

PARENT HANDBOOK



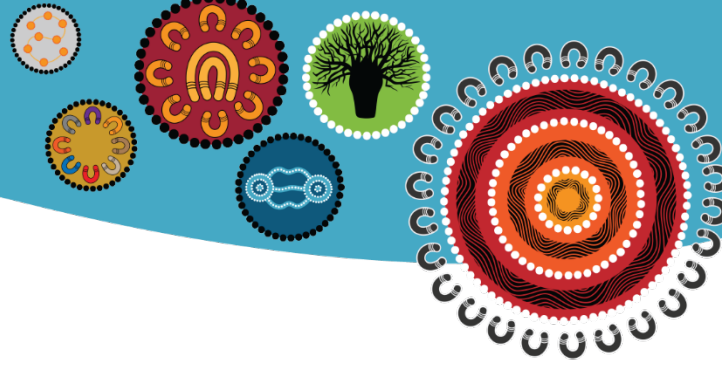
Scenic Shores
STATE SCHOOL
REDLAND BAY

Scenic Shores State School would like to acknowledge the Noonuccal (Noo-nu-kul),
Gorenpul (Go-run-pul) and Ngugi (Noo-gi) Peoples, the
Traditional Custodians of Quandamooka country.
We pay our respects to Elders past, present and emerging for
they hold the memories, traditions, culture and hopes of
First Nations Peoples across Australia.



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Welcome to our School

Principal's Welcome

Congratulations on choosing Scenic Shores State School!

I welcome you and your family to our beautiful school. We are very excited that you have joined us on this adventure into furthering your child's learning. Thank you for giving us the honour of providing a safe and supportive environment for your child to learn and develop.

All staff at Scenic Shores State School take the role of supporting your child with their learning journey seriously. We are all committed to working together with families to make learning engaging, age appropriate, collaborative and fun.

The role of educating your child relies on a healthy partnership between home and the classroom. When this relationship is strong, the positive outcomes for your child are more pronounced.

Our school motto, *"Keep Learning. Be Kind. Have Fun."*, underpins everything we do at Scenic Shores State School.

With our support, children will develop a deep understanding that throughout their lives it is important to keep learning. We will provide opportunities for your child to learn and be successful through academic, sporting, musical and cultural experiences.

By being kind, we are building the culture of a school that cares for all and supports each other. Our strong commitment to wellbeing enhances the social and emotional wellbeing of all our community members.

Children who enjoy coming to school and find learning fun are generally more successful. Our teachers are committed to ensuring that they cater to the varying learning needs of each child so that they can succeed and have fun.

The team at Scenic Shores State School look forward to being a part of your child's educational aspirations and personal development during their time at our school. We are also looking forward to the opportunity of working with you, to ensure the best possible outcomes for your child.

Mrs Sue Hendriks
Principal
Scenic Shores State School





Our Story

The Department of Education, together with the Queensland Government, secured the services of the building company ADCO who started earthworks on the school site on 16 November 2022. The school was constructed throughout 2023.

The Foundation Principal, Mrs Sue Hendriks, was appointed on 17 April 2023. Other staff were sought and secured in Terms 3 & 4 of 2023 to be ready to start the next school year.

The Queensland Education Minister, Grace Grace, together with MP for Redlands, Kim Richards, made a visit to the site on 9 November 2023 to officially open the Administration Building. The foundation team moved into the Administration Building towards the end of November 2023.

Our inaugural Staff Retreat was held on Coochiemudlo Island from the 30 November to 2 December 2023. This is where our foundation staff engaged in curriculum planning, culture building and policy development sessions. Further planning sessions were undertaken on the Student Free Days which led into the start of the academic year. All the buildings were completed by January 2024 with the construction of the final playground spaces finished by March 2024.

The school's name and the colours of our school logo and uniforms reflect our connection to the area. Scenic Shores State School is situated on Scenic Road. We are less than a kilometre to the mangrove-lined shores of Moreton Bay and are at the centre of the Shoreline development in southern Redland Bay. We recognise that our school community live close to the waters of the bay to the east and Logan River to the south. The "teal" of our school colours represents these waterways including the dam on site and other lagoons, estuaries and channels nearby. The "deep red" represents the rich, fertile red soil of the Redlands, and the Quandamooka land of our First Nations people. The "mustard" colour represents the sandy shoreline of the mangrove coast together with the flowers of the native cottonwood tree. The "charcoal grey" signifies the various native wildlife in our region, including the dugong, wallaby, koala, kookaburra, dolphins and whales.



The school opened its doors to students on 22 January 2024. Day One was a hive of activity with the Channel 9 Today Show conducting their live weather broadcasts. Click on this QR Code with your phone to view the segments on the Today Show and Channel 10.



On Day 8 of 2024, we had 97 students. On the 23 April 2024 we held the Official Grand Opening with the Honourable Minister for Education and Youth Justice Di Farmer. Our enrolments have steadily grown over time with 222 students on Day 8 of 2025, and over 300 students in 2026.

At the end of each year, we create a school magazine or yearbook to celebrate the year. These books give a detailed overview of the sporting, academic and cultural events, together with all the fun learning our students have participated in for the year.





Our school motto underpins our standards where we: Keep Learning. Be Kind. Have Fun.

Keep Learning.

- As a teaching team, we have jumped wholeheartedly into Version 9 of the Australian Curriculum.
- Promoting Literacy Development (PLD) has been our explicit improvement agenda in 2024. All teachers from Prep to Year 6 daily teach this structured synthetic phonetics program.
- Science Technology Engineering and Maths (STEM) has been an integral part of our specialist program where students have learnt about hatching and caring for chickens, life cycle of a butterfly, the habits of native bees, our universe with Star Lab, gardening club with Pick of the Crop support and looking after the environment through the Eco Marines program.
- Our HPE program and events together with our successful Sporting School Grants have provided students with the opportunity to further develop their skills in AFL, tennis, swimming, running, athletics and cross country.
- Auslan known as Australian Sign Language is a Language Other than English (LOTE) that the whole school from P-Year 6 students and teaching staff have been embracing through lessons and assemblies.

Be Kind.

- Our Positive Behaviour for Learning (PBL) program has been established and has grown throughout the years to support the staff and students to make positive behaviour choices to ensure that everyone is learning. Our token system and reward days provide our well-mannered and hard-working students opportunities to celebrate.

Have Fun.

- Teach Like a Champion (TLAC) is a program where our staff have been provided with professional development and resources to refine and develop their teaching skills. We aim to promote joyful, well managed and child centred classroom environments. We want our students to have fun and love coming to school each day.

Each day our goal is to joyfully orientate to a world more curious and kinder.

Contact Details

Address	Corner of Scenic and Serpentine Creek Roads, Redland Bay Q 4165
Postal Address	PO Box 7612, Redland Bay Q 4165
Website	www.scenicshoresss.eq.edu.au
Email	admin@scenicshoresss.eq.edu.au
Telephone	(07) 3479 4111
Facebook	Scenic Shores State School
Instagram	scenicshoresstateschool

Daily Routine

Morning	8:30am	Smart Moves
	8:40am	Lesson One (rolls marked) (Brain breaks to be determined by teacher)
	9:50am	Lesson Two
Morning Tea	11:00am	Play
	11:15am	Eating
Middle Session	11:30am	Lesson Three
Lunch	12:40pm	Play
	1:10pm	Eating
Afternoon	1:20pm	Lesson Four (rolls marked)
	2:30pm	Finish

Students are requested to be at school no later than 8:25am to prepare themselves for classes which begin at 8:30am. Our school gates open at 8:15am. At 8:25am, students move to their Smart Moves activity. If students arrive after 8:30am, they will need to enter via Administration to be signed in to school. No playground areas are open before or after school and therefore are out of bounds during these times.

School Map





Our Staff



Enrolment Processes

School Management Catchment Area

A school's local catchment area is the geographical area from which the school is to have its core intake of students. A catchment map defines the catchment area for Scenic Shores State School. A hard copy of this map is available at the school's administration building and it can be viewed online

at: www.qgso.qld.gov.au/maps/edmap/ External link

The Department's School Enrolment Management Plan (EMP) information can be viewed here: <https://education.qld.gov.au/parents-and-carers/enrolment/management-plans/> External link

Students Within Catchment

Any student whose primary place of residence is within the school's catchment boundaries, is (subject to the Education Act General Provisions) eligible for enrolment at the school. The school Principal will hold places for students who relocate within the catchment area throughout the school year.

STEP 1: Check the school catchment map first to make sure you are eligible to enrol. If you live within the catchment area, please proceed to step 2. If you live outside of catchment, please complete an Out of Catchment Expression of Interest form.

STEP 2: Complete an Enrolment Pack and email all completed forms to enrolments@scenicshoresss.eq.edu.au and include 2 proof of residency documents:

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

NOTE: If you are building a property in our catchment: A 'Statutory Declaration', stating your current address and that you are building within Scenic Shores State School's catchment, with the intent of the house being your principal place of residence.

STEP 3: Once all documents are received, you will be contacted and advised a time for an **Enrolment Interview**.

Please ensure you bring your child's Birth Certificate to this meeting as it is a requirement of Enrolment that it is sighted. Failure to produce your child's Birth Certificate may result in your interview being cancelled.

Students Outside Catchment

Any student whose primary place of residence is outside the school's catchment area can apply to be considered for enrolment. Please complete the online [Expression of Interest Out of Catchment Form](#), and send to enrolments@scenicshoresss.eq.edu.au and the Principal will determine if the grounds for enrolment can be considered.



QParents

- Parents will then receive an invitation to QParents via email. This email will include a code and the child's Education Queensland ID number.
- After parents have set up QParents on their phone/computer, an invoice for the payment of the Student Resource Scheme (SRS) will be sent.

What is QParents? QParents is a user-friendly portal accessible via app or web browser, providing parents with secure online access to information about their child's schooling.

What information is available in QParents?

You can access information about:

- attendance details
- timetables and upcoming event
- report cards and assessments
- invoices and payment history.

What are the benefits of using QParents?

You will benefit from:

- greater transparency with online access to your child's information
- ease of viewing and updating your child's details including address and medical conditions
- anytime, anywhere access on a smart phone, tablet or computer
- access to the latest information in one centralised place
- improved administration efficiencies and reduced printing and mail outs.



How do I register for QParents?

Your child's school will send you a letter or email inviting you to register for QParents. You will then be able to register via the secure QParents website: www.qparents.qld.edu.au.

To register, you will need:

- your unique invitation code sent to you by your child's school
- an active email account
- each child's EQ ID number
- 100 points of ID to verify your identity.

You must verify your identity by providing 100 points of ID. If you cannot verify your identity online, you should contact your child's school for assistance. To verify your identity online, you must provide at least 100 points from the online documents list:

Document	Points	Document	Points
Australian passport	50 pts	Australian marriage certificate	40 pts
Australian driver licence	50 pts	Australian change of name certificate	40 pts
Australian birth certificate	50 pts	Australian visa (foreign passport)	20 pts
Australian citizenship certificate	40 pts	Medicare card	20 pts

The school will review your registration and approve your account. You will then be able to access the QParents app and delegate read-only access to another parent, carer or family member, known as a 'Delegated Viewer'.

The following details are securely stored on your QParents account:

- your full name
- your email address
- your mobile phone number (if provided)
- basic details of any delegated viewers you have invited
- the types of documents you provided during registration (but not the actual documents)
- details of any payments you have made (but not credit card details).

Student Resource Scheme

Scenic Shores State School operates a full Student Resource Scheme (SRS). This will be a significant cost-saving for our families as we are able to buy in bulk. It is also equitable, with all students having the same items. For our teachers, it means that students all have the quality items that are the same, making classroom organisation easier.

Our SRS is costed as a single student fee of \$160 per annum pro rata.

The only booklist items that parents will be required to provide for their child is a library bag – available for sale at our onsite uniform kiosk and an art smock.

There are 4 types of resources that are provided in the Student Resource Scheme (SRS):

1. Student booklist items which include stationery, exercise and scrapbooks, and folders.



2. Curriculum consumables and items for The Arts, Food Technology and Science resources.
3. Use of technology like iPads, laptops, including online app subscriptions.
4. Other items like books, novels and any texts needed for English and Humanities and Social Sciences.

The SRS is the most cost-effective method for parents and allows for full payment or part payments. Parents will have the option to opt-out of SRS and in this instance are to provide all booklist items, subscriptions and consumables required.

By choosing to be part of our SRS you will save a significant amount of money. The table below represents costs and values for parents to consider. Our SRS is costed as a single student fee of \$160 which has been approved by the Scenic Shores State School Parents and Citizen's Association (P&C).

Student Resource Scheme – Options	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Opt INTO Student Resource Scheme and pay	\$160	\$160	\$160	\$160	\$160	\$160	\$160
Opt OUT OF Student Resource Scheme and pay	\$300 +						

All parents are required to complete an SRS Participation Agreement Form that will be accessed through QParents.

