We acknowledge the Traditional Custodians of the land, the Gia and Ngaro People, on which we work, travel and live. We pay our respects to their Elders, their Ancestors and Future Generations.
## CONTENTS

### Communication
- Staff Communication 1
- Parent communication 2
- Managing Complaints 3
- School Newsletter/School Website 4
- P&C Meetings 5
- Media Contact 5

### Facilities and Equipment
- Use of school equipment 5
- Use of Facilities 6
- Resource Room 6

### Human Resources
- Leave Entitlements for Employees 7
- Planned Leave 8
- Unplanned Leave 10
- Professional Dress Standards 11

### Operations
- School Times 12
- Managing Behaviour 12
- Collection of students 12
- Excursions and Camps 14
- Purchasing Goods 16
- Movement of Students 17
- Students in classrooms 17
- Teaching Areas 18
- Attendance Strategy 18
- Class Rolls 19
- Tuckshop 20
- Students without food 20
- Playground supervision 21
- Wet Weather Policy 24

### Workplace Health and Safety
- Staff Responsibilities 24
- Accident Procedures – Staff and Student 25
- Fire Safety Information 26
- Fire Extinguishers 28
- Emergency Evacuation Procedures 31
- Lockdown Procedures 34
- Managing Risks in School Curriculum Activities 37
- Security: working after school hours 38
- Security of self and school 38
- Vehicles in school grounds 39
- Smoking 39
- Swimming Pool 39
- Sun Safety 39
COMMUNICATION

Staff Communication

- **Emails** – are the PREDOMINANT FORM of communication. It is expected that staff will check emails daily.

- **Daily Notices** – the daily notice book is placed in the staffroom and relevant notices can be added by any staff member. This should be read by all staff members in the morning before the start of the school day. For safety purposes, staff should also indicate their presence on the sign-on book at this time.

- **SharePoint** – we have an intranet site where the daily notices, staff absences, important documents, IT instructions and other information is also placed.

- **Pigeon Holes** – located in the staffroom and must be checked and cleared daily for messages and up-to-date information.

- **Staff Meetings** – are held each Monday from 3.30pm (depending on bus departure). Staff meetings can include operational, professional development, data, differentiation cones, moderation and other information. Do not forget to update your Professional Development Register on the Queensland College of Teachers website.

- **Professional Learning Communities (Committee Meetings)** – all senior teachers are responsible for chairing a committee and experienced senior teachers responsible for chairing two.

- **Assemblies** – assemblies are held on Wednesday afternoons at 2.10 – 2.55pm for all students. The focus of assemblies is to promote positive behaviour and student learning. Teachers are asked to begin taking classes to the Hall at 2pm to ensure a prompt start. Because of time restrictions, teachers should limit certificates to **ONE student per class** and should be submitted to the office by 4pm Tuesday afternoon. Each class must have a student of the week each week. Teachers are asked to phone parents the previous day to advise that their child will be receiving an award at assembly. These awards are entered into OneSchool as a positive behaviour. Teachers are responsible for the behaviour of their students during assembly and should teach the appropriate behaviours required.

- **Rosters** – updated rosters for playground duty, specialist lessons and teacher aide support are provided by the Deputy Principal at the beginning of each term.

- **APDPs** – all staff are to meet the Principal once a term for an Annual Performance Development Plan conversation. These are based on the professional standards for the various sectors in the school. ADPDs are designed to keep all staff on a positive and continuous improvement journey. These meetings are an opportunity for staff to give the Principal feedback. All staff refer to the capability framework specific to their role. Teachers complete the process outlined below and ancillary staff (all other staff) complete the Developing Performance — conversation and plan template.

Enhanced Annual Performance Review process for teachers

The Annual Performance Review (APR) process for teachers has been enhanced, and is supported by a joint statement from the Department and the Queensland Teachers’ Union. A revised template, step-by-step guides for teachers and plan supervisors, and support materials are available on OnePortal and edStudio. These documents replace the existing APR materials, and are to be used by all schools from Term 1, 2019.

All teachers are required to have an annual performance development plan in place each year, to ensure continual improvement in teaching, and in turn, enhanced student
Parent Communication

We believe that by working closely with parents we are able to help students reach their potential. We encourage ongoing communication between home and school and would also encourage staff to contact parents, particularly when there is something positive to report. All meetings/contact with parents should be recorded in OneSchool.

