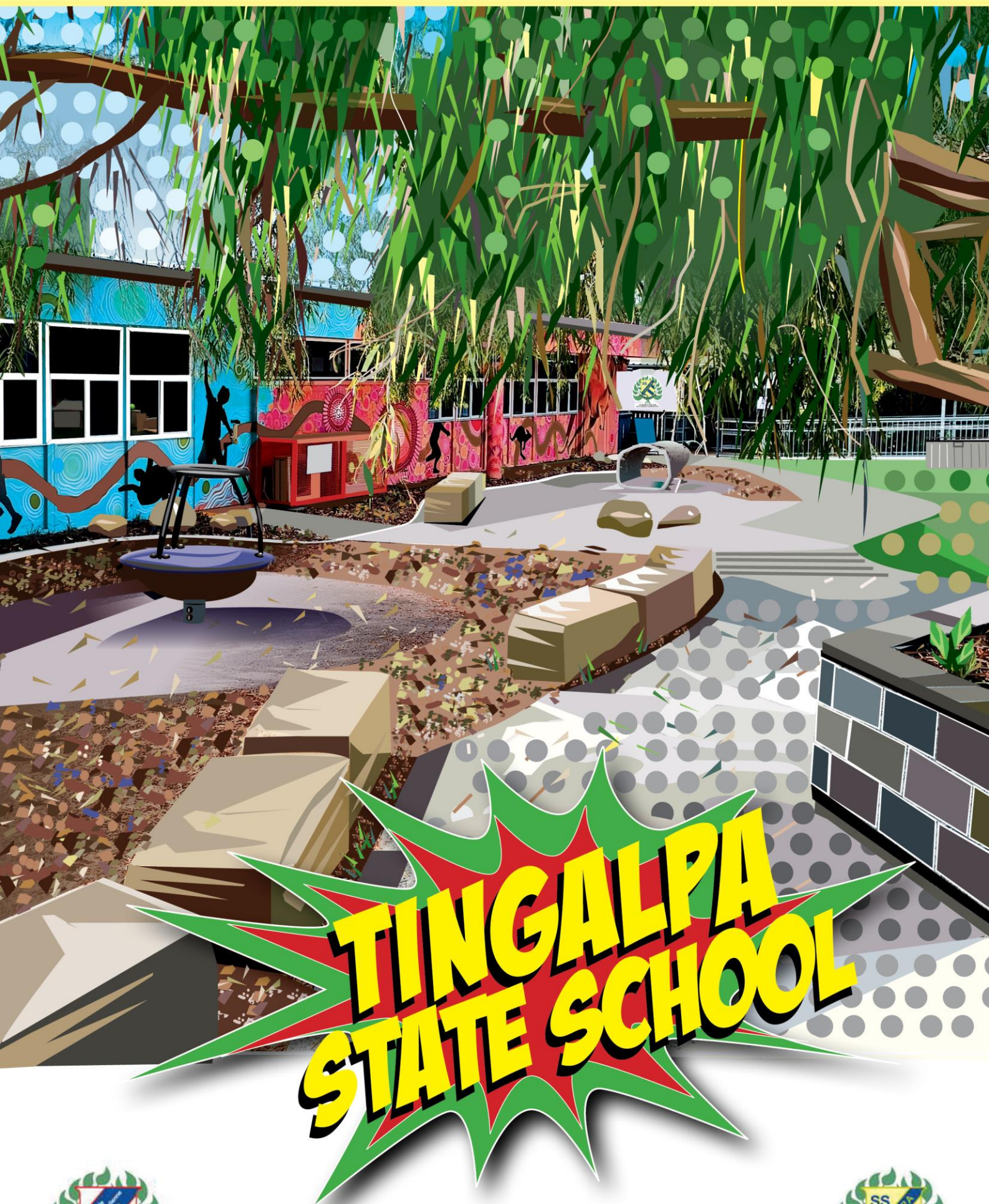




TINGALPA STATE SCHOOL

2025

Parent Handbook



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WELCOME

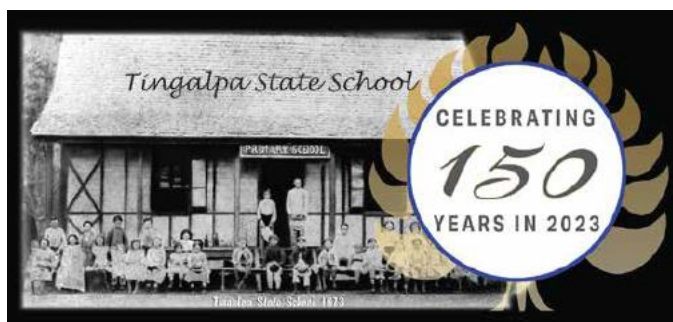
Dear Parent /Carer,

On behalf of the staff, students and parents/carers of Tingalpa State School, I would like to welcome your family to our school. The staff of Tingalpa State School are committed to providing a quality education for our students and are proud to be part of a strong state education system.

Tingalpa State School is located in the Brisbane Metropolitan region, 10km east of the CBD. We are co-educational and cater for the educational needs of children from Prep to Year 6. Our focus is on providing an excellent teaching and learning environment to allow children to achieve academic success and develop positive social and emotional skills. We provide a supportive and caring environment which helps to motivate children to 'Strive to Excel' in all that they do.

With approximately 480 students, our school shares a sense of community and allows us to develop strong partnerships with parents/carers. Together we can provide children with the best foundations for their future.

Established in 1873, Tingalpa State School shares a long history with its community and continues to hold a positive, caring reputation. We proudly celebrated our 150th anniversary in 2023. Our dedicated staff develop challenging and rigorous learning opportunities to meet the needs of all children in a modern learning environment.



At Tingalpa State School we believe that the best education occurs when there is a good working partnership between parent, teacher and child. If all three have common goals and aspirations then the child is most likely to be both happy and successful in their school life.

My staff and I look forward to working alongside you to prepare our children for the challenges of the future.

Donna O'Keeffe
Principal
Tingalpa State School



CONTACT DETAILS

Contact Details	
Address	1546 Wynnum Road Tingalpa 4173 (PO BOX 2050)
Office Telephone	07 3890 6777
Absentee line	07 3890 6766
Email	admin@tingalpass.eq.edu.au
Website	www.tingalpass.eq.edu.au

Administration	
Principal	Donna O’Keeffe
Deputy Principal	Melissa Loban (Acting DP Matt Jones)
Head of School – French Biligual Program (FBP)	TBA
Head of Department - Curriculum	Elise Debenham
Head of Department - FBP	Emma Van Cuylenberg
Business Manager	Susan Bell Gail Harrap Nicole Will
Administration Officers	Susan Bell Gail Harrap Lisa Leclerc Nicole Will
Outside School Hours Care	Camp Australia
Phone	0439 476 625
Website	https://campaustalia.com.au/school/?accessCode=2FD7
Email	qldtingalpa@oshccampaustalia.com.au

Operating Hours	
Office	8.00am – 3.30pm School Days
Office on Student Free Days	8:00am – 2:00pm
OSHC	6.30am – 8.45am & 3.00pm – 6.00pm

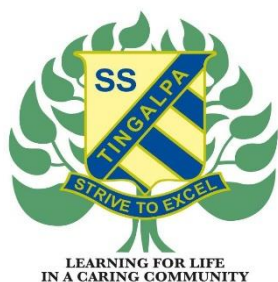
2025 School Terms

	First Day of Term	Last Day of Term	Public Holidays during Terms	Student Free Days
Term One	Tuesday 28 January	Friday 4 April	- Australia Day - Monday 27 January	- SFD – Wednesday 22 January - SFD – Thursday 23 January - Closed – Friday 24 January
Term Two	Monday 22 April	Friday 27 June	- Easter Monday – 21 April - ANZAC Day – Friday 25 April - Labour Day - Monday 5 May	
Term Three	Monday 14 July	Friday 19 September	- EKKA Holiday - Wednesday 13 August	- SFD Friday 5 September
Term Four	Tuesday 7 October	Friday 12 December	- King’s Birthday - Monday 6 October	

ABOUT TINGALPA STATE SCHOOL

Tingalpa State School is co-educational state primary school catering for students from Prep to Year Six. Tingalpa State School is situated within a 10km radius of the Brisbane CBD at 1546 Wynnum Rd, Tingalpa. Tingalpa is the gateway to the bayside suburbs of Wynnum and Manly.

Established on the 1 August 1873, Tingalpa State School is one of the oldest schools in the Bayside area. It has proudly served the community of Tingalpa for over 150 years. Many parents/carers and grandparents of current students were once themselves members of Tingalpa State School. Research has shown that the motto **“Strive to Excel”** along with the Tingalpa State School crest is recognised by the Tingalpa community as symbolising the history and proud heritage of Tingalpa State School and its community.



While the school crest and motto provides a link to Tingalpa's past the words **“Strive to Excel”** are as relevant today as they have ever been. These words create a vision of working diligently to achieve a set goal. It is this notion of working to achieve, fulfilling or even exceeding expectations and/or being the best person possible that makes Tingalpa's **“Strive to Excel”** a motto for life far beyond the primary school years.

Students will find that striving to excel is not simple. They need to build their skills, knowledge, values and confidence in an environment that both challenges them in their learning and supports them in their efforts to improve.



The slogan **“Learning for life in a caring community”** accompanies the tree symbol. This symbol is a stylised version of the trees found in the grounds. This tree represents the beauty of the school's grounds and gardens and also the natural beauty of the Tingalpa area itself. The word **“Tingalpa”** is a local Aboriginal term meaning **“place of fat (plenty)”** or **“place of the fat kangaroo”**. Tingalpa State School prides itself on being a community in which all staff, students, parents/carers and community members contribute to the high standards of achievement, behaviour, resources and facilities the school enjoys.



The tree also represents personal growth. **Learning for life** involves student growth over time. As the tree grows and matures, so to do Tingalpa students through their learning experiences. Tingalpa State School teaching staff, along with parents/carers and the students themselves, set high expectations and help each student achieve daily through quality curriculum planning, teaching, assessment and reporting that fosters life- long learning.