Pro-rata payments will also be accepted. For example: If your child starts at the school in Term 2, you will only be required to pay \$120 for the SRS. Several payment options including a single payment for the full year's fee, or an instalment plan negotiated with the school.

SRS payments can be made by QParent/BPOINT, EFTPOS (Credit/Debit Card) or Centrepay.

- Payment may be made through the QParents portal using a credit card. Payment will be directed from the QParents portal to BPOINT where relevant outstanding invoice information may be selected.
- When paying by BPOINT, please use the Customer Reference Number (CRN) and invoice number printed on the invoice received from the school. If unsure of the CRN, please contact the school.
- Centrepay Deductions are available to pay the SRS fees. Use Centrepay to make regular deductions from your Centrelink payment. Centrepay is a voluntary and easy payment option available to Centrelink customers. Go to humanservices.gov.au/centrepay for more information on how to set up your Centrepay deductions.

SRS payments need to be finalised before camp fees are paid. Students are eligible to attend camp once SRS and camp fees have been paid.

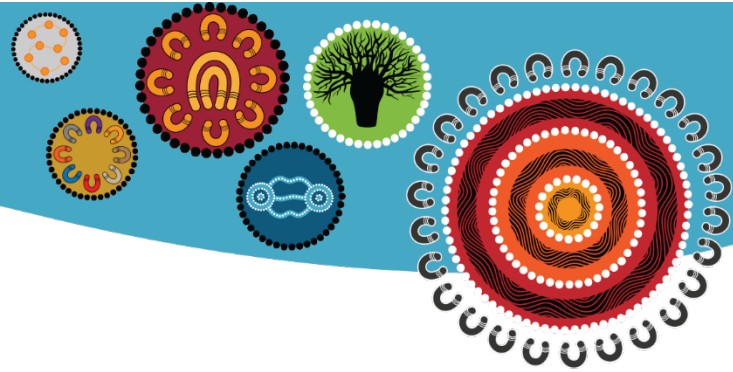
If you have any questions about SRS or if you would like to develop a payment plan, please email our Business Manager admin@scenicshoresss.eq.edu.au or phone: (07) 3479 4111. The preferred method of payment for all school invoices is via QParents and BPoint. As we are a cashless school, we do not keep cash on premises. The office is open from 8:00am to 3:30pm for all EFT and Credit Card transactions.



Back to School Boost

The Queensland Government's Back to School Boost provides a **\$150 annual credit** for each eligible Prep to Year 6 student attending a Queensland state school to assist families with the cost of school-related expenses in **2027**. The credit is applied directly to your child's school account at the beginning of each school year. Families can choose how the credit is used to reduce the cost of approved school expenses, including: Student Resource Scheme (SRS) or school-organised camps and excursions. There is *no application required* for eligible students enrolled at Queensland state schools. The credit is automatically applied to student accounts based on enrolment information. If your family would like to allocate the credit towards a particular school expense, or if you have any questions regarding your child's Back to School Boost balance, please contact the school office.





Facilities



Aerial Photo

Innovative and flexible learning spaces designed for collaboration, inclusivity, explicit teaching and inquiry-based learning.



Central Courtyard, Front of School- Administration

A resource centre where the magic of books and reading comes to life.



Prep Classroom



Resource Centre

Purpose built Food Technology room for students to engage in authentic learning.



Food Technology Kitchen in the Canteen area.

State of the art multi-purpose hall catering for the performance arts and sporting activities



Hall



Canteen – Cove Catering

Our canteen is run externally by Cove Catering and is open every day of the week and for both lunch breaks. Orders can be placed online by using the Flexi Schools App. Cash and eftpos is also available for ordering over the counter before school.



Cove Catering understand that school meals are about more than just filling hungry stomachs. They are about supporting student health, energy, and learning potential. Their comprehensive school catering service provides fresh, balanced meals designed to meet the nutritional needs of our students.

Outside School Hours Care - Jabiru

Jabiru is proud to provide high-quality outside school hours care for Scenic Shores State School children. We offer Before and After School Care, Vacation Care & Student-Free Day care. You can find us on site at Scenic Shores State School in the multi-purpose room, next to the hall. Our enthusiastic Program Educators ensure we offer fun & engaging experiences for children from Prep through to Year 6. We have vacancies across all sessions! For more information about Jabiru Scenic Shores, or to enrol, head to www.jabiru.org.au or call us on 0488 771 577.



Jabiru's hours of service are:	
Before School	6:30am to 8:15am
After School	2:30pm to 6:00pm
Vacation Care	6:30am to 6:00pm

Uniform Shop - Uniform Management System (UMS)

The Scenic Shores State School uniform is supplied by UMS (Uniform Management Systems).

Uniform Shop Trading Hours (during school term)

Monday	1:30pm to 4:30pm
Wednesday	7:30am to 10:30am



Contact Details

Phone: 0413 264 521 Email: scss@umspl.com.au

Further information can be located on our website: <https://umspl.com.au/pages/scenic-shores-state-school> External link

School Procedures

Arrival at School

To ensure a calm and positive start to the school day, students are encouraged to arrive at school between 8:15am and 8:25am. Students who are dropped at school before 8:15am will be sent to Jabiru, our Outside School Hours Care provider. Our school gates open at 8:15am, providing students with time to organise their belongings and prepare for learning before classes begin promptly at 8:30am.

At 8:25am, students move to their Smart Moves activity before commencing classroom learning.

Students arriving after 8:30am are required to report to the Administration Office with their parent or carer to be signed in before proceeding to class.

For the safety and supervision of all students, playground equipment and play areas are not available before or after school and are out of bounds during these times. We appreciate the support of families in helping students follow these expectations.

Attendance Policy

At Scenic Shores State School, we believe all students who attend school regularly and are engaged in the classroom are more likely to have better outcomes across their schooling journey. Therefore we:

- are committed to promoting the key messages of Everyday Counts
- believe all children should be enrolled at school and attend school unless under medical care
- support families in ensuring children regularly attend and engage effectively with their learning everyday
- monitor, communicate and implement strategies to improve regular school attendance
- encourage parents to take family holidays during school holiday breaks, not during school term time.

Parents have the legal responsibility for:

- ensuring their child, who is of compulsory school age, is enrolled in school
- ensuring their child attends school on every school day unless the child has a reasonable explanation
- working with school staff to help students achieve acceptable attendance levels
- supplying of a medical certificate when students are absent for medical reasons (3+ days)
- letting the school know of their child's absence by:
 - o logging onto QParents (this is the preferred method) or
 - o via email, however, please email admin@scenicshoresss.eq.edu.au and cc' the classroom teacher.

Department of Education, Training and Employment

Every day counts

MOST STUDENTS ATTEND SCHOOL EVERY DAY

It's important that children are at school all day, every day

OK reasons to stay home from school

- sick
- natural disasters

It's NOT OK to skip school to

- shop, sleep in, finish an assignment, go on holidays

EVERY DAY AT SCHOOL COUNTS

Missing even 1 day can make a difference

1 day off school each fortnight = Missing more than a year of learning over 12 years

Each day's learning builds on what has been learnt before

Good attendance begins in Prep

It's where good habits begin

ATTEND ALL DAY, EVERY DAY

Each 1% increase in student attendance may relate to 2-3 NAPLAN scale score points

What parents can do

- Promote the importance of school
- Get to know the teacher
- Go to school events
- Read the school newsletter
- Be organised at home
- Supervise homework
- Ask about your child's day
- Volunteer to help at school

Get involved in your child's school

For more information Go to the Everyday counts website: <http://education.qld.gov.au/everydaycounts/>

Great state. Great opportunity.

March 2014

Queensland Government

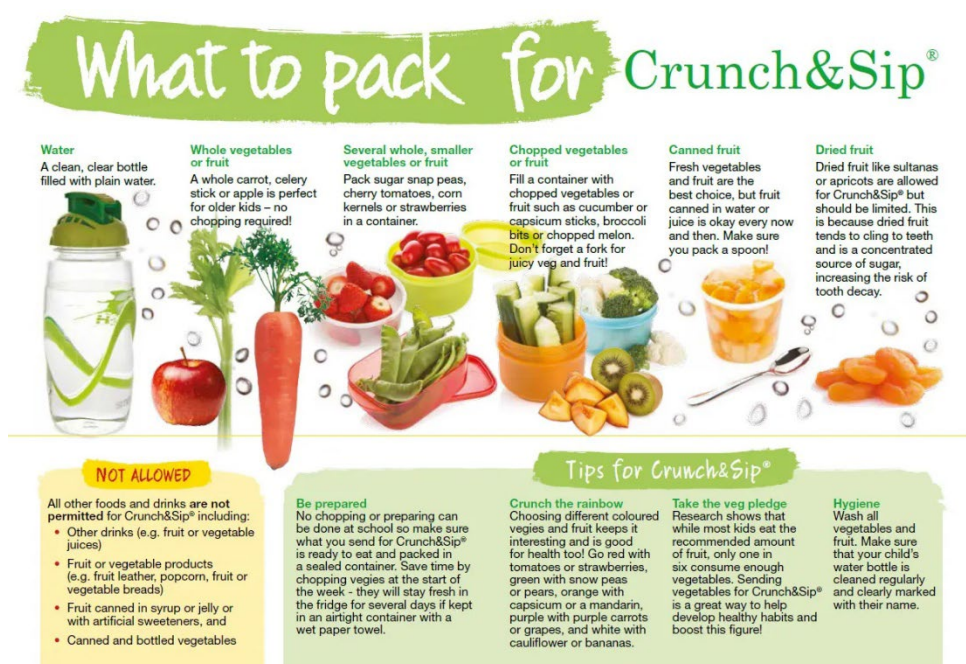
- Also, let the school know of why their child is absent e.g. illness, medical appointment, holiday, family reasons, sporting team.

Brain Break

Brain Break is a teacher-led brain break that takes place between Lessons 1 and 2. During this time, students are encouraged to pause their learning, stand up or move around the classroom, enjoy a small serve of fresh fruit or vegetables, and drink water.

Research shows that regular movement breaks throughout the school day support student wellbeing and learning. Brief brain breaks help students improve their concentration, increase productivity, reduce stress, and return to learning feeling refreshed and ready to engage.

Families are encouraged to provide a small portion of fresh fruit or vegetables each day for their child to enjoy during these brain breaks, along with a clearly labelled water bottle.



Visitors/ Volunteers

Each visitor to the school must report to Reception upon arrival, to sign in. Visitors will need to report back to Reception upon departure. As part of the sign in process visitors will read the student protection information and evacuation procedures for Scenic Shores State School.

We welcome classroom volunteers to further enhance the learning experiences of our students, attend excursions and to assist with the creation of classroom resources. It is recommended that all volunteers are members of the Parents & Citizens Association (P&C) for insurance purposes in the unlikely event of an incident occurring on the school grounds.

Parents and legal guardians of children enrolled at Scenic Shores State School are not required to apply for a Working with Children Check (Blue Card). However, all other family members (grandparents, aunts, uncles, adult siblings) must have an active Blue Card which is linked to the school. To apply for a Blue Card, please click on the link: <https://www.qld.gov.au/law/laws-regulated-industries-and-accountability/queensland->

[laws-and-regulations/regulated-industries-and-licensing/blue-card/applications/apply](#) Volunteer work cannot commence until the Blue Card has been received and details recorded.

Mobile Phones and Smart Devices

If it is necessary for your child to bring a mobile phone or wearable device to school, it must be handed in to the school office upon arrival and collected at the end of the school day. No personal iPads, tablets or laptops are to be brought to school.



In accordance with the Queensland Government's policy "Away for the Day", students are not permitted to use mobile phones or wearable devices while on school grounds during school hours. Notifications on wearable devices must also be switched off so that phone calls, messages and other notifications cannot be sent or received during school hours.

Students must not use mobile phones or wearable devices during school hours, on the school grounds unless an exemption has been approved by the Principal for medical, disability or wellbeing reasons, in accordance with Department of Education. This policy supports a safe, focused and distraction-free learning environment for all students.

Emails

Email is an effective and timely way for parents and carers to communicate with school staff. It provides a convenient means of communication while also maintaining a record of correspondence.

Our staff are committed to responding to parent emails in a timely manner. During school terms, staff check their emails regularly and will endeavour to respond within two business days, where a response is required. Staff are not expected to monitor or respond to emails outside of normal working hours, including weekends, public holidays and school vacation periods.

Please note that email should not be used for urgent or emergency matters, as teachers are engaged in classroom teaching and other duties throughout the school day and may not see emails immediately. If your matter is urgent, please contact the school office by telephone so that we can assist you promptly.

Telephone Messages

The school office is available to receive telephone calls between 7:30 am and 3:30 pm each school day.



Administration staff are happy to take messages and will ensure they are passed on to the appropriate staff member or student at an appropriate time. To minimise disruptions to teaching and learning, students will not normally be called to the telephone during the school day. If a matter is urgent, every effort will be made to deliver the message promptly.