Class Information Nights

- Class Information Nights are held in the first three weeks of Term 1 to allow teachers to meet parents, explain why we teach the way we teach, outline units of work, assessment and expectations.

Parent/Teacher/Student Meetings

- Parent/Teacher/Student interviews offer us a unique opportunity to talk with parents and carers about the progress of their child - the focus of our shared responsibility - and the improvement and growth they have shown whilst in our classes and care. These are held at the end of Terms 1 and 3.
- Teachers are to teach students to run these meetings using their portfolio cover sheets. For students unable to do this the teacher can explain the portfolio.

  Parent/Teacher/Student interviews should be data driven.

Teachers are encouraged to make opportunities to meet with parents at other times when it is felt necessary. The Principal, Deputy Principals, Head of Curriculum and support staff are always willing to make themselves available to attend. Please don’t hesitate to ask.

Teachers should keep records of parent contacts in OneSchool that are noteworthy and note any future action that was decided.

Reporting to Parents

Report cards are issued at the end of Semesters 1 and 2. Dates for the issue of report cards are set at the beginning of each year and published for parents. It is important that staff meet the set timelines for the reporting process so that we can ensure that reports are distributed on time. This leaves room for any unexpected contingencies and ensures that other people involved in the process are not placed under any unnecessary stress.

Letters to Parents

All letters sent from the school must be sent to the Communications Officer for proofing and must be countersigned by the Principal. Teachers are more than welcome to use school letterhead for class letters to parents but will need to have them countersigned by the Principal. A copy of all letters to parents must be sent to office staff (by email or hardcopy) to assist with further parental enquiries.

Any letters or notes from parents should be signed and dated by the teacher and need to be sent to the office to be filed in the students’ personal files.
Managing Complaints

The following is the school’s policy on managing complaints made by parents, as stated in the Parent Handbook.

Any complaints received by staff members (verbal or written) must be referred to the Principal immediately for a response. This response is formulated by both Principal and the staff member.

We believe that positive partnerships with members of our school community are fundamental to the effective performance of our students.

From time to time, you may have a concern about a school matter or there may be a decision you cannot understand. If you have an issue or concern about any matter we invite you to make an appointment to come and talk the matter over with us. These matters may include your student’s performance, our performance, school decisions or procedures. It is important to resolve the matter quickly. We are committed to listening to you positively and to working with you to resolve matters so that we can improve our school and enhance our students’ learning.

How to make a complaint

You can raise your concerns with your child’s teacher or member of the Administration by:

- making an appointment to meet with us
- writing a letter, emailing or telephoning us

Our process of managing your complaint

In most cases we will discuss your concerns and provide details of our policy or procedures should they be required. We will then work with you to develop a plan to resolve your concerns. We will also make a time to meet with you at a later date to check that your concerns have been resolved.

Deciding how to handle the matter

Some matters, however, must not be handled in our school because they are so serious. They must be referred to Regional Office or perhaps the police.

Other matters will need further investigation. In this phase a decision will be made about how a complaint will be dealt with.

Finding out about the matter

In this phase the person dealing with the complaint will try to find out all about your concern. They will try to understand the context and causes. You should help by providing all the information you can.

They may need to talk to people to get a complete picture. As they do this they may begin to explore options to resolve the matter.

You can help them by focusing on a positive resolution of the matter (but where the matter must be investigated by an external agency it will need to be passed on to it).

You need to be aware that the person who is being complained about usually has the right to be made aware of the complaint.
Resolution

The person who is handling your complaint will use the facts that have been gathered to make a decision that is fair to all.

He or she will work to resolve your concern and would appreciate your help to do this. He or she wants to make sure that you accept the resolution.

Confidentiality

All members of staff have access to information that is of a confidential nature. At times it is necessary to inform others of such information in the interests of the safety or educational progress of a child. However all such information is confidential and should not be a topic of conversation outside of the school. Discussion should be restricted to school personnel or appropriate Education Queensland personnel e.g. Guidance Officer, Support Teacher: Literacy and Numeracy, etc.

Before any discussion with outside agencies, you should first consult with the Principal or Deputy Principals. You cannot provide any agency with information in respect of a child without prior approval from the Principal or Deputy Principals. This is particularly important in respect of written reports. The Principal will countersign approved correspondence.

