
<td>Exclusion is not necessary if effective treatment is commenced before next attendance day (i.e. the child does not need to be sent home immediately if head lice are detected).</td>
<td>NOT EXCLUDED</td>
</tr>
<tr>
<td>Hepatitis A⁴</td>
<td>EXCLUDE until at least 7 days after the onset of jaundice or dark urine, or for 2 weeks after onset of first symptoms if no jaundice or dark urine.</td>
<td>NOT EXCLUDED</td>
</tr>
<tr>
<td>Hepatitis B and C</td>
<td>NOT EXCLUDED Cover open wounds with a waterproof dressing.</td>
<td>NOT EXCLUDED</td>
</tr>
</tbody>
</table>

Footnotes
1. Observing the exclusion period meets the intent of the Public Health Act 2005 for a person to be non-infectious.
2. The definition of ‘contact’ will vary between diseases and is sometimes complex. If unsure, contact your local Public Health Unit.
3. Diarrhoea definition is: 3 or more loose stools or bowel movements in a 24 hour period that are different from normal and/or escapes a child’s nappy.
4. Doctors should notify the local Public Health Unit as soon as possible if children or staff are diagnosed with these conditions.
5. Appropriate antibiotic treatment: this will vary between diseases. If unsure, contact your Public Health Unit.
<table>
<thead>
<tr>
<th>Condition</th>
<th>Person with the infection</th>
<th>Those in contact with the infected person²</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hepatitis E</td>
<td>EXCLUDE until at least 2 weeks after the onset of jaundice.</td>
<td>NOT EXCLUDED</td>
</tr>
<tr>
<td>Human immunodeficiency virus (HIV/AIDS)</td>
<td>NOT EXCLUDED Cover open wounds with waterproof dressing.</td>
<td>NOT EXCLUDED</td>
</tr>
<tr>
<td>Influenza and influenza-like illness</td>
<td>EXCLUDE until symptoms have resolved, normally 5–7 days.</td>
<td>NOT EXCLUDED</td>
</tr>
<tr>
<td>Measles³</td>
<td>EXCLUDE for 4 days after the onset of the rash. Contact your Public Health Unit for specialist advice.</td>
<td>EXCLUSION MAY APPLY</td>
</tr>
<tr>
<td></td>
<td>EXCLUSION MAY APPLY Vaccinated or immune contacts NOT EXCLUDED.</td>
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<tr>
<td></td>
<td>EXCLUSION MAY APPLY Immuno-compromised contacts (including those receiving chemotherapy) until 14 days after the appearance of the rash in the last case.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>EXCLUSION non- or incompletely vaccinated contacts, without evidence of immunity. Contact your Public Health Unit for specialist advice.</td>
<td></td>
</tr>
<tr>
<td>Meningitis (bacterial)</td>
<td>EXCLUDE until well and has received appropriate antibiotics. ¹</td>
<td>NOT EXCLUDED</td>
</tr>
<tr>
<td>Meningitis (viral)</td>
<td>EXCLUDE until well.</td>
<td>NOT EXCLUDED</td>
</tr>
<tr>
<td>Meningococcal infection⁴</td>
<td>EXCLUDE until 24 hours of appropriate antibiotics have been completed. Contact your Public Health Unit for specialist advice.</td>
<td>NOT EXCLUDED</td>
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<tr>
<td>Molluscum contagiosum</td>
<td>NOT EXCLUDED</td>
<td>NOT EXCLUDED</td>
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<tr>
<td>Mumps</td>
<td>EXCLUDE for 5 days after onset of swelling. Pregnant women should consult with their doctor.</td>
<td>NOT EXCLUDED</td>
</tr>
<tr>
<td>Norovirus</td>
<td>EXCLUDE until there has been no diarrhoea or vomiting for 48 hours.</td>
<td>NOT EXCLUDED</td>
</tr>
<tr>
<td>Roseola, sixth disease</td>
<td>NOT EXCLUDED</td>
<td>NOT EXCLUDED</td>
</tr>
<tr>
<td>Scabies</td>
<td>EXCLUDE until the day after treatment has commenced.</td>
<td></td>
</tr>
<tr>
<td>School sores (impetigo)</td>
<td>EXCLUDE until 24 hours of appropriate antibiotics have been completed.¹ Cover sores on exposed areas with a waterproof dressing until sores are dry, and encourage handwashing.</td>
<td>NOT EXCLUDED</td>
</tr>
<tr>
<td>Shiga toxin-producing E.coli (STEC)</td>
<td>EXCLUDE until diarrhoea has stopped and two samples have tested negative. Contact your Public Health Unit for specialist advice.</td>
<td>EXCLUSION MAY APPLY</td>
</tr>
<tr>
<td>Slapped cheek syndrome, fifth disease (parvoirus B19, erythema infectiosum)</td>
<td>NOT EXCLUDED Pregnant women should consult with their doctor.</td>
<td>NOT EXCLUDED</td>
</tr>
<tr>
<td>Shingles (herpes zoster)</td>
<td>EXCLUDE until there has been no diarrhoea or vomiting for 48 hours Contact your Public Health Unit for specialist advice.</td>
<td>EXCLUSION MAY APPLY</td>
</tr>
<tr>
<td>Shingles (herpes zoster)</td>
<td>EXCLUSION MAY APPLY Contact your Public Health Unit for specialist advice, including advice for pregnant women and any person who is immuno-compromised (including receiving chemotherapy).</td>
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</tr>
<tr>
<td>Streptococcal sore throat (including scarlet fever)</td>
<td>EXCLUDE until 24 hours of appropriate antibiotics have been completed.¹ Contact your Public Health Unit for specialist advice.</td>
<td>NOT EXCLUDED</td>
</tr>
<tr>
<td>Tuberculosis (TB)⁴</td>
<td>EXCLUDE until written medical clearance is received from the relevant Tuberculosis Control Unit.</td>
<td>NOT EXCLUDED</td>
</tr>
<tr>
<td>Typhoid² and paratyphoid fever</td>
<td>EXCLUDE until diarrhoea has stopped and two samples have tested negative. Contact your Public Health Unit for specialist advice.</td>
<td>EXCLUSION MAY APPLY</td>
</tr>
<tr>
<td>Whooping cough (pertussis)</td>
<td>EXCLUDE until 5 days after starting appropriate antibiotics or for 21 days from onset of cough.¹ Contact your Public Health Unit for specialist advice.</td>
<td>EXCLUSION MAY APPLY for those in contact with the infected person. Contact your Public Health Unit for specialist advice regarding exclusion of non- or incompletely vaccinated contacts.</td>
</tr>
<tr>
<td>Worms</td>
<td>EXCLUDE until diarrhoea has stopped for 24 hours and treatment has occurred.</td>
<td>NOT EXCLUDED</td>
</tr>
</tbody>
</table>