To support the smooth operation of the school day, we ask that non-urgent messages be kept to a minimum. We also encourage families to contact the school as early as possible if a message needs to be relayed to their child, as messages received late in the day may not be able to be delivered before dismissal.

Parent Meetings

We value the partnership between home and school and encourage parents and carers to maintain open, respectful and positive communication with their child's teacher.

To ensure teaching and learning are not interrupted, parents are asked to contact teachers outside of instructional time. If you would like to discuss your child's progress, wellbeing or any concerns, please arrange a mutually convenient meeting time through the school office or by emailing the teacher. Pre-arranged meetings allow teachers to give your child and your concerns the time and attention they deserve.

Lost Property

Every effort is made to return lost property to its rightful owner. To assist with this process, parents and carers are encouraged to clearly label all clothing and personal belongings with their child's name, particularly hats, jumpers, lunchboxes and drink bottles.

Any unnamed lost property is placed in the lost property basket located near the pedestrian gate at the top of the stairs. Families are encouraged to check this area regularly for any missing items.

Personal Property

Students should not bring valuable or unnecessary personal items to school, including jewellery, smartwatches, electronic games, trading cards, iPads, toys or other belongings. Leaving these items at home helps students remain focused on their learning and reduces the risk of loss, theft or damage. Exceptions may be made where a teacher has specifically requested an item for a classroom learning activity or special event.

Outside Providers and Specialist Appointments

We are committed to supporting your child's learning, development, and wellbeing. To ensure all students receive a consistent education with minimal disruption, please note how the school manages external tutoring versus essential medical care.

1. Tutoring and Coaching

Tutoring and coaching are wonderful ways to deepen the knowledge taught by our teachers, but they should be viewed as an addition to your child's compulsory schooling.





- Scheduling: Please book these sessions exclusively outside of school hours.
- Parents are welcome to give tutors the term Curriculum Snapshots or semester report cards, if further information is required.
- Learning impact: When students miss regular lessons for private tutoring, they miss vital classwork and assessments.
- Report cards: Missing the same block every week (such as specialist subjects like STEM, Music, Auslan, Visual Art or HPE) makes it difficult for teachers to accurately assess and report on your child's progress in that subject.

2. Specialist Medical & Intervention Appointments

We completely recognise that specialist medical appointments and early interventions are necessary for your child's health and wellbeing. While scheduling outside school hours is ideal, we understand this is not always possible and are here to support you.

- One-off appointments: Ad-hoc appointments are fully supported, and the classroom teacher will help your child catch up on missed work.
- Recurring appointments: If your child needs ongoing therapy during school hours, we ask that you work closely with us to manage your child's learning schedule smoothly.

How We Can Work Together

To ensure recurring medical appointments cause minimal disruption to your child's day, we appreciate your cooperation with the following:

- Keep us informed: Please provide a brief written note to the school outlining the provider's name, location, and how often your child will attend.
- Attendance logging: The school will record these absences correctly in line with Department of Education guidelines.
- Safe transit: Parents and carers remain responsible for safely collecting and returning students to school.

On-Site NDIS Provider Spaces

To make life easier for families and reduce travel time, eligible NDIS providers can hire quiet spaces to deliver services directly on-site:

- Convenience: This keeps your child close to their classroom and minimises learning disruptions.
- Room hire: The school charges a \$30 room hire fee per session, which is invoiced directly to the provider.
- Parent protection: Providers are not to pass this cost on to your family.

If you have any questions or need help balancing these schedules, please reach out to your child's classroom teacher.

Assembly

Whole-school assemblies are held each Monday at 1:50 pm in the school hall. Assemblies are an important part of school life, providing opportunities to strengthen our sense of community, celebrate achievements and reinforce our shared values.

Each week, assemblies bring students and staff together to:

- celebrate student success through our Student of the Week awards and other recognitions;
- introduce and reinforce our Positive Behaviour for Learning (PBL) focus;
- share and practise Auslan learning;

- communicate important school news and upcoming events; and
- recognise and develop student leadership, with our School Captains and Student Leaders proudly leading each assembly.

Assemblies also provide students with regular opportunities to develop respectful audience behaviours, including active listening, participation and encouragement of others.

If a public holiday falls on a Monday, there will be no assembly that week.

Each week, classroom teachers select a Student of the Week recipient and will notify parents and carers if their child is receiving an award.

Parents and carers are warmly welcomed and encouraged to attend our assemblies and celebrate the achievements of our students alongside our school community.

Photographs

Each year, the school engages a professional photography company to take student and class photographs.

Early in the school year, individual photographs are taken of all Prep students and students who are new to Years 1–6. Formal class and group photographs are taken during Semester 2 and typically include:

class photographs;

- Student Representative Council members;
- School Captains and Student Leaders;
- staff; and
- sibling photographs (where requested).



Families will receive information from the photography company regarding photograph packages, which are available for purchase. There is no obligation to purchase photographs.

During the enrolment process, parents and carers are asked to provide consent regarding the use of photographs or other images of their child for school publications, promotional materials and other approved media, in accordance with Department of Education policies. This consent can be updated by contacting the school office if circumstances change.

Social Media

Scenic Shores State School uses its official Facebook and Instagram pages to share information with our school community. These platforms provide a timely and engaging way to communicate school news, celebrate student achievements, showcase learning, and promote upcoming events and important announcements.

Parents, carers and community members are encouraged to follow our social media pages to stay informed about school activities and celebrations.



Social Media Guidelines

We are committed to maintaining a positive, respectful and inclusive online community. We ask that all users engage in a courteous and respectful manner when interacting with the school's social media pages.

Comments or posts that:

- are offensive, abusive, defamatory or discriminatory;
- contain personal attacks or inappropriate language;
- breach the privacy of students, staff or community members; or
- are unrelated to the purpose of the page,
- may be hidden or removed at the discretion of the school. Repeated or serious breaches may result in users being blocked from interacting with the school's social media pages.

Our social media pages are intended to celebrate learning and keep our community informed. Concerns or complaints about individual students, staff members or school matters should be raised directly with the school through the appropriate communication channels rather than through social media.

Seesaw

At Scenic Shores State School, Seesaw is used as a digital learning platform to strengthen the connection between home and school while supporting student learning and engagement.

Each student has an individual digital portfolio where they can share their learning through photos, drawings, written responses, videos and audio recordings. Seesaw encourages students to reflect on their learning, celebrate their achievements and showcase their progress throughout the year.

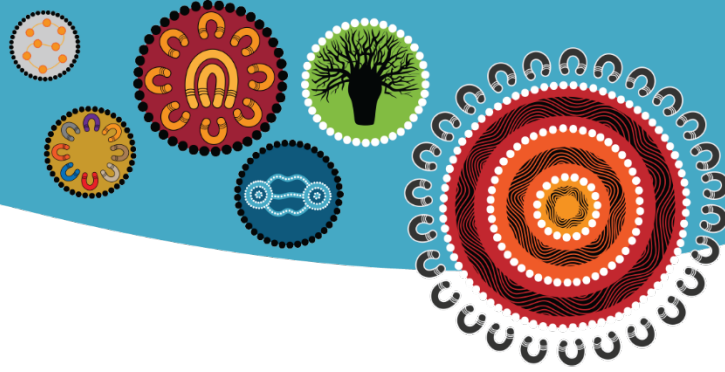
Teachers use Seesaw to:

- share learning experiences and classroom activities;
- assign interactive learning tasks;
- provide timely feedback to students; and
- communicate student progress with families.



Parents and carers can use the Seesaw app to stay connected with their child's learning by viewing their child's work and classroom updates. This ongoing partnership provides families with valuable insights into classroom learning and opportunities to celebrate their child's achievements throughout the school year.

For more information about accessing or using Seesaw, please contact your child's classroom teacher.



Communication

Communicating with your child's school

We value open and respectful communication with parents and carers, to support student learning.



You can expect schools to:

- recognise and celebrate your child's achievements
- report on your child's academic progress
- communicate about your child's learning, wellbeing and development
- inform you of any serious issues concerning your child
- alert you on the same day if your child is absent without a reason
- forward requests needing your consent or payment
- provide regular school updates and notify you of school events
- offer opportunities and ways to give feedback
- offer parent/carer-teacher interviews twice per year.

- there are changes to your child's medical information
- there are changes in family circumstances
- you notice safety issues or behaviour changes at home
- issues arise that may affect student and/or staff safety at school
- you need to make or change an appointment.



When contacting your child's school:

- contact the school administration for general inquiries
- follow the school's processes for requesting meetings or contact with teachers
- for more complex or sensitive issues, request a face-to-face meeting to give the matter the attention it needs
- allow staff time to respond to your inquiry, remembering that teachers' priorities during the day are in the classroom.



You should not expect:

- an immediate response to non-urgent inquiries - it may take a minimum of 2 or more business days
- staff to return calls or reply to emails outside standard business hours (including evenings and weekends)
- a response from staff to social media messages from their personal account
- access to teachers' personal phone numbers or emails
- teachers to discuss school matters when not at work (e.g. if you see a teacher outside of school hours in the community)
- meetings with staff during the school day without an appointment
- to be allowed on school grounds if you have been aggressive or harassed staff or students.



How you can help your child's school:

- keep your contact details up-to-date
- read school communications
- use polite language in all spoken and written messages
- be open to ideas and willing to compromise if needed to reach an agreement.



If you are unhappy about something that has happened at school, you can make a complaint:

- first raise your concern with the school by making an appointment or sending an email
- if you're not happy with the outcome, you can speak with the principal or take your [complaint](#) to the school's [Regional Office](#). All complaints about staff or school operations are handled fairly.



Contact your child's school if:

- your child will be absent, providing the reason
- you are concerned about your child's learning, social progress or wellbeing



Getting to our School

Parking and Student Pick-Up

Scenic Shores State School provides a range of parking and pick-up options for families, including:

- a parent car park located at the front of the school;
- a designated drop-off and pick-up zone at the front of the school; and
- a Prep car park located adjacent to the Prep Precinct.

The safety of our students, families and staff is our highest priority. We ask all drivers and pedestrians to follow all traffic signs, road markings and staff directions when entering and exiting the school grounds.

For student safety, children must not walk through the school car parks unless they are accompanied by a parent or carer.

When collecting students at the end of the school day, parents and carers using the designated pick-up zone are asked to:

- adhere to the signed 2-minute loading zone requirements;
- remain with their vehicle at all times while in the loading zone; and
- continue through the pick-up area if their child is not waiting. Please exit drive through zone and re-enter the queue, or park in a designated parking space and walk to the nominated student waiting area to collect your child.

By following these procedures, we can help ensure the safe and efficient movement of traffic while providing a safe environment for all members of our school community.

Bicycles and Scooters

Scenic Shores State School supports and encourages students to walk, ride bicycles or use scooters to travel to and from school where it is safe to do so.

To ensure the safety of all members of our school community:

- students must dismount and walk their bicycle or scooter when entering and leaving the school grounds;
- bicycles and scooters must be stored in the designated bike shed during the school day;
- the bike shed is out of bounds to students during school hours and is not to be used as a play area.

If a student is unable to ride or scoot home at the end of the day, arrangements can be made through the school office for their bicycle or scooter to be securely stored until it can be collected.

The safety of our students is a shared responsibility. Parents and carers are encouraged to ensure their child:

- always wears a correctly fitted and approved bicycle helmet;
- has the skills and confidence to ride safely; and
- understands and follows all road safety rules.



Road safety authorities advise that many children may not be developmentally ready to ride independently on public roads until they are around 9–10 years of age. Parents and carers are encouraged to consider their child's age, ability, maturity and the traffic conditions on their route to school before allowing them to ride independently.

Students riding bicycles or scooters are required to comply with all relevant Queensland road rules.

Electric Bicycles and E-Scooters

Families are reminded that Queensland Government legislation applies to the use of electric bicycles (e-bikes) and personal mobility devices, including e-scooters. Under current Queensland law, children under 16 years of age are not permitted to ride e-bikes or e-scooters.

Bus Service

Further information can be found on their website. <https://translink.com.au/travel-with-us/school-travel>



Curriculum

Three Cross-curriculum Priorities



Australian Curriculum

At Scenic Shores State School, all students from Prep to Year 6 are taught and assessed using Version 9.0 of the Australian Curriculum.

The Australian Curriculum provides students with a broad, balanced and engaging education across the following learning areas:

- English
- Mathematics
- Science
- Humanities and Social Sciences (HASS)
- Health and Physical Education
- The Arts
- Technologies
- Languages – Auslan

English, Mathematics and Science are taught and assessed each semester from Prep to Year 6. The remaining learning areas are taught and assessed according to the Australian Curriculum banding requirements. This approach ensures that all students experience a comprehensive curriculum while receiving appropriate depth of learning in each subject area.

