



Malanda

State School

Parent Handbook

2026

Welcome to the
Malanda family



work with pleasure

Mary Street (PO Box 15) Malanda QLD 4885 • Ph: 07 4096 7888 • www.malandass.eq.edu.au



External Communication

Communication Types
- **Order of preference**
(Teacher is the first point of contact):

1 – EMAIL TEACHER
Ensure there is a clear purpose. Response timeline of 24-36 working hours will try to be achieved

or

2 – ARRANGE A PHONE OR FACE TO FACE MEETING WITH TEACHER
Email requesting availability with a clear purpose.

or

3 – OTHER ENQUIRES
Phone: 4096 7888 or
EMAIL: admin@malandass.eq.edu.au
with a clear purpose.

 <p>School Community Communication - Order of preference</p>	Facebook	https://www.facebook.com/MalandaSS/ <i>If you don't have Facebook personally you can access the information that is on the school Facebook page via the school website.</i>	Virtual Parade – weekly What's Up – weekly PBL/PAUSE Focus – weekly Playgroup – weekly Active Travel – weekly Good News Stories – weekly Celebrate successes Moolanda Cafe Promotion of school events/information (prior/during/after) Content from Malanda SS P&C Share content from other pages as required
	Website	https://malandass.eq.edu.au/	Enrolment Our School Calendar & News Much more wonderful information
	Text Messages	SMS message sent to mobile phone	Unexplained Absences
	Email	Email message sent to parents	Office News – twice a term Class News – 3 times a term Event/Activities Information Statements/Invoices
	QParents	Download App or https://qparents.qld.edu.au/#/login	Excursion Permissions Important Announcements Calendar of Events Attendance Report Cards Personal Details Update Student Finances

Attendance	Explanation of Absence	Phone line – 4096 7888 option 1 (student name, class, reason, contact no) Email – absentees@malandass.eq.edu.au QParents – download App or https://qparents.qld.edu.au/#/login
	Late Arrivals/Early Departures	All late arrivals and early departures must be signed in/out at the office by a parent/guardian, and be collected at the school office
	Absence unexplained	Reply to the SMS text message

Parent / Student Personal Information	Update phone numbers / address / email address / emergency contact information / medical information	Email – admin@malandass.eq.edu.au
	Update phone numbers / address / email address / medical information	QParents – download App or https://qparents.qld.edu.au/#/login





External Communication

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or

3 – OTHER ENQUIRES


Phone: 4096 7888 or

EMAIL:

admin@malandass.eq.edu.au

with a clear purpose.

Classroom	Curriculum	Email class teacher/s with a clear purpose - to discuss a concern, or to make a time for a phone conversation or in person meeting. Email from teacher – three times a term
	Technology	Email class teacher/s with a clear purpose – to discuss a concern, or to make a time for a phone conversation or in person meeting.
	Report Cards	QParents – download App or https://qparents.qld.edu.au/#/login (access early 1 week prior to email being sent) Email - on date advertised
	Behaviour	Email class teacher/s with a clear purpose – to discuss a concern, or to make a time for a phone conversation or in person meeting.
	Student Services	Email class teacher/s with a clear purpose area of concern

Payment for Expenses	Payment options for school invoices are: (payments may take up to 3 days before they are seen on accounts)	QParents – download App or https://qparents.qld.edu.au/#/login BPOINT – details on the bottom of the statement
	Payments options for purchasing Tuckshop or Uniforms is:	Qkr! – Download the app 
* The school office is now cashless system	Payment plan options	Centrepay – form to be completed at the school office

School Times 	SESSION	TIME
	Session One	8:55am – 11:00am
	Brain Break	10:00am (approx.)
	Lunch 1 – Play	11:00am – 11:30am
	Lunch 1 – Eating	11:30am – 11:45am
	Session Two	11:45am – 1:15pm
	Lunch 2 – Play	1:15pm – 1:50pm
	Lunch 2 – Eating	1:50pm – 2:00pm
	Session Three	2:00pm – 3:00pm



Welcome to Our School

An education at Malanda State School is the way school is meant to be, with very high community involvement, children come to school happily – ready to engaging in modern teaching of the Australian Curriculum.

Focusing on Equity and Excellence, our school has a proud history of high achievement in all areas – from our successes academically, musically and on the sporting field, to a culture which promotes learning – beyond what most schools can aspire to.

Our student body is a rich tapestry of cultures – with children travelling from all around the Southern Tablelands to us each day, not to mention the families who move into our catchment to engage in our community. Our students have access to well-maintained facilities with dedicated staff ensuring every child can achieve success, every day. We take the time to celebrate the successes of individuals – with our awards on our virtual and in-person parades, our Dream Work celebrations and various other events across the year.

We have a proud tradition of working closely with our community, while engaging in best-practice teaching. We look forward to starting your family with us.

Mark Allen – Principal

Malanda State School - A History of Our Facilities

The original campus consisted of one building (later moved to Gwynne Creek), which was replaced in 1926 with the building now known as B Block. This building housed our library until 2011 when it was fully renovated to become a modern teaching facility. The present tuckshop was added in 1972, around the time the toilet block and covered games areas were also built. In



1974, the Preschool opened in the two buildings we now use for Prep. F Block was built in 1986, followed by G Block in 1994. The original administration building was refurbished in 1997. This building houses the sick bay, offices, staff lounge and the multi- purpose room used for staff communication. We have two demountable buildings which were constructed in 1996, one of which is our Outside School Hours Care (OSHC) facility. Our library resource centre was constructed in 2011. In 2013, the school celebrated its centenary and a time capsule was laid at the front of the school.

Parking

Parking is available on Churchill Avenue and Mary Street. Please park in an allocated bay to ensure the safety of our school community.

Malanda Family

Purpose: Our Malanda Family is a supportive community, working with pleasure, inspiring a world of “pausabilities”.

School Map



Contact Details

Area	Phone Number	Email Address
Administration Office	07 4096 7888 (press 3)	admin@malandass.eq.edu.au
Moolanda Café (Tuckshop)	074096 7888 (press 2)	tuckshop@malandass.eq.edu.au
Absence Line	074096 7888 (press 1)	absentees@malandass.eq.edu.au
P&C Uniform Shop	-	uniformshop@malandapandc.org.au
OHSC (Camp Australia)	0452 247 683 or 1300 105 343	info@campastralia.com.au

Address

Physical Address	24 Mary St, Malanda, 4885
Postal Address:	PO Box 15, Malanda, 4885
School Website	www.malandass.eq.edu.au

Leadership Team

Role	Email Contact
Principal	principal@malandass.eq.edu.au
Deputy Principal	deputyprincipal@malandass.eq.edu.au
Business Manager	bsm@malandass.eq.edu.au
Administration Office	admin@malandass.eq.edu.au

Daily Routine

Time	Session	
8:55am – 11:00am	Session 1	<p><i>We appreciate your support in settling your child in the morning, and thank you for leaving the school grounds at the commencement of the day (when the song plays at 8:50am). If you attend school site during learning time, you are required to report to the office to follow the sign-in procedure.</i></p>
10:00am (approx.)	Brain Break	
11:00am – 11:30am	Lunch 1 Play	
11:30am – 11:45am	Lunch 1 Eating (with class teacher)	
11:45am – 1:15pm	Session 2	
1:15pm – 1:50pm	Lunch 2 Play	
1:50pm – 2:00pm	Lunch 2 Eating	
2:00pm – 3:00pm	Session 3	

Important Dates for 2026

Term Dates	Student-Free Days
Term 1: Tuesday 27 January – Thursday 2 April	Thursday 22 January – Friday 23 January (school holidays)
Term 2: Monday 20 April – Friday 26 June	Thursday 16 April – Friday 17 April (school holidays)
Term 3: Monday 13 July – Friday 18 September	Friday 4 September
Term 4: Tuesday 6 October – Friday 11 December	

Collaborative Planning and Moderation (CPM) Days (Terms 1, 2 and 3)

On the last school day of Terms 1, 2, and 3, our school conducts Collaborative Planning and Moderation (CPM) Days. A QParents permission request is sent home a few weeks prior to the end of each term for you to notify us if your child will be attending school on this day. Students who attend school on CPM days will be supervised by relieving teachers and teacher aides, and revision work only will take place. Revision work is also emailed to all parents who choose for their children to remain home on this day, with the option to request a paper copy from the office.

Collaborative Planning and Moderation Day encourages a culture of collegiality, management of resources, inclusivity and professional development. We aim to distribute workload fairly while meeting the Australian Curriculum requirements (as per the K-12 Curriculum, Assessment and Reporting Framework), including planning, teaching, assessing and reporting. CPM Day supports us in achieving a consistent, collaborative approach to teaching and learning across year levels.

Enrolment Process

Malanda State School has an approved [enrolment management plan](#).

The approved catchment area for the school is shown on the [interactive catchment map](#).

All students who reside within the local catchment area and are eligible for enrolment in the educational program offered by the school have a right to automatic enrolment at the school. In addition, the following groups of students are also eligible for automatic enrolment:

- All students enrolled at Malanda State School on the final day of the preceding year
- Children and young people who are subject to child protection orders that grant guardianship or custody to the chief executive officer of the Department of communities or child safety

- Siblings of current students at a school who reside outside of the catchment are entitled to enrol at the school (excluding siblings of students accepted into programs such as programs of excellence, if applicable)
- Students whose parent or legal guardian is employed by the school
- Students accepted under the international student program

The Principal will hold places for students who relocate to within the catchment boundary throughout the school year. Enrolment of students from outside the local catchment area will be managed to ensure that the total current and forecast enrolments do not exceed the school's current build capacity and where applicable will ensure there is an even spread of students across year levels or class groupings.

Prep Enrolment Procedure - when commencing school the following year:

1. The parents / guardian checks enrolment eligibility using the [interactive catchment map](#). If in catchment, proceed to step 3. If not in catchment, proceed to step 2.
2. If out of catchment, complete the [Intention to Enrol](#) form and submit to the school office. Someone from Business Services will notify the family of the next steps.
3. The parents / guardians then collect the Enrolment Package from the school office, or downloads the form from the school website.
4. The parents / guardian then returns the completed Enrolment Package to the school office.
5. The family participates in a school tour.
6. The parents / guardian books an enrolment interview via school interviews
7. Early Years Specialist (EYS), Early Years Pathways Teacher (EYPT) or Head of Inclusive Practices (HoIP) conduct interview, during which:
 - EYS or EYPT or HoIP interact with the child to complete a placemat to gather information about the child's strengths
 - Parents/carers watch school information video via iPad
 - Questions are asked by either family or school
 - Relevant parties ensure any required paperwork is provided to the school
8. The family is welcomed to the Malanda Family, and commences learning the next school year.

Enrolment Procedure - Whole School - when enrolling during the school year:

1. The parents / guardian checks enrolment eligibility using the [interactive catchment map](#). If in catchment, proceed to step 3. If not in catchment, proceed to step 2.
2. If out of catchment, complete the [Intention to Enrol](#) form and submit to the school office. Someone from Business Services will notify the family of the next steps.
3. The parents / guardians then collect the Enrolment Package from the school office, or downloads the form from the school website.
4. The parents / guardian then returns the completed Enrolment Package to the school office.
5. Business Services schedules an enrolment interview within the next 2-3 school days.
6. The family attends the enrolment interview with the Principal / Deputy Principal - the Head of Inclusive Practices, Guidance Officer and/or Support staff may also be invited.
7. The family is welcomed to the Malanda Family, and commences learning within 2-3 school days.

Step-Up Day

Purpose: To prepare all students (new and current) for the following school year by introducing them to their teacher(s), peers, classroom and play areas.

Each year, towards the end of Term 4, we conduct Step Up Day.

While every effort is made to ensure class allocation is organised for the following school year, it is possible that there may be changes to your child's allocated teacher, class and classroom.



Book Lists

Book lists are provided upon enrolment and are emailed out to families in the last week of Term 4 for the following school year. Copies are also available from our office and school website, and have been distributed to suppliers in our local area.

Class Allocations

Upon enrolment, students are allocated to classes according to numbers, gender balance and suitable class level. In Term 4, parents/carers have the opportunity to make 'social' recommendations (two friends maximum) for their child's class for the following school year as well as any other concerns they would like the school to note, e.g. friendship clashes. We do not allow parents/carers to select a teacher as their child's preference. Classes are formed in accordance with considering individual and staffing needs. Every attempt is made to meet class size limits as agreed between the Qld Teachers' Union and the Department of Education.



P&C (Parents' and Citizens' Association)

The Malanda State School P&C Association is an integral part of our school & works in partnership with the school's leadership team.

Contact Us

PandCExecutive@malandass.eq.edu.au

Follow us on Facebook

[Malanda State School P & C](#)

P & C Meetings

Held twice a term on a
Tuesday at 5:00pm

In the Library Meeting
Room (Entrance via Mary St)

dates to be
advised

For more information

For a complete guide to our P & C please refer to our handbook on the Malanda State School website

<https://malandass.eq.edu.au/our-community/pandc>

P&Cs Queensland

<https://pandcsqld.com.au> (The Info Place)

Queensland Government (Education Queensland)

<https://education.qld.gov.au/parents-and-carers/parent-participation/p-and-c>

“Just One Thing”

Any contribution to our P & C is valued no matter how big or small. Your “Just One Thing” for our school community may include:

- Helping in the tuckshop
- Helping sell tickets and merchandise
- Organising raffle prizes, sponsors and donations
- Helping set up stalls
- Donating food for fundraising events
- Helping man the BBQ and serve food
- Assisting with maintenance of the Yum Tum Garden
- Coordinating volunteers
- Planning and organising events
- Writing grant applications
- Attending meetings and/or sub-committees
- Helping with administration

Malanda State School P&C

Parents & Citizens Supporting our School

What's your "Just One Thing?"