Support staff must be particularly observant of confidentiality and should direct any enquiries concerning students to the class teacher or Principal.

School matters should not be discussed in public places unless of a very general nature. This includes individual references / comments about students or staff. No comments should be made on social networking sites about the school, staff or students. In addition, no student work should ever be discussed or moderated on social networking sites.

Irate Parents

Never argue with an irate parent, particularly in the presence of students. If confronted by an irate parent in the presence of students:

- Be courteous. If you are unable to meet with them at that time, explain this and ask when they would be available to meet to discuss their concerns or redirect them to the office. Arrange a meeting with a member of the Administration team if you would like their support.
- If they continue to be angry, contact the office immediately.
- If staff hear other staff being mistreated, inform the office and go and be with your fellow staff member as a witness.

Note that persons who berate a teacher in the presence of students are in breach of the Education Act. The administration should be informed of this immediately.

School Newsletter

The school newsletter is distributed every Monday. All families receive the newsletter by email (eNewsletter), as do staff. Staff members are encouraged to submit articles about class activities or student achievement to the Principal by the Thursday before newsletters are distributed. All classes have a featured article in the newsletter at least once a year (click here to see a sample). The Principal will inform you when you have to submit this. Teachers should read the eNewsletter with their class every week.
School Website

Parents are able to access the school’s website (http://www.cannonvaless.eq.edu.au) for the most recent information about school and class activities. Teachers are to encourage students to use the website.

P&C Meetings

P&C meetings are held monthly, usually on the second Wednesday of each month at 7pm. Staff members are invited to attend these meetings and may become members of the Association. As members they may vote. However, requests for funding or developmental projects should be directed through the Principal.

Discos

Discos occur once a term. Staff are always needed to help out.

Media Contact

All media contact/approaches need to be made through the Principal. No staff member is to speak to the media without permission from the Principal.

FACILITIES AND EQUIPMENT

Use of School Equipment

Requests for use of AV Resources should be made through the Library so that there is compliance with EQ Regulations for management of resources in schools. Never take equipment without authorisation.

Teachers may borrow some AV Resources for planning at home or for school events off the school site. However when taking equipment for this purpose, you must first complete the forms for borrowing equipment.

Students should not be allowed to use audio-visual equipment unless the teacher has instructed them in its use and is confident that safe practices will be in place. Equipment must be used under supervision; in particular, items of equipment which have heating elements need direct teacher supervision.

You should carry out a safety check on computers, printers and peripherals allocated to your classroom on a regular basis. This is critical to ensuring their good working order and the safety of students and yourself.

When using audio visual equipment, check that the cord is not likely to be hazardous to those who may walk in the area. If it is hazardous, please tape it down or rearrange its location so that it is not in the path of others.

**NEVER use faulty equipment. Report any unworkable or unsafe pieces of equipment to the Workplace Health and Safety Officer or Business Manager.**

AV and other Equipment Repairs

An official order form for the repairs and an annotation made on the OneSchool Asset Record must accompany goods that leave the school site for repair. This is the only way we can keep up-to-date information on the location of equipment. Never take an item for repair unless it has
gone through this process and the administration is informed.

School equipment may be loaned to Community Service Organisations and Non-Profit Organisations but cannot be loaned for private, personal use.

**ICT Issues**

All technical support, purchase, or any other IT related request should be logged online at Service Centre Online [https://qlddet.service-now.com/sco/](https://qlddet.service-now.com/sco/). Assign job to my site / my school technician where possible. Urgent issues can be reported by calling the Service Centre directly on 1800 680 445.

Staff members may request additional relevant programs or apps, by downloading and filling out the [Request for non-departmental ICT](#) form on the SharePoint site.

**Use of School Facilities**

Permission needs to be provided by the Principal for the use of school facilities by staff outside of school hours. School facilities should not be used to operate a private business.

**Resource Room**

All items must be accounted for before leaving the Resource Room. Items with barcodes are scanned out, other items will be written up in the appropriate book. Email [ResourceRoom@cannonvaless.eq.edu.au](mailto:ResourceRoom@cannonvaless.eq.edu.au) with requests for teaching resources and photocopying. We deliver small items to Library pigeonholes and larger items to the classroom. You are most welcome to come and look at resources before school and in non-contact time when the Resource Room is open.