At Scenic Shores State School, we are committed to providing rich learning experiences across all curriculum areas. We believe students learn best when learning is purposeful, engaging, challenging and



connected to meaningful, real-world contexts. We encourage students to take an active role in their learning, developing curiosity, confidence and independence as they grow.

High-quality teaching is at the heart of everything we do. Our teachers use evidence-based instructional practices, including explicit teaching and high expectations for all learners, to ensure every student is supported to achieve success. Through a culture of rigour, excellence and continuous improvement, we strive to help every student reach their full potential.

Assessment & Reporting

At Scenic Shores State School, assessment is an integral part of the teaching and learning process. It enables teachers to monitor student progress, identify next steps for learning and provide meaningful feedback to students and families.

Teachers work collaboratively to moderate student assessment across year levels to ensure consistency in teacher judgements and the application of the Australian Curriculum Achievement Standards.

Families are kept informed of their child's learning and progress through a range of formal and informal communication, including:

- Parent Information Sessions;
- parent–teacher interviews;
- ongoing communication with classroom teachers; and
- semester report cards.

Formal written report cards are issued at the end of Terms 2 and 4 and are available electronically through QParents. Reports provide information about each student's achievement against the Australian Curriculum Achievement Standards, as well as their effort and behaviour.

Parent Information Session – Term 1: At the beginning of each school year, families are invited to attend a Parent Information Session. This provides an opportunity to meet your child's teacher and learn about classroom routines, curriculum priorities, assessment, school expectations, upcoming events and extracurricular opportunities.

Parent–Teacher Interviews – Term 3: Parent–teacher interviews are offered during Term 3. These meetings provide an opportunity for teachers and families to discuss each student's academic progress, wellbeing, learning behaviours and goals for continued growth. We value the strong partnership between home and school and encourage families to attend these interviews.

Families are welcome to contact their child's teacher throughout the year should they wish to discuss their child's learning, progress or wellbeing.

Extra-Curricular



At Scenic Shores State School, we believe that learning extends beyond the classroom. We provide a wide range of extra-curricular opportunities that enable students to develop their interests, build confidence, foster friendships and strengthen their sense of belonging within the school community.

Many of these activities are offered during lunchtime or before and after school and may vary from year to year based on student interest and staff availability.

Opportunities may include:

- Junior and Senior Singers
- Instrumental Music (Band)
- Dance
- Drama
- School Sport Grant programs
- Auslan Club- Silent Hands
- STEM activities
- Run Club
- Chicken Champions
- Silent Hands
- Chess Club
- Eco Marines
- Garden Gurus

Participation in extra-curricular activities encourages students to explore new interests, develop leadership and teamwork skills, and experience success in a variety of settings. Information about available programs and registration processes will be shared with families throughout the year.

Homework

At Scenic Shores State School, we foster and value a strong partnership between home and school to support all our students to achieve excellence. Homework is an activity where parents/carers can assist their child's learning journey and understand what they are learning and how they are going.

Homework is not designed to be an onerous activity for parents/carers, students or teachers. Its purpose is to provide an opportunity for students to practice and apply their knowledge and skills in areas of literacy



and numeracy and to share their growing knowledge and celebrate with family. Please contact your child's teacher for further details.

The classroom teacher will determine the frequency and content of homework assigned to the class. Homework may include high frequency words, reading /reading activity, spelling / spelling activity, mathematics and English activities related to what students are learning in class or research. Students who return their homework may be acknowledged in class.

At our school we endeavour to have a consistent and effective and consistent approach to the amount of time students are to spend in completing homework.

Example homework times

Prep	Year 1-2	Year 3-4	Year 5-6
5 minutes	10 minutes	15 minutes	20 minutes

- the amount of homework is balanced across all learning areas to allow sufficient time for family, recreation, and community and cultural activities
- students are not disadvantaged by the lack of access to resources such as computers and the internet outside school
- homework is effective in supporting learning

Homework is most effective when it:

- is clearly related to class work
- is appropriate to years of schooling
- is varied and differentiated to individual learning needs
- consolidates, revises and/or applies students' classroom learning
- develops students' independence as a learner through extension activities such as investigating, researching, writing, designing, making
- assists students to prepare for upcoming classroom learning, such as collecting relevant materials and information, completing surveys and audits, and is monitored by the teacher.

Bookwork

At Scenic State School, we promote and advocate the development and maintenance of a high standard of written book work and presentation from our students. The standard of bookwork, and the presentation of work in general, is a significant way parents and other members of our community form opinions about our school. Students' books hold the evidence of teaching, learning and assessment and reflect our ongoing commitment to high expectations of quality outcomes and hard work by our students. It is imperative students develop automaticity in bookwork habits which allows each successive teacher to build upon the foundations established in earlier grades.

Excursions and Camps

Throughout the school year, students have the opportunity to participate in a range of educational excursions, incursions and camps that enrich and extend classroom learning. These experiences are designed

to complement the Australian Curriculum and support students' academic, cultural, social, sporting, leadership and personal development.

Prior to each excursion or camp, families will receive detailed information outlining the purpose of the activity, costs, supervision arrangements and any specific requirements. Permission and medical information forms will be provided electronically and must be completed by a parent or carer before the activity.

- Participation in an excursion or camp requires:
- completion of the required online consent and medical information;
- payment of the applicable fee by the due date; and
- compliance with any additional participation requirements outlined for the activity.
- No student will be permitted to participate in an excursion or camp without written parent or carer consent.

Fees and Payments: Excursions and camps are operated on a cost recovery basis, with fees calculated according to the anticipated number of participating students. As the school is required to confirm bookings and make payments to external providers in advance, families are asked to meet the advertised payment deadlines.

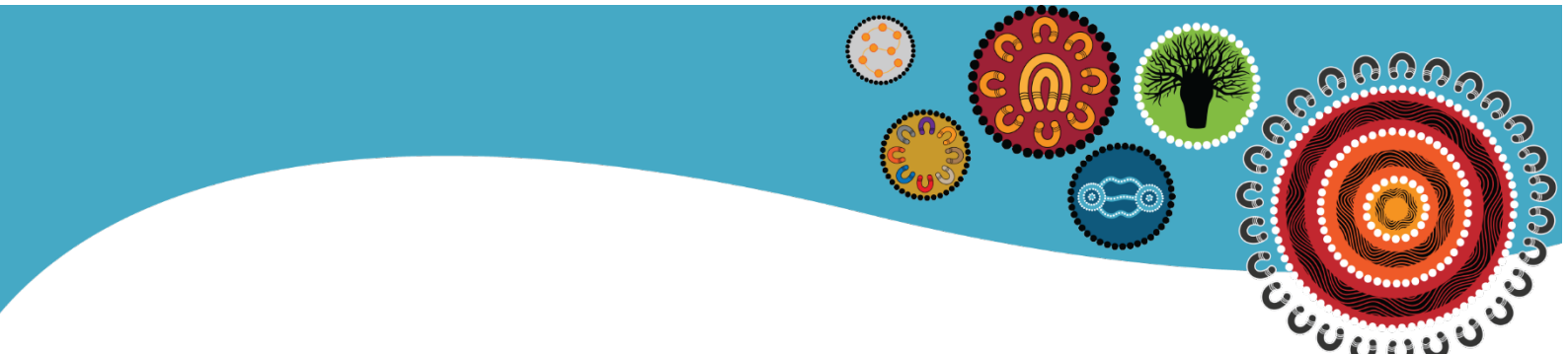
If you are experiencing financial difficulty or are unable to make payment by the due date, please contact the school's Business Manager as early as possible to discuss a confidential payment plan. We are committed to working with families wherever possible to support student participation.

All Student Resource Scheme (SRS) payments must be finalised, or an approved payment plan must be in place, before students are eligible to participate in excursions or camps.

Refunds: Refund requests for excursions and camps will be considered in accordance with the Department of Education's Student Resource Scheme and State School Fees Refund Policy. Where a student is unable to attend after payment has been made, any refund will depend on the circumstances of the cancellation and whether the school is able to recover costs already committed to transport providers, venues or other third-party organisations. In some cases, a full refund may be available, while in others only a partial refund, or no refund, may be possible.



Our goal is to provide all students with valuable learning experiences beyond the classroom while ensuring the fair and responsible management of school resources.



Smart Moves

All students from Prep to Year 6 participate in Smart Moves each morning from 8:30 am to 8:40 am. These short, structured physical activity sessions are led by the older students with the classroom teachers. The weekly roster is developed by the Health and Physical Education (HPE) teacher.

Smart Moves is an important part of our daily routine and reflects our commitment to supporting the health, wellbeing and learning of every student.

Research consistently shows that regular physical activity has a positive impact on children's learning and development. Even short periods of moderate exercise before learning can:

- increase blood flow and oxygen to the brain, enhancing concentration and alertness;
- improve memory, attention and executive functioning;
- support emotional regulation and reduce stress and anxiety;
- increase readiness to learn and classroom engagement; and
- contribute to students' overall physical health and wellbeing.

By incorporating daily movement into the school day, Smart Moves helps students transition positively into learning, preparing them to be focused, engaged and ready to achieve their best.

Specialist Lessons

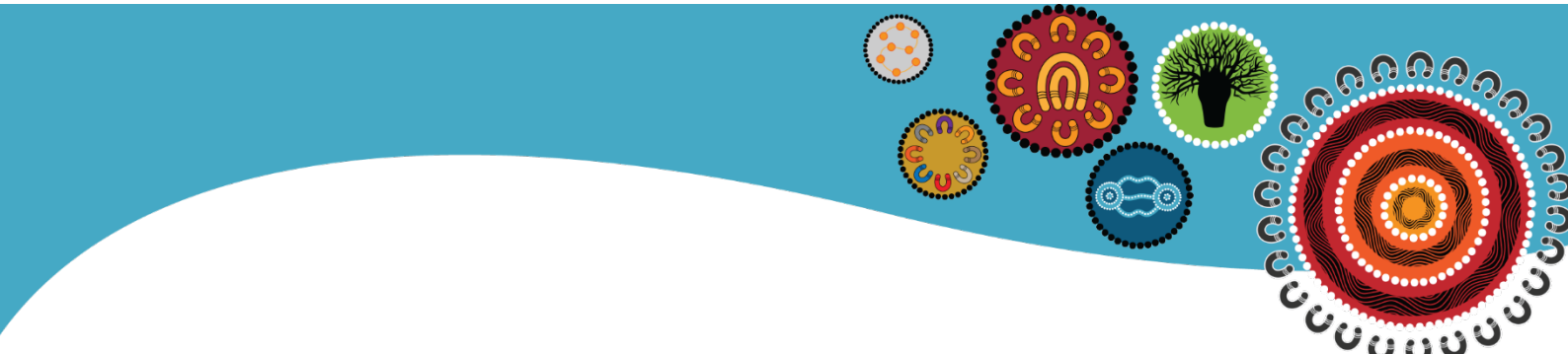
We provide students with a broad and engaging curriculum through a range of specialist programs. Specialist teachers work alongside classroom teachers to provide high-quality learning experiences that develop students' knowledge, skills, creativity and confidence across a variety of curriculum areas.

- Students from Prep to Year 6 participate in weekly specialist lessons in the following areas:
- Health and Physical Education (HPE) – supporting students to develop physical skills, healthy lifestyle choices, teamwork and wellbeing strategies.
- The Arts (Music and Visual Arts) – providing opportunities for students to develop creativity, expression, performance skills and an appreciation of the arts.
- Science, Technology, Engineering and Mathematics (STEM) – encouraging curiosity, problem-solving, innovation and critical thinking through engaging, real-world learning experiences.
- Instrumental Music (Band) – developing Year 4-6 students' musical skills, confidence and collaboration through participation in a band program.
- Auslan (Australian Sign Language) – building students' communication skills, cultural awareness and understanding of inclusion through learning Auslan.

These specialist programs complement classroom learning and provide students with opportunities to discover and develop their individual strengths, interests and talents.

Book Fair

We are committed to fostering a love of reading and encouraging students to develop positive lifelong reading habits. Throughout the year, the school participates in Scholastic Australia Book Club and hosts Book Fair events. These initiatives provide students and families with opportunities to explore a wide range of quality books and reading resources.



Funds raised through these events are reinvested into our Resource Centre to support the ongoing development and enhancement of our book collection, ensuring students have access to engaging and diverse reading materials.

Participation in Book Club and Book Fair purchases is completely optional. There is no obligation for families to purchase books; the primary purpose of these initiatives is to celebrate reading, encourage reading for enjoyment and support a strong literacy culture across our school community.

Sports Houses

Upon enrolment, each student is allocated to a school sports house. Where families have multiple children attending Scenic Shores State School, siblings are placed in the same house to support family connection and participation.

Staff members are also allocated to sports houses and proudly participate alongside students during school sporting events and activities.

Our three sports houses represent different elements of the natural world and reflect our connection to the local environment:

Dugong House – representing the animals of the sea and identified by the colour teal.