[Malanda State School P & C](#)
pandcexecutive@malandass.eq.edu.au

What is a P & C?

P & Cs, short for Parents & Citizens, exist to promote a school's interests, facilitate the school's development and contribute to the school's improvement.

About Us

The Malanda State School P & C Association is a group of volunteers working together to improve and grow the facilities and opportunities available at the school.

We have a close relationship with the Principal and staff, as well as the broader Malanda community.

Why join the P & C?

- ✓ Meet other parents and community minded people
- ✓ Stay informed on what's happening within the school
- ✓ Learn new skills & share a laugh
- ✓ Support fundraising events and investment in our school
- ✓ Be part of the school's decision making process



What we do

- ✓ Operate the school uniform shop
- ✓ Fundraising and community engagement events
- ✓ Support school events such as STEM Mayhem, Sports Carnivals and Under 8's Day
- ✓ Yum Tum Garden (school vegetable garden)
- ✓ Working Bees
- ✓ Pursue grants for school capital improvements
- ✓ Finance improvements to infrastructure and new equipment

Schedule of P & C Events

February	Meet and Greet
April	Bilby Bop
May	Mother's Day Stall/event
September	Father's Day Stall/event Fete (biannual event)
December	Carols on the Oval Christmas Concert
Each term	Working Bees

Facts & Questions

I only have limited time, how can I help?

Our "Just One Thing" initiative lists various ways of how you can contribute to improving our school. Small contributions can make a big difference.

I would like to help but I don't want to be a member.

You don't have to be a member to attend meetings or participate. However, only members can vote on motions at meetings.

I am new to town and don't know anybody.

P & Cs are one of the best places to meet other parents. We are an open and inclusive environment and no one will be harassed into volunteering.

Can I bring my kids to the meetings?

Absolutely.

I hear meetings are long and boring.

We do our best to keep them short and succinct. They are an excellent way to keep informed about what is happening in our school.

I don't want to turn up and then be stuck doing everything.

There is no pressure on members/attendees to take on duties, it is solely on a volunteer basis.

What are the roles of the P & C executive and what is its purpose?

President, Vice President, Secretary & Treasurer.

The executive take care of all the procedural matters, running meetings, correspondence, paying bills etc and setting the overall direction for the P & C.

Academies at Malanda State School

Context:

Malanda State School recognises that students have various talents and interests which can be supported to grow into future pathways. Currently, our school provides opportunities for students to develop specialised skills in targeted areas in a range of choice extra curricular activities.

We are innovating our approach by providing high performance programs in STEM, Futsal and Netball. This application-based programs will involve a range of specialist training and possible competition opportunities specific to the Academy.

Purpose:

MSS Academy Extension Programs are designed to provide extension of skills and learning to identified students in specialist areas.

- STEM
- Futsal
- Netball

Program Requirements:

- Students will be required to uphold the Student Code of Conduct
- To maintain your child's place in the academy, participation is expected to be 100% unless there is a reasonable explanation (e.g. illness, family reasons, etc)
- Students are required to ensure they are up to date with their assessments and any regular classwork missed to attend Academy sessions is to be completed as additional homework
- Limited to 2 academy programs per student

Fees:

- STEM: \$50
- Futsal: \$25
- Netball: \$25
- Instrumental Music: \$25

Recognition:

Students will receive a badge to pin to their collar to reflect their selection in the MSS Academy and may participate in academy events/opportunities.



Communication

Open communication between home and school underpins a great primary school experience for children. To ensure that you always know what is happening at our school, we provide important information through the following: class emails, office news emails, school website, QParents and the school Facebook page. The Facebook page can also be viewed via the school website for those who do not have Facebook. Please make sure that your details are always up to date. This can be done by emailing the office or updating personal details via the QParents app.

External Communication Process

Your child's teacher is the first point of contact. The preferred way to contact your child's teacher is to send them an email with your query (including context). Staff will then respond as outlined in the External Communication Process. Staff respond to emails within business hours: 8.00am-4.00pm and aim to reply within 24 – 36 hours of their scheduled working hours.



Teaching Staff – Parent Communication Expectations

Class teachers will initiate communication with their parent body via email three times per term. This will generally occur at the start, middle and end of each term.

Start of each term:

- Curriculum at Home document
- Weekly timetable including specialist lesson times: Health, PE, STEM, Music & LOTE (if applicable)
- Team Teaching days/teacher changes
- Attendance expectations and how parents/carers can inform the school of absences
- Homework expectations

Middle of each term:

- General update of class learning
- Any changes to normal routine

End of each term:

- Summary of the term
- Well-wishes for the holidays

Parades (virtual and face-to-face)

Purpose: Parade is a time to celebrate achievements of students, provide information about upcoming events and inform the school community of the weekly PBL/Pause lesson, with the students being the target audience.

Face-to-face Whole School Parade:

Occurs on one afternoon in the first week of each term, and any other time deemed necessary by leadership staff. Parents/carers are welcome to attend.

Virtual Parades:

Filming occurs on Fridays in Weeks 2-10 unless a face-to-face parade is scheduled. Our virtual parades are posted on our Facebook page, and are a great way to keep abreast of what's happening in the school and to celebrate successes of our people. The online format is highly engaging, and gains solid post-engagement with families 'liking', 'tagging' and 'sharing' amongst their networks. Teachers also play this clip in class, so all students get to view it weekly.

Excursions

Our students' learning is enhanced through participation in school excursions. When planning excursions, our teachers ensure:

- The activity complements students' academic programs
- Students not participating in the excursion are supervised and provided with an alternative program at school
- Specific processes are in place if students are being transported in private vehicles
- There is a safety briefing for all parents/ volunteers participating in the excursion

Parent/carer permission is required for all excursions via QParents. If you do not have QParents, you will be required to come into the school office, where you will be given a paper copy to read and give your preferred consent. Please ensure you have read the attached permission form, as this will include important information. If there is a cost associated with the excursion or event, payment is preferred via QParents or BPoint. Consent closing date and final payment date will be included in the QParents Consent (at least one week prior to the event/excursion. No late submissions will be accepted). We do enforce the deadline date for consent and payment dates to ensure all the necessary paperwork and planning arrangements have been processed prior to the day. If you require a payment plan, you will need to contact the office at least one week prior to the payment closing date to set this up.

Students **MUST** wear their blue school shirt on excursions (no sports or senior shirts), unless otherwise stated on the permission form. We appreciate your support by meeting the required deadlines. Students who do not attend the excursion/event will be supervised at school.

**Only students meeting our school expectations of behaviour, effort and attendance can attend camps, excursions and represent the school at extra-curricular activities such as competitions and sporting carnivals.*



Media Permissions

At enrolment, as a parent/carer, you provide approval for your child's media access and photo consent. As a school, we regularly photograph student learning activities for sharing in class newsletters (emailed) and on our Facebook page. Additionally, students have their class photos annually. You may choose from:

- Full Consent – Full permission to publish photo/name in class newsletters (by email), Facebook page or website, including professional class photos.

- Limited Consent – Select your preferred permission to publish photo/name for different platforms. For example: Photo with no name or ‘first name only’.
- No Consent – No permission granted to publish photo/name
- ❖ We always strive to ensure we are following the media consent as identified by you on your child’s enrolment paperwork. Please contact the office to to change your child’s permission.

Student Records

Individual student records are kept on file at our school. Copies of student report cards, absence details, record of behaviour issues and contact information are available to parents/guardians upon written request, addressed to the Principal. Most of these can also be seen on the QParents app.

Personal Information

It is important that you inform the school as soon as possible if there are any changes to:

- Contact details including email address
- Medical information
- Family circumstances
- ❖ This applies to all parents and carers, including step-parents who are actively involved in the child’s upbringing.

This information can be changed in the following ways:

- QParents
- Email to admin@malandass.eq.edu.au
- Written letter posted/handed to the office

When parents are separated and we are advised by only one parent of changes to contact details, the school will decide based on knowledge of the family’s situation whether or not to contact all parties for permission to record their contact details on the OneSchool database.

Custody/Parenting Arrangements

Information regarding your family circumstances is essential to help us to understand and support your child while at school. A copy of any family court order (or relevant civil order) is necessary so that school staff can help ensure the legally designated parent or guardian collects children. The school requires a copy of the new documentation when these arrangements are changed through the courts.

QParents

QParents is used for Permission Consents, Payment of Invoices, Changing of Personal Information and Events. The QParents web mobile application provides a more convenient, easier way for parents and legal guardians of Queensland state school students to interact with their child’s school. Parents will have secure, online access to their child’s student information, anytime, anywhere, through a smartphone, tablet or computer.

QParents allows parents to connect instantly with their child’s school to access and manage their child’s student information, which may include:

- Attendance and absence details, as well as to notify the school of an absence
- Behaviour information
- Academic report cards
- Class timetables
- Viewing unpaid invoice details, payment history, and making payments online
- Viewing and updating student details, including medical conditions and address
- Enrolment details
- Payments can be made via QParents online. The office is now a cashless school and do not accept cash for payment of school invoices.



Qkr!

Qkr! App is the preferred payment method for Moolanda Café, P&C Uniform Shop and P&C events. This app is easy to set up and use. All you require is your student's name and class.



Step 1 Download Qkr!

on your Android phone or iPhone. iPad users can download iPhone app



Attendance Statement

Our school values student attendance. Malanda State School uses electronic management of student absences. Class rolls are checked twice daily for student absences and a report is then generated for further examination of reasons for absences or absences without reason. Any absences not explained by parents (either by phone, email, note, QParents or visitation to the school) are designated as unauthorised absences, and will be followed up by one of our Administration Officers. It is expected that your child is at school for the whole of every school day, except when factors such as illness, serious family matters or important appointments cause an absence. You should arrange leisure activities, visits to family and friends and shopping trips outside of school hours. Going shopping, visiting family, staying up late and being tired or extending school holidays are not acceptable reasons to be away from school and will be recorded as unauthorised absences.

If your child is absent, please contact the school by phoning 4096 7888 and select 1 (please speak clearly and include your name, your child's name, reason for absence and expected return) or log the absence via QParents.

All schools are required, by the Department of Education, to record and track attendance. If your child's attendance starts to decline, we will contact you to offer support in improving their attendance. As a parent/caregiver, you are legally required to ensure your child attends school (this includes Prep). If you would like to read ways to help get your child to school every day – you can visit the Every Day Counts website at <https://education.qld.gov.au/initiatives-and-strategies/initiatives/every-day-counts> or contact the school for further support.

Parents wishing their child to be exempted from school for periods of longer than 10 consecutive days are required to complete an 'Application for exemption for a child/young person enrolled in a State School form' and submit to the Principal for consideration. This form can be downloaded from the Department of Education website; please contact the school office should you require a hard copy.

If your child misses....	That equals....	Which is.....	And over 13 years of schooling that's...	Which is equal to finishing in
1 day per fortnight	20 Days a year	4 weeks a year	Nearly 1.5 years	Equal to finishing in grade 11
1 day per week	40 Days a year	8 weeks a year	Over 2.5 years	Equal to finishing in grade 10
2 days per week	80 Days a year	16 weeks a year	Over 5 years	Equal to finishing in grade 7

Late Arrival/Early Departure: Signing In and Out From School

Students that are either a late arrival/early departure must be signed in/out at the office by a parent/carer and are to be collected from the school office. If an early departure is required, please advise the office if your child requires their bag, to minimise classroom interruptions and for the convenience of having the student in the office ready for collection.

Before School Procedure

Students are not to arrive at school before 8:15am as this is when supervision from our staff commences, unless they are attending Outside School Hours Care (OSHC). Students who arrive at school between 8:15-8:35am will be required to sit in the allocated areas: Prep-Year 4 – Covered Area (Year 3-4 Eating Area) & Years 5-6 Under B Block (Year 6 Eating Area).

If you require OSHC, please contact them on 0452 247 683 or 1300 105 343 to obtain further information.

Kiss 'N' Go

The Kiss'N'Go set-down and pick-up area operates on Churchill Avenue. Please ensure your family surname is displayed on your passenger-side sun visor. Whilst driving around our school, please ensure you abide by all speed limits, road rules and parking signs.

Bus Travel

If you wish your child to travel to and/or from school on the bus, you need to contact the appropriate bus company from the list below. You will need to complete a school transport form, which is available from the bus company. Eligibility for free travel is determined by the Department of Transport according to the distance between your home and the nearest state school. Please provide the school with the bus route number that your student will be travelling on, so that the student's name can be added to the correct bus roll.

If your situation changes and you require the school office to relay how your child is getting home in the afternoon, please call the school office before 2.30pm to allow sufficient time for the message to be passed on prior to the departure bell.