Our community enjoys the facilities of teaching buildings, resource centre, technology lab, Cre8 Centre (music and science), hall, outdoor shaded play area, three covered eating / play areas, variety of play grounds and play equipment, flood lit tennis/netball court, tuckshop, administration building and outside school hours care facility. Tingalpa State School also has extensive grounds, with a large tree lined oval.

School Vision

Empowered students who develop as complex and creative thinkers and are resilient and adaptive global citizens.

School Values

Cooperation - Work together and encourage others

Attitude - Be honest and act positively

Respect - Respect People, property and the environment

Effort - Do your best and be responsible for your actions

Enrolment Information

Tingalpa State School is a co-educational school that offers classes from Prep – Year 6.

Enrolment Management Plan

Our school has an [Enrolment Management Plan](#) to manage the continued growth of enrolments. The purpose of EMP is to manage the school's population through a transparent and consistently applied set of criteria, ensuring the optimisation of the student population in regard to accommodation, facilities and grounds.

Tingalpa State School recognises as its prime obligation, the provision of access to an appropriate educational service for students whose principal place of residence is within the school's catchment area.

Because of enrolment capacity and growth Tingalpa State School may be unable to meet this obligation in the future, unless action is taken now to manage enrolments. The Principal must restrict enrolment of out-of-catchment students to ensure in-catchment students can enrol at their local state school, without requiring additional facilities. For more details please visit the [school website](#).

New Enrolments

The following guidelines are for parents/carers wishing to enrol their child at Tingalpa State School:

- Visit our school website www.tingalpass.eq.edu.au and click the enrolments tab.
- Check that you are within our [school catchment](#) boundary.

Parents/Carers are required to collect an enrolment pack, containing all forms for enrolment, at the school office. Prior to receiving an enrolment pack the following documentation will need to be presented:

- Two (2) forms of proof of residency to verify the child resides in the catchment area
 - One primary source – a current rental/lease agreement, or 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.

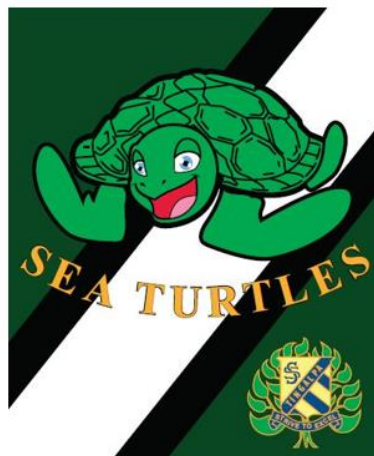
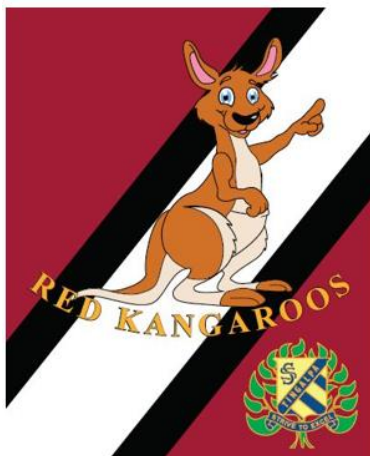
After completion of the enrolment forms, parents/carers need to contact the office to make an interview time. You will be required to provide the following supporting documents to your interview:

- Your child's birth certificate/passport (Non Australian residents)
- Read the TSS parent handbook and prepare any questions you have in readiness.
- Bring your child along to the interview.

Sporting House System

Students are assigned to one of three sporting houses mainly for sports competitions. Students from the same family are normally placed in the same house. Students may wear their coloured sporting house polo shirts to school on Friday and for sporting events.

Our sporting houses are:



Staff

Tingalpa State School is fortunate to have a competent and professional staff comprised of a number of classroom teachers, specialist teachers and other support personnel. The actual number of staff varies according to school enrolment trends. The full staff list will be published in the newsletter, in Term 1 each year.

Facilities

Undercover Areas

There are three large undercover areas that are well used by Tingalpa State School children. With line markings and equipment for skipping and handball, these areas provide shaded spaces for physical education activities.

Playgrounds & Ovals

The junior playground near the Tuckshop is designed for younger children and is open to Prep – Year 2 students. The senior playground caters for Year 3 – 6 students and is designed to develop children's strength and skill. The school ovals are adjacent to the E Block building and provides students with a grassed playing surface. The upper oval is for Prep and Year 1 students. The lower oval is for Year 2 to 6 students. All students are able to play with the outdoor musical instruments and in our outdoor learning/play area, which includes a mud kitchen, dirt play, sandpit and spinner.

Hall

The hall is used for a wide range of school activities from school assemblies, school/class performances and physical education activities. Some community groups also make use of this facility by hiring the hall during out-of-school hours.

Tennis Court

The tennis court is well utilised for a variety of activities including physical education programs and Prep activities. Cluster day practice as well as out-of-school hours programs such as tennis.

Library

The library, located behind the administration building, is home to a wide range of junior fiction, fiction and non-fiction texts, as well as teacher resources. It is open for borrowing during class library sessions. It is also open daily at second break, where students can read, draw, play games or participate in reading incentive schemes.

Cre8 Centre

The Cre8 Centre provides a space for students to participate in music, drama, science, coding and robotics lessons.

SCHOOL MANAGEMENT

School Annual Reporting

The Queensland Government requires schools to report on the performance of the students and the school. This policy ensures that Queensland parents/carers can access the information they need to make informed choices about schools and help their children throughout their schooling.

All schools must publish a minimum set of information. The Tingalpa State School website contains a link to the School Annual Report, on the home page.

Voluntary Financial Contribution

Each year Tingalpa State School parents/carers are invited to pay a voluntary financial contribution. This contribution is common in state schools in Queensland and is used to supplement the funding provided to the school by Education Queensland, the P&C Association and grant applications.

Parents/Carers will be invited to participate each year with reminder information provided in the school newsletter finance section. The contribution funds are used by the school to provide an enhanced educational service and to enhance resources available for student learning, recreation and comfort.

French Bilingual Program Fee

Our French Bilingual Program is accredited with the French Ministry from Prep to Year 6. This accreditation has an annual fee per student in the program. Parents/Carers are required to pay to cover their child's participation in the program.

French Bilingual Program Levy

We ask families enrolled within the French Bilingual Program to make a contribution to assist with the purchase of French specific resources to assist and enhance student learning and outcomes.

Prep Levy

In Prep classes, the Prep Levy goes directly to cover Prep costs, for items such as Curriculum resources, for example:

- stationary items
- paints (acrylic, watercolour), paintbrushes, painting aprons
- playdough
- paper and card
- craft materials
- display folders
- use of equipment such as headphones, mini whiteboards, scissors, clipboard folders,
- access to extensive library of home reading books.

Due to the nature of the Prep program, the equipment is heavily used and therefore requires regular replacements each year. This will need to be paid in full by the end of Term 3 of that year. If parents/carers decide not to participate in the Prep Levy they will be provided with a Resource/Book list which they are to supply all necessary items required.

Excursions and Camps

At Tingalpa State School we are committed to providing a safe and supportive learning environment for students, staff and volunteers. This commitment includes the health and safety of staff and students when conducting curriculum activities in the school or in other locations.

School excursions and camps enhance a student's learning by providing opportunities for the student to participate in activities, both curriculum-related and recreational, outside the normal school routine. All planned school excursions are approved by the Principal and endorsed by the Parents and Citizens Association.

State schools are able to charge a fee for:

- An educational service including materials and consumables not defined as instruction, administration and facilities for the education of the student;
- An education service purchased from a provider other than the school where the provider charges the school; and
- A specialised educational program.

A school fee is directed to the purpose for which it is charged:

- School fees for excursions and camps are calculated on a cost recovery only basis, according to the number of students who have indicated their attendance in the program.
- Participation of students in an excursion or camp is indicated through payment of the excursion or camp fee and provision of a permission form completed by the parent/carer.
- As the school budget cannot meet any shortfalls in funding for an excursion or camp due to the subsequent non-participation of a student who had previously indicated attendance of the activity, fees already paid for an excursion or school camp may be refunded in full or in part or not at all, having regard to the associated expenses incurred and the circumstances of the non-participation.
- If a parent/carer wishes to apply for a refund due to their child's non-participation in an excursion or camp activity, they may do so by completing a Request for Refund form available from the school office. The request should include the receipt relating to the payment for which a refund is being sought from the school.

Payments & Permissions

QParents

QParents is the Department of Education's secure portal which enables parents/carers to access information about their child. This portal is used for all excursion permission and payments. More information about QParents can be found at <https://alt-qed.qed.qld.gov.au/about-us/departments/apps/qparents>.

On enrolment you will be provided with the necessary information to be able to register for QParents. If at any time you are having difficulty with QParents please contact the office.

Excursion Permission and Expression of Interest Forms

Parents/Carers receive communication regarding upcoming excursions/events via email. This email will contain important details about the excursion including event information, dates, departure times, costs involved as well as important due dates.

Permissions will be completed through QParents. Reminders will be sent via QParents periodically in the weeks leading up to the event.

Expression of Interest (EOI) are issued from time-to-time, these are used to indicate if you would like your child to participate in a particular event. These will also be issued through QParents. These expressions of interest are taken into account when working out costings for a particular event. It is for this reason that no late permissions will be accepted, so please ensure permission is completed on time to avoid disappointment.

Payments

Moving towards a cashless school environment, we encourage parents/carers and other customers to pay invoices via BPOINT link at the bottom of invoices. Invoices can be accessed via QParents. The status of invoices and account credit can also be checked in QParents.

BPoint

Department of Education, Training & Employment have introduced a new option for paying students invoices/account. BPoint allows parents/carers to pay their child's invoices directly from home and receive a receipt immediately. This system is linked to OneSchool which means, once the Customer Reference Number (CRN) and invoice number is entered it automatically links to the school system and marks invoice as paid. This is a highly effective system which allows parents/carers to be receipted immediately. Invoices show the CRN number and the invoice number on the bottom left-hand side of the document. Please ensure you enter these numbers correctly.