Wallaby House – representing the animals of the land and identified by the colour rustic red.

Kookaburra House – representing the animals of the sky and identified by the colour mustard yellow.

Sports houses provide opportunities for students to develop teamwork, school spirit, resilience and positive participation through a range of sporting events and activities throughout the year.





Student Well Being

Student Code of Conduct

We are committed to creating a safe, respectful and inclusive learning environment where every student can achieve success. Our Student Code of Conduct outlines the positive behaviour expectations, strategies and supports we use to help students develop the skills and attitudes needed to thrive.

Students are expected to demonstrate our school values in all areas of the school, including classrooms, playgrounds, sporting activities and during school events. By displaying these behaviours, students contribute to a positive school culture where everyone feels valued, respected and supported.

Thoughtful

Students demonstrate thoughtfulness by:

- listening respectfully to the ideas, questions and opinions of others;
- using respectful language when communicating;
- placing rubbish in the appropriate bins;
- caring for their own belongings and the belongings of others; and
- considering how their actions impact those around them.

Responsible

Students demonstrate responsibility by:

- arriving prepared and ready to learn;
- completing homework and learning tasks on time;
- following staff instructions and school expectations; and
- seeking help when they need support.

Accountable

Students demonstrate accountability by:

- completing activities and tasks to the best of their ability;
- recognising that mistakes are an important part of learning and growth;
- being organised and punctual;
- taking ownership of their choices and actions; and
- demonstrating honesty and integrity.

Collaborative

Students demonstrate collaboration by:

- looking for opportunities to support and encourage others;
- contributing positively during group learning activities;
- respecting the personal space, ideas and belongings of others;
- encouraging others to be successful, brave and courageous; and

- being open to different perspectives and new ideas.

Kind

Students demonstrate kindness by:

- using polite manners, including saying “please” and “thank you”;
- supporting others who may need help or encouragement;
- welcoming others and building positive friendships;
- recognising and celebrating the strengths of others; and
- offering genuine compliments and encouragement.

Together, these behaviours help us maintain a school environment where students are thoughtful, responsible, accountable, collaborative and kind, and where every learner is supported to be their best.



Student Social and Wellbeing Framework

We place a strong emphasis on supporting the wellbeing, safety and belonging of every student. We believe that students learn best when they feel safe, valued, connected and supported.

Our Student Social and Wellbeing Framework outlines the range of strategies, supports and resources available to promote positive wellbeing, resilience, respectful relationships and successful learning outcomes for all students. The framework is available on our school website and provides families with information about our whole-school approach to supporting student wellbeing. Through strong partnerships between students, families and staff, we work together to create a caring and inclusive environment where every student is encouraged to develop confidence, positive relationships and the skills needed to thrive.

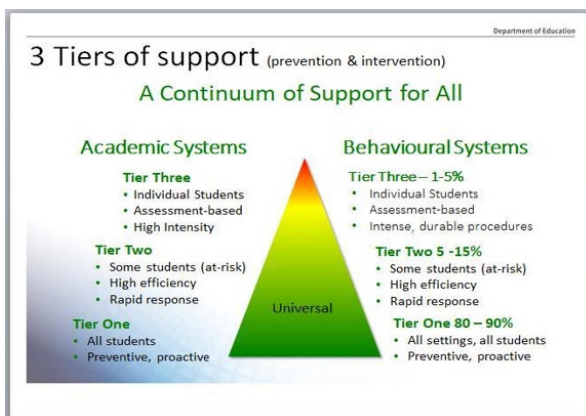
Positive Behaviour for Learning (PBL)

We are committed to creating a safe, respectful and positive learning environment where all students are supported to achieve success. Positive Behaviour for Learning (PBL) is a whole-school framework that uses evidence-based practices to teach, encourage and recognise positive behaviours. Scenic Shores State School has been recognised by Department of Education Queensland as a “PBL Demonstration School”.

PBL supports students to understand clear behavioural expectations and develop the social, emotional and behavioural skills needed for learning and positive relationships. Through consistent teaching, acknowledgement and support, students are encouraged to demonstrate our school values of being Thoughtful, Responsible, Accountable, Collaborative and Kind.

PBL operates across three levels of support to ensure that all students receive the appropriate level of assistance to be successful at school:

- **Universal Support (Tier 1)** Universal support is provided to all students, staff and settings across the school. It includes clearly taught expectations, consistent routines, positive acknowledgement and strategies that support the majority of students to engage successfully in learning and school life.
- **Targeted Support (Tier 2)** Targeted support provides additional assistance for students who may require extra guidance with behaviour, social skills or engagement. These supports are designed to help students develop strategies to successfully participate in the school environment.
- **Intensive Support (Tier 3)** Intensive support provides personalised and individualised strategies for students who require significant support with ongoing behavioural needs. These plans are developed collaboratively with students, families and relevant staff to support positive outcomes.



Recognising Positive Behaviour: We believe that acknowledging positive choices helps students understand the impact of their actions and encourages continued success.

1. **PBL Tokens:** Students earn tokens when they demonstrate behaviours that reflect our school expectations and values. Tokens may be awarded for actions such as contributing positively to class discussions, showing responsibility, collaborating with others, or demonstrating kindness and thoughtfulness.

Tokens provide a visible and meaningful way to recognise students for making positive choices. Students have opportunities throughout the year to use their tokens towards a range of rewards, with reward options developed from ideas and feedback provided by students across all year levels.

2. **PBL Reward Days:** Throughout the year, students who consistently demonstrate our school expectations are recognised through PBL Reward Days. Students are surveyed to provide input into



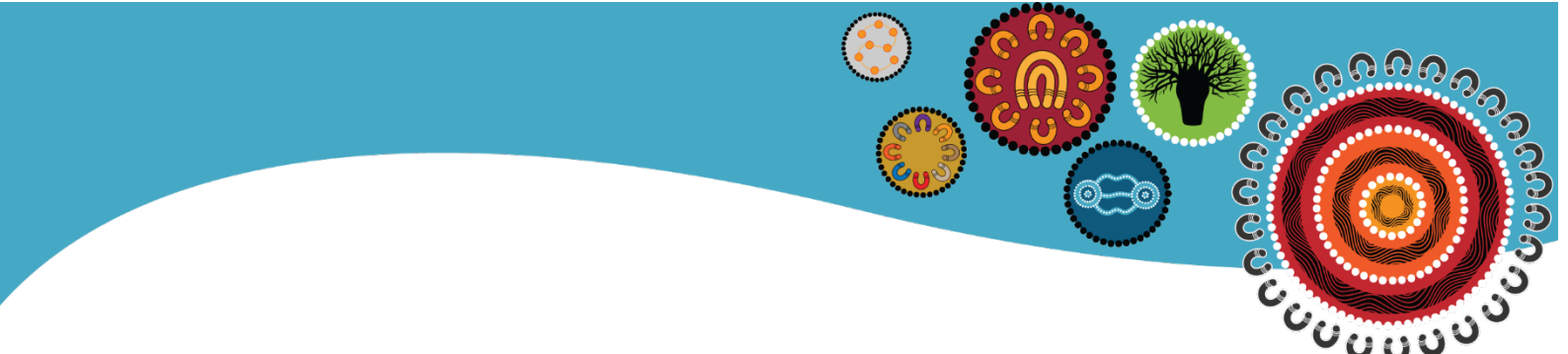
reward choices and activities, ensuring these events are engaging, inclusive and reflective of student voice. Students then get the opportunity to 'cash in' their tokens and choose a reward.

3. **Student of the Week:** Each week, one student from each class is recognised at school assembly for demonstrating outstanding behaviour, effort, improvement or commitment to our school values.

Student of the Week recipients are students who demonstrate what it means to be responsible learners, kind classmates and accountable members of our school community. Classroom teachers will notify families when their child is receiving an award so parents and carers can attend the assembly presentation and celebrate their child's achievement.

4. **PBL Postcards:** PBL Postcards are sent home to celebrate students who demonstrate behaviours that go above and beyond our expectations. These postcards recognise acts of kindness, responsibility, collaboration and thoughtfulness, while strengthening the important partnership between school and home.
5. **PBL Expectations Posters:** Our PBL Expectations Posters provide students with clear examples of what our school values look like in different settings. Families can view these expectations in the Appendix of this Parent Handbook.

Positive Behaviour for Learning Demonstration School 2026



Complaints Management Policy

At Scenic Shores State School, all staff will engage with the members of the school community in a positive and supportive manner. Keep Learning. Be Kind. Have Fun. We appreciate and acknowledge that parents, carers, students and community members have a right to make a complaint. If a member of the school community feels the need to make a complaint, they also have responsibilities, including:

- cooperating respectfully and understanding that unreasonable conduct will not be tolerated.
- giving us a clear idea of the issue or concern and a possible solution.
- providing all relevant information when making the complaint.
- understanding that addressing a complaint can take time; and
- letting us know if something changes, including if help is no longer needed.

We ask parents, carers, students or community members who would like to make a complaint to:

1. Discuss your complaint with the class teacher

Most complaints should be resolved at the local level. The teacher will make a record of your complaint and report your meeting and any outcomes to the principal. Contact the school to make an appointment with your child's teacher.

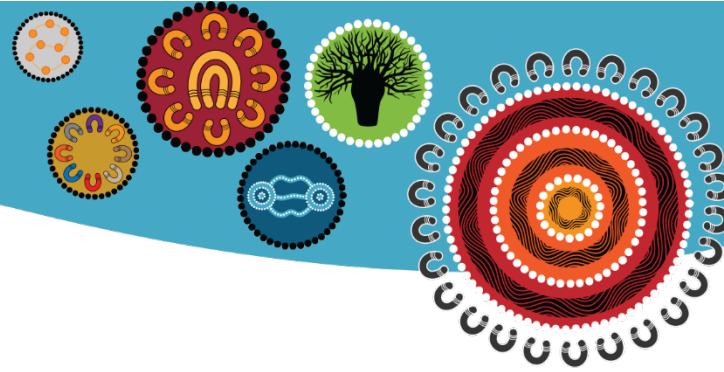
2. Discuss your complaint with the principal or the deputy principal

If the complaint cannot be resolved after speaking to the classroom teacher, you can raise your complaint with the deputy principal or principal. The principal, or the deputy principal will endeavour to help you, and the teacher resolve the problem. Complaints to the principal can be submitted in person (via appointment), by telephone, in writing or via email principal@scenicshoresss.eq.edu.au. You should speak directly to the principal if your complaint relates to general school matters or school policy.

Once we finish examining the complaint, we will let the person who has made the complaint know the outcome and any available review options.

If the person who has made the complaint is dissatisfied with the outcome or the way we handled their complaint, they can contact the regional office to ask for an internal review. A Request for internal review form should be completed and submitted within 28 days.

(Please see School Website for more details)



Parents and Citizen's Association (P&C)

The Scenic Shores State School P&C Association is an integral part of our school and works in partnership with the school staff to:

- Promote the cohesion between parents, citizens, students and staff through mutual goals and activities
- Ensure students have access to quality learning materials and equipment
- Ensure effective school policy and management of school activities
- Ensure that the parent body has a voice in the school community

Our P&C hosts monthly meetings throughout the school year which are held on the last Tuesday of the month, during the school term, at 5:30pm in the Conference Room in the Administration Building. All parents/carers are welcome to attend and take up formal membership. As a member, participants are entitled to raise issues and vote at meetings and are also covered by insurance when involved in P&C events.

There are many ways in which people can contribute to the school community. You may not have the time to attend meetings but are able to help at events or provide products or services that everyone can benefit from. For more information about the P&C, please visit the school website.

Uniform Policy

Scenic Shores State School is a uniform school, and the uniform policy has been developed in consultation with parents, students and staff. It is considered that the wearing of a school uniform allows our children to exhibit both a sense of identity and a sense of unity. The wearing of a school uniform at school and community functions enhances the public's perception of our school and of our students. It is expected that the uniform is worn in a neat and tidy appearance as an indication of individual pride in our school. Please see the following uniform pictures and note that the knitted jumper is to be worn with the formal uniform, while the sports jacket is to be worn with the sports uniform.

Parents and carers are required to ensure that the correct school uniform is worn to school by their children. Should a child not be able to wear his/her school uniform for valid reason, a note would need to be provided. The uniform kiosk run by UMS- Uniform Management System.

Students are only permitted to wear the following jewellery items:

- A watch
- One small plain stud or plain sleeper of silver or gold in the lower lobe of each ear
- Medical alert bracelets
- Religious or culturally significant pendants by written request of parent

On free dress days, students must wear shirts, skirts and shorts that are long enough to allow adequate coverage during normal movement. The necklines of shirts and tops must provide adequate coverage and torn, frayed, transparent or ragged garments, or those carrying inappropriate images or words are not acceptable. Footwear and hats should remain the same as during a normal school day.