Some medical conditions require exclusion from school, childcare centres and other settings to prevent the spread of infectious diseases among staff and children.²

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

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

Time Out

Use this QR Code to access a digital copy of this poster or visit: www.health.qld.gov.au/publichealthact/contagious
**How to give EpiPen® or EpiPen® Jr**

1. Form fist around EpiPen® and **PULL OFF** grey cap.
2. Place black end against outer mid-thigh (with or without clothing).
3. Push down **HARD** until a click is heard or felt and hold in place for 10 seconds.
4. Remove EpiPen® and be careful not to touch the needle. Massage the injection site for 10 seconds.

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**ACTION PLAN FOR Anaphylaxis**

**Anaphylaxis (Severe Allergic Reaction)**

- difficult/noisy breathing
- swelling of tongue
- swelling/tightness in throat
- difficulty talking and/or hoarse voice
- wheeze or persistent cough
- loss of consciousness and/or collapse
- pale and floppy (young children)

**ACTION**

1. **Give EpiPen® or EpiPen® Jr**
2. Call ambulance*- telephone 000 (Aus) or 111 (NZ)
3. Lay person flat and elevate legs. If breathing is difficult, allow to sit but do not stand
4. Contact family/carer
5. Further EpiPen® doses may be given if no response after 5 minutes

If in doubt, give EpiPen® or EpiPen® Jr

EpiPen® Jr is generally prescribed for children aged 1-5 years.

*Medical observation in hospital for at least 4 hours is recommended after anaphylaxis.

