Each parent of a child who is of compulsory school age must:

- Ensure the child is enrolled at a state school or non-state school
- Ensure that the child attends the state school or non-state school on every school day for the education program in which the child is enrolled unless the parent has a reasonable excuse
Contacts

PRINCIPAL       Mr Leon McKay
DEPUTY PRINCIPAL  Mr Peter Genrich
HOSES           Ms Angela Brown
BUSINESS SERVICES MANAGER  Mrs Debbie Kaminski
ADMINISTRATION OFFICERS  Miss Hayley Steadman
                                  Mrs Lyn Kamerling (on leave)
                                  Mrs Anita Schubert (on leave)

ADDRESS        Granville State School
                  Cambridge Street
                  GRANVILLE, QLD 4650

TELEPHONE      (07) 4120 9888
FAX            (07) 4120 9800
EMAIL          the.principal@granvillss.eq.edu.au

OFFICE HOURS   Monday – Friday 8am – 4pm
DISTRICT OFFICE Education Queensland
                  Lennox Street
                  Maryborough. QLD 4650
PHONE          (07) 4121 1633
Semester One:
Term 1:
Wednesday 27 January – Thursday 24 March
SFD’s Thursday 21 and Friday 22 January
Australia Day 26 January

Term 2:
Monday 11 April – Friday 24 June
Anzac Day 25 April
Labour Day 2 May

Semester Two:
Term 3:
Monday 11 July – Friday 16 September

Term 4:
Tuesday 4 October – Friday 6 December
Queens Birthday 3 October
SFD Monday 17 October

SCHOOL HOURS
School hours are from 8:50am until 3:00pm Monday to Friday.
All children are expected to be at school before the 8:45am bell with classes commencing at 8:50am. School finishes at 3:00pm.
A bell rings at 8:45am for students to go to classrooms and prepare for the school day.
First Break is from 11:00am to 11:55am and Second Break from 1:30pm to 1:55pm.

SCHOOL ROUTINE
8:00 – 8:30am On arrival at school students must go under B Block (prep to Yr 3) and under A Block (Yr 4 – 6) until dismissal at 8:30am
8:45am Bell sounds to prepare for school
11:00am BREAK ONE
11:10am Bell to signal end of eating time
11:55am Classes recommence
1:30pm BREAK TWO Bell will indicate the commencement of eating
1:40pm Bell sounds – end of eating time and commencement of play time
1:50pm Bell sounds – end of playtime
2:00pm Classes commence
3:00pm Dismissal – students need to depart school as quickly as possible. Any students remaining after 3:30pm will be taken to administration and parents will be contacted.

INFORMATION CHANGE – It is most important that you notify us if:
• you change your address or telephone number
• your emergency contacts or their details change
• any significant changes occur with your child/ren’s health
• custody or access details change
• you feel we should know of any other changes which concern you or your children
Improving Student Learning

So WHAT! My child is only a little bit late....!

Well! Just a little bit doesn’t seem much but, did you know.......?

<table>
<thead>
<tr>
<th>He/She is on just missing</th>
<th>That equals...</th>
<th>Which is...</th>
<th>And over 13 years of schooling that’s..</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 minutes per day</td>
<td>50 minutes per week</td>
<td>Nearly 1.5 weeks per year</td>
<td>Nearly <strong>HALF A YEAR</strong></td>
</tr>
<tr>
<td>20 minutes per day</td>
<td>1 hour 40 mins per week</td>
<td>Over 2.5 weeks per year</td>
<td>Nearly <strong>1 Year</strong></td>
</tr>
<tr>
<td>30 mins per day (Half an hour)</td>
<td>Half a day per week</td>
<td>4 weeks per year</td>
<td>Nearly <strong>1 and a Half Years.</strong></td>
</tr>
</tbody>
</table>

Did you know your child’s best learning time is the start of the school day?

School Starts at 8:45 a.m.

Students need to be at school by 8:40 a.m. in readiness for learning!!

Every day, every moment counts in the life of every child at our school!
GRANVILLE STATE SCHOOL

Our school Code of Behaviour has been agreed upon and endorsed by all staff and our school P & C. They are aligned with the values, principles and expected standards outlined in Education Queensland’s Code of School Behaviour.