Centrepay

Centrepay – the easy way to pay your bills and expenses.

Centrepay is a voluntary bill-paying service which is free for Centrelink customers. Use Centrepay to arrange regular deductions from your Centrelink payment. You can start or change a deduction at any time. Contact the school office for more information regarding your Centrepay options.

Payment Plans

Tingalpa State School offers families with financial difficulties to arrange to have school fees, excursions, levies etc paid off over a period of time. Please call or email the Business Manager if you would like to discuss a payment plan option before the specified due date.

PLEASE NOTE: Please ensure all permission slips are completed and payment is made or a payment plan is arranged with the office before the due date to avoid disappointment as we follow a strict **“No pay, No go”** policy.

Refunds

It is preferred that refunds be made as a credit against the student's account at the school, and used for any cost in the future. Refunds are generally not available after the closing date of an event, as charges from venues are based on the number of students indicating they are attending.

Visitors & Volunteers

To assist with maintaining a secure and safe environment at Tingalpa State School, all visitors and volunteers to the school must first go to the office to sign in and receive a **Visitor Pass**. This pass is required for security as well as in the event of an emergency. Visitors and volunteers will also need to sign-out at the office before leaving the school.

Parent Involvement in Tingalpa State School

Parents/Carers are the first educators of their children and we value and encourage the ongoing participation of parents/carers in their child's education. Parents/Carers at Tingalpa State School are involved in a variety of ways including as members of the P&C Association; as members of committees and working parties; and as helpers in the classroom, tuckshop and on school excursions.

DAILY PROGRAM

6:30am	OSHC Before School Care commences
8:00am	School office opens
8:30am	Students may arrive at school – Students will not be allowed to play but will be required to be seated in either, E Block undercover area Yr 3 – 6 or Junior eating area Prep – Yr 2 unless accompanied by a parent or carer. (Students arriving at school prior to 8.30am must attend OSHC)
8:45am	Class preparation bell for 8.50am start
8:50am	Morning session commences for all year levels
10:00am –10:10am	Brain Break - Students are encouraged to bring a healthy snack such as cut up fresh fruit or vegetables or a boiled egg. The purpose of brain break is to refuel our brain for learning and to encourage healthy eating.
11:00am -11:30am	First Break — Children are seated from 11:00 to 11:10 am for eating time and then have 20 minutes for play until 11:30am. (A bell will ring at 11.30am for student preparation for class)
11:30am	Middle session commences for Prep - Year 6 students
1:00pm – 1:50pm	Second break - Children are seated from 1:00pm to 1:10pm for eating time and then have play time until 1:50pm. Children who do not finish their lunch during the eating time are permitted to remain in the eating area to finish their lunch during play time.
1:50pm	Afternoon session commences for Prep – Year 6 students
3:00pm	Bell for end of school Parents/Carers may collect students from waiting areas OSHC After School Care commences
3:05pm	Motorists may collect children from the Stop Drop & Go Zone Tenbar Street entrance - This area is supervised by a teacher aide until 3:15pm
3:15pm	Drop off Zone supervision ends (Children who have not been collected are taken to the office and parents/carers are contacted)
3:30pm	School office closes
6:00pm	OSHC after school care closes

CARF – Curriculum, Assessment and Reporting Framework

Queensland state schools are implementing the Australian Curriculum Version 9 using a staged approach by the end of 2027.

The P–12 curriculum, assessment and reporting framework (P–12 Framework) specifies the curriculum, assessment and reporting requirements for all Queensland state schools' principals and staff delivering the curriculum from Prep to Year 12.

The P–12 Framework is part of the commitment to providing a world-class education for all students. It is based on the assumption that every student can learn and that responding to the diverse learning needs of all students is central to teaching.

Australian Curriculum

At the beginning of each school year, teachers will outline to parents/carers how curriculum will be delivered in their classrooms throughout the course of the school year. This will be done at Parent Information Sessions which will take place in the second week of the school year.

Curriculum Overviews outlining what students will cover from the curriculum are emailed to parents/carers at the beginning of each semester and are available on the school website, in the [curriculum](#) section.

Class Teachers

Prep to Year 6 class teachers implement the following Australian Curriculum learning areas:

*** Australian Curriculum extracts*

English - *English is the national language of Australia and, as such, is central to the lives, learning and development of all young Australians. Through the study of English, individuals learn to analyse, understand, communicate and build relationships with others and the world around them. It helps create confident communicators, imaginative and critical thinkers, and informed citizens.*

Mathematics - *The study of mathematics is central to the learning, development and prospects of all young Australians. Mathematics provides students with essential mathematical knowledge, skills, procedures and processes in number, algebra, measurement, space, statistics and probability. It develops the numeracy capabilities that all students need in their personal, work and civic lives, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.*

Humanities and Social Studies (HASS) - *The Humanities and Social Sciences are the study of human behaviour and interaction in social, cultural, environmental, economic, business, legal and political contexts. This learning area has a historical and contemporary focus, from personal to global contexts, and considers the challenges that may occur in the future. It plays an important role in assisting students to understand global issues, and building their capacity to be active and informed citizens who understand and participate in the world.*

The Arts – *The Arts includes the disciplines of music, drama, media arts, dance and visual arts. Through the arts, students learn to express their ideas, thoughts, questions, understandings and opinions. They develop aesthetic knowledge and learn that the creative and critical processes of each Arts subject are essential to learning in, about and through The Arts.*

Visual Arts is taught by classroom teachers. Dance is taught by an external company with expert instructors. It is monitored and assessed by the class teacher who attends the lessons with their students. Specialist teachers cover music, drama and media arts aspects of the curriculum.

Dance

In Dance, students individually and collaboratively choreograph, rehearse, perform and respond as they engage with dance practice and practitioners in their own and others' cultures and communities. Students use the elements of dance to explore and practise choreographic, technical and expressive skills for choreography and performance. Through these practices, students examine dance from diverse viewpoints to build their knowledge and understanding of dance, movement and the body. They respond to their own and others' dances using physical and verbal communication to recognise and represent ideas, thoughts and feelings. Active participation as dancers, choreographers and audiences promotes positive artistic, creative, cognitive, aesthetic and cultural benefits that can impact students' lifelong health, wellbeing and social inclusion.

Visual Arts

Visual arts contribute to the fields of art, craft and design. Learning in, through and about these fields, students engage critically using creative processes and artistic practices to communicate and make meaning. Investigating artworks and practices prepares students to respectfully recognise, articulate and acknowledge artistic and cultural influences. In exploring how, why, where and for whom artists, craftspeople and designers produce artworks, students recognise and appreciate the tensions, complexities and significance of visual arts histories, theories and practices.

Specialist Teachers

Specialist teachers implement the following Australian Curriculum learning areas across Prep to Year 6:

Science - Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world. Through science, we explore the unknown, investigate universal phenomena, make predictions and solve problems. Science gives us an empirical way of answering curious and important questions about the changing world we live in. Science knowledge is revised, refined and extended as new evidence arises and has proven to be a reliable basis for action in our personal, social and economic lives.

Learning science is important for a diverse and capable science, technology, engineering and mathematics (STEM) workforce. Transdisciplinary STEM learning can enhance students' scientific and mathematical literacy, design and computational thinking, problem-solving and collaboration skills. Developing STEM competencies enables students to develop, model, analyse and improve solutions to real-world problems, and supports students to access further study and a variety of careers and jobs within or outside of STEM fields.

Health and Physical Education (HPE) - Health and Physical Education enables students to develop skills, understanding and willingness to positively influence the health and wellbeing of themselves and their communities. In an increasingly complex, sedentary and rapidly changing world, it is critical for every young Australian to flourish as a healthy, safe, active and informed citizen. It is essential that young people develop their ability to respond to new health issues and evolving physical activity options.

The Arts

Our students are offered a wide range of activities and opportunities where they are able to showcase their talents throughout the year. These include:

Music

Students will experience many facets of music and performing arts, encouraging them to develop an overall appreciation of music as a whole. From the start of Prep, there is a natural progression of topics covered, knowledge and skills developed.

As independent and collaborative learners, students integrate listening, composing and performing activities, using established and emerging technologies. Music learning enhances students' capacity to perceive and understand musical concepts, and to recognise music's contribution in shaping their identity and their ability to explore personal, local and global issues and ideas. Through the study of music, students increasingly value the power of music in its ability to transform the heart, soul, mind and spirit of individuals and communities.

Drama

Drama uniquely develops a suite of knowledge and understanding, and capabilities including creativity, imagination, collaboration, critical thinking, communication, empathy, agility, confidence and expression. Drama learning involves a range of processes including devising, writing, rehearsing, presenting, performing, analysing and evaluating. Drama is accessible to all and engages students as they learn about themselves, their peers and the world.

Media Arts

In Media Arts, communication, storytelling and persuasion are used to connect audiences, purposes and ideas. Media Arts explores concepts and viewpoints, and examines, interprets and analyses media practices that represent the world from diverse perspectives. Media artists work collaboratively and use traditional and emerging media technologies and creative processes to plan, produce and distribute media arts works. Students learn to be critically aware of the ways that media is used culturally, how it might be negotiated by different audiences, and the impact it can have on their own understanding of the world.

Technologies – Design and Digital

Technologies enrich and impact on the lives of people and societies globally. They can play an important role in transforming, restoring and sustaining societies and natural, managed and constructed environments.

Design and Technologies

In an increasingly technological and complex world, we need citizens with the knowledge and confidence to analyse and creatively respond to design opportunities and challenges including for a circular economy. Knowledge, understanding and skills involved in the design, development and use of technologies are influenced by and can play a role in enriching and transforming societies and our natural, managed and constructed environments.

Digital Technologies

Digital Technologies provides students with practical opportunities to use design thinking and to be innovative developers of digital solutions within an ethical framework, considering Safety by Design principles. Digital Technologies can also play an important role in responding to the diversity of learners and in ensuring the participation of all students in the learning process. The subject helps students to become innovative creators of digital solutions, effective users of digital systems and critical consumers of information conveyed by digital systems.