**Mild to Moderate Allergic Reaction**

- swelling of lips, face, eyes
- hives or welts
- tingling mouth, abdominal pain, vomiting

**ACTION**

- stay with person and call for help
- give medications (if prescribed) ...........................................
- locate EpiPen® or EpiPen® Jr
- contact family/carer

---

**Additional Information**

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www.allergy.org.au

---

Name: 
Date of birth: 

**Allergens to be avoided:** 

**Family/carer name(s):** 

**Work Ph:** 
**Home Ph:** 
**Mobile Ph:** 

Plan prepared by: 
Dr 
Signed 
Date
Name: ________________________________

Date of birth: ________________________

Confirmed allergens:

Family/emergency contact name(s):

Work Ph: ____________________________
Home Ph: ____________________________
Mobile Ph: ____________________________

Plan prepared by medical or nurse practitioner:

I hereby authorise medications specified on this plan to be administered according to the plan

Signed: ____________________________

Date: ______________________________

Action Plan due for review – date: ______________________________

Mild to moderate allergic reactions (such as hives or swelling) may not always occur before anaphylaxis

WATCH FOR ANY ONE OF THE FOLLOWING SIGNS OF ANAPHYLAXIS (SEVERE ALLERGIC REACTION)

- Difficult/noisy breathing
- Swelling of tongue
- Swelling/tightness in throat
- Wheeze or persistent cough
- Difficulty talking and/or hoarse voice
- Persistent dizziness or collapse
- Pale and floppy (young children)

1 Lay person flat - do NOT allow them to stand or walk
  - If unconscious, place in recovery position
  - If breathing is difficult allow them to sit

2 Give adrenaline (epinephrine) autoinjector if available
3 Phone ambulance - 000 (AU) or 111 (NZ)
4 Phone family/emergency contact
5 Transfer person to hospital for at least 4 hours of observation
If in doubt give adrenaline autoinjector
Commence CPR at any time if person is unresponsive and not breathing normally

ALWAYS give adrenaline autoinjector FIRST if available, and then asthma reliever puffer if someone with known asthma and allergy to food, insects or medication has SUDDEN BREATHING DIFFICULTY (including wheeze, persistent cough or hoarse voice) even if there are no skin symptoms

Asthma reliever medication prescribed: ☐ Y ☐ N

• If adrenaline is accidentally injected (e.g. into a thumb) phone your local poisons information centre.
• Continue to follow this action plan for the person with the allergic reaction.
Asthma care plan for education and care services

CONFIDENTIAL: Staff are trained in asthma first aid (see overleaf) and can provide routine asthma medication as authorised in this care plan by the treating doctor. Please advise staff in writing of any changes to this plan.

To be completed by the treating doctor and parent/guardian, for supervising staff and emergency medical personnel.

PLEASE PRINT CLEARLY

Student’s name               Date of birth

Managing an asthma attack
Staff are trained in asthma first aid (see overleaf). Please write down anything different this student might need if they have an asthma attack:

Daily asthma management
This student’s usual asthma signs
☐ Cough
☐ Wheeze
☐ Difficulty breathing
☐ Other (please describe)

Frequency and severity
☐ Daily/most days
☐ Frequently (more than 5 x per year)
☐ Occasionally (less than 5 x per year)
☐ Other (please describe)

Known triggers for this student’s asthma (eg exercise*, colds/flu, smoke) — please detail:

Does this student usually tell an adult if s/he is having trouble breathing? ☐ Yes ☐ No

Does this student need help to take asthma medication? ☐ Yes ☐ No

Does this student use a mask with a spacer? ☐ Yes ☐ No

*Does this student need a blue reliever puffer medication before exercise? ☐ Yes ☐ No

Medication plan
If this student needs asthma medication, please detail below and make sure the medication and spacer/mask are supplied to staff.

<table>
<thead>
<tr>
<th>Name of medication and colour</th>
<th>Dose/number of puffs</th>
<th>Time required</th>
</tr>
</thead>
</table>

Doctor
Name of doctor
Address
Phone
Signature          Date

Parent/Guardian
I have read, understood and agreed with this care plan and any attachments listed. I approve the release of this information to staff and emergency medical personnel. I will notify the staff in writing if there are any changes to these instructions. I understand staff will seek emergency medical help as needed and that I am responsible for payment of any emergency medical costs.

<table>
<thead>
<tr>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td></td>
</tr>
</tbody>
</table>

Emergency contact information
Contact name
Phone
Mobile
Email

Plan date __/__/201__
Review date __/__/201__

Date of approval:  December 2016
Approved by: CEO Asthma Australia
Date of review: July 2018

asthmaaustralia.org.au | 1800 ASTHMA Helpline (1800 278 462)
God the giver of life,
I ask you to help me to become a caring person.
Help me to learn to care for myself and to care for others.
Help me to be a friend, to do my best and to be helpful, kind and generous to my family and friends.
This I ask through Jesus, my friend.
Amen.