BE A PEACEMAKER

- speak kindly
- care for myself and others
- do the right thing
- find help
- turn things around
- be brave
<table>
<thead>
<tr>
<th>Rules</th>
<th>All Settings</th>
<th>Classroom</th>
<th>Playgrounds/ Play Areas</th>
<th>Tuckshop</th>
<th>Toilets</th>
<th>Around Buildings</th>
</tr>
</thead>
</table>
| **Speak Kindly** | - I speak politely and kindly at all times  
- I use my manners to all – my friends, my teachers and visitors  
- I say positive statements not negative | - I encourage my classmates  
- I share their achievements with them  
- I know how to say ‘Well Done’ | - Encouraging language  
- Letting others play | - I wait quietly and calmly for my turn to be served |  |
| **Care for Myself and Others** | - I help others when needed  
- I follow instructions carefully | - I consider and respect others’ right to learn  
- I don’t reveal personal information | - I take turns  
- I share our play space  
- I respect rules  
- I keep hands to myself | - I am patient while waiting to be served  
- Only one person per toilet  
- I don’t play in the toilets | - I am in my own area  
- I don’t play around buildings  
- Running is for grass areas |
| **Do the Right Thing** | - I take care of all equipment  
- I take care to keep the area clean of rubbish  
- I wear my full school uniform | - I take pride in my work  
- I have a strong belief in myself  
- I keep my computer password safe | - I consider other people’s games when I play  
- Rules for games help make fun  
- I take turns and share space | - I only eat food I have bought  
- I respect other peoples’ privacy  
- I try my hardest to keep my area hygienic  
- I wash my hands | - I keep noise to a minimum during class time  
- I sit quietly and wait for my teacher after breaks  
- I do my best to move quickly and do my best to be where I should be  
- I keep away from out of bounds areas |
| **Find Help** | - I negotiate to solve disagreements  
- I report any problems to a teacher | - I tell a responsible adult when I feel uncomfortable or unsafe | - I play undercover when I don’t have a hat  
- I go to Library and Friendship Club | - I stand quietly and calmly in line | - I tell an adult if I have a problem coming to school  
- If I see something unsafe, I report it |
| **Turn Things Around** | - I accept I make mistakes  
- I learn by my mistakes  
- My behaviour cannot stop others from learning | - I understand the strike system  
- I understand Buddy Class and reflection | - I have choices in what I do and who I am with  
- I report damage |  | - I understand I need to sit out if I cannot make good choices  
- People with boards are people who can help me  
- My behaviour needs to follow school expectations |
| **Be Brave** | - I participate **fully** in all activities  
- I make decisions for myself  
- I show honesty | - I try my hardest at all times  
- I set myself goals  
- I ask questions if I don’t understand | - I can go to the adult with the board |  | - I need to make choices that match my values  
- I am honest when there is an issue |
UNIFORM POLICY

Granville State School Dress Code Policy has been developed in consultation with parents and caregivers, school staff, students and the Parents’ and Citizens Association. The Granville State School community endorses, supports and expects students to be in uniform.

Purpose:
- **Allowing** identification of our students on school premises and during regional sporting and cultural events and excursions, critical incidents, safety drills or evacuations.
- **Alerting** our school staff to people who may not belong on our school grounds.
- **Reducing** the pressure of buying name brands and following the latest trends and fads, which minimizes any visible economic or social differences between students.
- **Promoting** a sense of common purpose and belonging, consistency and unity in the daily activities of students.
- **Reflecting** the Granville State School’s community expectations of student safety and is consistent with the Department of Education and Training's Occupational Health and Safety and Anti-discrimination Legislation and Sun Safe Strategy.

Granville State School Uniform
Official School Colours: Gold and Black

**Gold polo shirt with school logo.** (Acceptable alternatives are; Sports House polo, seniors polo, School Sport representative dress shirt)

**Plain black shorts**—mid-thigh

**Skirt/skort**—plain black—mid-thigh

**Dress**—gold A line checked, length is above knee to mid-thigh

**Pants**—plain black track pants or black slacks/trousers. JEANS, LEGGINGS, STOCKINGS ARE NOT ACCEPTABLE.

**Jumper**—Black and/or Gold jumper or zip up jacket. (Black, yellow or white skivvy is acceptable under school polo). HOODIES ARE NOT ACCEPTABLE.

**Shoes**—Lace-up, Velcro or gusseted shoes must be worn at all times (the entire foot must be covered). THONGS AND SANDALS ARE NOT ACCEPTABLE.

**Socks**—White ankle/sports socks.

**Hats**—black surfstyle, wide brimmed hat. BEANIES ARE NOT ACCEPTABLE.

**Suppliers of Uniforms:**
B&H Designs, Lowes Menswear, Sauers Uniforms, Workers Wardrobe.

Granville State School requires all students to come to school with a clean and tidy appearance:
- **Uniform** is to be freshly laundered.
- **Hair** is to be pulled back from face. Below shoulder length hair is to be tied back.
- **Hair colour** is to be natural tones, not unnatural hair colours (such as pink, blue, green, purple etc).
- **Hair styles** are to be neat and tidy. No decorative shaved styles.
- **Make-up** is not to be worn.
- **Nail polish**—clear is permitted.
- **Jewellery**—one small pendant on a thin chain, small sleepers or small studs, a charity band/bracelet, medical alert bracelets and necklaces.

“Building our Future”
SCHOOL PROFILE

Granville is an eastern suburb of Maryborough, separated from the city by the Mary River. The school was opened on 6th January 1875 and was then named Maryborough East State School, a name kept until 1938 when it became Granville State School. The first headmaster was Mr Charles Julius who remained in that position until 1901. His name lives on through one of Granville’s four team houses.

Granville State School caters for girls and boys from Prep to Year 6 and is firmly focused on student success and achievement and offers a unique opportunity for students and staff to learn and achieve together. Granville State School focuses on meeting the changing needs of a changing society while satisfying the individual needs of every student in a caring, nurturing environment.

Discovering possibilities ... Realising potential

Granville’s approach to education centres on demanding academic content, taught through an integrated approach which aims to inspire and enhance learners. Our goal is to foster a spirit of inquiry and a love of learning that prepares children to thrive as adults in the challenging complex 21st century world.

We value Granville students as ‘active seekers, users and creators of knowledge’, each having their own particular talents and strengths waiting to be discovered, explored and engaged in the adventure of learning. Teachers work creatively to generate enthusiasm for learning and to cultivate respectful and caring relationships. They use the basic principles of child development to affirm the students at all stages of their educational journey - from the early years to adolescence.

Our uniqueness begins with the school site which is an adventure in itself. Beautiful gardens surround the school and provide a tranquil, harmonious environment for students and staff. The school has a strong reputation for environmentally friendly practices and encourages the children to adopt similar practices.