Bus Company and Route	Contact Number
Trans North (Emerson's Bus Company) malanda.manager@transnorthbus.com.au malanda.admin@transnorthbus.com.au P915 – Glen Allyn Rd S184 – Tarzali & Millaa Millaa P358 – Carson Rd	07 4096 5262
Jim & Marg Wall tarryfell@tpg.com.au P 711 – Fuller, Anderson Road	4096 5103
Dave Radel S27 – Topaz & Butchers Creek	0408 037 037
Noelene Madin nmadin@outlook.com.au P 187 – Meragallen Road	4096 5190



School staff supervise the children as they wait for their buses in the afternoon and attendance rolls are marked to record which children boarded which bus. All children travelling on buses are expected to abide by the Code of Conduct for school students travelling on buses, which can be viewed at:

<https://translink.com.au/travel-with-us/school-travel/school-travel-info/code-of-conduct>

Outside School Hours Care (OSHC) – Camp Australia

Outside School Hours Care and Vacation Care is available through Camp Australia. Services are offered through a well-equipped, purpose-specific facility located in the school's precinct. The operation of the service reflects our school's values, and is available to all families. Please visit www.campaustralia.com.au for more information.



Parents/Carers on School Site Between 9:00am-2:30pm

Parents/carers who are on school site between the hours of 9:00am-2:30pm will need to come to the office to sign in at the office on our 'PassTab' App. Our system will print you a yellow sticker for your shirt.

Volunteering

Our school welcomes the active support of our parents and community members. Whether it is volunteering in our tuckshop, supporting a Literacy Routine in class, supervising a school camp or offering a hand at a working bee, all help is greatly appreciated. **If you are volunteering, please remember to sign in at the office on our 'PassTab' App, and present your Volunteer Blue Card (if you are not a parent of one of our students).** Our system will print you a yellow sticker for your shirt, to be displayed while onsite. The Principal makes the final decision in regards to volunteering tasks during school hours.

Blue Cards

To work or volunteer with children in Queensland, you may need a blue card. Whether an individual requires a blue card will depend on several factors, including the environment where the work is performed, type of work, and frequency of work.

There has been recent changes to Blue Card rules in Queensland.

You **will** need a blue card if your work is at a school and includes if you:

- work with children at a school, including school excursions and school camps;
- are a teacher aide;
- do other work at a school, such as a cleaner, including employees of the school and of other companies; and,
- are a university student doing a practical placement in a school.

Under the parent volunteer exemption, you do not need a blue card to volunteer for activities your own child is participating in, **unless**:

- the activity is an overnight camp or excursion
- the service or activity includes close personal contact with a child, such as bathing, toileting or dressing.
- You will need a blue card to volunteer for activities your child isn't directly participating in.
- Driving children in your own personal car (with others) to school authorised events/excursions

Under the rules, a person does not need a blue card if they are a paid employee, volunteer or student and work for no more than seven days in a calendar year. This is not limited to one school, but rather all possible opportunities to engage in child-related work.

On this basis, Malanda State School has taken the position that everyone who works with our students will require a blue card. The office administration team are happy to help you obtain a volunteer blue card. Please call the office to make an appointment.

How to apply: <https://my.bluecard.qld.gov.au/login>

School Resource Scheme

The Student Resource Scheme (or "SRS") is a user-charging scheme operated by schools to provide parents access to individual student resources not funded by the government. We have developed our SRS based on specific resources needed by our students and the programs we offer. The SRS fees and inclusions are endorsed annually by the school's Parents and Citizens' Association (P&C). Participation in the SRS is discussed with parents at the time of student enrolment and remains in place for the duration of their schooling with us (unless changed by the parents). Parents who opt out of the SRS are responsible for supplying the necessary resources for their child.

The SRS fees are invoiced at the start of each school year and provide students with:

- access to learning software and subscriptions;
- individual whiteboards & whiteboard markers;
- lead pencils & erasers;
- glue sticks; and,
- printed resources.

**Want to work
or volunteer
with kids in
Queensland?**

You may need a blue card
A person must have a valid clearance
before they start working with kids.

No Card, No Start

Blue Card Services
Working together to keep kids safe

1800 113 611
www.qld.gov.au/bluecard
info@bluecard.qld.gov.au

Queensland
Government

Invoicing and Statements

Students will be invoiced for relevant school activities/excursions/camps via OneSchool Finance prior to the event date. All planned approximate costings are displayed on the yearly booklist.

Payments must be made by the due date. Preferred payment methods are:

- QParents
- BPOINT
- CentrePay (enquire through the school office)

P&C Uniform Shop

The Malanda State School Uniform Shop is run by P&C volunteers. We stock all uniforms in sizes from 4 to Large.




We offer two purchasing options:

- Face to face: Tuesday mornings from 8:15am-9:15am at Moolanda Café. One of our volunteers can provide samples for your child to try uniforms before buying. You can pay with card or cash.
- Online ordering:
 - Login to QKR and go to Uniform Shop
 - Select the Monday you would like to pick up the order and the child who the uniforms are for
 - Select the item you'd like to buy and the size and add to cart.
 - Go to check out and pay with your preferred card
 - Uniforms will be ready for collection only from the next Monday after your purchase, from the School office.
- ❖ For any urgent matters, please contact uniformshop@malandapandc.org.au

Student Uniform Statement

All students at Malanda State School must uphold our Dress Code. This not only encourages equity among students but also promotes the school's SunSmart approach.

Full dress uniform (**BLUE Shirt**) must be worn by all students participating on excursions.

School Shirt	Malanda State School BLUE Shirt (short & long sleeve available) Blue shirts must be worn on excursions, unless otherwise stated	
Sports Uniform	Malanda State School RED – Quincan Shirt Malanda State School GREEN – Ithaca Shirt Wear on PE days and Sports Carnival (preferred) ❖ Peninsula and Queensland School Sport Gear can be worn on Fridays only provided there is not an excursion	
Year 6 Senior Shirt	Malanda State School SENIOR Shirt	
Skirts/Shorts	Royal-blue skirt/skort or shorts	
Hat	Malanda State School Hat (SunSmart) with reverse sports side or plain royal blue SunSmart hat. Students must wear a royal blue broad brimmed hat when working playing outside the classroom. Caps are not permitted. Sunscreens or protectors are actively encouraged; however, colourful zinc creams and the like are not permitted (unless it's Sports Day).	
Winter Uniform (jumper & pants)	Royal-blue jumper (no hoods) Royal-blue track pants/leggings	
Socks	White or black low-cut socks	
Shoes	Closed-in footwear e.g. joggers/sandshoes/runners only For personal safety and general health, students must wear appropriate footwear at all times. Students are expected to wear shoes when travelling on the bus to and from school, on excursions, and when on school site.	
Water bottle	All students are encouraged to bring a water bottle to school. Water bottles filled with water are able to be used in all classrooms.	
Hair	Natural hair colour is preferred. Hair ties must be simple in nature (e.g. a plain blue scrunchie or band). The school encourages children to be neat and tidy at all times and to take pride in their appearance. Hair must be tied back in a ponytail at all times while at school.	
Jewellery	Wearing of jewellery is discouraged. Only the following are allowed: <ul style="list-style-type: none"> • earrings which are small thin sleepers or studs (sleepers with hanging charms are not allowed) • a watch (device mode turned off) • school badge • medical alert bracelets Neck chains, rings, anklets etc. are not permitted as it often causes a distraction to learning and in other cases may be a risk to health and safety. Jewellery of religious or cultural significance may be worn with approval from the Principal. Students (and families) must take full responsibility if electing to wear any items.	
Makeup and Nails	Makeup and nail polish are not appropriate to be worn at school.	

Moolanda Café (Tuckshop)

Please refer to the termly menu to see which delicious, healthy food items are available to purchase.

Opening hours/days – Thursday & Friday (8:30am-2:00pm)

- Brain Break: purchased before school or online
- Lunch 1 & Lunch 2: pre-ordered before school or online, and over the counter sales (cash only) are available for the first 10 minutes of the play breaks



Online Ordering:

Online ordering is preferred via the QKR! App. Orders close at 8:45am. Please ensure your child's profile is linked to the correct class and orders placed under the date the order is required. Orders can be made up to two weeks in advance, and there is no cost to use this service. Please note: QKR! may not be compatible with all mobile phones.

If there is an online order misunderstanding, the school office will check the daily Moolanda Café orders sheet. If the student is not on the list, then they will be provided with an Emergency Lunch Pack (on tuckshop days) or a toasted sandwich (on non-tuckshop days). The school office will inform the parent if this occurs.

If you are collecting your child early for any reason, the parent is responsible for going to Moolanda Café to discuss the order options (e.g. take food home if ready or make other arrangements with Moolanda Café staff).

If you have pre-ordered your child's lunch and they happen to be away, it is the parent's responsibility to contact Moolanda Café to discuss options. Failure to notify the tuckshop will result in the order being null and void.

Cash Sales:

Cash orders will still be accepted. The brown paper bag is the traditional method where students write their name, their class, Brain Break, Lunch 1 or Lunch 2 and their order on a paper bag. Students put their money in the paper bag and hand it in to the Tuckshop before school.

Volunteers:

Please call into Moolanda Café to discuss how you can volunteer.

Red Food Days:

From time-to-time our tuckshop holds a 'Red Food Day'. This is an opportunity for our students to purchase foods that are not usually offered by our healthy tuckshop. Normal menu items are not available unless a student has special dietary requirements.

Lost Property

All items of clothing need to be named as this helps to identify the owner and enable us to return it to the correct student. A lost property table is located under B Block (Year 6 Eating Area). At the end of each week, lost property is displayed and any unclaimed items are recycled or donated to charity.

Birthdays

We love to celebrate birthdays here at school. If you are wanting to bring in celebration food for your child's birthday, please let your child's classroom teacher know at least 24 hours so dietary needs can be considered. As a school, we prefer for the items to be single-serve, such as cupcakes, fun-sized chocolates or ice-cream/ice-blocks.

Healthy Minds – Healthy Bodies

Please consider carefully the foods you include in your child's lunch box. Healthy food contributes to calm children who are able to focus and learn without distraction. Strong bodies develop strong minds. At eating time, children will be encouraged to eat healthy choices such as sandwiches and fruit first.



Please ensure that lunch containers are easy for your child to open, (practise at home before school begins), include food that does not need reheating or cutting up and include forks/spoons so that your child can independently manage their lunch.

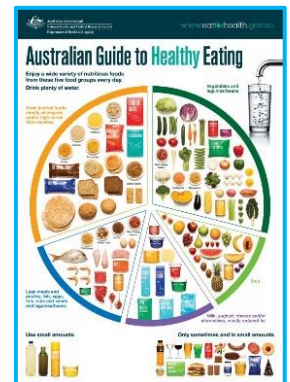
Brain Break (if needing to be in a container), please ensure it is in a separate container from the lunch box as students take this into the classroom as part of our morning routine.

Smart Choices Nutrition Guidelines

The school curriculum seeks to improve students' understanding of good nutrition and develop the skills to make positive health decisions. Learning about healthier food choices may encourage students to try new foods.

The Smart Choices food and drink categories assist with selecting food and drinks to be supplied in schools. Information is provided about:

- the nutritional value of foods
- the most appropriate (and healthiest) food choices
- the nutrient criteria for identifying foods and drinks that need to be restricted.



Foods and drinks have been classified into three categories according to their nutritional value:

- **Green:** 'Have plenty' – Encourage and promote these foods and drinks in the school.
- **Amber:** 'Select carefully' – Do not let these foods and drinks dominate choices and avoid large serving sizes.
- **Red:** 'Occasional' – Limit the availability of these foods and drinks to no more than two occasions per term.

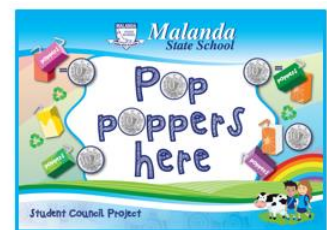
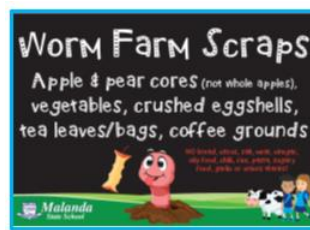
More information:

<https://education.qld.gov.au/students/student-health-safety-wellbeing/student-health/smart-choices>

Litter Sustainability Program

At Malanda, we have a 'Litter Sustainability Program – Waste Warriors' which encourages litter-free lunches and responsible recycling. Each class is allocated three bins that they are responsible for. Litter is disposed of according to which bin it belongs in.

Any litter (food packaging/plastic wrapping) or uneaten foods that comes from the lunchbox is placed back into the lunchbox to be disposed of at home. Wet containers such as yoghurt tubs and poppers can be disposed of at school. When tuckshop is ordered, the litter can be disposed of at school. We have 'Popper Project' bins to recycle most drink containers - including bottles and poppers



SunSmart Policy

Queensland has the highest rate of skin cancer in the world. Of all new cancers diagnosed in Australia each year, 80% are skin cancers. Research suggests that at least two-thirds of all melanomas occurring in Australia could be prevented if children were protected from the sun during their first 15 years.



Skin damage, including skin cancer, is the result of cumulative exposure to the sun during all seasons. Research shows that severe sunburn contributes to skin cancer and other forms of skin damage such as sunspots, blemishes and premature ageing. Most skin damage and skin cancer are therefore preventable. Ultraviolet radiation (UVR) levels are highest during the hours that children are at school. As children will spend a portion of their day outdoors, we are committed to protecting them from the harmful effects of the sun.