Languages – French

The language taught at Tingalpa State School is French. Students in all year levels engage in the language curriculum for 30 minutes each week. Students in the French-Australian-Bilingual Program do not participate in this subject.

The Australian Curriculum: Languages has been developed to give all students the opportunity to engage in learning a language in addition to English. The design of the Languages curriculum recognises features that all languages share as well as the distinctiveness of each language.

French

French is a major world language, spoken as the first language in more than 2 dozen countries on 5 continents, and as an official language in many countries. First language speakers include the inhabitants of mainland France, territorial communities of New Caledonia and French Polynesia, the Wallis and Futuna Islands, the majority of the inhabitants of Québec, and significant communities in Europe and Africa. French is an official working language in several international organisations. Current links between Australia and the French-speaking world are strong, characterised by bilateral relationships in trade and investment, educational exchanges, research and development in science and technology, humanitarian and environmental initiatives, communications, and strategic and defence priorities. The Pacific region is a particularly important focus of bilateral engagement.

French-Australian Bilingual Program

In 2015, Tingalpa State School introduced a French-Australian-Bilingual Program which now runs from Prep to Year 6. Students work with two teachers: one teacher instructs in English on the 'English' day/s and the other instructs in French on the 'French' days.

The French-Australian Bilingual Program is delivered to students through a harmonised curriculum, using:

- Bulletin Officiel de l'Education Nationale - French Education Official Instructions (BOEN)
- Australian Curriculum (AC)

Students in this program will also complete subject French based on the BOEN.

Assessment and Monitoring

Tingalpa State School has a comprehensive School Data Plan that ensures consistency with assessment and monitoring across Prep to Year 6. This schedule includes systemic and school-based assessment. Teachers in all year levels use the assessments and classroom data to monitor student educational growth and report achievement to parents/carers.

English, Mathematics, Science, Humanities and Social Sciences (HASS), Technologies, The Arts, Health and Physical Education (HPE) and Languages (French) subjects are assessed and monitored by teachers against the Achievement Standards set in the Australian Curriculum (AC). These Achievement Standards are used for reporting to parents/carers.

Students in the French-Australian-Bilingual Program will complete French assessments aligned with the BOEN requirements, while English assessments are aligned with AC requirements. Assessments for other

subjects are aligned with the harmonised requirements of BOEN and AC. Families will receive an Education Queensland report each semester, which will include BOEN grading of French.

Below is Tingalpa State School's Assessment and Reporting Plan

Year level	Reporting period	English – v9	Mathematics – v9	Humanities and Social Sciences – v8.4	Dance – external and class teacher	Visual Arts	Drama	Music	Media	Science – v9 Prep – Class Teachers Year 1 – 6 – Specialist	Health and Physical Education – v9	Languages	Technologies	
													Digital Technologies	Design and Technologies
Prep	Sem 1	✓	✓	✓							✓			
	Sem 2	✓	✓	✓						CT	✓			
1	Sem 1	✓	✓	✓						✓	✓			
	Sem 2	✓	✓	✓		✓				✓	✓		✓	
2	Sem 1	✓	✓	✓			✓			✓	✓			
	Sem 2	✓	✓	✓	✓			✓	✓	✓	✓		✓	
3	Sem 1	✓	✓	✓						✓	✓	✓	✓	
	Sem 2	✓	✓	✓		✓				✓	✓	✓	✓	
4	Sem 1	✓	✓	✓			✓			✓	✓	✓	✓	
	Sem 2	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	
5	Sem 1	✓	✓	✓						✓	✓	✓		
	Sem 2	✓	✓	✓		✓				✓	✓	✓	✓	
6	Sem 1	✓	✓	✓			✓			✓	✓	✓	✓	
	Sem 2	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	

NAPLAN

Students in Years 3 and 5 in all Australian schools participate in a National Assessment Program- Literacy and Numeracy (NAPLAN) each year. Tingalpa State School students achieve positive results in NAPLAN.

Resource Centre - Library

Each child is given a borrower's barcode which is kept at the school. Students are advised of borrowing allocations by the teachers at the start of the year. Years Prep – Year 6 may borrow 2 books a week. P – Year 2 must have a library bag to borrow. All other grades need to ensure books are kept clean and dry. Books not returned within two weeks, become overdue and need to be returned ASAP.

The library is open every lunch hour for students to read and borrow books, play games and draw, among other activities.

Instrumental Music Program

The program caters for Years 4 to 6 students with ability and keenness to participate in learning an instrument from either the woodwind or brass and percussion families. There is an audition process to select students for the Instrumental Music Program. Those students selected are required to commit to the program for twelve months. There is a levy for students involved in this program to cover the costs of repairs, replacements and musical texts. Information is sent to parents/carers of Year 3 students in Term 3 to start in the following year.

Instrumental Music teachers visit the school on a regular basis to provide specialised instruction in percussion, brass and woodwind.

Instrumental Music students have the opportunity to perform as members of the Tingalpa State School bands/ensembles at various public performances throughout the school year.

Sporting Activities

Gala Day

Students in Years 4-6 participate will have opportunities to participate in Gala Days. The sports played on these days may include cricket, netball, soccer and oz tag.

Representative Sport

Tingalpa State School is affiliated with the [Bayside District School Sport](#). This means students are eligible for all representative sports whether or not the sport is played at the school. The school sends teams of eligible students to swimming, cross country and athletics trials.

There is also the opportunity for parents to request to nominate their child for other sporting trials, these must be endorsed by the school. Students are to be 10 years or older to nominate to compete at a District trials or carnivals. Qualifying times may also apply to some sporting events. The HPE teachers will email parents/carers details of district trials at the beginning of the year. Please contact the HPE teacher if you have any enquiries about district sport.

Curriculum Extension Activities

Camping Program and Educational Excursions

Tingalpa State School's Camping and Excursion program enables students to further their learning and social skills development in a non-school setting. Camps and excursions may have a cultural, environmental or outdoor emphasis and are an important aspect of the educational programs offered at our school.

Camp is for Year 5 and 6 students and is scheduled not to clash with other activities such as national testing. Where composite classes exist e.g. Yr4/5, consultation between the relevant staff members will result in the best course of action to support Year 4 students who will not be participating in camp.

Educational excursions are planned during the year to support the programs being offered at each year level. Notification is forwarded to parents/carers regarding the details of the excursion and all transport arrangements for the excursions. All students are encouraged to attend such excursions. If there are any difficulties experienced by families regarding the cost of excursions, they are encouraged to discuss any concerns with the Business Manager.

Swimming

Swimming takes place in Term 4 for students in Prep – Year 6. It is a water awareness program. Parents/carers are required to pay and sign a permission form for children to attend swimming classes. Specialist swimming trainers conduct lessons with each class at a pool close to the school. Students travel by bus to the pool location. Information about swimming will be sent to parents/carers well before lessons commence.

Sunscreen: We advise parents/carers to apply sunscreen to children on swimming lesson days. Students may also bring their own sunscreen.

Labelling: Please make sure that all items of uniform, swimming gear AND underwear are clearly labelled.

Student Leadership Program

A student leadership program operates at the school. It encourages the Year 6 senior students to play a role in the daily activities of the school and offers opportunities to assist in the future planning for the school. Leaders are appointed via different processes to the positions of School Captains, Sport's House Captains, Cultural and Performing Arts Captains, IT Captains, Tech Crew, Cre8 Crew Captain, Jarjum Leader and Class Captains.

Student Council

The Student Council is from Year 4 - 6 and responsible for organising fund-raising activities from which funds have been directed towards various charitable organisations and the purchase of school resources. The Student Council program contributes to the leadership opportunities for senior students at Tingalpa State School as well as offering students from all year levels a voice in Tingalpa State School's future directions.

Cre8Crew - Year 5 Students

The Cre8Crew is made up of 10 -12 Year 5 students who are responsible for assisting in the management of school events.

Extra-Curricular Activities

Choir

Tingalpa State School currently features a Choir (mostly Year 2-6). The choir rehearses weekly and performs at various school assemblies and community events.

Robotics and Coding

Students in Year 3 – 6 are able to join the robotics and coding club that is run during second break each week. Students will be given details about the club at the beginning of each year.

Lunch Time Activities

A range of lunch time activities are offered to students during second break. Activities can include dance in the hall, hoops and skipping, basketball, touch football.

Religious Instruction

Religious instruction is held on a fortnightly basis and determined by the availability of volunteer religious education teachers. A religion program is offered to students. **Parents/Carers are to notify the school in writing if they wish their child to attend religious instruction.** Non-attendees will be supervised in other activities. Information about religious instruction will be sent out each year prior to the program starting.