At Granville State School we place great importance on “old fashioned values” such as courtesy, good manners, hard work and honesty. We strongly believe that education is a partnership between home and school and provide numerous opportunities for family members to become involved in many aspects of their child’s education.

We have high expectations and high standards of behaviour, dress attitudes and participation that all students are encouraged and supported to meet. Students are encouraged to be proud of both themselves and their school.

These elements and many more contribute to making the ‘Granville Educational Experience’ like no other. We thank you for your interest and invite you to come on a journey to discover more about our school.
BUILDING OUR FUTURE

The quality of teaching and learning in schools directly affects how students view themselves as learners, their attitude towards school, their capacity to engage in further education or training and their potential to be productively employed, as young adults, and contribute to their community.

To ensure high-quality teaching and improve Granville State School student’s achievement our focus is:

1. Strong leadership with an unrelenting focus on improvement
2. A shared commitment to core priorities
3. Quality curriculum and planning to improve learning
4. Teaching focused on the achievement of every student
5. Monitoring student progress and responding to learning needs

As teachers we work hard to provide learning experiences that ensure that every day in every classroom, every student is achieving. Critically, in designing any learning, we seek to understand the readiness of all learners and set challenging but achievable learning goals. We know that improving levels of student achievement depends on all of us working together and striving for continual improvement. We know that the quality of classroom teaching has a profound influence on student learning and achievement.

At Granville State School teachers meet with the Principal and Leadership Team every 5 weeks through the Data & Planning Meeting process. Improved student outcomes are achievable as our teachers are guided and supported to be effective teachers who systematically plan, use evidence to inform their practice and employ a range of teaching strategies and methods.

But how do teachers improve student learning outcomes?
The principle of starting from where the student is at remains most relevant and important. Effective teachers place the student at the heart of their practice. Successful schools place the student at the heart of their learning environment. Learning involves students in making sense of the world. It is not simply about absorbing information but is an active process of constructing meaning.

Teaching is about supporting learning and helping students evaluate what they know, extend or renew their knowledge and deepen their understanding. Teaching is a complex and challenging profession in which an effective teacher makes countless daily decisions. The most critical decisions focus on the student.

- What do my students already know?
- What do they need to learn?
- How do I teach it?
- How will they demonstrate their learning?
- How will I know how well my students have learned it?
- Where to next?
The Art and Science of Teaching (ASOT) forms the basis of the **Pedagogical Framework** and underpins every teacher’s professional practice. At its centre are students. Each design question links to and supports the others. No one design question exists in isolation.

There is no fixed starting point – most teachers begin by considering the mandated curriculum while taking into account what students already know and the best teaching strategies to support learning. Teaching not only involves selecting the curriculum for students but also entails assessing and evaluating students’ understanding of what they have learned. Attending to these teaching and learning dimensions becomes an iterative process as teachers ask questions, evaluate the evidence and think about what, when and how to teach for effective learning for all students. Ultimately, working in the dimensions of teaching and learning becomes an organisational routine.

**How do we do this?**

By planning teaching and learning that aligns with the mandated curriculum:

**Prep:** Australian Curriculum (Curriculum into Classroom Materials C2C) in English, Maths, Science and History from 2013, Early Years Curriculum Guidelines

**Years 1-6:** Australian Curriculum (Curriculum into Classroom Materials C2C) in English, Maths, Science and History (Time, Continuity & Change) from 2013, Queensland Curriculum Assessment & Reporting Framework (QCAR) for all other KLA’s including Health & Physical Education, The Arts, LOTE, Technology & Design, three strands of SOSE KLA (Culture & Identity, Place and Space & Political and Economic Systems)

By Feedback

Feedback underpins all teaching, learning and assessment processes. It can be defined as information and advice provided by a teacher, peer, parent or self about aspects of one’s performance aimed at improving learning. Teachers and students use feedback to **close the gap** between where students are and where they aim to be. It is this function combined with effective instruction that provides the power of feedback. Teachers use self-feedback to guide and improve their teaching practice.
**Through Assessment**
Assessment is the purposeful, systematic and ongoing collection of information as evidence for use in making judgements about student learning. Systems, principals, teachers and students use assessment information to support improvements in student learning.

**By Sequencing Teaching and Learning**
The relationship between what is taught and how it is taught is critical in order to maximise student learning. Effective teachers do not teach one thing and then move on to another, and another. It is important to find out what students already know and to set goals for the next steps for learning. Teachers sequence learning that provides multiple opportunities for all students to explore and consolidate ideas, skills and concepts. Effective teachers challenge and support all students. An important goal for all teachers is to move their students towards, independent learning through a gradual move from the teacher directing learning to a point at which the students take responsibility for their own learning.

**By Making Judgements**
While assessment is integral to the teaching and learning process, assessment alone will not progress learning. Teachers and students use standards to make judgements about the quality of learning based on the available evidence. It is the process of judging and evaluating the quality of performance and depth of learning that is important to promoting learning. Teachers make judgements against specified standards on evidence from multiple sources. Assessment assists teachers to make judgements and to inform the next steps for learning.

**EXTRA CURRICULAR ACTIVITIES**

**THE ARTS**
**MUSIC:** Junior Choir, Senior Choir, School Bands (Senior and Junior), School Orchestras (Senior and Junior), String Ensemble Woodwind Ensemble, Percussion Ensemble Brass Ensemble, Instrumental Music Workshops, Fanfare, Eisteddfod, Choral Workshops and Concerts, Community Performances and the Gala Music evening.