Malanda State School realises the need to protect children's skin and educate them about SunSmart behaviour, thus reducing their risk of skin damage from exposure to the sun. All students must wear a SunSmart hat in order to play outdoors and participate in outdoor physical education lessons. Sunscreen is available in all classrooms. Students are encouraged to bring a water bottle to school every day. Heat and shade options are taken into consideration when planning events/excursions.

Accident Insurance Cover for Students

Some school activities and physical education, particularly contact sports, carry inherent risks of injury. Parents are advised that the department does not have Student Accident Insurance cover for students. If your child is injured at school as a result of an accident or incident, all costs associated with the injury, including medical costs, are the responsibility of the child, parent or carer.

Some incidental medical costs may be covered by Medicare. If parents have private health insurance, some costs may also be covered through the private health insurance. Any other costs would be borne by the parents/carers.

Student Accident Insurance is an insurance policy that pays certain benefits in some circumstances, should your child have an accident. It is a personal decision for parents as to the types and levels of private insurance they arrange to cover their child for any accidental injury that may occur. Parents should contact their insurer or an approved Australian insurance broker for more information about student personal accident insurance cover for their child. For more information:

education.qld.gov.au/parents/school-life/health-wellbeing/accident-insurance-cover.htm

Managing Medications

Schools are only allowed to administer medication:

- as directed by a medical practitioner with a written request by a parent or carer
- where emergency first-aid medication is needed, e.g. EPIPEN or Ventolin

You must inform your school if your child has any specific medical needs (e.g. medications for Asthma, Diabetes and Epilepsy) and/or needs medication during school hours. This includes those children who self-administer. Please follow the Administration of Medication procedures as medication will not be given at school unless the correct paperwork is filled out and the medication requirements below are followed.

Administration of Medication

All medication which has been prescribed by a doctor must be brought to the School Administration Office in the original dispensed container/box that it came in from the pharmacy. Parents/carers will also need to complete the 'DoE Consent to Administer Medication Form' and provide a letter from the Doctor that informs the school on how/when the medication is to be administered. Students are required to come to the office at the scheduled time so they take the medication under the supervision of a member from the Administration team.

Over-the-Counter (OTC) Medications

The Department of Education recognises that all medications, including over-the-counter (OTC) medications, e.g. paracetamol or alternative medicines, may be drugs or poisons and may cause side effects. As such, schools are required to receive medical authorisation from a prescribing health practitioner (e.g. doctor, dentist, optometrist, but NOT a pharmacist) to administer any medication to students, including those bought over the counter.

Whilst parents may administer OTC medications to their child without medical authorisation, they are aware of the child's complete medical history, and are able to provide ongoing, direct supervision for the course of the child's illness. Due to these circumstances, a parent is also more likely to recognise if their child is having adverse effects and requires immediate medical attention. The child's prescribing health practitioner also has the knowledge of their medical history to determine the appropriate OTC medication to administer, and is therefore able to determine dosage and provide advice regarding potential side effects or interactions with other medications.

For these reasons, OTC medications will only be administered to a child at school if medical authorisation has been received. Parents are required to attend the school office to hand medication in and fill out the required 'DoE Consent to Administer Forms'. More information can be found:

- [administration of medication in schools](#)
- [managing students health support needs at school](#)

Allergies

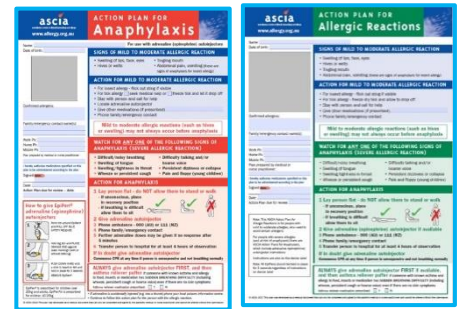
Allergic reactions can range from mild to severe. Please advise your child's school of any known allergies.

Schools can deal with severe and sudden allergic reactions (known as anaphylaxis).

Detailed guidelines explain ways to minimise all students' exposure to potential allergens. Read more about [anaphylaxis management](#).

When biting insect populations increase (e.g. after heavy rains), use insect repellent to prevent insect bites. Read more about [insect viruses and allergies](#).

There are two forms for allergies; one is an anaphylaxis form, the other is an allergy form. These forms need to be filled out by your GP and returned to the school office. These forms are required to be reviewed and updated yearly. This is so we have the most recent updated information for your child and can treat the situation properly if the need arises.

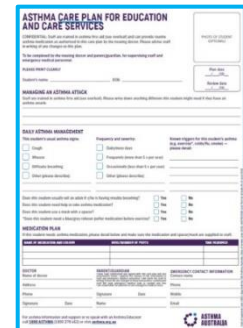


Asthma

Asthma attacks can range from mild to severe. Please inform the school if your child has any asthma related illness. There are trained staff that can deal with severe and sudden asthma attacks.

There is an asthma action plan that is required to be filled out by your child's GP.

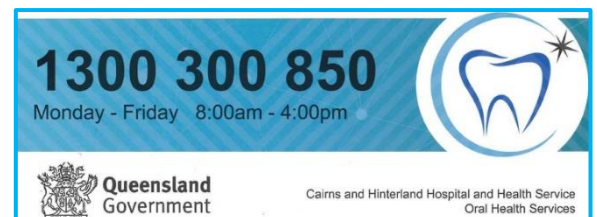
This form is required to be reviewed yearly and updated with the school so that we can treat the situation properly with the correct medical information. If you require an asthma action plan, please contact the school office.



Dental Clinics

A free dental clinic visits our school on a regular basis.

Children in all primary year levels are eligible for treatment from a qualified dentist. Forms will be sent home close to visiting time. Eligible students can attend a van in the area if treatment is required at any time. Phone the Atherton Hospital Dental Clinic on 4092 1575 for location of vans, or to book an appointment, phone 1300 300 850.



First Aid

Members of our school staff are permitted only to render basic First Aid. This is immediate, temporary treatment given by the staff in case of an accident. Should medical treatment beyond First Aid be required, parents are notified immediately whenever possible and/or the necessary treatment arranged.

In case of a serious accident, an ambulance will be called to transport the injured child to the hospital. It is understood that it is not always possible to notify parents immediately of action taken. However, every endeavour is made to contact parents or emergency contacts as soon as possible.

Headlice

Like most schools, we face a battle to keep these annoying ‘pests’ under control. Should an incidence of headlice be reported in your child’s class, an alert letter will be emailed home, advising of the outbreak and requesting parents check their child’s hair.

Infectious Diseases

The Queensland Health, Time Out Poster provides a list of infectious conditions. The ‘Time Out’ Poster can be viewed [here](#).

Queensland Health



Time Out
Keeping your child and other kids healthy!

- Information for a number of infectious conditions that may require¹ exclusion of children from school, education and care services.
- Additional public health recommendations that apply to children and adults.
- To assist medical practitioners, schools, preschools and childcare facilities to meet the public health requirements¹ and recommendations.



*Refers to contagious conditions as per the Public Health Regulation 2018.
1. Observing the exclusion period meets the intent of the Public Health Act 2005 for a person to be non-infectious. See schedule 4 of the Public Health Regulation 2018 for a complete list of contagious conditions and their exclusion criteria.
2. Doctors should notify the local Public Health Unit as soon as possible if children or staff are diagnosed with these conditions. Refer to page 2 for Public Health Unit contact details.

Condition	Person with the infection	Those in contact with the infected person (The definition of ‘contact’ will vary between diseases)
*Chickenpox (varicella)	EXCLUDE until all blisters have dried, and at least 5 days after the onset of symptoms. ¹	EXCLUSION MAY APPLY EXCLUDE non-immune pregnant women and any child with immune deficiency or receiving chemotherapy. Advise to seek urgent medical assessment. <i>Contact your Public Health Unit for specialist advice. Also see Shingles information below.</i>
Cold sores (herpes simplex)	NOT EXCLUDED if the person can maintain hygiene practices to minimise the risk of transmission. Young children unable to comply with good hygiene practices should be excluded while sores are weeping. Sores should be covered with a dressing where possible.	NOT EXCLUDED
Conjunctivitis	EXCLUDE until discharge from eyes has ceased unless a doctor has diagnosed non-infectious conjunctivitis.	NOT EXCLUDED
*COVID-19	EXCLUDE until symptoms have resolved, normally 5-7 days.	NOT EXCLUDED
Cytomegalovirus (CMV)	NOT EXCLUDED pregnant women should consult with their doctor.	NOT EXCLUDED pregnant women should consult with their doctor.
Diarrhoea and/or Vomiting <i>Including:</i> • amoebiasis • campylobacter • cryptosporidium • giardia • rotavirus • salmonella • gastroenteritis <i>but excluding:</i> • norovirus • shigellosis • toxin-producing forms of E.coli (STEC)	Exclusion periods may vary depending on the cause. EXCLUDE a single case until the person, has no symptoms ¹ (includes vomiting if applicable), is feeling well and they have not had any loose bowel motions for at least 24 hours or if the person has confirmed norovirus exclude for at least 48 hours. ¹ EXCLUDE all persons who prepare or serve food until they have not had any diarrhoea or vomiting for 48 hours. NOTE: if there are 2 or more cases with diarrhoea and/or vomiting in the same location, which may indicate a potential outbreak OR a single case in a food handler, notify your Public Health Unit. Diarrhoea: 3 or more loose stools or bowel movements in a 24 hour period that are different from normal and/or escapes a child’s nappy. <i>See information below if norovirus is confirmed or considered likely as the cause of diarrhoea and vomiting.</i>	NOT EXCLUDED
<i>See advice for these specific conditions below</i>		
*Enterovirus 71 (EV71 neurological disease)	EXCLUDE until written medical clearance is received confirming the virus is no longer present in the person’s bowel motions. ¹	NOT EXCLUDED
Fungal infections of the skin and nails (ringworm/tinea)	EXCLUDE until the day after antifungal treatment has commenced. (No exclusion for thrush).	NOT EXCLUDED
Glandular fever (mononucleosis, Epstein-Barr virus)	NOT EXCLUDED	NOT EXCLUDED
*German measles (rubella) ²	EXCLUDE for 4 days after the onset of rash ¹ or until fully recovered, whichever is longer. Pregnant women should consult with their doctor.	NOT EXCLUDED pregnant women should consult with their doctor.
*Haemophilus influenzae type b (Hib)	EXCLUDE until the doctor confirms the person is not infectious and has completed 4 days of appropriate antibiotic treatment. ¹ <i>Contact your Public Health Unit for specialist advice.</i>	EXCLUSION MAY APPLY <i>Contact your Public Health Unit for specialist advice.</i>
Hand, foot and mouth disease	EXCLUDE until all blisters have dried.	NOT EXCLUDED
Head lice	Exclusion is not necessary if effective treatment is commenced before next attendance day (i.e. the child does not need to be sent home immediately if head lice are detected).	NOT EXCLUDED
*Hepatitis A ²	EXCLUDE until at least 7 days after the onset of jaundice ¹ OR for 2 weeks after onset of first symptoms, including dark urine if there is no jaundice. If a person is asymptomatic contact your Public Health Unit for specialist advice.	NOT EXCLUDED <i>Contact your Public Health Unit for specialist advice about vaccination or treatment for children and staff in the same room or group, children transferring to another centre and new enrolments.</i>