Book Club

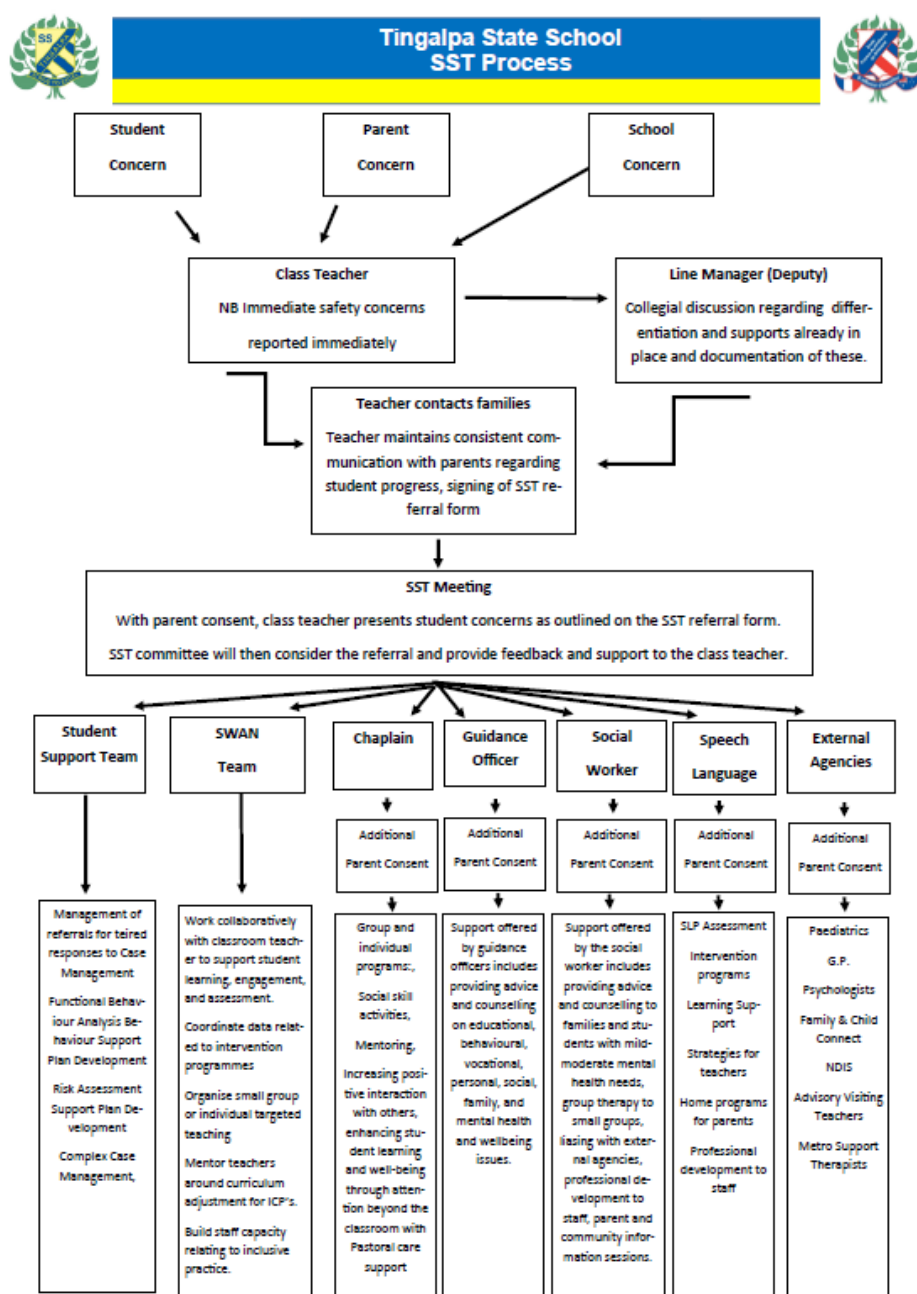
Encouragement is given to students to read regularly and widely. The school operates Scholastic Book Club that provides the opportunity for parents/carers to purchase books suitable for students at reasonable prices. Order forms are distributed to the students on a regular basis across the year.

Student Support Services

Student Support Team

Tingalpa State School has a team of support staff who meet regularly to discuss individual student needs. The team is made up of the Principal, Deputy Principal, HOD-C, HOD-FBP, SWAN teachers, G.O., Chaplain. Class teachers are invited to meeting on referral of students from their class.

The following flowchart outlines the Student Support Team services:



Support Teacher – Students with Additional Needs (SWAN)

Under the direction of the school principal, support teachers plan and provide and assist staff with appropriate learning experiences for students with disabilities or additional needs. Our SWAN teachers are responsible for liaising with a variety of stakeholders to ensure educational, social, and emotional priorities are met. These stakeholders include; parents/carers, classroom teachers, school staff, and therapists. SWAN teachers, in consultation with classroom teachers, assist with the creation of flexible learning programs and environments, to ensure each student is able to access and engage with the curriculum, to the greatest extent possible.

Guidance Officer

The school has the services of a Guidance Officer on a part time basis. Referrals for Guidance Officer support can only be made via the Student Support Team. Parent/carer permission must be obtained on the appropriate forms. Guidance officers contribute to the development of a comprehensive student support and wellbeing program, which is responsive to the needs of the school community. Support provided by guidance officers includes advice on educational, behavioural, personal, social, family, and mental health and wellbeing issues. Psychoeducational assessments also form an important part of the work guidance officers undertake to enhance positive educational outcomes for all students.

Social Worker

The school also has the services of a Social Worker on a part time basis. Referrals for Social Worker support can only be made via the Student Support Team. Social workers employed by DoE support students to improve their personal and social wellbeing through identifying issues that require change and connecting students and their families with support. Social workers address challenges experienced by students across a range of mental health and wellbeing concerns and apply evidence-based interventions. Using a strengths-based approach, they work to maximise a student's engagement with education. They also facilitate referrals to other allied health professionals and services and assist students and families in accessing this support.

Speech Language Pathologist

The Speech Language Pathologist service assists schools to build students' communication, language and learning, including literacy skills. The speech-language pathologist works collaboratively as part of the school team to build capability, adjust curriculum to meet the diverse needs of learners with speech language communication difficulties, identify and monitor the needs of students and implement evidence-based strategies to support students. SLPs work in the school approximately eight days per term and mostly liaise with student's private SLPs, to ensure alignment between therapy outside the school and supports in place for students while at school. DoE SLPs work with class teachers and support staff on how to support student needs.

Chaplain

Tingalpa State School has the services of a school chaplain, three days/week. A chaplaincy program is an optional service introduced into a state school to provide students, staff and parents/carers with support which may or may not have a religious and/or spiritual component. Chaplaincy services provide an additional adult role model in schools. Whilst personally modelling and owning their own faith positions or belief, chaplains avoid any implications that any one religion, denomination or other set of beliefs is advantageous or superior to any other denomination, religion or belief.

During class time the chaplain may be involved in a wide range of classroom activities which are of a non-religious/spiritual nature. The vast majority of the chaplain's work at Tingalpa State School is of a non-religious/spiritual nature. Religious instruction is not part of the chaplaincy service. Our school's chaplaincy program compliments other support services in the school. A chaplaincy service is not a counselling service. Access to the chaplain service can only be made through the Student Support Team and/or the Principal/Deputy Principal. Parent/carer support for any involvement with the chaplain is mandatory.

Our chaplain does not refer to external agencies. The chaplain reports issues of concern to the Principal/Deputy Principal, and they are responsible for external referral processes.

COMMUNICATION

Regular Communication

Fortnightly Newsletter

School newsletters are a fantastic way to keep everyone informed about the latest happenings, achievements, and important updates within the school community. We provide interactive, graphically rich, full colour professional electronic newsletters to all our parents/carers. Our eNews is personally delivered directly to your

email inbox via the internet. To sign up for our eNewsletter please email admin@tingalpass.eq.edu.au with your email details. The newsletter is posted on the school's website each fortnight – odd weeks during the term.

School Website

Our website www.tingalpass.eq.edu.au provides a wide range of information about Tingalpa State School, including school Annual Reports, Curriculum information, Parent Information Handbook, Enrolment Management Plan, tuckshop information and student absenteeism.

Text Messages - SMS

In the event of a more urgent update to parents/carers, the school is able to send a text to parents/carers. Please ensure that your contact details are always current. Contact the office on admin@tingalpass.eq.edu.au to update your contact details.

Fortnightly School Assembly

Assemblies are conducted fortnightly on Tuesday afternoon at 2.30pm in the school hall, even weeks of the school term. This is an opportunity to share events occurring in the school, as well as to celebrate student achievements, student awards and choir and instrumental performances.

Orientation & Parent Information Sessions

Tingalpa State School organises orientation days for students commencing Prep which are designed to help your child and you feel comfortable with the school environment.

Parent Information Sessions will be held during the second week of Term 1. Parents/Carers should attend in order to meet their child's teacher and learn about the curriculum and activities during the year.

Parent / Teacher Communication

Teachers at Tingalpa State School are always willing to discuss student progress with parents/carers. In order to ensure that the teacher can provide optimal attention to the discussion, please ensure that you make an appointment by contacting the teacher for a mutually suitable time.

Classroom teachers will provide parents/carers with their school email address as a means of communication between home and school. It is important to remember that teachers, due to the nature of teaching, may not be able to respond immediately to your email. Teachers endeavour to respond to parent emails within 48 hours (2 school days). Please be assured that Tingalpa State School staff will contact parents/carers immediately if they perceive the need to discuss a child's progress or behaviour.

Parents/carers should feel free to contact the Principal or Deputy Principal to discuss matters of concern. Similarly, it is essential that you contact the office to make an appointment for a mutually suitable time. It should be noted that parents/carers should always discuss educational matters with the relevant classroom teacher or specialist teacher **before** an appointment with the Principal or Deputy Principal.

Reporting and Parent / Teacher Interviews

Students will receive a report via email at the end of Semester 1 and Semester 2.

At the end of Term 1 and 3 teachers offer parents/carers the opportunity to formally meet with them to discuss their child's progress. Bookings for this occur through an online platform with a link sent out prior to the interview dates.

Annual Events

We have a number of highlights and major events across the school year. Information about these are shared with families through the school newsletter with upcoming events clearly signalled prior to the date.

Regular annual events include:

- Family Movie Night, Bastille Day Breakfast, Colour Run for Fun - P&C events
- School Photographs
- Cross Country (junior and senior students), Athletics Carnival (junior and senior students) and Swimming Carnival (senior students)
- ANZAC Day ceremony
- Spring Soiree – Learning Celebration etc.

At the beginning of each year information will be shared with families of school and P&C events relating to a child's year level and the approximate costs involved to assist parents/carers with budgeting.

Complaints Management

During the course of your child's school years, you may have cause to make a complaint about an issue or concern you have with their education. The Department of Education and Training is committed to ensuring that all complaints are dealt with in a fair and equitable manner. There are processes and support networks in place to enable you and your child to work through any issues or concerns you may have.

To achieve an effective resolution for all parties, when making your complaint, you should ensure you:

- provide complete and factual information in a timely manner
- deliver your complaint in a calm and reasoned manner
- avoid making frivolous or vexatious complaints
- or using deliberately false or misleading information.