**SPORT:**
- Interschool Competition
- Gala Competition
- House Programs

**YOUNG LEADERS PROGRAM:**
- School Student Council – Year 4 - 6
- Leadership Conference – School Leaders
- Toast Masters

**L.O.T.E.:** Languages other than English

**ARTS COUNCIL:** Whole School participation.
Supportive School Environment

Reinforcing Expected School Behaviour

At Granville State School communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

PATHWAYS TO PEACE

■ Speak kindly
■ Care for myself and others
■ Do the right thing
■ Find help
■ Turn things around
■ Be brave

Students will:
• Take newsletters and notes home or to school
• Respect and show tolerance towards students and staff
• Work at learning (attend, participate, bring required equipment and complete class work and homework)
• Always wear full and correct uniform
• Follow school directed policies and legislative requirements regarding attendance
• Behave safely and responsibly in the school grounds and classrooms
• Conduct myself in a manner with Respect and Responsibility
• Abide by the school policy on computer usage
• Abide by the school policy on electronic devices
• Respect the school property

Teachers will:
• Encourage students
• Expect the best from students in behaviour and their school work
• Offer a curriculum which meets the needs of students
• Ensure that each student is taught at an appropriate and challenging level
• Inform the parents and carers regularly about their child’s progress
• Take reasonable steps to ensure the safety, happiness and self-confidence of all students
• Be open and welcoming at all reasonable times and offer opportunities for parents and carers to become involved in the daily life of the school
• Clearly articulate the school’s expectations regarding behaviour management, the dress code policy and computer usage policy
• Set and monitor homework when appropriate
• Contact parents and carers as soon as is possible if the school is concerned about the child’s school work, behaviour, attendance or punctuality
• Deal with complaints in an open, fair and transparent manner
• Treat students and parents with respect and tolerance
• Teach and model responsible behaviour

Parents and Caregivers will:
• Make sure that my child upholds the values of respect for, and tolerance of, others
• Make sure that my child arrives at school on time and is work ready
• Make sure that my child attends regularly and informs the school of the reason for any absence
• Support my child in abiding by all school policies, including the behaviour management policy
• Support my child with homework
• Maintain appropriate contact with the school
• Let the school know if there are any problems that may affect my child’s ability to learn
• Keep school informed of any changes to student’s details, such as student’s home address and phone number
• Advise Principal if your student is in the care of the State
• Not allow your child to bring dangerous or inappropriate items to school
• Abide by the school’s instructions regarding access to school grounds before, during and after school hours
• Treat school staff with respect
• Support compliance with student’s electronic device usage policy

Administrators
• Model responsible behaviour
• Liaise with support staff and other agencies to improve programmes to maximise student learning

Excerpt from the Responsible Behaviour Plan for Students based on The Code of School Behaviour:
All areas of Granville State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

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

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour:
Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

Universal Behaviour Support

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

A set of behavioural expectations in specific settings has been attached to each of our Peace Codes. The School-wide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings. These expectations are communicated to students via a number of strategies, including:

- Explicit teaching of the rules. There will be a rule and area focus each week.
- Reinforcement of learning from weekly focus on School Assemblies and during active supervision by staff during classroom and non-classroom activities.
- Clearly visible posters throughout the school grounds and in all classrooms and other buildings including – office, hall, library, specialist rooms etc.

Granville State School implements the following proactive and preventative processes and strategies to support student behaviour.

- School Behaviour Leadership Team members’ regular provision of information to staff and parents and support to others in sharing successful practices
- Comprehensive induction programs in the Granville State School Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Creation of Positive Behaviour Tokens to support the implementation of the program
- Development of specific policies to address:
  - The use of Personal Technology Devices at School (Appendix 14)
  - Procedures for Preventing and Responding to Incidents of Bullying (Appendix 15)
Access to School Grounds

Pedestrian gates are provided on Cambridge Street and Dau Drive. Students should use the gate that is most easily accessed from the way they travel to school. The bus set down area is located in Cambridge Street.

The following parking is available for parents:

- Parking and set down zones are available in Cambridge Street. Parking is also available along the side of the road in Dau Drive.
- Disabled parking (marked space) is available in Cambridge Street.

Arrival at School

**Prep:**
While it is not compulsory it is recommended that parents bring Prep students in to the Under B Block area (if before 8:30am) during Term 1. Bus students are supported by bus monitors.

**Primary and Special Education:**
Students are not permitted in the school grounds before 8:00am as there may not be any teachers at the school prior to that time. Supervision is not provided. If students arrive at school before 8:30am they need to sit in designated areas – Under A Block for Yr 4-6 and under B Block for Prep – Yr 3. During this time they may eat a healthy snack – a piece of fruit, additional to their packed lunch. At 8:30am students are released and then proceed to their classrooms in readiness for the start of school. There is no play before school as there is no playground supervision at this time.

**Children should arrive at school no later than 8:40am.**

Departure from School

Students are not permitted to leave the school grounds unless parents sign them out via the early departure register at the office. Parents wishing to pick students up from sporting events must complete the early departure form available from the sports coaches.

Parents collecting their children at 3:00pm are asked to use the utmost care when leaving in their vehicles. When dismissed, children should leave the school grounds immediately and proceed to their homes by the shortest possible route. Students are only permitted to remain after dismissal if under the supervision of a teacher for sporting, choir or similar activities or if formally detained by the teacher. The playground areas are out of bounds for all students after school.

Staff members are rostered for bus duty each afternoon.
VISITORS TO THE SCHOOL

All visitors and volunteers must sign in. This may be done at the office. Name badges will be issued to all visitors to the school. This only happens through the office.