November 2022


Condition	Person with the infection	Those in contact with the infected person*
Hepatitis B and C	NOT EXCLUDED cover open wounds with waterproof dressing.	NOT EXCLUDED
Hepatitis E	EXCLUDE until at least 2 weeks after the onset of jaundice.	NOT EXCLUDED
Human immunodeficiency virus (HIV/AIDS)	NOT EXCLUDED cover open wounds with waterproof dressing.	NOT EXCLUDED
Influenza and Influenza-like illness	EXCLUDE until symptoms have resolved, normally 5–7 days.	NOT EXCLUDED
*Measles ²	EXCLUDE until the doctor confirms the person is not infectious but not earlier than 4 days after the onset of the rash. ¹ <i>Contact your Public Health Unit for specialist advice.</i>	EXCLUSION MAY APPLY NOT EXCLUDED vaccinated or immune contacts. EXCLUDE immuno-compromised contacts (including those receiving chemotherapy) until 14 days after the appearance of the rash in the last case. EXCLUDE non- or incompletely vaccinated contacts, without evidence of immunity. <i>Contact your Public Health Unit for specialist advice.</i>
Meningitis (bacterial)	EXCLUDE until well and has received appropriate antibiotics.	NOT EXCLUDED
Meningitis (viral)	EXCLUDE until well.	NOT EXCLUDED
*Meningococcal infection ²	EXCLUDE until the treating doctor confirms the child is not infectious and at least 24 hours of appropriate antibiotics have been completed. ¹ <i>Contact your Public Health Unit for specialist advice.</i>	NOT EXCLUDED <i>Contact your Public Health Unit for specialist advice about antibiotics and/or vaccination for close contacts.</i>
Molluscum contagiosum	NOT EXCLUDED	NOT EXCLUDED
Mumps	EXCLUDE for 5 days after onset of swelling. Pregnant women should consult with their doctor.	NOT EXCLUDED pregnant women should consult with their doctor.
*Norovirus	EXCLUDE until no symptoms and no loose bowel motions for 48 hours. ¹	NOT EXCLUDED
Roseola, sixth disease	NOT EXCLUDED	NOT EXCLUDED
Scabies	EXCLUDE until the day after treatment has commenced.	NOT EXCLUDED
School sores (Impetigo)	EXCLUDE until 24 hours of appropriate antibiotics have been completed. Cover sores on exposed areas with a waterproof dressing until sores are dry, and encourage handwashing.	NOT EXCLUDED
Shiga toxin-producing E.coli (STEC)	EXCLUDE until diarrhoea has stopped and 2 samples have tested negative. <i>Contact your Public Health Unit for specialist advice.</i>	EXCLUSION MAY APPLY <i>Contact your Public Health Unit for specialist advice.</i>
Slapped cheek syndrome, fifth disease (parvovirus B19, erythema Infectiosum)	NOT EXCLUDED pregnant women should consult with their doctor. Note: Children are contagious until 24 hours after the fever resolves. Rashes generally occur after the infectious period has passed.	NOT EXCLUDED pregnant women should consult with their doctor.
Shigellosis	EXCLUDE until there has been no diarrhoea or vomiting for 48 hours. <i>Contact your Public Health Unit for specialist advice.</i>	EXCLUSION MAY APPLY <i>Contact your Public Health Unit for specialist advice.</i>
Shingles (herpes zoster)	EXCLUDE all children until blisters have dried and crusted. EXCLUDE adults if blisters are unable to be covered. NOT EXCLUDED In adults if blisters can be covered with a waterproof dressing until they have dried.	EXCLUSION MAY APPLY <i>Contact your Public Health Unit for specialist advice, including advice for pregnant women and any person who is immuno-compromised (including receiving chemotherapy).</i>
Streptococcal sore throat (including scarlet fever)	EXCLUDE until 24 hours of appropriate antibiotics have been completed.	NOT EXCLUDED
*Tuberculosis (TB) ²	EXCLUDE until written medical clearance is received from the relevant Tuberculosis Control Unit.	NOT EXCLUDED
*Typhoid ² and paratyphoid fever ²	EXCLUDE until appropriate antibiotics have been completed. ¹ Stool sample clearance will be required, <i>contact your Public Health Unit for specialist advice.</i>	EXCLUSION MAY APPLY <i>Contact your Public Health Unit for specialist advice.</i>
*Whooping cough (pertussis) ²	EXCLUDE until 5 days after starting appropriate antibiotics or for 21 days from onset of cough AND confirmed that they are not infectious. ¹ <i>Contact your Public Health Unit for specialist advice.</i>	EXCLUSION MAY APPLY for contacts of an infected person. <i>Contact your Public Health Unit for specialist advice regarding exclusion of non- or incompletely vaccinated contacts.</i>
Worms	EXCLUDE until diarrhoea has stopped for 24 hours and treatment has occurred.	NOT EXCLUDED

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

If you have any medical concerns, contact your healthcare provider or 13 HEALTH (13432584)

For further advice on the information within this poster, contact your nearest Public Health Unit via 13Health or at www.health.qld.gov.au/system-governance/contact-us/contact/public-health-units

Further information on recommendations:

- Communicable Diseases Network Australia (CDNA) guidelines <https://www1.health.gov.au/internet/main/publishing.nsf/Content/cdnasongs.htm>
- National Health and Medical Research Council publication: Infectious diseases in early childhood and education and care services, 5th edition www.nhmrc.gov.au/guidelines-publications/ch55
- Queensland Department of Health Communicable Disease Control Guidance <http://disease-control.health.qld.gov.au>



Use this QR Code to access a digital copy of this poster or visit www.health.qld.gov.au/public-health/schools/prevention

Teaching & Learning

Curriculum

We provide all eight learning areas of the Prep to Year 10 Australian Curriculum to our students, with effective coverage of the relevant achievement standard for each learning area provided in each year and/or band. In practice, this means learning areas are taught, assessed and reported on once per year or band (every two years). More information on the requirements for providing the Australian Curriculum are supplied in the K–12 Curriculum, Assessment and Reporting Framework (CARF).

Prep Year

The quality of learning experiences in a child’s earliest years plays a significant role in setting the foundations for lifelong development, including language acquisition, participation and achievement in formal schooling as well as development of social and emotional skills.

At Malanda State School, our Prep program celebrates the importance of a quality early years education by providing our students with an enriched learning environment that promotes self-discovery, social awareness and independence through the use of Age Appropriate Pedagogies (AAP).

Our child-centred approach focuses on the development of fundamental literacy and numeracy skills as children pursue their individual interests and follow their natural curiosity.

Prep at Malanda State School provides children with a seamless transition into formal education.

Sample of Unit Overview Years Prep

**HASS (Humanities and Social Sciences) is only “experienced” in Prep*

	Term 1	Term 2	Term 3	Term 4
English	Unit 1	Unit 2	Unit 3	Unit 4
Mathematics	Unit 1	Unit 2	Unit 3	Unit 4
Health (inc.PBL)	PBL	PBL	PBL & Unit 1	PBL & Unit 2
SEED	Based on The Arts and HASS*			
Specialist Teachers				
HPE	PE	PE	PE	Swimming
Technologies	Science, Digital & Design Technologies			
Music	Unit 1	Unit 2	Unit 3	Unit 4

Lower Primary (Year 1 – Year 2)

Often referred to as the “Early Years of Learning”, Lower Primary at Malanda State School focuses on developing our students’ passion for learning, creativity and self-confidence.

Our program aims to not only provide our youngest students with a balanced and relevant set of core literacy and numeracy skills, but also with a strong attitude toward learning that will underpin their later academic and personal achievement.



Sample of Unit Overview Years 1-2

	Term 1	Term 2	Term 3	Term 4
English	Unit 1	Unit 2	Unit 3	Unit 4
Mathematics	Unit 1	Unit 2	Unit 3	Unit 4
Health (inc.PBL)	PBL	PBL	PBL & Unit 1	PBL & Unit 2
HASS	Unit 1: Geography		Unit 2: History	
The Arts	The Arts – Visual, Media, Dance & Drama			
Specialist Teachers				
HPE	PE	PE	PE	Swimming
Technologies	Science, Digital & Design Technologies			
Music	Music	Music	Music	Music

Upper Primary (Years 3-6)

Malanda State School’s approach to the Middle Years of Schooling (Years 3-6) reflects our understanding of the unique educational needs of young adolescents.

Our Upper Primary program supports the intellectual, social, emotional and physical development of our students. Learning experiences encourage active learning, strong relationships, co-operation and the development of independent learning skills.

Sample of Unit Overview Years 3-6

	Term 1	Term 2	Term 3	Term 4
English	Unit 1	Unit 2	Unit 3	Unit 4
Mathematics	Unit 1	Unit 2	Unit 3	Unit 4
Science	Unit 1	Unit 2	Unit 3	Unit 4
Health (inc.PBL)	PBL	PBL	PBL & Unit 1	PBL & Unit 2
HASS	Unit 1: Geography		Unit 2: History	
The Arts	The Arts – Visual, Media, Dance & Drama			
Specialist Teachers				
HPE	PE	PE	PE	Swimming
Technologies	Digital & Design Technologies			
Music	Music	Music	Music	Music
Japanese (5/6)	Unit 1	Unit 2	Unit 3	Unit 4

Assessment Statement

Assessment helps teachers make decisions about what your child knows and can do. Teachers use both summative and formative assessment that is aligned to the Australian Curriculum. Formative assessment is ongoing formal and/or informal monitoring, observations and diagnostic testing that is used to inform ongoing teaching and learning. Teachers administer summative assessments that include task sheets and marking guides. These tasks create a student portfolio that is used to make an on-balanced decision to determine an overall academic grade at the end of each semester. In exceptional circumstances (such as significant absence), teachers may use primarily formative assessment to make their decisions.

Reporting to Parents

Your child's teacher is your first point of call, and is available to discuss their progress anytime throughout the school year via appointment. Please refer to the External Communication information if you wish to make an appointment to discuss your child. Additionally, there are key times of the year when we formally report to parents.

Student Reports (Semester 1 & Semester 2):

- Semester 1 written report cards will be available on QParents and sent out via email at the end of Term 2.
- Semester 2 written report cards will be available on QParents and sent out via email at the end of the school year (Term 4).

Parent-Teacher Interviews:

- In the middle of Term 1, parents/carers of Prep students are invited to a face-to-face interview to discuss their child's start to schooling.
- At the end of Term 1, all parents/carers are invited to a face-to-face interview to discuss their child's progress.
- Towards the end of Term 3, all parents/carers are invited to another face-to-face interview to discuss their child's progress and goals for the remainder of the year.

Meet the Teacher (Early Term 1)

Classroom teachers welcome parents/carers to visit their child's classroom and to discuss curriculum, behaviour expectations and individual learning needs for the year ahead.

Whole-School Literacy

At Malanda State School, all students in Prep are taught how to read using Systematic Synthetic Phonics (SSP). This is a structured, evidence-based, multi-sensory approach to teaching literacy, where students are taught the link between letters and the speech sounds they represent. Prep students receive whole-class instruction in addition to participating in differentiated literacy groups to apply their learning in reading, writing and speaking. Our Year 1 and 2 staff build on from this by explicitly teaching the Extended Code component of our SSP program. Once students have mastered the alphabetic code, they can read anything! Our school has also implemented a P-6 spelling program that directly aligns to our phonics instruction.



All students from Prep-Year 2 participate in small literacy groups four days per week, and students in Years 3-6 receive explicit and evidence-based spelling, reading, and writing instruction four days per week through the upper primary Literacy Routine.

Specialist Lessons

STEM (Science, Technologies, Engineering and Maths):

We offer an engaging STEM program for Prep-Year 6, providing hands-on learning experiences that develop problem-solving and ICT skills essential for future success. The program is designed to

complement the existing curriculum and is delivered by experienced educators. Students will gain critical thinking, creativity and a love for learning, preparing them for the ever-evolving technological world.

The Arts:

The strands of The Arts are taught to all classes.

Japanese:

The extended Malanda State School curriculum provides all students with the opportunity to engage with and experience different languages and cultures. In Upper Primary (Years 5 and 6), our students are formally enrolled in Japanese.

Health and Physical Education (HPE):

Our Health and Physical Education program engages all students in fun, active skill development across a number of sports, while teaching them how to play fairly and display good sportsmanship. Sports that children may participate in include: soccer, gymnastics, athletics, basketball, tennis, softball and cricket. Through the HPE curriculum, students also participate in health lessons. These lessons involve teaching students about topics such as the human body, nutrition, how to keep safe in various situations (e.g. water safety and personal safety) and respectful relationships (e.g. navigating friendships). Physical Education is taught by our HPE specialist teacher, and Health is taught by class teachers. Specific topics are communicated to parents.

Swimming is conducted in Term 4 and is an essential part of our HPE program for all students. Students will swim once per week for seven weeks. Please send your child to school with a towel, togs and sunsafe shirt in a swimming bag with EVERYTHING named – including the uniform items your child will be changing out of. It is a health requirement that students DO NOT wear their togs to or from school.



Please note: All physical activities involve inherent risks. Like all state schools, we do not offer “accident insurance” to cover medical or other costs in the event of accidental injury. We therefore recommend families consider private insurance.

Extra-Curricular Programs

Intra-school Sport:

In Terms 2 and 3, Malanda State School conducts Intra-school Sport on Friday afternoons from 2:00pm-3:00pm. During these sessions, students in Years 5-6 will participate in a sport/skills session either with their class, house group or year of birth cohort. Students must be meeting our school expectations of effort, behaviour and attendance in order to participate.

Dance:

MSS Dance Crew is a dance program offered to a select group of Years 4-6 students. Students are expected to attend weekly rehearsals. The program involves: learning dance movements of different combinations in a hip-hop genre, learning technical and expressive skills within performance, and attending performance opportunities throughout the year (in and out of school time).

Choir:

Students in Years 1-6 are invited to attend choir, which is scheduled once a week at a play break. They will have the opportunity to learn songs to perform at various events throughout the year (in and out of school time).

Instrumental Music:

Education Queensland provides a program of Instrumental Music (IM) Tuition in Primary and Secondary schools across the state. At Malanda State School, we are incredibly proud of our IM program and wish to invite students from Years 4-6 to learn a Woodwind, Brass or Percussion instrument.

How the program works:

Instruction takes place weekly in small groups of 3-6 students. Once a particular level is reached, a compulsory Concert Band is formed to provide students with experience in a large ensemble, which then continues as the core focus of the program.



Students are selected for the program according to the following criteria:

- Musical aptitude and interest
- Attendance at weekly lessons/band rehearsals and music performances with instrument & music
- Commitment of both parent and student for daily practice at home
- High standard of behaviour and attitude
- Care of instrument observed
- Physical characteristics pertinent to a particular instrument

How to join the Instrumental Music program:

Each year we hold a recruitment drive, in which all Year 4-6 students can apply for our Instrumental Music program. After this, students who have returned the appropriate paperwork will have the opportunity to be part of our instrument-fitting days. This process allows your child to trial a particular instrument to see if it is a good fit for them. If your child has been successful, they will receive a 'Welcome to the Instrumental Music Program' form which will include information on any relevant fees and resources required.

If your child is in Year 3, they will receive an Expression of Interest (EOI) form from their teacher to fill out. If your child is in Year 4-6, they can collect this paperwork from the school office.

If you enrol at our school during a school year and your child is interested in being in the Instrumental Music Program, please email the Instrumental Music Teacher to discuss options.