Please note:

- We ask that in Term 1, teachers pick up Students Resource Scheme (SRS) and curriculum requests when emailed. We will deliver to you in Term 2, 3 and 4.
- New students – the office will email yourself and the Resource Room once SRS forms are handed in and signed by parents. We will pack a new student pack and deliver as soon as possible to the classroom.
- SRS non-participating – if the student is not participating in the SRS, Prep receives a chair bag, headphones and Learning Portfolio folder. Year 1 – 6 receives a Spelling Mastery book, Learning Portfolio folder and an SSP keyring.
- Leaving students – the office will email Friday with any leaving students from your class with information concerning their status with SRS. Please check these, or call the office before sending items with the family. If they have not paid, Resource Room staff will collect the items a few days later. Please contact us if you are unsure what needs returning.
- Curriculum resources and Fun Friday resources are ordered by the cohort leader after consultation with the cohort. This must be completed by week 7-8 of the term before the items are required. Please return all consumable items not used for the term. Do not stock up in store rooms please.
- The Resource Room is a staff access room only - **no students or parent helpers**.
- Please place a post-it note on items with **no barcode** when returning.
- Please refer to Resource Room and Printing protocol for any other information.
Furniture

Each room has an allocated furniture kit which is labelled underneath desks and chairs. Please do not move any furniture from any room without approval from Administration staff, and Michelle being informed.

HUMAN RESOURCES

Information and forms concerning human resource issues can be located on OnePortal in the PPR - Human Resource Management section. Please ask either the Principal or the Deputy Principals if you are having difficulty locating information.

Leave Entitlements for Employees (From PPR)

Purpose

Provides employees and managers with information about leave entitlements and choices available when determining or approving type of leave intending to, or entitled to, take.

Overview

This procedure has been developed to aid in the management of planned and unplanned employee absenteeism in accordance with the relevant industrial instruments and directives as issued by the Public Service Commission and Minister for Industrial Relations. Leave is granted based on the following principles:

- All leave taken by departmental staff is to be authorised by the delegated authority. If a staff member is absent from work, and cannot be contacted, or if there are reasons for not accepting the explanation of a staff member who has been absent, the circumstances should be reported in writing to the Human Resource Manager, Institute/Regional Office or Manager, Workforce Review, Central Office, who will initiate an appropriate response. Managers, supervisors and Principals should take all reasonable steps to contact absent staff and to clarify the circumstances of the absence before referring the matter.

- Even though an employee has an entitlement to a particular type of leave, planned leave (Recreation, Long Service, Special Leave) shall always be subject to the circumstances of the particular situation and will be taken at departmental convenience.

- If departmental circumstances so require, an employee can be recalled from Recreation, Long Service or Special Leave, or the granting of any such leave can be cancelled. In such cases, an employee submits an amended leave application so that their leave record accurately reflects the period of leave actually taken.

- If an employee is rostered to work a specific number of hours on a day and they are absent from duty on that day or for part of it, the employee's leave account is reduced by the number of hours that they were rostered to work but did not work.

- Generally, entitlements of part-time employees to various forms of leave are calculated on a pro-rata basis.

Responsibilities

Employees:

- should submit leave applications through the MyHR Self Service Portal (available from Quick links on the OnePortal home page).
are not required to submit leave applications for Bereavement Leave, Natural Disaster Leave or leave for members of the State Emergency Service attending emergency situations unless requested.

submit leave applications in advance and with sufficient time to allow approval and verification of entitlement processes to be completed prior to the leave commencing. At CSS long service leave should be submitted at least 2 terms in advance.

advise their manager or supervisor of an address or telephone number where they can be contacted whilst on leave.

report to their immediate supervisor, as soon as practicable, if they are prevented, for any reason, from attendance at work or performing their duties advising of the reason of the absence, their expected return date and to maintain contact if the situation changes.

who resume duty after any type of leave without pay in excess of 9 working days are required to advise they have resumed duty by:
  ○ submitting a Resumption of Duty form (available from the Deputy Principals).

who work part-time should submit the appropriate Resumption of Duty form after two calendar weeks or more without pay.