You should be aware that if you are making a complaint about a staff member that, in most instances, the staff member will be told of the complaint and offered the right of reply. You also have the right to have a support person participate throughout the process.

The following procedure is in place to assist parents/carers and school staff to reach an outcome that is in the best interest of the student.

1. Discuss your complaint with the class teacher

If your complaint is with your child's teacher or relates to an issue concerning your child's experience at school, make an appointment with that teacher as soon as possible, either directly with the teacher or through the school administration. Discuss your complaint with the teacher and give the teacher an opportunity to suggest a solution. The teacher will make a record of your complaint and report your meeting and any outcomes to the school Principal. Together, both you and your child's teacher should be able to resolve the problem at this level.

2. Discuss your complaint with the Principal or Deputy Principal

If after approaching your child's teacher your complaint remains unresolved, make an appointment to see the school Principal or Deputy Principal to discuss the issue further. Alternatively, you and the teacher may agree to ask the Principal or Deputy Principal to act as a go between in informal conflict resolution in an attempt to resolve the problem.

If your complaint relates to more general school matters, including issues of school policy and issues of compliance or non-compliance, you should raise your complaint directly with the Principal or Deputy Principal. The staff member will make a record of your complaint and work with you to come to a resolution. Complaints to the Principal or Deputy Principal may be lodged in person, by telephone, writing or via email.

3. Contact your Regional Education Office

If you have discussed your complaint with the Principal and still feel that you have not reached a resolution, you have the right to contact your local Department of Education and Training office.

Complaints may be lodged by telephone or in writing. Your complaint should be specific in detail and outline the steps you have taken to resolve the issue. Ensure your complaint includes your full name and address and that you have signed and dated it. It is also a good idea to keep a copy for your own records. Anonymous complaints will only be acted on if enough information has been provided to allow for follow-up with the relevant school Principal.

When you contact your regional Education Office a record will be made of your complaint. You will also be advised that your name and the nature of your complaint will be reported back to the Principal of your school. Local office staff will then work with you and your school to seek a resolution.

Addresses and telephone numbers for the Department of Education and Training offices are available through the Schools Directory site at <https://schoolsdirectory.eq.edu.au/>.

The role of Parents and Citizens' Associations (P&Cs)

Complaints about services that are run or managed by the P&C Association at your school should be directed to the P&C Association in the first instance.

Arrivals & Departures

Early Arrivals

Unless attending a school-organised activity such as music practice, **children must not be left unattended at school before 8.30am and are not permitted to use the playground/equipment.** Early arrivals should attend the Outside School Hours Care service which opens from 6.30am.

Late Arrivals

Children who arrive at school after the morning session start at 9.00am must have a note from their parents/carers explaining the reason for their late arrival and report to the office for a late slip. Alternatively, they can be signed in by their parents/carers at the school office. Consistent late arrival at school is discouraged and will be followed up by school staff.

Absent from School

If a child is ill or away, please advise the school by phone 3890 6766, email via the school website or in writing with the reason for your child's absence from school. If students have an unexplained absence, parents/carers will receive an SMS message that their child is absent from school without an explanation, parents/carers need to respond with an explanation.

Dropping Off & Picking Up

Stop Drop & Go Zone

To ensure our drop off zone is a safe zone, please follow these guidelines;

- The drop off zone is strictly no parking.
- Parents/Carers dropping their children off in the morning are asked to drop their children at the drop off zone and move on.

3.00pm Pick up Zone Guidelines

Children are dismissed from class at 3:00pm. It takes some time for the students to move from their classroom to the drop off zone.

1. Students sit quietly and wait for their name to be called as the family comes through the drop off zone.
2. When their name is called, the student is directed to the number bay where they get into the car.

Children must walk to their vehicle, not run.

3. At 3:15pm all un-collected students are taken into the office for admin to contact parents/carers. If you think you may be running late, please advise the office on 3890 6777.

For the drop off zone to move smoothly parents/carers are requested to:

- Practise with your children how to get into the car quickly and buckle up.
- Have patience if the car in front is not ready to move when you are.
- Be prepared to go safely around again if your child is not at the drop off zone.

During School Hours Collection

If you need to collect your child from school before 3:00pm, you are required to go to the office to obtain an early departure slip before collecting your child. This process is necessary for accurate recording of children present at school in the event of a fire or other emergency.

Waiting in the School Grounds

Parents/Carers are welcome to wait for their children inside the school grounds.

Recommended meeting places are:

- near the playgrounds
- in the cover areas

Please arrange a meeting place away from classrooms to collect your child/children. Waiting outside classrooms can be distracting for the class. **Parents/Carers who are waiting with younger children must supervise these children and be responsible for their safety while they are on school grounds.**

Dogs are not allowed inside the school grounds. If parents/carers wish to bring dogs to school, they must remain outside the school grounds.

Parking

Parking on School Grounds

There are two car parking areas available for use in the vicinity of Tingalpa State School. The larger of the two is located via Wynnum Road entry next to the Tennis courts. This car park must not be used as a drop off/pick up area. The second car park is located via the Tenbar street entrance next to the Stop Drop and Go Zone.

Street Parking & Other Parking Alternatives

The limited street parking spaces near the school fill very quickly at peak times. Please be aware of the **no parking zone** outside the car wash on Tenbar Street between 7-9am and 2-4pm. Suggested areas for parking near the school include Tenbar Street, please be considerate of local residents and do not impede access by parking too close to driveways, nature strips, school crossings, double park, or next to a continuous yellow line.

There is also parking available at Kianawah Park, with a short walk across Wynnum Road to the school. Please do not park in the Twin Parks Shopping Centre. This is for customers only.

Travel to School

Pedestrian Crossings

Pedestrian crossings with School Crossing Supervisors operate outside the school entrance in Tenbar Street and at the lights located on Wynnum Rd, before and after school. In the interests of child safety, all students who walk or cycle to school should use these crossings.

Cycling/Scootering to School

Children are encouraged to ride/scooter safely to school. All cyclists/scooter riders must dismount when using the designated pedestrian crossings.

Bikes and scooters are not to be ridden in the school grounds, parents/carers, students and siblings are to walk their bike/scooter through the school and to and from the bike racks. Bikes/scooters are secured in the bike enclosure behind the school hall.

Bicycle Helmet Policy

It is compulsory for all bicycle/scooter riders in Queensland to wear an approved safety helmet.

Tingalpa State School enforces the following policy for students:

- All students riding or pushing a bicycle/scooter to and/or from Tingalpa State School must wear an approved safety helmet in the correct manner.
- Parents/Carers of cyclists/scooter riders not complying with this policy will be informed immediately by a member of staff of the event and the school's policy.
- If a student does not comply with the bicycle/scooter helmet policy, action will be taken to ensure the student's safe movement to and from Tingalpa State School.

Bus Travel

Students are able to travel to and from school via Brisbane City Council Buses. Details of bus routes can be found at <https://caportal.com.au/bcc/brisbane-metro>.

STUDENT INFORMATION

Uniforms

Children are encouraged to take pride in wearing their school uniform at all times. The uniform is available for purchase from the school. **Second-hand uniforms** are sometimes available from the uniform shop. Students may wear their coloured sport's house polo shirts to school on sports days, swimming carnivals, and every Friday.

Please ensure all uniform items are clearly named.

Hat	Royal blue school logo bucket hat or wide brim hat (TSS policy means children without hats or sun safe hats must sit in an undercover area. NO HAT NO PLAY) Prep students wear a special gold wide brim hat with logo
Shirts	Royal blue checked school buttoned shirt Royal blue collar school logo polo shirt
Shorts	Royal blue, elastic waist shorts with side pockets
Skirt	Royal blue culottes or "skort" (combination skirt/shorts)
Dress	Royal blue and gold checked school dress
Sports uniform	Coloured sport's house polo shirt may be worn on sports days, swimming carnivals and every Friday. Royal blue poly-cotton shorts, culottes or skort (as above)
Jacket	Royal blue school logo zip jacket or polo fleece Royal blue zip tracksuit top or jumper without a hood Senior students (Yr5 and 6) can wear a special jacket with yellow sleeves.
Pants	Royal blue fleece tracksuit pants
Shoes	Shoes must be fully enclosed for foot protection and tie up or have velcro fastenings. Black school shoes or black joggers
Socks	White socks (navy tights or stockings are permitted in winter)

Appearance

Tingalpa State School promotes a neat appearance and students are encouraged to:

- have clean clothes, a clean body and tidy hair
- wear the school uniform with pride
- make-up and nail polish are not part of the school uniform and should be kept for special occasions outside of school

Jewellery

Jewellery is not encouraged at school and worn at own risk. Students can only wear watches (without connectivity) and stud/sleeper earrings. If your child has religious or medical reasons for requiring other jewellery, please contact the principal to discuss.

Sun Smart Policy

At Tingalpa State School we believe that children should be protected from the sun. We enact this by ensuring sun protective clothing and sun safe hats are worn when children are working or playing in the sun. Children must wear protective swim shirts while attending swimming lessons. Students are encouraged to apply sunscreen (SPF 30+) before coming to school each day.

Teachers and parents/carers provide good role models for the children at our school. Teachers are required to wear hats while on playground duty. Children are encouraged to play in shaded areas such as the under covered areas and under shade trees. Other areas such as the Prep playground has a protective shade shelter constructed over the playing area.

During the hottest part of the day, physical activities such as Physical Education Lessons are mostly undertaken in covered games areas. Sun smart activities held at our school may include the following:

- planting trees around the school
- using shade covers for sports days, etc
- conducting educational programs on Sun Safety
- planning activities to minimise time spent in the sun
- conducting Physical Education lessons in the Covered Play Areas and shaded areas during peak sun exposure times
- ensuring parents/carers are informed of the policy when enrolling their child
- wearing school uniforms that are Sun Smart compliant
- wearing Sun Smart clothing on Free Dress Days.