General Information and Services

The school is fully equipped with primary, prep and special education classrooms, library resource centre, music block, administration facilities, covered play areas, tuckshop, adventure playgrounds, tennis court, cricket nets and ovals. Playground equipment for younger students is available.

Most buildings are air-conditioned with the latest in classroom equipment and teaching resources for all curriculum areas. The resource centre has state of the art resources for all curriculum areas including print materials, audio-visual equipment and computer hardware and software. Fibre-optic computer cabling also links our buildings.

ENROLMENTS

Upon initial contact with the school, parents and carers are to collect an enrolment package. This package contains:

- An enrolment form
- An Enrolment Agreement for each child enrolling in Prep – 6
- A Parent Student Partnership Agreement
- Consent forms for copyright material, images, record/name and student usage agreement for Internet access
- An Attendance Policy
- A Uniform Policy
- A Homework Policy
- A Behaviour Management Plan
- A Parent Handbook
- A checklist which lists documents that must be provided prior to interview.

Prior to interview please ensure that, for each of your children enrolling in Prep – 6, you have provided:

- Proof of residency
- Proof of your child’s age (birth certificate) if your child has not attended another school
- A transfer note if your child is transferring from another school (or ask the school to obtain)
- Copies of any Family Court orders which are currently in place
- Signed consent forms for copyright material, images, record/name and student usage agreement for Internet access

Prior to interview the Enrolment Agreement must be signed by both student and at least one parent/carer. It is important that this document is signed after the school’s Responsible Behaviour Plan has been read and discussed with your child. Bring this completed document to the enrolment interview.

At interview for each student enrolling in Prep-6:

- Submit a signed Enrolment Agreement, for signing by the enrolling administrator: and
- Discuss details of issues which may impact upon your child’s learning.
You will receive a booklist for the appropriate year level/s, a tuckshop list and further information about programs offered at the school.

(a) Prep

Education Queensland provides for non-compulsory full-time prep education in the year before year one. Parents may enrol a child in prep provided that the child will attain the age of five years on or before 30 June in the year of enrolment. Proof of date of birth is required. All students who live in the school zone will be accepted into prep.

**Age requirements for prep are:**

<table>
<thead>
<tr>
<th>Birthdate:</th>
<th>Eligible for Prep year in:</th>
<th>Eligible for Year 1 in:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child born 1 July 2010 – 30 June 2011</td>
<td>2016</td>
<td>2017</td>
</tr>
<tr>
<td>Child born 1 July 2011 – 30 June 2012</td>
<td>2017</td>
<td>2018</td>
</tr>
</tbody>
</table>

From the beginning of compulsory education (in Year 1) all students may access 24 semesters of state education (private or government) with an additional 4 semesters available by application through the principal.

(b) Primary

Enrolments for year 1-6 students can be organised through the school office.

(c) Special Education

Children who have been diagnosed with a disability may be placed in our special education unit. Enrolment in the special education unit remains the decision of the principal in consultation with the Special Needs Committee. Decisions will be made based on the level of support and the frequency of adjustments required for the student. Our special education unit is coded to accept students with Autism Spectrum Disorder, a Speech Language Impairment, an Intellectual Impairment, a Hearing Impairment and a Physical Impairment.

ABSENCES FROM SCHOOL

**It is compulsory for school aged children to attend school.** It is therefore a requirement of Principals to be satisfied that all reasonable steps are being taken for students enrolled at their school to attend school.

**Education Queensland requires a note or a phone call stating the reason for any absence or late arrival** that occurs during school hours. When the school is not advised that a child is absent for legitimate reasons, the child’s absence will be marked on the roll as “unexplained”. Parents will then be contacted in writing about this absence from school.
GRANVILLE STATE SCHOOL  
Appendix 11

If it is necessary for a child to leave the school during the day for a medical/dental appointment, a note to the teacher or a phone call to the office should state the reasons, the time that the child will be collected from the classroom or school office and the person who will be collecting the child. All students must be signed out through the school office.

ACCIDENTS AND ILLNESS AT SCHOOL

If your child is sick it is best to keep him/her at home. Please consider your child’s comfort and well-being as the school has limited facilities and personnel to care for sick children.

In cases of illness at school, the parent or emergency contact as detailed on the enrolment form will be contacted. A list of infectious diseases and their exclusion periods is included at the back of this book (Appendix 3).

It is occasionally necessary for a child to have prescribed medication while at school. The following regulations issued by Education Queensland must be strictly adhered to:

1. A form is available from the school office for this purpose. A member of the office administration staff will administer medication. No classroom teacher is permitted to administer medication.
2. Full details as to time to be administered and dosage are to be shown by the pharmacist on the outside of the medication.
3. Medication (except in the case of Ventolin – see below) is to be delivered to the school office after the teacher has been advised of the need for medication to be administered. This is a safety precaution to prevent the child, or other children, having access to the medication and, if necessary, have it kept in refrigeration.
4. No member of the school staff can administer non-prescribed oral medication (such as analgesics, Panadol, herbal medicines and over-the-counter medicines) to children.

Children suffering from asthma may keep Ventolin puffers in the classroom provided a letter is forwarded to the principal by the parent/guardian giving permission for the child to administer his/her own medication as and when he/she finds it necessary.

If your child needs medication during the day or you wish to clarify the above, please contact the school office.

Children who have an accident at school are given basic first aid treatment. Should the injury be considered serious enough, parents will be contacted. In some cases it may be necessary to call an ambulance (this may occur before parents are contacted if the accident is considered to be serious).

An adult must sign out all students leaving the school grounds early due to illness or appointments etc.