Formal Uniform



Sport Uniform

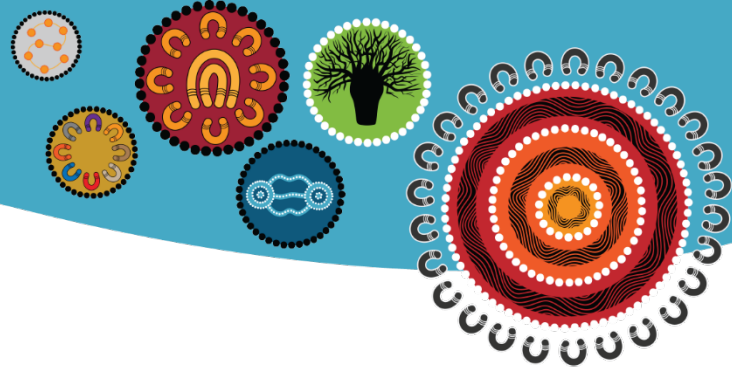
Winter Tracksuit



Accessories



Footwear



Medical

Student Medication

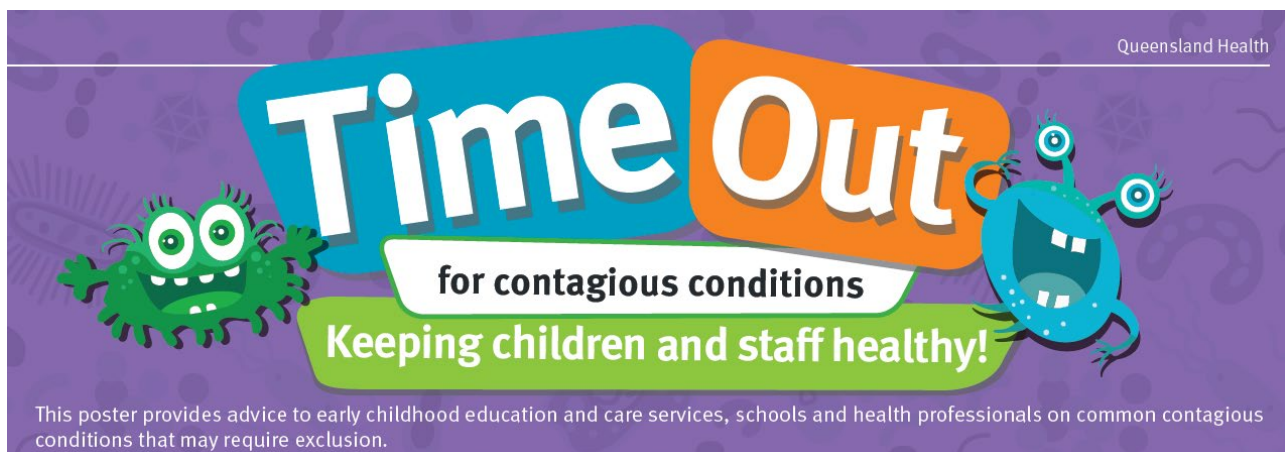
The only medication allowed to be with the student is an EpiPen (anaphylaxis) or midazolam (epilepsy), under doctors' direction. All other medication must be handed into reception in a **pharmacy prepared webster pack** with your child's name required dosage and prescribing health practitioner for administration by the reception staff. Parents are required to fill in a Consent to Administer Medication form and send it to school along with the correctly packaged medication. Over the counter medication such as Panadol, for students, is only permitted in a box labelled by the pharmacist with a prescribing doctor's name with a form filled in by parents. The Panadol must then be left at the school office.

If your child has asthma and requires assistance to administer their medication, it is important that you provide the school with your child's emergency medication and their Asthma Action Plan. An Asthma Action Plan, completed by a doctor, will provide specific instructions to the school to administer your child's medication.

We recognise that some students can administer their asthma medication without adult assistance.

At Scenic Shores State School, it is an expectation that all medications are stored securely in Administration. If you are confident that you child can competently and safely self-administer their asthma medication, let our staff know. Your child will report to Administration when required to self-administer their asthma medication and will be recorded by our staff.

Exclusion Table – communicable diseases



Time Out

for contagious conditions

Keeping children and staff healthy!

This poster provides advice to early childhood education and care services, schools and health professionals on common contagious conditions that may require exclusion.

Information based on National Health and Medical Research Council (NHMRC) recommendations, public health guidelines and the *Public Health Regulation 2018* (Qld).

Condition	Person with the condition	Those in contact with the contagious person
Chickenpox (varicella)	EXCLUDE until all blisters have dried and crusted. Pregnant women should consult with their doctor.	NOT EXCLUDED Non-immune pregnant women and people with immune deficiencies or receiving chemotherapy should seek urgent medical assessment. <i>Contact your Public Health Unit for specialist advice.</i>
Cold sores	EXCLUDE young children unable to comply with good hygiene practices until the sores are dry. NOT EXCLUDED older children and adults if able to maintain hygiene practices. Sores should be covered with a dressing where possible.	NOT EXCLUDED
Conjunctivitis	EXCLUDE until discharge from eyes has stopped, unless a doctor has diagnosed non-infectious conjunctivitis.	NOT EXCLUDED
Cytomegalovirus (CMV)	NOT EXCLUDED Pregnant women should consult with their doctor.	NOT EXCLUDED Pregnant women should consult with their doctor.
Diarrhoea and/or vomiting including: - campylobacter - cryptosporidium - giardia - rotavirus - salmonella - gastroenteritis See specific advice for these conditions below: - norovirus - shigella - toxin producing forms of E.coli (STEC)	EXCLUDE until the person has not had any diarrhoea or vomiting for at least 24 hours. EXCLUDE anyone who prepares or serves food until they have not had any diarrhoea or vomiting for 48 hours. NOTE: If there are 2 or more people with diarrhoea and/or vomiting in the same location, (which may indicate a potential outbreak) OR a single case in a food handler, notify your public health unit.	NOT EXCLUDED
Fungal infections of the skin and nails (ringworm/tinea)	EXCLUDE until the day after antifungal treatment has commenced. (No exclusion for thrush).	NOT EXCLUDED
Glandular fever (mononucleosis, Epstein-Barr virus)	NOT EXCLUDED	NOT EXCLUDED
Haemophilus influenza type b (Hib)	EXCLUDE until completion of antibiotics and the treating doctor confirms the person is not infectious. <i>Contact your Public Health Unit for specialist advice.</i>	NOT EXCLUDED <i>Contact your Public Health Unit for specialist advice.</i>
Hand, foot and mouth disease	EXCLUDE until all blisters have dried.	NOT EXCLUDED
Head lice	NOT EXCLUDED if effective treatment is commenced before next attendance day (i.e. the child does not need to be sent home immediately if head lice are detected).	NOT EXCLUDED
Hepatitis A	EXCLUDE <i>Contact your Public Health Unit for specialist advice.</i>	EXCLUSION MAY APPLY <i>Contact your Public Health Unit for specialist advice.</i>
Hepatitis B and C	NOT EXCLUDED cover open wounds with waterproof dressing.	NOT EXCLUDED
Human immunodeficiency virus (HIV/AIDS)	NOT EXCLUDED cover open wounds with waterproof dressing.	NOT EXCLUDED
Influenza and influenza-like illness eg. RSV, influenza, COVID-19, rhinovirus, parainfluenza, human metapneumovirus	EXCLUDE until symptoms have resolved, normally 5-7 days.	NOT EXCLUDED

Condition	Person with the condition	Those in contact with the contagious person
Measles	EXCLUDE until the treating doctor confirms the person is not infectious but not earlier than 4 days after the onset of rash. <i>Contact your Public Health Unit for specialist advice.</i>	EXCLUSION MAY APPLY <i>Contact your Public Health Unit for specialist advice.</i> NOT EXCLUDED vaccinated or immune contacts. EXCLUDE contacts without evidence of immunity or vaccination, and immunocompromised children and staff regardless of vaccination status.
Meningitis (viral)	EXCLUDE until well.	NOT EXCLUDED
Meningococcal	EXCLUDE until completion of at least 24 hours of an appropriate antibiotic.	NOT EXCLUDED <i>Contact your Public Health Unit for specialist advice.</i>
Molluscum contagiosum	NOT EXCLUDED	NOT EXCLUDED
Mumps	EXCLUDE for 5 days after onset of swelling. Pregnant women should consult with their doctor.	NOT EXCLUDED Pregnant women should consult with their doctor.
Norovirus	EXCLUDE until there has not been any diarrhoea or vomiting for at least 48 hours.	NOT EXCLUDED
Pneumococcal	EXCLUDE until the person has received antibiotic treatment for at least 24 hours and feels well.	NOT EXCLUDED
Roseola (sixth disease)	NOT EXCLUDED	NOT EXCLUDED
Rubella (German measles)	EXCLUDE for 7 days after the onset of rash or until fully recovered, whichever is longer. Pregnant women should consult their doctor. <i>Contact your Public Health Unit for specialist advice.</i>	NOT EXCLUDED Pregnant women should consult with their doctor.
Scabies	EXCLUDE until the day after treatment has commenced.	NOT EXCLUDED
School sores (impetigo, staphylococcus)	EXCLUDE until the day after starting treatment. Cover any sores on exposed skin with a waterproof dressing until the sores are dry.	NOT EXCLUDED
Shiga toxin-producing E.coli (STEC)	EXCLUDE until there has been no diarrhoea for 48 hours. Negative samples may be required. <i>Contact your Public Health Unit for specialist advice.</i>	EXCLUSION MAY APPLY <i>Contact your Public Health Unit for specialist advice.</i>
Shigellosis (shigella infection)	EXCLUDE until there has been no diarrhoea or vomiting for 48 hours. Negative samples may be required. <i>Contact your Public Health Unit for specialist advice.</i>	EXCLUSION MAY APPLY <i>Contact your Public Health Unit for specialist advice.</i>
Shingles (herpes zoster)	EXCLUDE all children until blisters have dried and crusted. EXCLUDE adults if blisters are unable to be covered. NOT EXCLUDED in adults if all blisters can be covered until they have dried.	NOT EXCLUDED Non-immune pregnant women and people with immune deficiencies or receiving chemotherapy should seek urgent medical assessment. <i>Contact your Public Health Unit for specialist advice.</i>
Slapped cheek syndrome (fifth disease, parvovirus B19, erythema infectiosum)	NOT EXCLUDED Pregnant women should consult with their doctor.	NOT EXCLUDED Pregnant women should consult with their doctor.
Streptococcal sore throat (including scarlet fever)	EXCLUDE until the person has received antibiotic treatment for at least 24 hours and feels well.	NOT EXCLUDED
Tuberculosis	EXCLUDE until written medical clearance is received from the relevant Tuberculosis Control Unit.	NOT EXCLUDED
Typhoid and paratyphoid	EXCLUDE until there have been no symptoms for 48 hours. Stool sample clearance may be required. <i>Contact your Public Health Unit for specialist advice.</i>	EXCLUSION MAY APPLY <i>Contact your Public Health Unit for specialist advice.</i>
Whooping cough (pertussis)	EXCLUDE until 5 days after starting appropriate antibiotics or for at least 21 days from the onset of cough if the person does not receive antibiotics.	EXCLUSION MAY APPLY <i>Contact your Public Health Unit for specialist advice.</i>
Worms (intestinal)	NOT EXCLUDED	NOT EXCLUDED

This is an assistive tool ONLY. It is not intended to replace clinical assessment, management or judgement.

People with the conditions listed should be well prior to returning to the service, in addition to the recommendations outlined above

Further information on recommendations:

- National Health and Medical Research Council
Staying Healthy: Preventing infectious diseases in early childhood education and care services - 6th Edition
<https://www.nhmrc.gov.au/about-us/publications/staying-healthy-guidelines>
- Communicable Diseases Network Australia (CDNA) guidelines
<https://www.health.gov.au/resources/collections/cdna-series-of-national-guidelines-songs>
- Queensland Department of Health Communicable Disease Control Guidance
<https://www.health.qld.gov.au/disease-control>
- Public Health Regulation 2018 (Qld)
<https://www.legislation.qld.gov.au/view/pdf/inforce/current/sl-2018-0117>

If you have any medical concerns, contact your healthcare provider or call 13HEALTH (13 43 25 84)

For further advice on the information within this poster, contact your nearest Public Health Unit
<https://www.health.qld.gov.au/system-governance/contact-us/contact-public-health-units>



Use this QR Code to access a digital copy of this poster or visit

<https://www.health.qld.gov.au/public-health/schools/prevention>



**Queensland
Government**

Sugary Foods

To support a healthy learning environment, families are asked not to send lollies, chocolates or other sugary treats to school. This includes items such as chocolate Easter eggs, candy canes and similar confectionery.

A healthy diet helps students maintain their energy, concentration and readiness to learn throughout the school day. Sugary foods can affect some students' ability to focus, regulate their emotions and engage positively in learning.

We encourage families to keep these treats at home and instead provide nutritious options such as fresh fruit, vegetables and other healthy snacks. We appreciate your support in helping us promote healthy habits and create the best possible learning environment for all students.