Moolanda News:

Purpose: Student reporters from 'Moolanda News' showcase the connection between our school and our local community, including events and businesses from the Malanda Chamber of Commerce, using media (video clips/news segments).

Moolanda News consists of a team of reporters from Years 5-6 who create segments about school and local community events.



This position has a Specific Role Description and auditions/expressions of interest occur in order to select students. This program is offered as an extension opportunity for students.

Religious Instruction:

Malanda State School offers all students in Years 1-6 access to religious instruction by accredited and approved representatives of religious societies and denominations.

Our program features Catholic Religion and Combined Religion lessons in a term block each, throughout the school year on Tuesday afternoons.

If you indicated at enrolment that your child is to be withdrawn from all religious instruction, students will complete an alternate learning activity during this time. If you would like any more information, please refer to the 'Religious Instruction Statement' on the school website.

You can nominate at any time to enrol or withdraw your child from religious instruction. Please contact the school office for more information.

Homework Statement

We understand that families have different approaches to homework and will have various commitments outside of school hours. To support all families, we have created a flexible homework system. We appreciate your dedication to your child's learning by helping with these aspects of their education. Thank you for all you do to help your child progress.

Prep

Our homework policy for Prep focuses on reading and is first sent home in Week 5 of Term 1.

- **Reading** – At home, we would love for you to listen to your child read each night. Your child will bring home a decodable reader to practise reading *to you*. More information about how to use these readers is provided by the class teacher. Your child may also bring home high-interest authentic texts from the school library; please read these *to your child* and engage in the content with them.
- **Online Programs** – Reading Eggs website: Your child will be provided with a login from their class teacher, who will also provide information about how to use this resource. This program has a user-friendly app that we recommend downloading if you are working from a handheld device.

Years 1-2:

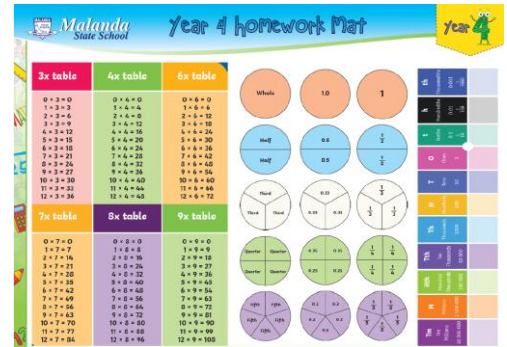
Our homework policy for Years 1-2 focuses on reading and is first sent home in Week 5 of Term 1.

- **Reading** – At home, we would love for you to listen to your child read each night. Both decodable and high-interest authentic texts will also be sent home; please read these to your child and engage in the content with them. Your child will be provided with a Reading Eggs login to practise reading. More information about how to use this website is provided by the class teacher.
- **Number Facts** – Class teachers will send home a copy of the number facts that your child needs to know (off by heart) by the end of the year. Again, regular practice at home each week will assist them greatly in their mathematical learning.

Years 3-5:

Our homework policy for Years 3-5 consists of reading and number facts and is first sent home in Week 2 of Term 1.

- **Reading** – At home, we would love for you to listen to your child read each night. This could also be a book online (e.g. Sora/Borrow Box). Reading daily is so beneficial!
- **Number Facts** – Class teachers will also send home a copy of the number facts that your child needs to know (off by heart) by the end of the year. This will assist them greatly in their mathematical learning, as number facts are used extensively in most mathematical concepts.
- **Online Programs** – Your child has access Prodigy (login will be provided by class teacher). Your child’s teacher may also provide them with a Study Ladder login.
- **Additional Homework** - If you would like your child to undertake additional homework, please feel welcome to choose from these suggestions: sentences, alphabetical order, dictionary definitions, syllables and topic research.



Year 6:

Year 6 homework is set to closely reflect the systems used at high school and is first sent home in Week 2 of Term 1. Students will receive regular homework in a designated homework book, which will be taken home and returned regularly as directed by the teacher.

- Homework activities will reflect what has been taught in class and may include: Mathematics questions, spelling activities, sentence writing and research questions.
- The homework should not be time consuming.
- Students need to be responsible and use their time wisely to get their homework completed and handed in. This may involve doing it before school or at lunchtime if they have a busy schedule.
- If they have research to complete, but do not have the resources at home to do so, they can use lunchtime computer availability to complete the tasks.
- The best habit to get into is to put the homework book straight into the school bag as soon as it’s completed!

National Testing (NAPLAN)

All Years 3 and 5 students in Australia sit the National Assessment Program – Literacy and Numeracy (NAPLAN) tests. There are four tests: Conventions of Language, Writing, Reading and Numeracy. The results of these tests provide the school with information about what each student knows and can do. Parents also receive a report showing how your child performed against agreed national benchmarks.

Technology & Resources

Malanda State School provides a well-resourced learning environment for students. In addition to our classrooms being filled with age-specific resources, students have access to specialist teaching environments and the latest Information and Communication Technologies (ICT). Our classrooms are fitted with the latest in interactive ICT, including:

- Networked and interactive projectors
- High-speed internet connections
- Document cameras in all classrooms
- iPads, laptops and desktops
- Sound Field Systems in all classrooms

Library

The library is open during the school day (8:45am-3:00pm). All classes visit our library at least once a week to borrow reading materials. Students are also encouraged to participate in the range of activities offered in the library throughout the year.



OLIVER:

Malanda State School has recently upgraded our library system to OLIVER. It is an online library catalogue where students can search for books from any device that has an internet connection.

Use the following link to access our school library online:

<https://malandass.softlinkhosting.com.au/oliver/home/browse/list>

SORA:

SORA is an online library where students can access thousands of eBooks and Audio Books for free. Please use the following link and your child's EQ username to log in:

<https://soraapp.com/library/eduqueenslandau>



Book Club (Scholastic):

There are four issues of Book Club per year (one per term); the brochures will be sent home with your child. This is by no means obligatory. All orders are to be processed via The Loop App or online <http://www.scholastic.com.au>

When the books arrive at school, they are sorted and delivered to children in their classrooms. The school earns a commission from the sales, which is then used to purchase more books for the library.

Book Fair:

A Scholastic Book Fair is held 1-2 times each year. It offers quality books for purchase and the library receives a commission on sales. Parents are encouraged to come and browse during advertised hours, and to volunteer their time to help out. Book Fair is advertised through the school Facebook and office news.

Student Services Team

At Malanda State School, we believe that every student has the ability to learn and demonstrate capacity in academic and social/emotional learning. Our school operates using inclusive practices, where support and adjustments are provided to students who require additional or differentiated support. Staff identify and provide support and adjustments to students with diverse needs. Through early intervention and maximising the learning outcomes of all students, we ensure every student can access their education. Support and adjustments may be provided in the areas of: general/executive functioning, academic, communication, behaviour, social/emotional and attendance.

Multi-Tiered Behaviour Support System (MTSS):

Malanda State School uses multi-tiered systems of support (MTSS) as the foundation for our integrated approach to learning and behaviour. MTSS is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision making. Based on a problem-solving model in MTSS, school staff match increasingly intensive interventions to the identified needs of individual students.

Tier 1: Quality differentiated teaching practices are usually managed and implemented by the classroom teachers. This support is low level and may occur infrequently, either in specific learning areas or as a broad support, to ensure learning can be accessed. Examples of Tier 1 supports and adjustments include giving preferential seating that suits individual needs, allowing use of specific writing equipment or materials or conducting more frequent checks for understanding.

Tier 2: Supplementary support is generally managed by the Support Teacher. This support may occur at particular times in a day on a regular basis. Tier 2 intervention will occur in conjunction with Tier 1 supports already in place. Some examples of Tier 2 supports can be intervention or extension groups, use of assistive technology or social narratives.

Tier 3: Substantial/extensive support is generally managed by the Head of Inclusive Practices (HoIP), Guidance Officer (GO) and external department advisory staff. Tier 3 intervention is highly individualised support that is consistently required at most or at all times throughout the day. Tier 3 support occurs in conjunction with Tier 2 and Tier 1 supports. Some examples of support at this level include an Individual Curriculum Plan (ICP), specialised assessments or support from regional specialists.

Key support staff available at Malanda State School include:

- Principal
- Deputy Principal
- Guidance Officer
- Head of Inclusive Practices
- Social Worker (Education Queensland)
- Early Childhood Development Program (ECDP) Teacher
- Early Years Specialist
- Support Teachers
- Teacher Aides
- Department of Education: Advisory Visiting Teacher – Hearing Impairment (Referral required)
- Department of Education: Occupational Therapist (Referral required)
- Department of Education: Speech-Language Therapist (Referral required)
- Department of Education: Physiotherapist (Referral required)



Please note: within a school context, services offered by allied health professionals such as Occupational Therapists, Speech-Language Therapists and Physiotherapists differ. Department of Education allied health professionals can conduct assessments and provide recommendations to support student needs within the school environment, but they do not provide therapy services in an ongoing capacity. If ongoing therapy is required, this remains the responsibility of families. For more information, please contact our Head of Inclusive Practices

Guidance Officer (GO):

At Malanda, we have our Guidance Officer for three days a week – Wednesday to Fridays. Our Guidance Officer works across a range of settings in the school, providing individual support and in-class support, as well as assisting families to access external specialist supports.

The Guidance Officer:

- Advocate for students, considering individual circumstances through assessment and gathering of information to inform recommendations and advice given to students, teachers and parents concerning educational, behavioural, social/emotional wellbeing, career development, mental health and family issues.
- Work as part of a multidisciplinary team including school support staff, parents and external support agencies in order to provide a comprehensive support, case management and referral service that optimises students' access and engagement in educational programs.
- Conduct activities such as student observations and psychoeducational assessment in order to determine the nature of student learning difficulties, disability, developmental levels or psychological and emotional status in order to make recommendations for educational adjustments and interventions.

Referrals to the Guidance Officer are made through the school's Student Services Team. If a parent has a significant, immediate concern regarding their child, they can contact the office to speak with a member from the leadership team.

Social Worker:

We have a Social Worker two days per week – Tuesdays and Wednesdays. The Social Worker role is funded by The Department of Education Student Wellbeing Package and is specifically targeted at supporting young people to overcome the challenges associated with mild to moderate mental health concerns.

The Social Worker:

- Works with students to connect, engage and support them to maximise their education outcomes.
- Identifies issues and implements strategies to improve student non-attendance and school refusal.
- Acts as the contact for parents/carers and the community to put in place strategies to improve relationships between the school and community.
- Helps students and parents/carers to navigate the welfare system and access relevant support.
- Provides professional social welfare assessments, interventions and follow-up support to students and parents/carers as required.
- Provides ongoing one-on-one therapeutic intervention to students.
- Provides support to families for the needs of the student.
- Provides group education and support sessions to students, staff and families.

Referrals to the Social Worker are made through the school's Student Services Team. Parents can speak with the class teacher if they are seeking Social Worker support.

Prosocial Intervention Staff:

Our Prosocial Support Team is made up of a teacher and teacher aides. We plan and re-teach expected behaviours from our Positive Behaviour for Learning (PBL) and PAUSE lessons. Staff recognise when a student may need some extra support and they request the assistance of the Prosocial Intervention Team. Students are also encouraged to ask for help when needed.

Students can access support for:

- Basic needs (uniform, food, learning supplies)
- Emotional regulation
- Reporting incidents
- Mediating with other students
- Needing someone to talk to about concerns



It is important that the little people in our Malanda Family know that school is a safe environment where they will be valued and respected, and where mistakes are used as opportunities to learn and for staff to re-teach (just like we would do if they were having difficulty with a curriculum area).

Early Childhood Development Program (ECDP) Teacher:

Early Childhood Development Program Teachers are based within state schools and provide individualised support to children with a suspected disability, developmental delay or concern prior to prep. The teacher collaborates with the child's family/carers and early childhood service to ensure developmentally-appropriate adjustments are in place to support the child's full access to, and meaningful participation in, their learning environment. The service focuses on developing strong partnerships with families, carers, local early years services, community agencies and the NDIS. For some students, the Department of

Education's multidisciplinary teams can work in partnership with the Early Years Pathways Teacher based in that community to ensure a successful transition to Prep. If you would like further information about the Early Years Pathways, please contact our office staff who will put you in contact with our EYPT.

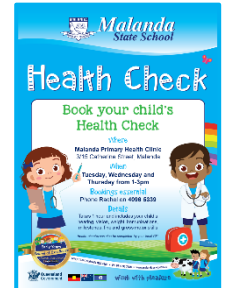
Health Screening

All Prep and New Students:

All new enrolments (including Prep) are strongly encouraged to attend a 'Health Check' at the Malanda Health Clinic – 3/15 Catherine Street, Malanda – 4096 5339.

Vision:

- Prep: Prep students are also government funded to have their vision screened by a clinician who will attend the school throughout the year to bulk screen students with parent permission.
- Years 1-6: An optometrist can conduct vision screening. This can be bulk billed to Medicare once every three years.



Working With External Health Professionals

Some students will be engaged with their own external health professionals such as paediatricians, speech pathologists, occupational therapists and physiotherapists. Malanda State School supports NDIS-funded therapy at school, provided that the Department of Education NDIS policy is adhered to, and a suitable time can be found. Providing school has obtained all relevant paperwork by both the parents and the provider, this will be able to commence from week 4 of Term 1.