It is vital that parents provide the school with up-to-date and accurate names, addresses and phone numbers of emergency contacts.
GRANVILLE STATE SCHOOL
Appendix 12

CHAPLAINCY

Granville State School Community has secured the services of a very qualified, committed, caring chaplain. She is genuinely committed to making a difference to young people, their families and teachers and to helping them to learn about themselves and society.

The chaplain builds relationships with students, staff and families. She has been able to teach social skills both informally and explicitly. The teaching staff has requested her assistance more and more for students with behavioural, emotional and social difficulties. This has enabled these students to have greater engagement with their school work. Teachers have referred parents and children to the chaplain for counselling and support in dealing with issues such as loss of grandparents, difficulties with friendships and conflicts within the home. Some parents have initiated contact with the chaplain as a result of advertising the service within the school community.

The chaplaincy role includes supporting the following school values:
- Emotional, social and spiritual wellbeing
- Values education focusing on personal virtues
- Exploring beliefs and morals, spiritual awareness
- Strengthening of character
- Emotional intelligence and resilience
- Ongoing, open learning conversations
- Personal wisdom and seeking meaning about life
- Interdependence, care and concern for others

COMMUNICATION/CONCERNS
At Granville, teachers enjoy and appreciate the benefits of regular interactions with parents. As well as personal contact in the classroom, many parents and teachers write each other notes in the child’s homework diary/book, phone each other after school or set up meetings to talk through issues when they arise. Email communication may also be used.

Any concerns or complaints should be taken up directly with your child’s teacher. Teachers welcome parent’s feedback and other information which may help them to understand and assist your child.

COMPLAINTS MANAGEMENT PROCESS
Good communication between home and school is important throughout all the years of education and we welcome close family involvement at all year levels. Any concerns or complaints will be handled in a positive and open way. There are four key phases in handling a complaint, with the option of a fifth phase for review of a complaint outcome.

Phase 1 – The complaint is received and clarified. Many complaints are resolved at this first point of contact with information and/or an explanation. If the complaint is not resolved, the complaint is referred to the principal as soon as is practicable. In general, if the complaint is not resolved in this phase, the complainant is advised to put the complaint in writing.
Phase 2 – Deciding how to handle the complaint. The principal decides whether to take further action and attempt to resolve the complaint through resolution strategies such as mediation. An investigation of the complaint is initiated within the school, with referral to the relevant internal or external agency where required. The principal ensures that records are kept of a complaint and any referrals made.

Phase 3 – Finding out about the complaint. The principal or delegate gathers all the necessary facts about the complaint by collecting and analysing information relevant to the matter, working collaboratively with all people involved, and identifying any contributing factors to the matter. Relevant policy documents on issues that relate to the complaint are consulted and the report or outcome is documented.

Phase 4 – Making a decision about the complaint. Based on the facts about the complaint gathered in Phase 3, the principal or delegate makes a decision on the complaint. Within 28 days the principal provides the complainant with either a written response, including reasons for the decision; or a written notification that their complaint has been referred to an internal or external agency.

Phase 5 – Review Phase. If the complainant is not satisfied with this response, they are encouraged to discuss it further with the school principal and/or advised to contact the principal’s supervisor, the Executive Director, Schools, at district office.

CUSTODY

Our school acknowledges the rights of both parents to take an active role in their child’s education. School policy is governed by the Education (General Provisions) Act (2006).

In cases where a custody order from the Family Court is in force, a copy of the order should be provided at enrolment. No custody information will be entered on school records without the principal sighting this documentation. This information is strictly confidential but is necessary to enable the school to provide the best possible care for children.

Contact arrangements during school time must be made between the parents and notification given to the school by the residential parent. At all times we will endeavour to act in the student’s best interest.

IDENTIFICATION OF STAFF AND AUTHORISED VISITORS

All persons within the school grounds (other than students, staff, regular volunteers and parents) must report to the administration building to be issued with official school identification which must be worn at all times. Persons found without any identification will be referred to administration. Parent volunteers must sign the volunteer’s book in the area in which they are working.

MOBILE PHONE POLICY

Our core business is teaching and learning in a safe environment. Mobile phones, pagers, portable CD’s, PDA’s and Mp3 players at school may interfere with learning through:
GRANVILLE STATE SCHOOL

- Inappropriate or unwanted text messages
- Ringing or messaging in class time
- Inappropriate use of mobile phone cameras
- Inappropriate use of data or media files

During school hours parents are welcome to phone the office and messages from parents will be passed on to students.

We understand parents might want to contact children before or after school and students might want the extra safety of having a phone while walking home. Please note the following in regards to school policy about any electronic devices brought to school or on excursion by students.

**School Policy:**

- Students are encouraged to leave mobile phones and electronic devices at home.
- Loss or theft of mobile phones and electronic devices remains the responsibility of the owner, not the school. No liability will be accepted by the school.
- If students need to bring a mobile phone or electronic device to school **it must be clearly named and left at the office on arrival to be collected on departure.**
- If a student has a mobile phone at school, in class or in the playground, the teacher will have the student immediately deliver it to the office. There it will be kept in the secure area until after school. It is the student’s responsibility to collect the phone and it will only be returned after 3pm.

**SCHOOL RECORDS**

It is important that family and student information is kept as up-to-date as possible. Therefore, we ask that, **you contact the school office immediately of any changes of circumstances (e.g. address, phone number, parent’s work address, emergency contact or medical condition).** Necessary alterations will be made to enrolment details.