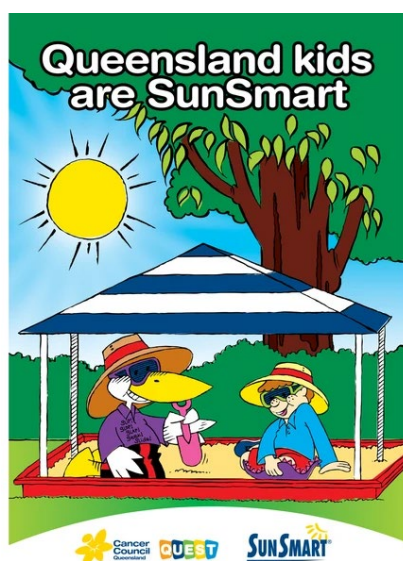
Sun Safe Policy

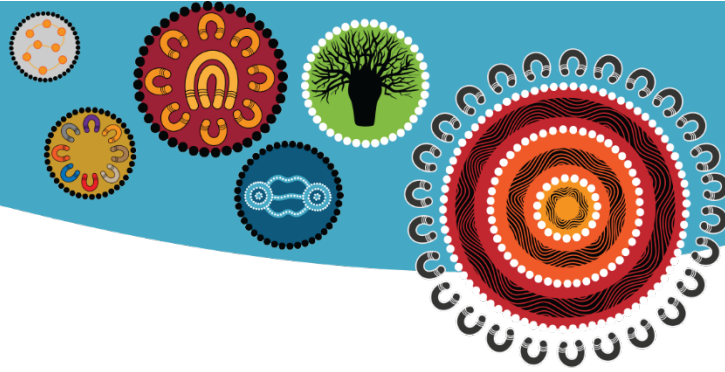
Year-round sun protection is important for all children in Queensland. As research demonstrates, high ultraviolet radiation (UVR) exposure in childhood and adolescence significantly increases the risk of developing skin cancer.

Our school aims to educate our students about being sun safe to develop important, life-long, healthy habits, and acknowledges the important role adults play during and outside school hours to reinforce sun safety with children and young people.

- In implementing this sun safety policy, our school and community recognise that:
- the policy applies to all school and school-related activities and events.
- the strategies are to be implemented during the whole school day and year-round; and
- a combination of sun safe strategies is more effective than a single approach.

See the school website for details.





Positive Behaviour for Learning (PBL) Expectations





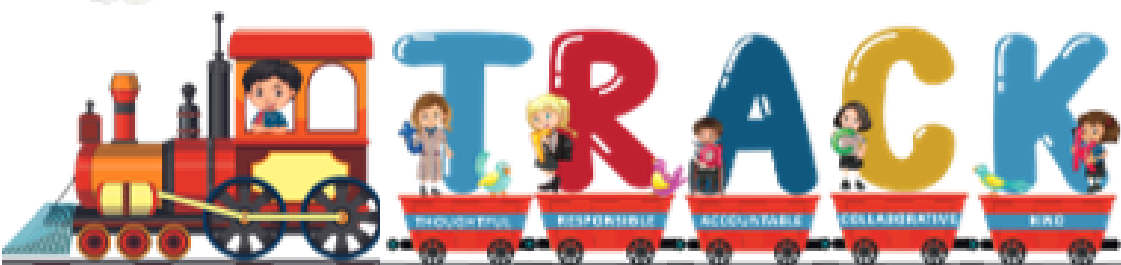
I am RESPONSIBLE when I follow the Playtime expectations:

At the start of play time:

- I take my lunchbox out of my bag and walk to place it in my eating area before I go off to play
- I wait for staff on duty before playing on equipment
- I wear my hat on my head in outdoor play areas
- If I have no hat, I play in a 'no hat undercover area'
- I use **talk-walk-report** in the playground to solve minor problems
- I look for a staff member in a **red vest** to help me, if needed

At the end of play time:

- I stop what I am doing immediately
- I return equipment to the proper place and exit the play areas promptly and respectfully
- Join your line and wait sensibly
- I walk safely to the eating area and sit down quietly with my friends



I am **RESPONSIBLE** and **ACCOUNTABLE** when I follow bathroom expectations:

- I will go to the toilet at the appropriate time e.g., before school or during playtime and eating time
- If I do need to use the bathroom during class time, I will ask for permission by using our Auslan hand signal
- I sign the bathroom log during class time, if going to the toilet
- I shut the door before using the toilet
- I use the bathroom in a safe and respectful manner
- I respect the privacy of others- only one person should be in a cubicle at any one time
- I use the toilet, basins, soap and paper appropriately
- I wash my hands before leaving the bathroom
- I leave the toilet block quickly, quietly and return to class



I am RESPONSIBLE when I follow the playground expectations:

In ALL Playground Areas I will...

- Use kind words
- Only play in the appropriate playground
(Junior Playground YR 1-6, Prep Playground)
- Make sure only 2 students are on a piece of equipment at any one time
(trampoline, hammocks, swings, running logs)
- Wait my turn patiently, if the equipment is already being used
- Stand outside the red circle (no standing zone) when waiting for my turn on the swing or trampoline
- Use the hammocks for relaxation ONLY. I will not push/swing people on the hammocks
- Only WALK when I am playing on or around the playground equipment
- Go to the Astroturf (Junior playground) or the grassy area (Prep playground) if I want to run around or play tag games
- Look after our gardens and STAY OUT of the garden beds, unless I am using the balancing logs
- Use the waterplay area appropriately, trying not to get my shoes wet and leave the rocks in the creek bed (Junior Playground).
- Use the sandpit safely and keep the sand inside the sandpit (Prep Playground).





I am RESPONSIBLE when I follow the eating time expectations:

During eating time:

- Remain seated during eating time
- Talk quietly to friends around you
- Raise your hand for permission to leave the eating area for a drink or a toilet break

Canteen eating expectations:

- On Wednesday and Friday, Canteen monitors will collect the basket & give it to the staff member on duty
- Students receiving canteen to sit in the designated area and wait for food to be handed out
- Staff on duty to give out orders

At the end of eating time:

- When the bell goes staff will blow their whistle or CALL 3,2,1 SHELL
- Stop talking, sit in SHELL and listen to staff directions
- Remain seated and raise your hand after tidying your area and packing up your lunchbox
- Wait for staff to check the cleanliness of your area and dismiss you
- Put rubbish in the bin at the end of eating (once you are dismissed)
- Walk sensibly to line up quietly in "safety line" and wait for your teacher

Eating Time Expectations





I am RESPONSIBLE when I follow the lockdown expectations:

A lockdown is signalled by a song being played over the PA system
(Don't Worry, Be Happy- Bobby McFerrin).

Teacher's job:

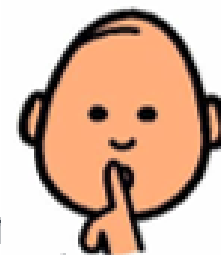
- #1 Lock up the room
- #2 Turn the lights off
- #3 Close the blinds
- #4 Head count



(Report the names of students unaccounted for to the office)

Student's job:

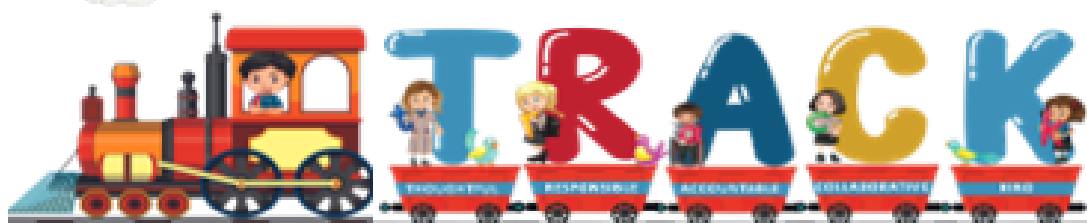
- #5 Stay out of sight – SIT on the floor against the wall (below window level) or under desks
- #6 Be very quiet – Remain still and silent
- #7 It will be alright - MAINTAIN a calm & quiet atm



When the emergency is resolved the Principal ends the lockdown. The Principal will announce, 'The lockdown situation has been resolved' 3 times.

In the event of a lunch time or before/after school lockdown:
Administration will signal the lock down song (Don't Worry, Be Happy).
When the alarm is sounded all students/staff & visitors must:

- MOVE quickly & orderly to a Lockdown Safety Area:
- Hall/Resource Centre/Administration Building/Nearest classroom
- FOLLOW lockdown procedures





I am RESPONSIBLE when I follow the

Oval expectations:

NO HAT, NO PLAY IN ALL OUTDOOR AREAS:

Oval Duty includes:

- Hard Courts
- Grassed areas including The Terraces

OUT OF BOUNDS:

- Outside hall after teacher arrives
- Gardens around oval
- Behind Groundsman's Shed

At the start of play time:

- I am Responsible when I sit and wait for the teacher at the steps.
- I am Responsible when I wait for the teacher to release me to play.

During play time:

- I am Responsible when I play in the correct areas.
- I am Responsible when I follow our school expectations when playing any game.

At the end of play time: (when the bell rings)

- I am Responsible when I stop what I am doing immediately.
- I am Responsible when I return equipment to the proper place and exit the play areas promptly and respectfully.
- I am Responsible when I line up in one line outside the hall (Year 1 and 2 at the front of the line, and Year 3-6 line up after Junior school) and wait for the teacher to walk us to the eating area.
- I am Responsible when I walk safely to the eating area and sit down quietly with my friends.





I am RESPONSIBLE when I follow the before and after school expectations:

Before school

- The school gates open at 8:15 am - If I arrive before this time I go to Jabiru.
- I walk into the school grounds, put my bag on the bag racks.
- I put my water bottle and fruit snack in the classroom trolley.
- I zip up my bag and put it on the bag rack.
- I line up quietly outside my classroom with my hat on my head.
- I wait in line quietly ready for my teacher to walk me to my Smart Moves activity..

After school

When I am dismissed from class I:

- Collect my belongings and pack them into my school bag.
- I walk through the school grounds to where I need to go for the afternoon.
- If I am going to Jabiru, I go straight there and get my name marked off the roll.
- I do not play on the playgrounds, in the bike racks or in the Central Plaza.
- If I am waiting in the Drop Off Zone, I sit in the designated area and wait for the person collecting me to be parked in the designated collection spaces.
- I follow instructions from ALL staff members in the Drop Off Zone.

The elevator must only be used if being used with an adult.





I follow TRACK when I play

Soccer:

We are playing just for fun!

At the start of the game:

- Teacher on duty selects the Team Captains for the day. Teams remain the same for both breaks

During the game:

- No arguing with the referee
- Fairness needs to be displayed
- No fighting
- Share the ball
- No slide tackles
- No grabbing
- No shoulder barging
- No physical contact – occasional bumps will happen
- Show good sportsmanship
- Positive encouragement





I am RESPONSIBLE and COLLABORATIVE when I transition through the school.

General Information:

At Scenic Shores I am:

- Thoughtful when I transition correctly.
- Responsible when I transition correctly.
- Accountable for my actions when transitioning.

Staff Expectations:

- Explicitly state expectations before transitioning.
- Remind students to walk safely and sensibly.
- Greet students in the morning when they enter the classroom.
- Voices are off or at a whisper when addressing expectations.

Student Expectations:

- We use walking feet when moving on concreted areas.
- Our voices are off.
- We remain in our safety line.





Transition to assembly

- We walk quietly to the hall with our bags on our backs (in safety line/alphabetical order)
- Enter on the side of the Hall
- Be seated and ready to start at 1:50
- Sit quietly in one line with your class group (as per seating plan)
- Student of the week award winners sit at the beginning of the line.
- The winning class from last week's assembly gets to sit on the chairs.

During Assembly

- When Advance Australia Fair plays:
 - Stand silently and face the front
 - When singing, your hands are by your side or signing respectfully
 - Sit respectfully and silently
- Demonstrate active listening:
 - Legs crossed, eyes on speaker, hands together (SHELL)
 - Auslan clap respectfully when appropriate or directed.
- Listen and follow directions from the school leaders

After Assembly

- Follow directions from the school leaders and staff to stand quietly
- We walk responsibly out of the hall with our classroom teacher





I am ACCOUNTABLE and RESPONSIBLE when I wear the correct uniform.



Formal Uniform



Sport Uniform

Winter Tracksuit



Accessories



Footwear





I am **RESPONSIBLE** when I follow the Loose Parts Play Expectations:

At the start of play time:

- I wait for a staff member to supervise Loose Parts Play
- I create my play area using available resources
- I can add, change or create what is already made
- I share the materials and take turns
- I safely create and enjoy my construction with my friends

At the end of play time:

- I leave my creation, knowing that it may look different tomorrow
- I listen to the staff member's instructions

Every day is an exciting new adventure!