Requesting School Information for External Health Professionals

The Student Support Team is also happy to supply school-based information to external health professionals upon request. Requesting school observations and information is particularly beneficial if your child has an upcoming appointment for a health check, occupational therapist or paediatrician, as they will often require this information. Please contact our Head of Inclusive Practices for more information, or to make a request for a student summary letter.

Please note: we require two weeks' notice to process requests, prepare school summaries and forward onto the required external health professional.

Use of Sensory Aids & Assistive Technology

Provision of sensory aids is an evidence-based practice that we endorse at Malanda State School. When school receives information from an allied health professional that a sensory aid would be beneficial, school works with the student and family to trial and implement.

It is important to note that **sensory aids are not toys** and are therefore not items to merely be played with. School will generally provide basic sensory items. If personal sensory items are preferred, these are to be approved by the HoIP. Types of sensory aids include: wobble cushion, hokki stool, chew aid, pencil topper, fiddle aid, headphones, slope board and resistance band.

Assistive technology – ipads, laptop, c-pen, speech to text are provided if recommended as part of an individual student's support plan.

Positive Behaviour for Learning (PBL)

PBL is a whole-school framework for behaviour support adopted by many Queensland schools. It promotes positive behaviour and helps schools to develop safe and supportive learning environments. PBL helps schools to be consistent in the way they support and respond to behaviour. It enables schools to develop clear expectations and boundaries for behaviour and ensures that behaviour support is differentiated according to need. For more information on PBL, you can watch a seven-minute clip about the PBL framework.

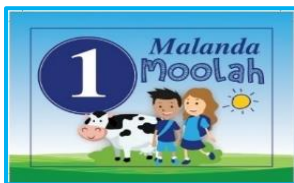
Malanda State School has a culture of care and high expectations for all students. Staff endeavour to:

- build effective relationships with each student
- set a positive classroom learning tone
- establish an atmosphere of high expectations
- ensure that each student feels valued and respected
- engage each student in their progress towards their learning goals
- have a high standard of display which includes school rules (we are safe, we are respectful, we are learners), PBL social skills weekly focus, the support class process, Dream Work Incentive and the High Five.



Dream Work

Classes work together by obtaining Moolah through positive acknowledgements to achieve Bronze, Silver and Gold target levels. The desired incentive is chosen by the class at the commencement of each term.

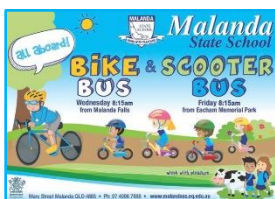


Cool Student Activities:

Each day before school and at both play breaks, students have the opportunity to attend a number of activities in a fun and supported manner. Some of these activities include gardening, chess, dance, robotics, art and sports. Parent permission is required for some invitational clubs. Before school activities will commence at 8:15am.



Bike Bus and Scooter Bus:



The school have organised days that students, staff and parents meet at a central location to ride to school. Bikes and scooters are not to be ridden inside the school grounds. They are to be pushed to and from the designated bike racks where they are stored for the day. We recommend chains and locks be used.

Family Time at the Yum Tum Garden:

Families are welcome to come along to the Yum Tum Garden to help maintain it and enjoy the fresh produce.



Toys:

'Your toys and balls are too cool to be at school' and students should be discouraged from bringing them to school. This includes balls, as sports tubs are available each day with equipment available for students to use. This is to avoid toys being broken/lost/stolen and/or friendship issues arising. Any toys that find their way to school or are required to be brought in for 'show and tell', will be given to the teacher to put away for collection at the end of the day or when required. Staff cannot assume responsibility for any loss or breakage.



Lunch 1 – On Class Eating Time with Class Teacher: 'Building a Family, Not Just a Class':

Purpose: The Lunch 1 eating time is dedicated to connecting students with their class members and teacher, whilst eating their lunch, as it is classified as 'on class teaching time'

All classes eat with their teacher and class and Lunch 1 while participating in activities such as: conducting a weekend debrief or whole class meeting, revising a PBL Focus, reading a book, building friendships and resolving conflict.



Prosocial Behaviour System: High Five!

Students are explicitly taught the High Five and are strongly encouraged to use these strategies when dealing with conflict.

1. Talk Friendly
2. Talk Firmly
3. Ignore/Walk Away
4. Warn
5. Report

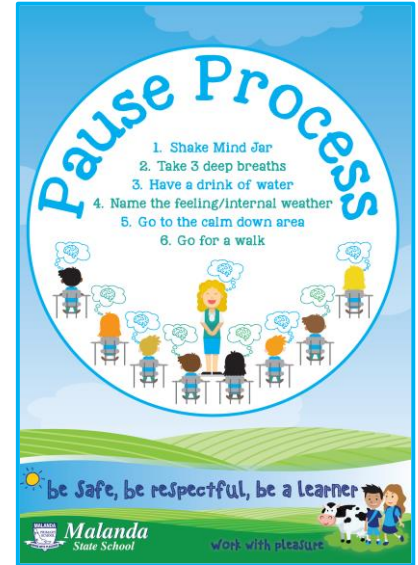


Pause

Purpose: The purpose of the Pause program being delivered at Malanda State School is to teach students to self-regulate their emotions.

The Pause Program:

- is designed to deliver improvements in teacher wellbeing as a direct result of students being able to emotionally self-regulate their behaviour
- is implemented through processes which involve staff, students and parents learning about Neuroscience, Mindfulness and Positive Education
- is implemented and supported by a set of lessons delivered in a similar manner to the lessons associated with the Department of Education's Positive Behaviour for Learning (PBL)
- teaches the three key parts of the brain that are responsible for thinking, emotions and long-term memory
- encourages self-regulation by taking notice and acting on the signals received from our brain in a positive way
- improves both teachers' and students' wellbeing by learning about and using the knowledge of neuroscience and mindfulness strategies in our daily lives.

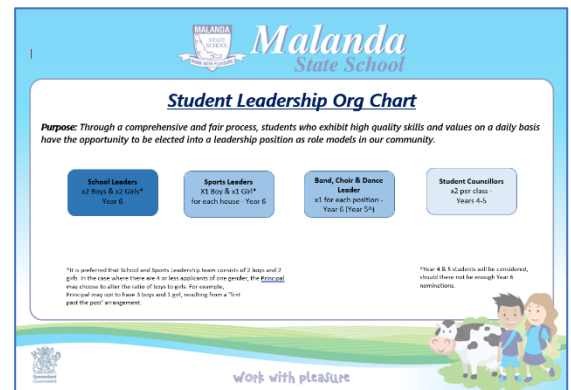


Student Leadership

Student leaders are elected annually. Positions include School, Sports, Band, Choir and Dance along with Student Councillors.

Student Leadership Process:

At Malanda State School, we have many opportunities for students to participate as School Leaders. Students must participate in at least five (5) school/community activities in order to nominate for any position. All positions have a Specific Role Description and score card. Students are provided with a guide of what should be included in a speech, should the position require one to be delivered. A Student Leader Agreement is signed by the student and their parents/carers should they be elected into a position.



Student Council:

The Student Council is an elected body of students representing each senior school class (Years 4-6). Students who have demonstrated commitment to our school through community service (in the year prior) as part of the Student Leadership system are eligible to nominate to become a student councillor.

The Student Council conducts meetings and organises events that fundraise for Malanda State School, community groups or state/country charities. The Student Council also works in collaboration with the P&C and School administration to undertake an annual 'legacy gift'. Our elected School Leaders chair each meeting, take minutes and monitor funds for our Student Council events.

Awards – Year 6 Transition Ceremony

Each year, we have a Year 6 Transition Ceremony. This is an intimate celebration with the Year 6 student and two adults from their family. The following awards are presented on the night:

- Crowther Most Improved Award
- School/Community Awards (Year 6 students)
- Bega All Rounder Award

Awards presented at a parade in Term 4

McKinnon Family Shield –is awarded to a student who always does their very best whilst overcoming any form of adversity.

Awards – Celebrating Success at End of Each Semester Parade

At the end of each semester, there will be an awards ceremony.

- Mid-semester: Academic Excellence and Excellent Effort
- End of Year: Academic Excellence, Excellent Effort, Citizenship, Encouragement, Sports, Japanese, Musician and Academy Awards

Early Years

Early years transitions are important milestones in a child's life and the transition period to formal schooling is a critical time that shapes long-term educational experiences. Families have a critical role to play in supporting positive transitions, as do early childhood and school educators and the community.

Playgroup

Purpose: Connecting parents/carers as their child's first teachers through positive play, with the support of the Malanda Early Years Team.

Playgroup is conducted at our Library Meeting Room each Tuesday from 9:00am. Each session features a focus and a Spotlight Session, with fortnightly visits from one of our local VPG coordinators. More information can be found on our school Facebook page.



Week	Weekly Focus
4/10/22	Puppet Theatre
11/10/22	Healthy Eating
18/10/22	Messy Play
25/10/22	Farm Visit
1/11/22	Gross Motor
8/11/22	Teddy Bears Picnic
15/11/22	Water Play
22/11/22	Christmas
29/11/22	Break Up Party
6/12/22	



Week	Activity – 10:15-10:30am
1/10/22	Story Time
8/10/22	Just Move
15/10/22	
22/10/22	
29/10/22	Rhyme Time
5/11/22	Nature Investigators
12/11/22	Rhyme Time
19/11/22	PAUSE
26/11/22	Story Time
3/12/22	Just Dance
10/12/22	

Kindy to Prep Transition

Purpose: to walk alongside our future Prep students, their families and Early Years service providers to ensure they feel settled, supported and engaged when transitioning into the Malanda Family.

A positive start to school leads to a child's sense of belonging and engagement and greater ongoing connection with school and helps foster a child's enthusiasm for lifelong learning.

Policies & Procedures

All policies and procedures that relate to the management and operation of our school are available via the school website and parent handbook.



Student Code of Conduct

The Malanda State School's Student Code of Behaviour is based on three core expectations: We are Safe, We are Respectful and We are Learners. Productive learning & positive behaviour are inextricably linked. Malanda State School endorses a whole-school approach intended to promote and support appropriate behaviours in all students. Our Student Code of Conduct can be found on our school website.

Complaints Process

Malanda State School staff are committed to ensuring every student is supported to feel safe, welcome and valued in our school. There may, however, be occasions where parents need to raise a concern or make a complaint about an issue they feel is adversely affecting their child's education. The first point of call is generally your child's class teacher.

All Queensland state schools are committed to ensuring that all complaints - whether they relate to a school staff member or a school's operations - are dealt with in a fair and equitable manner. Information about the DoE Complaints Process can be found in the Student Code of Conduct.



Malanda
State School

Get Set for Prep



work with pleasure



Step Up to Prep – Curriculum and Teaching

Welcome to our Malanda family! Our approach to the Early Years centres around continuity, evidence-based practice and connections. Our school works closely with our partner Kindergartens and Early Years services to ensure successful transition to school for students and their families.

We achieve this by:

- Embracing the belief that our ‘School needs to be ready for the child’ as opposed to the idea that the ‘Child needs to be ready for School’
- Using Transition Statements to inform teacher planning and professional development
- Planning collaboratively with Kindergarten teachers to build on curriculum and individual plans
- Implementing the Australian Curriculum Assessment and Reporting Authority (ACARA) and Age-Appropriate Pedagogies (AAP) as our framework for planning instruction
- Embedding AAP as our instructional approach which provides flexibility to meet the developmental needs of our students
- Engaging play as a teaching strategy
- Employing an Early Years Specialist (EYS) and Early Years Pathway Teacher (EYPT) that work across both the school, local Kindergartens and Early Years services
- Providing weekly specialist lessons in Music, STEM, Health and Physical Education (HPE)



At Malanda State School, children experience outdoor learning through:

- Weekly gross-motor lessons facilitated by a teacher
- Specialist lessons: Health and Physical Education, Music and STEM
- Unstructured play break opportunities in our outdoor learning spaces
- Outdoor learning opportunities embedded in classroom planning
- Targeted intervention for students with additional needs

Overview of the Early Years Curriculum

In Prep, students will be taught English, Mathematics, Humanities and Social Sciences (HASS), Science & Technologies (STEM), Art, Music, and Health & Physical Education (HPE). They are assessed and reported on for English, Mathematics, Science, HPE, the Arts and Music.