**SUPPORT SERVICES**

This school has access to a variety of support services for students such as our learning support teacher, guidance officer, speech language pathologist and advisory visiting teachers. If you access private support services please advise your child’s teacher. Also if you have a particular concern regarding your child, please discuss this with the teacher as soon as possible.

**TRANSFERS**

Parents whose children are transferring to another school need to notify the school office as soon as possible, so that a Transfer Note may be organised. If given two weeks’ notice, teachers may be able to prepare a report for the next school.
TUCKSHOP

The school tuckshop provides a service two days per week. A price list is sent home at the beginning of the year and any alterations will be advised in the school newsletter. Specials will be advised in the newsletter.

The tuckshop is operated by our Parents and Citizens Association and is staffed by a convenor, and parent volunteers. Please contact the tuckshop on 4120 9888 (between 9:00am and 2:00pm) if you are able to help, either by working in the tuckshop or by donating groceries, cooking etc.

The tuckshop is open from 9:00am and orders should be placed by 9:30am. Boxes are provided in the classroom for this purpose. More details of the ordering system are provided with the menu and price list.

The school has achieved Health and Safety Standards and Food Handling Accreditation. No lollies are sold at the tuckshop and our menu is based on healthy low fat foods. Some “red” activities are allowed where students can purchase less healthy foods as an occasional treat.

WATER AND BRAIN FOOD

Research shows that young children need to eat and drink regularly in order to maintain peak brain function. Teachers encourage students to bring a water bottle (with a cover) and snacks of unprocessed food (dried fruit, vegetable sticks, etc) into the classroom (NOT biscuits or nutrigrain). Students may nibble on these at any time they are at their desk and while the teacher is not talking to them or the class.

IN CONCLUSION

The level of motivation and commitment by all members of the school community – staff, parents and students – has already been noteworthy. The experiences that everyone can bring, both in terms of educational practices and knowledge, will continue to develop the foundations for a school that will provide the very best in learning and teaching for our students.

We look forward to sharing this exciting journey with you!
The Use of Personal Technology Devices at School

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

Certain Personal Technology Devices Banned from School

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

Confiscation

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

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

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

Personal Technology Device Etiquette

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and out of sight during assemblies or classes. Personal technology devices may be used at morning tea and lunch breaks and before and after school.

Recording Voice and Images

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

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

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

A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.
Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:
• recording; and/or
• disseminating material (through text messaging, display, internet uploading etc); and/or,
• knowingly being a subject of a recording
Breach of this policy may be subject to discipline (including suspension and recommendation for exclusion).

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

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

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

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

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

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

*Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchis®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, iPods®, iPhones®, iPads® and devices of a similar nature.*

---

1 *Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic devices.*
Procedures for Preventing and Responding to Incidents of Bullying (including Cyber-bullying)

Purpose

1. Granville State School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:
   - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
   - raising achievement and attendance
   - promoting equality and diversity and
   - ensuring the safety and well-being of all members of the school community.

2. There is no place for bullying in Granville State School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community’s goals and efforts for supporting all students.

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

4. Bullying may be related to:
   - race, religion or culture
   - disability
   - appearance or health conditions
   - sexual orientation
   - sexist or sexual language
   - young carers or children in care.

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

Rationale

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

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

**Prevention**

8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our school-wide universal behaviour support practices will be maintained at all times. This will ensure that:
   - Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
   - All students know *Pathways to Peace* and have been taught the expected behaviours attached to each rule in all areas of the school
   - All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
   - All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
   - A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