What Parents/Carers Can Do

Parents/Carers and care-providers can participate in Sun Safety by being a positive role model. Providing children with appropriate broad-brimmed hats, clothing, and 30+ or higher broad-spectrum sunscreen. Reminding children about drinking water as they can dehydrate easily during hot weather. Supporting the school's Sun Smart Policy by purchasing and equipping children with appropriate swim shirts for swimming lessons

Sunscreens

Sunscreens should be at least SPF 30+ broad spectrum. They should be applied at home before school and reapplied as necessary.

Hats

Tingalpa State School has a broad brimmed hat and a bucket hat as part of the uniform. Sun Smart hats provide shade. At Tingalpa State School, children must wear hats to play or else they must play in a shaded covered area.

Lost Property

Unclaimed property is stored at the office. Students and parents/carers may inspect lost property at any time to reclaim lost belongings. Items remaining unclaimed at the end of each term are donated to the Tuckshop.

Technology, Mobile Phones, Money, Toys & Valuables

We discourage children from bringing valuable items, such as toys and large amounts of money to school. They do so at their own risk. School staff will not be held responsible for any items lost at school.

Certain personal technology devices are banned from school - Students must not bring valuable personal technology devices like cameras, digital video cameras, tablets or MP3 players etc. to school as there is a risk of damage or theft. **Breaches of this prohibition may result in disciplinary action.**

However, in special circumstances, such as for safety reasons, mobile phones may be permitted. For further information refer to the **Mobile Phone Policy**.

Mobile Phone Policy

All Queensland state school students must keep their mobile phones switched off and 'away for the day' during school hours. Notifications on wearable devices, such as smartwatches, must be switched off so that phone calls, messages and other notifications cannot be sent or received during school hours.

'Away for the day' supports schools to maintain a strong focus on student educational achievement, wellbeing and engagement by:

- providing optimal learning and teaching environments
- encouraging increased face-to-face social interactions between students
- promoting the health and wellbeing of students through increased social interaction and physical activity
- reducing the potential for students to be exposed to the negative impacts of the digital world, resulting from unsafe or inappropriate technology use.

Tingalpa State School clearly states in the Student Code of Conduct that the use of personal mobile phones and technology devices within the school by students is strictly prohibited. Please refer to the School Website to view the [Tingalpa State School Student Code of Conduct](#).

If a student in Year 5 or 6 needs a mobile phone for safety reasons traveling to and from school, they may do so only after parents/carers have completed the *Mobile Phone/Electronic Device Permission* ([available on our school website](#)) and this has been approved by the principal. Students must hand in mobile phones and devices with connectivity to the office on arrival at school.

Behaviour Management

Student Code of Conduct

Our [Student Code of Conduct](#) is the school's behaviour policy, with information about school rules, consequences and processes for addressing bullying and the use of technology. The Student Code of

Conduct has been developed in consultation with each local school community, is published on the school website and provided to every student and family upon enrolment.

CARE Values

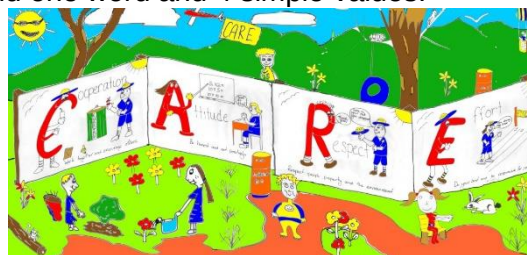
The Tingalpa State School Community **C.A.R.E.** values is something we want everyone in our community to remember, understand and use every day. It is based around one word and 4 simple values.

Cooperation - Work together and encourage others

Attitude - Be honest and act positively

Respect - Respect people, property and the environment

Effort - Do your best and be responsible for your actions



What is the purpose of C.A.R.E?

Our school reflects the values and beliefs of the Tingalpa community. The Tingalpa community functions under a variety of social, moral, ethical and legal rules. It is the job of the Tingalpa SS community to ensure that these rules are understood and used by our children to prepare them to become future community members.

Why have only four school values?

The problem with rules is that you can always make more of them. When you have too many rules people get confused and give up. We need a simple common language so that all of us are talking about the same thing.

How does C.A.R.E. cover everything?

These words are a way of remembering to behave in a manner acceptable in the Tingalpa State School Community. They are a way for community members to discuss appropriate and inappropriate behaviour using common words.

CARE's HIGH FIVE Strategy

The High 5 can help when someone else is not showing CARE. Using these five strategies helps anyone (young or old) to deal with uncomfortable or even threatening situations.



Talk Friendly:

Ask the person nicely to stop. He/she may not know they are being hurtful.



Talk Firmly:

Tell him/her to stop in a serious voice something like.....
"STOP IT, I DON'T LIKE IT"



Ignore the person:

He/she needs to know that you will not respond to hurtful behaviour.



Walk away:

Go to where adults will see the person's hurtful behaviour.



Report to an adult:

If the person will not stop then it is time to tell a staff member.

Anti-Bullying Policy

Tingalpa State School does not tolerate bullying or harassment. All members of the school community are committed to ensuring a safe and supportive environment based on the *Student Code of Conduct*. Further information about the Tingalpa State School anti-bullying policy can be found in the *Student Code of Conduct*.

Homework Policy

Homework provides students with opportunities to consolidate their classroom learning, develop behaviours for lifelong learning beyond the classroom and involve family members in their learning. The setting of homework takes into account the need for students to have a balanced lifestyle. This involves sufficient time for family, recreation and cultural activities. Please refer to our homework policy for further information ([available on our school website](#)).

Books & Materials

A list of required books and materials is issued at the end of each school year for the following year's class. Parents/Carers will be advised of an online provider where they can purchase items. Parents/Carers are not required to use this supplier, this is a service provided to assist busy parents/carers. Parents/Carers can take the list to any outlet of their choosing.

All books should be covered and materials clearly named. Teachers will inform parents/carers if items such as pencils, glue etc. need to be replaced during the year.

HEALTH, SAFETY AND WELLBEING

Health & Safety Policies

Emergency Procedures

Unfortunately, accidents and emergencies do occur. In the case of minor accidents or sickness at school, we contact the parent and seek further instructions. If an accident is serious, an ambulance is called immediately and parents/carers are advised accordingly. In either case, it is imperative that an up-to-date record of emergency telephone numbers are stored at school.

Please ensure that the office always has the correct contact numbers for you and your designated emergency contacts. Notify the office if you change your address, telephone numbers or place of employment. Similarly, notify the office of any changes in contact details for your emergency contacts.

Evacuation/Lock Down Drills

Drills are conducted at the school at regular intervals to ensure the quick and safe evacuation from all buildings or the effective lock down of the school during a real emergency. All persons present in the school, at the time of an alarm are expected to follow the evacuation or lock down procedures. Parents/Carers or volunteers unsure what to do need to follow staff advice. Each classroom and work area in the school has both an Evacuation Plan and Evacuation/Lock Down Procedure Document to assist people to follow correct procedures.

Illness Procedures

Sick Bay is situated in the office. Learning Assistants and administrative staff assist students who attend the Sick Bay. Our staff, working in sick bay, are trained in first aid but are not health professionals, therefore we can only provide students with first aide. Parents/Carers are contacted if a student presents during the day and it is determined the condition is of an ongoing and serious nature and cannot be managed at school.

Medicine Procedures

School Staff can administer medication to students but must follow departmental guidelines.

Role of assigned officers administering medication:

- Have knowledge of and comply with the school's *Substance Management Plan*
- Safely receive and store students' medication, and dispose of if required
- Prepare relevant documentation and accurately record the administration of medication
- Safely administer medically authorised medication to students
- Notify the principal if there is a medication administration error, if medication is stolen or misused.

Role of Parents/Carers

- Provide information to the principal/delegate about the student's health condition/s, including written information from qualified health practitioners, at enrolment or on diagnosis, and provide updated information when any information changes. A health plan may also need to be supplied.
- Complete the *Consent to Administer Medication* form (available from the school) when medically authorised medication is to be administered to a student

- Refer to the *Information for Parents* to ensure all documentation required for the safe administration of the medication is provided to the school
- Ensure that enough well-maintained equipment, in-date medication and consumables, labelled clearly with the student's name, are supplied
- Collect unused medication from the school when it is no longer required, has expired or at the end of the school year.
- Discuss with the school administration if the student may be able to be responsible for self-administration of their medication e.g. asthma medication and complete Section B on the *Consent to Administer Medication* form (available from the school).
- If requested by the school, provide the *Request for Additional Medication Advice* (available from the school) to the student's prescribing health practitioner and return the requested document/s to the school as soon as possible.

Asthma medication

As asthma is a common childhood health condition which is treated by inhaling medication from an easy-to-use device, many students can self-administer their own medication without adult support or supervision. Asthma medication can be administered routinely to prevent symptoms, or as an emergency medication in response to certain symptoms.

Requirements for self-administration of asthma medication

A parent/carer can advise the school administration of their decision to allow their child to be responsible for self-managing their asthma if a parent/carer believes that their child can:

- confidently, competently and safely administer the right dose of their own asthma medication at the right times
- can store their medication securely, and
- is aware of the importance of attempting to notify staff if they feel symptoms and intend to self-administer their medication, but not to delay self-administration if they can't notify a staff member in time.

For primary school students, the principal/delegate is required to complete a risk assessment, considering the maturity of the student. The principal/delegate may overturn a parent's/carer's/student's decision at any time if there are any significant risks associated with the student self-administering medication during school or school-related activities.

If a student is approved to self-administer their asthma medication, an administration officer will record the parent's/carer's/student's decision in OneSchool.

The school will need a copy of a student's Asthma Action Plan if staff are administering or supporting the student to administer the asthma medication, or if their emergency response is complex (e.g. student requires several medications). If a student is unable to self-administer their medication in an emergency and requires assistance, trained staff will provide [Asthma First Aid](#).

Adrenaline auto-injectors

Adrenaline auto-injectors (e.g. EpiPen) are easy-to-use devices that can be easily administered by non-medical personnel. Instructions to administer these are on the device and in the student's Anaphylaxis Action Plan that should always be kept with the medication.