English:

By the end of their Prep year, when listening, reading and viewing, students:

- Use predicting and questioning strategies to make meaning from texts
- Recall one or two events from texts with familiar topics
- Understand that there are different types of texts and that these can have similar characteristics
- Identify connections between texts and their personal experience
- Read short, decodable texts with familiar letter sounds, vocabulary and supportive images, drawing on their developing knowledge of concepts of print, sounds and letters, and decoding and self-monitoring strategies
- Recognise the letters of the English alphabet, in upper and lower case, and know and use the most common sounds represented by those letters
- Read high-frequency words and blend sounds orally to read consonant-vowel-consonant (CVC) words
- Use appropriate interaction skills to listen and respond to others in a familiar environment

- Listen for rhyme, letter patterns and sounds in words

When speaking, writing and creating, students:

- Understand that their texts can reflect their own experiences
- Identify and describe likes and dislikes about familiar texts, objects, characters and events
- Communicate clearly in informal groups and whole-class settings
- Retell events and experiences with peers and known adults
- Identify and use rhyme, and orally blend and segment sounds in words
- Write familiar words and phrases and images to convey ideas
- Show evidence of letter and sound knowledge, beginning writing behaviours and experimentation with capital letters and full stops
- Correctly form known upper- and lower-case letters



Mathematics:

By the end of their Prep year, students:

- Make connections between number names, numerals and quantities up to 10
- Compare objects using mass, length and capacity
- Connect events and the days of the week
- Explain the order and duration of events
- Use appropriate language to describe location
- Count to and from 20 and order small collections
- Group objects based on common characteristics and sort shapes and objects
- Answer simple questions to collect information and make simple inferences

Science:

By the end of their Prep year, students:

- Group plants and animals by how they look
- Identify the factors that make objects move
- Describe the properties of materials that make up objects
- Recognise how people use observation and questioning to learn about the world around them
- Ask questions and make guesses based on what they know
- Take part in simple, safe experiments and make careful observations
- With a little help, draw or describe what they see and notice patterns
- Compare what they see with what they expected
- Talk about their questions, guesses, observations, and ideas with others



Simple tips to help your child enjoy a positive start to school:

- be ready to support your child
- listen to your child's thoughts about starting school
- make time to talk, read, play and relax with your child
- share your positive feelings about school
- practise new routines – e.g. opening and closing lunchboxes
- encourage your child to keep trying when something is hard
- assist your child to know how to get help from known adults in the school
- meet new children and families before the first day
- celebrate starting school.

Your child may raise questions or wish to share their thoughts about what school might be like. Talking with them about these feelings is a good way to help them, and you, prepare for a positive transition to school.

Prep – Frequently Asked Questions (further information may also be listed in the general section of this handbook)

When do the Kindy to Prep transitions happen?

The 'Get Ready for Prep', (Kindy to Prep transitions) start in Term 3. Our local Kindergartens and Early Years services will have the flyers outlining times and focus sessions. Our school Facebook page also advertises our transition program. Participating in the experiences is a wonderful opportunity to engage in sessions, meet new families and teachers and familiarise yourself and your child with the school layout.

What do I need to organise prior to the first day of school?

- Enrolment Process completed
- Interview with the Early Years Specialist booked
- Full school uniform
- Booklists – clearly label each school item with your child's name on it.

Following on from our Step-Up Day in Term 4, your child's class allocation, book list and important school information will be emailed to you.

What time does school start and finish?

Start:

Classrooms are generally open from 8:35am. Prep students only will be allowed to access the Prep playground from this time, where they will be supervised by school staff. Students will need to be at school no later than the 8:50am class bell to mark the class roll, arriving later than this will require signing in at the school office to collect a late slip.

Finish:

Prep finishes at 3:00pm. However, please be on school grounds by 2:50pm as Prep staff walk students to other pickup locations around the school at 2:55pm – Kiss 'N' Go area or Under A-Block at the front of school for parent collection, bus or OSHC.

Please inform your child's class teacher directly about their required departure location.

What fees are associated with attending school?

School Resource Scheme (SRS) fees are invoiced once per year, which cover school stationary supplies not listed on the Prep booklist, e.g. whiteboard markers, lead pencils, whiteboards etc. The SRS cost and that of any excursion or event will be communicated to parents.

What is the best way to contact the classroom teacher?

Please make contact with your classroom teacher via email or call the school office to arrange a meeting if you would prefer to meet face to face. Please remember the classroom teacher is your first point of call if you do have any concerns or issues you need to raise in relation to your child.

Where do I park at school drop off and pick up?

Parking is available on Churchill Avenue, Mary St and in the Cul-de-sac near the pool. A Kiss 'N' Go Zone operates on Churchill Avenue. Please ensure you park in a bay and abide by road rules and signs.

Are bus services available?

If you wish for your child to travel to or from school on the bus, please contact the relevant bus company.



Where do I purchase uniforms from?

The Malanda State School Uniform Shop is run by P&C volunteers. Please see the uniform section of this handbook for further information.

What does my child require daily?



Each day your child will need to have the following: a blue SunSafe hat (this can be kept at school), a water bottle, a nutritious lunch, brain break snack in a separate container, wear enclosed shoes and a spare change of clothes. Please ensure everything is clearly named.

Healthy lunchbox sample and ideas:



FOR A HEALTHY LUNCHBOX **PICK & MIX** SOMETHING FROM EACH GROUP **1-6!**

FRUIT 1	VEGETABLES 2	MILK, YOGHURT AND CHEESE 3	MEAT OR MEAT ALTERNATIVE 4	GRAIN AND CEREAL FOOD 5	WATER 6
<p>FRESH FRUIT</p> <ul style="list-style-type: none"> • Apple • Banana • Mandarin • Orange quarters • Passionfruit halves (with spoon) • Watermelon, honeydew, rockmelon chunks • Pineapple chunks • Grapes • Plums • Nectarines, peaches, Apricots • Strawberries • Cherries • Kiwifruit halves (with spoon) • Pear <p>MIXED FRUIT</p> <ul style="list-style-type: none"> • Fruit salad • Fruit kebabs <p>DRIED FRUIT</p> <ul style="list-style-type: none"> • Dried fruit, nut, popcorn mixes* <p>TINNED FRUIT/SNACK PACKS/CUPS</p> <ul style="list-style-type: none"> • In natural juice (not syrup) 	<p>FRESH CRUNCHY VEGIES</p> <ul style="list-style-type: none"> • Corn cobs • Carrot sticks • Capsicum sticks • Green beans • Cucumber sticks • Celery sticks • Snow peas • Tomatoes (e.g. cherry and Roma tomatoes) • Mushroom pieces <p>Can serve with either:</p> <ul style="list-style-type: none"> • Hummus • Tomato salsa • Tatziki • Beetroot dip • Natural yoghurt <p>SALADS</p> <ul style="list-style-type: none"> • Coleslaw and potato salad (reduced fat dressing) • Mexican bean, tomato, lettuce and cheese salad • Pesto pasta salad* <p>BAKED ITEMS</p> <ul style="list-style-type: none"> • Grilled or roasted vegetables • Wholemeal vegetable muffins or scones • Vegetable slice (with grated zucchini and carrot) • Popcorn <p>SOUP (In small thermos)</p> <ul style="list-style-type: none"> • Pumpkin soup • Potato and leek soup • Chicken and corn soup 	<ul style="list-style-type: none"> • Milk • Calcium-enriched soy and other plant-based milks • Yoghurt (frozen overnight) • Custard <p>Tip:</p> <ul style="list-style-type: none"> • Freeze the night before to keep cool during the day <ul style="list-style-type: none"> • Cheese cubes, sticks or slices • Cottage or ricotta cheese • Cream cheese • Tatziki dip <p>Can serve with either:</p> <ul style="list-style-type: none"> • Fruit • Wholegrain cereal, low in sugar • Vegetable sticks • Rice and corn cakes • Wholegrain wheat crackers 	<ul style="list-style-type: none"> • Tinned tuna or salmon in springwater • Lean roast or grilled meats (e.g. beef, chicken, kangaroo) • Falafel balls • Lean meat or chicken patties • Tinned tuna or salmon patties • Lentil patties • Lean deli meats (e.g. ham, silverside, chicken) • Boiled eggs • Baked beans (canned) • Tofu cubes • Hummus dip • Lean meat or chicken kebab sticks • Peanut butter* <p>Can serve with:</p> <ul style="list-style-type: none"> • Wholegrain sandwich, roll, pita or wrap bread with salad • Rice and corn cakes • Wholegrain wheat crackers • Side salad <ul style="list-style-type: none"> • Vegetable fritata • Skinless chicken drumsticks • Savoury muffins or scones (e.g. lean ham, cheese and shallots) • Homemade pizzas with lean roast or deli meats and vegetables <p>Can serve with:</p> <ul style="list-style-type: none"> • Side salad • Steamed or roasted vegetables 	<p>MAINS</p> <ul style="list-style-type: none"> • Wraps • Sandwiches • Rolls • Toasted sandwiches <p>Tip: Use breads such as wholemeal, multigrain, rye, sourdough, pita, flat, corn, mountain, lavash, white fibre-enriched, soy and linseed, herb, naan, bagels, foccacias, fruit bread and English muffins.</p> <ul style="list-style-type: none"> • Pasta dishes • Rice, quinoa or couscous dishes • Noodle dishes • Sushi <p>SAVORY BAKED ITEMS</p> <ul style="list-style-type: none"> - Homemade pizzas - Wholemeal savoury muffins or scones (e.g. ham, cheese and corn muffins) - Vegetable based muffins - Pasta or noodle bake <p>SWEET BAKED ITEMS</p> <ul style="list-style-type: none"> • Fruit loaf • Wholemeal fruit based muffins <p>SNACKS</p> <ul style="list-style-type: none"> • High fibre, low sugar cereal (e.g. muesli) • English muffins • Crackers • Crispbreads • Rice cakes • Corn thins • Wholemeal scones • Pikelets • Crumpets • Hot cross buns (no icing) 	<ul style="list-style-type: none"> • Take a water bottle (for refilling throughout the day) <p>Tip:</p> <ul style="list-style-type: none"> • Freeze overnight to keep foods cool in lunchboxes <p>Sweet and savoury snack foods (e.g. muesli/fruit/nut bars, biscuits, crisps, cakes, muffins, slices) should be limited in lunchboxes. They can lead to excess energy intake if consumed in large amounts.</p> <p>Sugar sweetened drinks and confectionery should not be provided in lunchboxes. They can lead to excess energy intake and tooth decay.</p>

For more information about healthy eating and for many tasty recipes, visit the the Healthy Eating Advisory Service: <http://heas.health.vic.gov.au/>

*Check your school's policy regarding the use of nuts and products containing nuts.

Are there classroom fridges?

Yes, but students are encouraged to use a cooler bag with an ice brick.

How do I familiarise myself with staff that work in the Prep space?

We provide our families with a Malanda State School Early Years Contact Board. This board has staff photos and their roles within the Prep space.

Who do I see if I think my child may require additional support?

We always suggest to make an appointment with the class teacher. If required, the class teacher will then discuss this with the Student Services Team who meet fortnightly to support our students.

What is the recommended process should I require school information for an external health professional?

The Student Support Team is also happy to supply school-based information to external health professionals upon request. Requesting school observations and information is particularly beneficial if your child has an upcoming appointment for a health check, occupational therapist or paediatrician, as they will often require this information. Please contact our Head of Inclusive Practices for more information, or to make a request for a student summary letter.

Please note: we require two weeks' notice to process requests, prepare school summaries and forward onto the required external health professional.

How will the school communicate to our family?

Teacher and school emails, alerts and notifications as well as permissions for events/excursions through QParents, notice boards, and the school Facebook page are the platforms used to keep our families up to date with what is happening within our community.

How will I know what curriculum is being delivered?

A 'Curriculum At Home' document is emailed to families at the beginning of each term. This outlines what students are learning in class and what the assessment for the term will look like.

Are there homework expectations for Prep?

Yes, please refer to the homework section in the general information.

Can parents/carers volunteer their time at school?

Yes! Participating in our school community is a wonderful experience. Some of the ways you can volunteer are:

- Listening to students read
- Changing home readers
- Volunteering at Moolanda Café (Tuckshop)
- Attending excursions and school events
- Attending P&C meetings and volunteering at their events
- Participating in committee groups

Can parents/carers come onto school site or into the classroom at any time during the day?

Parents/carers who are on school site between the hours of 9:00am-2:30pm will need to come to the office to sign in at the office on our 'PassTab' App. Our system will print you a yellow sticker for your shirt.

Please note: parents are unable to sit in the classroom during learning time to support their child. If you have concerns, please see your child's teacher or make an appointment at the office to speak with a member from the leadership team.

What does a week look like in Prep?

Below is an example of a Prep timetable.

	Monday	Tuesday	Wednesday	Thursday	Friday
8:45-9:00	Roll Gross Motor	Roll Gross Motor	Roll, Tuckshop Gross Motor	Roll, Tuckshop Gross Motor	Roll, Tuckshop Gross Motor
9:00-9:30	Fine Motor (handwriting)	Fine Motor (handwriting)	Fine Motor (handwriting)	Fine Motor (handwriting)	Phonemic Awareness
	English Unit	English Unit	English Unit	English Unit	Writing/Grammar
9:30-10:00	Brain break	Brain break	Brain break + Parade	Brain break	Brain break
10:00-10:30	Phonics	Phonics	Phonics	Phonics	Maths Application (rotations)
10:30-11:00	Literacy Groups	Literacy Groups	Literacy Groups	Literacy Groups	
11:00-11:30	Morning Tea				
11:30-11:45	On-class eating	On-class eating	On-class eating	On-class eating	On-class eating
11:45-12:15	Phonemic Awareness	STEM	Phonemic Awareness	Phonemic Awareness	Library Book Appreciation
	Maths Explicit Lesson		Maths Explicit Lesson	Maths Consolidation	
12:15-12:45				PE	Maths Explicit Lesson
12:45-1:15	MUSIC	Phonemic Awareness		Maths Application (rotations)	HEALTH
1:15-1:55	Big Lunch				
1:55-2:00	Book Appreciation	Book Appreciation	Book Appreciation	Book Appreciation	
2:00-2:30	Imaginative Play	Maths Application (rotations)	Maths Consolidation	SEED/ART	SEED/ART
	PAUSE				
2:30-3:00	Phonemic Awareness				
	Show & Tell				
	Early Departure				
	Early Departure	Early Departure	Early Departure	Early Departure	Early Departure



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