Staff Procedure:

- One staff member supervises each waiting box.
- Staff call students forward as vehicles move into the numbered bays and direct students to the appropriate vehicle.
- Staff remind students to wait until the vehicle has stopped before approaching.
- Staff guide students to the appropriate waiting bay when a space becomes available so the line can continue moving.
- If vehicles begin banking up, staff may ask the driver who they are collecting and locate the student or ask the driver to loop around if required.
- Staff wave vehicles forward when it is safe and appropriate to keep the line moving.
- Clear communication between supervising staff will be maintained using walkie-talkies or another agreed communication method when needed.
- At 2:45 pm, any remaining students are walked to the office or to Jabiru if enrolled.

Parent and Carer Expectations:

- Parents/carers remain in their vehicle while using the Kiss and Go zone.
- Students must enter the vehicle from the kerb/footpath side.
- Parents/carers must not get out of their vehicle on the roadside to open doors or secure children in car seats.
- If a child needs to be lifted into a car seat or have a seatbelt secured and this cannot be done safely from the kerb side, the parent/carers must park and collect their child from an appropriate parking area.
- If parents/carers are in the car park, parents will need to walk across the crossing to collect their children. Students are not to run across the crossing on my own.

I am RESPONSIBLE and ACCOUNTABLE when I follow the

Handball Expectations:

Four Squares: Ace, King, Queen, Dunc

Ace starts with the ball and serves:

- Serve must be decent and when other players are ready.
- No "second chances" or "faults". A bad serve is out.
- The ball must bounce in your own square before bouncing in another.
- Over on the "full" is out.
- Double bounce is "out".
- Unknowingly "Playing the full" is out.
- If two people "play it" it is "play on".
- Accidental miss-hits are still out.
- Players cannot "play on" intentionally to keep a friend in.
- Any type of grabs or holding the ball in your hand is not allowed (using momentum to hold the ball up in a "power-shot" is counted as "grabs").

Lines:

- A bounce on the line is played on from there.
- Calling lines to avoid getting out is not allowed and scissors, paper rock may be required.

Rolls:

- Picked up, played on like a serve.
- Ace cannot "Ace overrule".

Waiting on the side:

- Wait in order of getting out, not on the court or too close.
- People walking through the court is "in-toes" or "interference" and point is replayed.
- If there are more than 3 subs, split the playing group to use another court.

Getting out in "dunce":

- You're back in line and the next participant moves in.
- Some games may be agreed to be "2 square out" where getting out in "Queen" and "Dunce" is out.

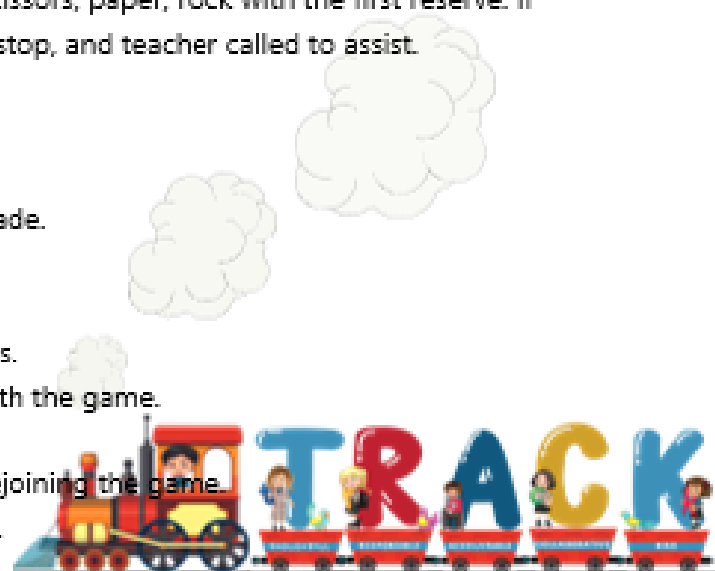
General Rules:

- No "frontsies" or "backsies".
- No "Old Ace".
- Students are not allowed to go between games just because they got out and don't want to line up.
- A player cannot go between games to always be having turns or saved spots in line.
- If a player is **disagreeing**, then they will do Scissors, paper, rock with the first reserve. If argument/disagreement continue, game is to stop, and teacher called to assist.

Student Handball Agreement

By playing handball, I agree to:

- Serve fairly and wait until others are ready.
- Play by the rules and respect the decisions made.
- Not intentionally keep friends in the game.
- Avoid any type of grabs or holding the ball.
- Respect the lines and majority opinion on calls.
- Wait my turn respectfully and not interfere with the game.
- Split into groups if there are too many subs.
- Follow the agreed rules for getting out and rejoining the game.
- Not switch between games to avoid lining up.





I am RESPONSIBLE and COLLABORATIVE when I transition through the school.

General Information:

At Scenic Shores I am:

- *Thoughtful when I transition correctly.*
- *Responsible when I transition correctly.*
- *Accountable for my actions when transitioning.*

Staff Expectations:

- *Explicitly state expectations before transitioning.*
- *Remind students to walk safely and sensibly.*
- *Greet students in the morning when they enter the classroom.*
- *Voices are off or at a whisper when addressing expectations.*

Student Expectations:

- *We use walking feet when moving on concreted areas.*
- *Our voices are off.*
- *We remain in our safety line.*



I follow TRACK when in the STEM Lab.

At Scenic Shores I am:

- Thoughtful when I think before I act and use tools, materials, and technology safely and for their intended purpose.
- Responsible when I look after STEM equipment, clean up my workspace, and return materials to the correct place.
- Accountable for my actions when I follow instructions, stay on task, and take responsibility for my learning and choices.
- Collaborative when I work respectfully with others by sharing ideas, listening, and helping my team succeed.
- Kind when I use kind words and actions, encourage others, and respect everyone's ideas and learning.

Staff Expectations:

In the STEM Lab, teachers model TRACK so students can live it

Student Expectations:

- 1. Follow instructions the first time**
Listen carefully to the teacher and stop immediately when asked.
- 2. Use tools, equipment, and materials safely**
Only use items as shown and for their intended purpose.
- 3. Move safely at all times**
Walk in the STEM lab and keep hands, feet, and objects to yourself.
- 4. Keep the STEM lab clean and organised**
Clean up spills straight away and return equipment to the correct place.
- 5. Respect boundaries and restricted areas**
Staff-only areas are out of bounds for students unless given permission.





I follow TRACK when in the Food Technology Classroom.

T — Thoughtful

- *I think before I act and use kitchen tools, heat, and food safely.*
- *I follow food safety and hygiene rules at all times.*

R — Responsible

- *I look after equipment, ingredients, and my workspace.*
- *I clean as I go and leave the kitchen tidy for the next group.*

A — Accountable

- *I follow instructions the first time and stay on task.*
- *I take responsibility for my actions and my learning.*

C — Collaborative

- *I work cooperatively by sharing jobs, listening to others, and helping my group.*
- *I communicate respectfully while cooking and preparing food.*

K — Kind

- *I use kind words and actions and respect everyone's ideas and cultural food choices.*
- *I encourage others and help create a safe, positive kitchen environment.*





In the Sustainability Hub, we **TRACK** our actions to care for our environment.

T — Thoughtful

I think before I act and use tools, resources, and water carefully.
I treat plants, animals, and living things with care and respect.

R — Responsible

I look after garden beds, chickens, worm farms, compost, and equipment.
I return tools, close gates, and help keep the Sustainability Hub tidy and safe.

A — Accountable

I follow instructions the first time and stay in my assigned area.
I take responsibility for my actions and help protect the Sustainability Hub.

C — Collaborative

I work cooperatively by sharing tools, taking turns, and supporting my group.
I listen to others and work together to care for our environment.

K — Kind

I am kind to people, plants, animals, and insects.
I respect the Sustainability Hub as a shared space that supports our school and community.

Staff-only areas and storage spaces are out of bounds unless a teacher gives permission.





Start of Session



- ☐ Check the garden beds and plants for wilting, damage, or pests
- ☐ Make sure paths and work areas are safe and clear
- ☐ Collect the tools needed for the task and carry them safely

During the Session



- ☐ Water plants carefully (only if needed and as directed)
- ☐ Weed garden beds and paths
- ☐ Harvest ripe fruit, vegetables, or herbs with permission
- ☐ Mulch garden beds to keep soil healthy
- ☐ Look after living things (plants, insects, worms) and report concerns to a teacher

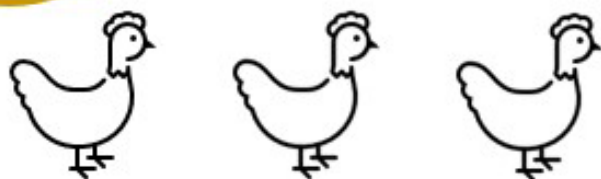
End of Session



- ☐ Return tools to the correct place
- ☐ Rinse and store watering cans or hoses properly
- ☐ Tidy garden beds and paths
- ☐ Add garden waste to compost or worm farms
- ☐ Wash hands thoroughly

Garden Daily Tasks





Be calm and gentle

Walk slowly, use quiet voices, and move carefully around the chickens.

Wash hands before and after

Handwashing is required before and after touching chickens, eggs, or equipment.

Handle chickens only with permission

Only pick up or hold chickens when a teacher says it is safe to do so.

Keep food and water clean

Only feed chickens approved food and keep feeders and water containers clean.

Respect boundaries and safety rules

*Stay out of **staff-only areas**, close gates and doors, and never chase or frighten chickens.*

Daily Tasks:

Morning

- Check chickens are safe, healthy, and behaving normally
- Refill fresh water
- Top up approved chicken feed
- Open coop/run
- Check gates, latches, and fencing are secure

During the Day

- Collect eggs carefully and place them in the egg container
- Check water hasn't tipped or become dirty
- Observe chickens for signs of illness or injury and report to a teacher
- Keep the area tidy (no rubbish or spilled feed)

Afternoon

- Clean and rinse water containers if needed
- Remove obvious waste and add to compost (if appropriate)
- Sweep paths and tidy the chicken area
- Close and secure coop/run
- Wash hands thoroughly

"I care for our chickens calmly, kindly, and responsibly so they stay healthy and safe."





T – I play on the astroturf safely, so everyone can enjoy it.

R – I keep food and drinks off the astroturf.

A – I make safe choices and take responsibility for my behaviour.

C – I take turns and solve problems calmly during games.

K – I help others feel safe, welcome, and included.

I follow TRACK when I play Red Rover:

We are playing just for fun!

Starting the Game

- All players start together.
- The last player to reach the Eastern side becomes "It."
- The player who is "It" turns their hat to the coloured side so everyone can see.
- If two players reach the Eastern side at the same time, they play Rock–Paper–Scissors to decide who is "It."

During the Game

- If you are tagged, you:
 - Turn your hat to the coloured side,
 - Join the group of taggers.
- Players must **be honest** if they are tagged.
- Play safely:
 - **No rough play**
 - **No pushing**
 - **No name-calling**
 - **No targeting** other players
- Keep the game moving and include others.

Staff Responsibilities

- Staff act as the **referee**.
- Staff make decisions about safety and fairness.
- Staff can **pause or stop the game** if it becomes unsafe.



Parent and Community Code of Conduct

Department of Education

Parent and Community Code of Conduct

Supporting learning, wellbeing and safety in every Queensland state school

We welcome parents¹ and other members of our diverse community into schools across Queensland.

Working together with their school community², school staff support the learning and wellbeing of every student, and are entitled to a safe work environment.

Parents and other visitors to schools support safety by ensuring their communications and conduct at the school and school activities is respectful.

Elements of engagement	It is expected that parents and visitors to our school communities will:	Parents and visitors to our school communities demonstrate this by:
Communication 	• be polite to others • act as positive role models • recognise and respect personal differences • use the school's communication process to address concerns	• using polite spoken and written language • speaking and behaving respectfully at all times • being compassionate when interacting with others • informing staff if the behaviour of others is negatively impacting them or their family • respecting staff time by accepting they will respond to appropriate communication when they are able • requesting a meeting to discuss any concerns about their child's education — allowing staff time to prepare and appreciating their time may be limited
Collaboration 	• (parents) ensure their child attends school ready to learn • support the Student Code of Conduct	• taking responsibility for their child arriving and departing school safely on time every day • reading and encouraging their child to understand and follow the Student Code of Conduct
School Culture 	• recognise every student is important to us • contribute to a positive school culture • work together with staff to resolve issues or concerns • respect people's privacy.	• valuing each child's education • acknowledging staff are responsible for supporting the whole school community • speaking positively about the school and its staff • not making negative comments or gossiping about other school community members, including students — in person, in writing or on social media • understanding, at times, compromises may be necessary • considering the privacy of all school community members at all times, and understanding that the school cannot share confidential information.

¹The term 'parent' refers to parents, carers, guardians and people who exercise parental responsibility for a child.

²The term 'school community' refers to staff, students, parents, local business and community organisations and visitors to the school.