9. An initial introductory lesson is delivered, which teaches the 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.

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

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

### EXCLUSION TABLE FOR COMMUNICABLE DISEASES

<table>
<thead>
<tr>
<th>Condition</th>
<th>Period of exclusion for-</th>
<th>Sufferers</th>
<th>Contacts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GENERAL INFECTIOUS DISEASES</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AIDS .. .. HUMAN IMMUNE DEFICIENCY VIRUS INFECTION</td>
<td>Exclusion not necessary unless child has a secondary infection which requires exclusion in its own right.</td>
<td>Do not exclude.</td>
<td></td>
</tr>
<tr>
<td>(HIV/AIDS virus)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHICKEN POX AND SHINGLES ..</td>
<td>Exclude until fully recovered or at least five days after the eruption first appeared. (Some remaining scabs are not a reason for continued exclusion).</td>
<td>Exclude children with immune deficiencies (eg. Leukaemia or chemotherapy), otherwise not excluded.</td>
<td>Do not exclude.</td>
</tr>
<tr>
<td>DIPHTHERIA (campylobacter, cryptosporidium, giardia, rotavirus, salmonella, shingiella, intestinal works) ..</td>
<td>Exclude until diarrhoea has stopped.</td>
<td>Do not exclude.</td>
<td></td>
</tr>
<tr>
<td>ENCEPHALITIS ..</td>
<td>This is not a specific clinical entity.</td>
<td>Do not exclude.</td>
<td></td>
</tr>
<tr>
<td>GLANDULAR FEVER ..</td>
<td>Exclusion not necessary.</td>
<td>Do not exclude.</td>
<td></td>
</tr>
<tr>
<td>HAND, FOOT AND MOUTH DISEASE .. ..</td>
<td>Exclude until all blisters have dried.</td>
<td>Do not exclude.</td>
<td></td>
</tr>
<tr>
<td>HEPATITIS A ..</td>
<td>Exclude until a medical certificate of recovery is received, but not before seven days after the jaundice or illness started.</td>
<td>Do not exclude.</td>
<td></td>
</tr>
<tr>
<td>HEPATITIS B ..</td>
<td>Exclusion not necessary.</td>
<td>Do not exclude.</td>
<td></td>
</tr>
<tr>
<td>HEPATITIS C ..</td>
<td>Exclusion not necessary.</td>
<td>Do not exclude.</td>
<td></td>
</tr>
<tr>
<td>HERPES (Cold sores) ..</td>
<td>Exclude if child cannot comply with good hygiene practices while sores are weeping. (Sores should be covered with a dressing where possible).</td>
<td>Do not exclude.</td>
<td></td>
</tr>
<tr>
<td>INFLUENZA and influenza-like illnesses .. ..</td>
<td>Exclude until well.</td>
<td>Do not exclude.</td>
<td></td>
</tr>
<tr>
<td>LEPROY (Hansen’s Disease) .. .. ..</td>
<td>Readmit on production of medical certificate from appropriate health authority.</td>
<td>Do not exclude.</td>
<td></td>
</tr>
<tr>
<td>MEASLES ..</td>
<td>Exclude for at least four days after rash has started.</td>
<td></td>
<td>Immunised children not excluded. Non-immunised contacts should be excluded until 14 days after the first day the rash appears in the last case. They may return to the school or centre if immunised within 72 hours of contact with the first case.</td>
</tr>
<tr>
<td>MENINGOCOCCAL INFECTION</td>
<td>Exclude until carrier eradication antibiotic course is completed.</td>
<td>Do not exclude.</td>
<td>Close contacts should take antibiotic (rifampicin).</td>
</tr>
<tr>
<td>Condition</td>
<td>Period of exclusion for-</td>
<td>Sufferers</td>
<td>Contacts</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>--------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td><strong>GENERAL INFECTIOUS DISEASES – continued</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MENINGOCOCAL INFECTION</td>
<td>Public health authorities will advise.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(continued)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MENINGITIS (Bacterial) other than Meningococcal</td>
<td>Exclude until well.</td>
<td>Do not exclude.</td>
<td></td>
</tr>
<tr>
<td>MENINGITIS (Viral)</td>
<td>Exclude until well.</td>
<td>Do not exclude.</td>
<td></td>
</tr>
<tr>
<td>MOLLUSCUM CONTAGIOSUM</td>
<td>Exclusion not necessary.</td>
<td>Do not exclude.</td>
<td></td>
</tr>
<tr>
<td>MUMPS</td>
<td>Exclude for nine days or until swelling goes down.</td>
<td>Do not exclude.</td>
<td></td>
</tr>
<tr>
<td>PARVOVIRUS (erythema infectiosum or &quot;Fifth Disease&quot;)</td>
<td>Exclusion not necessary.</td>
<td>Do not exclude.</td>
<td></td>
</tr>
<tr>
<td>POIOMYELITIS</td>
<td>Exclude for at least 14 days from onset and also until a medical certificate of recovery is produced.</td>
<td>Do not exclude. All children should be immunised against poliomyelitis prior to school entry.</td>
<td></td>
</tr>
<tr>
<td>RUBELLA (German Measles)</td>
<td>Exclude until fully recovered or for at least four days after the rash started.</td>
<td>Do not exclude. (Female staff of child - bearing age should check their immunity to rubella with their GP).</td>
<td></td>
</tr>
<tr>
<td>STREPTOCOCCAL INFECTION INCLUDING SCARLET FEVER</td>
<td>Exclude until child has received antibiotic treatment for at least 24 hours and feels well.</td>
<td>Do not exclude.</td>
<td></td>
</tr>
<tr>
<td>TUBERCULOSIS</td>
<td>Readmit on production of a medical certificate from appropriate health authority.</td>
<td>Do not exclude. Domiciliary contacts should seek medical consultation.</td>
<td></td>
</tr>
<tr>
<td>TYPHOID FEVER AND PARATYPHOID FEVER</td>
<td>Exclude until a medical certificate of recovery is received.</td>
<td>Do not exclude unless advised by public health authority.</td>
<td></td>
</tr>
<tr>
<td>WHOOPING COUGH (Pertussis)</td>
<td>Exclude for 21 days from onset or until child has taken five days of a 10 - day course of antibiotics (erythromycin).</td>
<td>Exclude unimmunised household contacts aged less than seven years, and children who are in close contact who are either less than one year old or not fully immunised, for 14 days after they were last exposed to infection or until they have taken five days of a 10 -day course of antibiotics (erythromycin). If necessary, contact your nearest public health until for advice.</td>
<td></td>
</tr>
<tr>
<td><strong>COMMON LOCAL DISEASES AFFECTING PUPILS’ SKIN, HAIR AND EYES</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CONJUNCTIVITIS (acute infection)</td>
<td>Exclude until discharge from eyes has ceased.</td>
<td>Do not exclude.</td>
<td></td>
</tr>
<tr>
<td>IMPETIGO (School Sores)</td>
<td>Exclude until proper treatment has started. (Sores on exposed skin should be covered with a watertight dressing).</td>
<td>Do not exclude.</td>
<td></td>
</tr>
<tr>
<td>HEADLICE</td>
<td>Parents will be advised if it is found that their child has headlice. It would be appreciated if students were taken home to commence treatment.</td>
<td>Do not exclude.</td>
<td></td>
</tr>
<tr>
<td>RINGWORM, SCABIES, TRACHOMA, AND PEDICULOSIS</td>
<td>Exclude until day after proper treatment has started.</td>
<td>Do not exclude.</td>
<td></td>
</tr>
</tbody>
</table>

As these conditions are spread by the gastrointestinal route care with hand-washing is important, particularly, where food handling is involved.