The principal/delegate, in consultation with the student, treating team, and the student's parent/carer (if under 18 years old), may approve for a student to carry their auto-injector on their person and self-administer this medication if **all** of the following can be confirmed:

- the student can always carry their own medication safely and securely;
- the student can safely store their medication (with their Action Plan);
- the student keeps their medication in-date;
- the student is aware of their warning signs and the importance of notifying the nearest person to advise supervising staff of the situation;
- staff are aware that the student is carrying emergency medication; and
- staff who supervise the student are familiar with their warning signs (as per their Action Plan) and are trained to administer the emergency medication if the student is unable to do so.

Health plan example

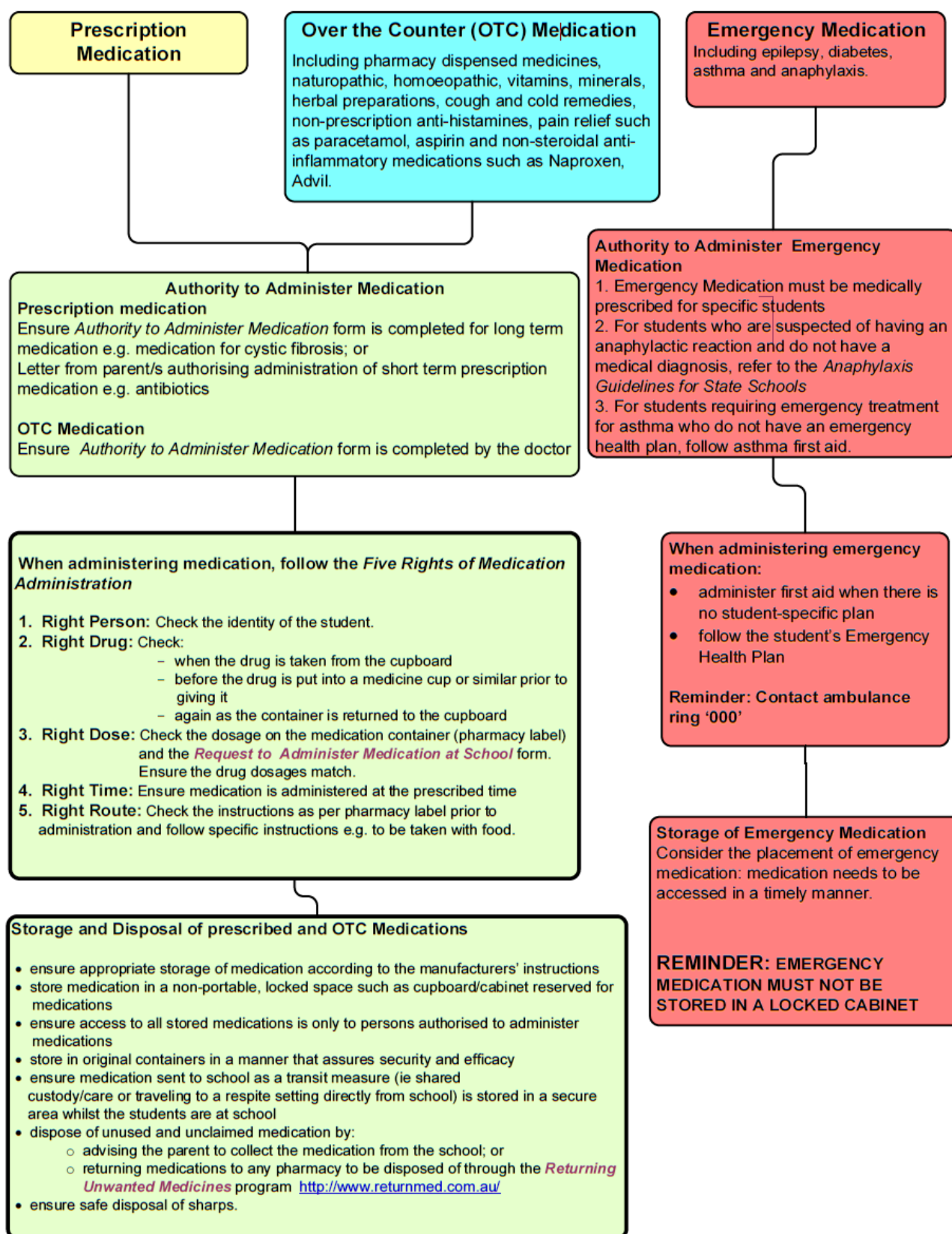
In making their decision, the principal/delegate should also assess any associated risks at the school level.

Emergency medications (other than for asthma or anaphylaxis)

For students with health support conditions (other than asthma and anaphylaxis) who may require emergency medication, consultation with the student's treating team, parent/carer and a State Schools Registered Nurse will determine if self-administration is an option. If so, requirements will be documented in the student's Emergency Health Plan.

Please peruse the following flowchart for administration of medication below:

Administration of Routine and Emergency Medications in State Schools



Infectious Diseases

A list of infectious diseases and the necessary action is listed below. Whenever in doubt please contact the school.

Chicken pox	Exclude until fully recovered or at least five days after the eruption first appears.
Conjunctivitis	Exclude until discharge from eyes has ceased.
Mumps	Exclude for nine days or until swelling goes down (whichever is later).
Rubella	Exclude until fully recovered or for at least four days after the onset of rash.
Measles	Exclude for at least four days after onset of rash.
Impetigo (School Sores)	Exclude until appropriate treatment has commenced. Sores on exposed surfaces must be covered with a waterproof dressing.
Ringworms / Scabies / Pediculosis (Lice) / Trachoma	Re-admit the day after appropriate treatment has commenced.
Diphtheria	Exclude until medical certificate of recovery is received following at least two negative throat swabs, the first not less than 24 hours after finishing a course of antibiotics and the other 48 hours later.
Viral Hepatitis	Re-admit on receipt of a medical certificate of recovery.
Whooping Cough	Exclude the child for five days after starting antibiotic treatment.

Head Lice

Head lice are small, wingless insects that live in the hair on your head and can be challenging to eradicate. They can only survive in human hair, need to feed from the scalp several times a day and can only survive up to two days off the person's head. Though not dangerous, head lice are a common problem for children between the ages of 3 and 11 and have nothing to do with personal hygiene or cleanliness and do not carry disease.

Further information on head lice and treatments can be found on our school website and at

<https://www.qld.gov.au/health/condition/infections-and-parasites/parasites/head-lice>.

We take a whole school approach to limiting head lice through the following actions:

- advising of head lice outbreaks through letters to parents/carers of students in affected classes
- inform parents/carers, particularly during peak periods of infestation, to be vigilant in checking their child for head lice or lice eggs and to treat all infected household members
- providing general information regarding head lice in the parent information handbook, school newsletter and the school website for parent reference
- requesting parents/carers to notify the school if their child is affected
- ensuring students suspected of having head lice or eggs present in their hair **are not** excluded from class or school. However, if notified by the school, a parent may choose to remove their child from school to administer immediate treatment
- if determined necessary to check students for head lice, ensuring school staff, or other authorised adults conduct a visual check (no physical contact) in a discreet and sensitive manner (authorised by the principal)
- discouraging students from sharing hats at school.

Food Recommendations

Food Allergies

Tingalpa State School has many students who can suffer severe anaphylactic reactions to foods such as peanuts and their by-products.

To assist in making our school as safe as possible for these students we ask parents/carers to consider alternatives to these products when making student lunches, birthday cakes etc. Further information can be found at <https://www.allergy.org.au/patients/food-allergy>.

Healthy Lunchboxes

Tingalpa State School promotes healthy eating practices for our students. For ideas about healthy school lunches and snacks, visit any of the following websites:

Queensland Government - <https://www.qld.gov.au/health/condition/child-health/diet-and-eating>

Life Education - <https://lifeeducationqld.org.au/back-to-school-lunch-ideas/>

Nutrition Australian - https://naqlid.org/healthy-lunchbox-resources-and-factsheets/?gad_source=1&gclid=EAlaIqOBChMli6HXvdbJggMVnKJmAh1cygKyEAAYAiAAEgLE8PD_BwE

Importantly for children in the junior years, please do not send packaged food which the children will not be able to open themselves. This only causes frustration, potential spills (and potential injury) for the child.

P AND C ASSOCIATION

Our active and supportive Parents and Citizens (P&C) Association provides the school with invaluable funds and resources.

The P&C Association is a statutory organisation given responsibilities by Department of Education to administer the many voluntary services that are vital to the well-being of schools. The P&C plays a major role in fundraising for the school and contributes a considerable sum to the school each year. It is also responsible for many other important services and projects.

General Meetings are held on the **Tuesday – Week 3 and 8 each term at 6.30pm** in the administration building. All parents/carers are welcome to join the P&C Association and attend meetings.

Fundraising

The P&C Association has made a strong commitment to the school over many years to provide a variety of resources. This is done through a varied number of events and projects run within the school community and outside in the broader community.

These events, while earning extra dollars for the school, provide many opportunities for families to join together and form life-long friendships.

Monies are spent on providing resources such as reading books, library books, mathematics, science, sporting, physical education, computer and playground facilities and swimming pool improvements to name a few.

OUTSIDE SCHOOL HOURS CARE (OSHC)

Outside School Hours Care (OSHC)

The OSHC centre is situated within the grounds of the school and provides quality care for children – before school, after school, school holidays and on student-free days.

The service is only available to families from our school. Our Outside School Hours Care is run by Camp Australia. Although Camp Australia is a private company operating a service on our school grounds, they work collaboratively with Tingalpa State School to ensure continuity for students between school and OSHC.

For more information on the Camp Australia Network, or information on enrolling at the service: please visit the Camp Australia website at campaustralia.com.au/school/?accessCode=2FD7 or make contact through the Camp Australia Help Desk on email: info@campaustralia.com.au or phone 1300 105 343.

Facility Hirers

Tingalpa State School have a range of facility hirers that use the school facilities before and after school to offer user-pays extra-curricular opportunities for students. Please see the officer foyer or the school newsletter for extra-curricular opportunities available, as they do change across the year.