**Principals and Managers**

ensure that employee entitlements to Bereavement Leave, Natural Disaster Leave or leave for members of the State Emergency Service attending emergency situations are effectively managed.

approve leave on the basis that it is believed that the request is genuine, and that the leave applied for is appropriate in the circumstances.

refer to the Delegations pages on One Portal to determine categories of leave which they may approve.

track employee leave time to ensure that it does not accrue to an unmanageable amount.

**Processing Officer**

- Verify actual leave entitlements of employees.
- Input leave application data into the TRACER and check computations.

**Education Employees leave forms**

These forms are available on OnePortal. Forms are only required for Parental Leave. See the Deputy Principal or the BM if you need assistance with this.

**Planned Leave**

For teachers, planned leave would include long service leave, extended special leave without pay, special leave, extended sick leave, parental leave, maternity leave, study and examination leave.

**Long Service Leave for teachers**

Teachers can access long service leave in periods of no less than one day per week or fortnight. An employee will give timely notice to their supervisor of their intention to take a period of long service leave. Unless exceptional circumstances apply, state school teachers should apply for long service leave at least two terms in advance. Where two terms notice is not given, the reasons for the delay in application should be documented along with any
exceptional circumstances that apply to the request. Refer to the following directives for more information.

- **Directive 11/18 – Long Service Leave**
- **Directive 04/17 – Recreation Leave**

**Extended Special Leave (without pay) for teachers**

Extended special leave (without pay) for teachers is divided into two categories:

- Leave for 'family responsibility' purposes where teachers leave applications arise from their family responsibilities. This leave is referred to as ‘family responsibility leave’.
- Leave for ‘other purposes’ is referred to as 'extended special leave'.

Wherever possible, the period of leave should be at least three months, and can be granted for up to three years. A period of three months’ notice of the need for leave is required so that the submission of the leave application coincides with the school staffing cycle. This notice may be waived in exceptionally emergent or compassionate circumstances. To read the full policy, see **Employee Leave Entitlements – extended special leave**.

**Special Leave**

Special leave (fewer than 5 days) is available for any absences without pay with the Principal’s approval and at departmental convenience. Refer to **Directive 05/17 - Special leave** for more information.

**Sick Leave, including Extended Sick Leave for teachers**

Should sick leave be planned or extended indefinitely by the doctor, an application and certificates should be submitted to the Deputy Principal for approval and staff planning. If you are aware that you will need extended Sick Leave please advise the Deputy Principal as soon as possible to ensure your class is catered for in your absence. Refer to **Directive 06/20 – Sick Leave** for more information.

**Parental Leave**

Parental leave is available to employees to enable them to act as the primary care giver for their own or their spouse’s child. It includes maternity leave, spousal leave, pre-natal leave, surrogacy leave, pre-surrogacy leave, adoption leave and pre-adoption leave. For the most up-to-date information, including paid parental leave entitlements, refer to the full **Parental Leave** policy.

Please note that those requiring parental leave will need to submit a leave application through the Principal. Applications for maternity leave or spousal leave must be accompanied by a certificate from her/his doctor stating the “expected date of confinement”.

**Study and Examination Leave for teachers**

Should a teacher be engaged in a course of study that requires examinations to take place during school hours, they may apply for leave. The course of study needs to be approved by Education Queensland and the teacher should have registered their study with the Principal. Refer to **Directive 09/18 Study and Examination Leave** for more information.

**Recreation Leave**

Recreation leave for support staff must be taken during student vacation periods. Long Service Leave may be requested at any time.
Accumulated Days-Off (ADO)
Support staff are eligible to work up additional hours to cover holiday periods and in some cases emergent leave in accordance with EB agreements and awards. The schedule for working up these hours and the duties to be worked during the time ADO is accrued is set at the beginning of the year. Any requests to vary this schedule or take ADO need to be made in writing to the Principal for approval.

Unplanned Leave
For teachers unplanned leave is Sick Leave (SKLV) or Bereavement Leave (BVMT).

Sick leave for teachers
To access Sick Leave a teacher needs to be absent from school because he/she is sick. A teacher may be absent sick for up to three days before a doctor’s certificate is required.

A teacher may also access their Sick Leave for Family Illness Purposes (SRES) if their child or close family member is sick and they are required to take care of them. The time is taken from the total of Sick Leave a teacher has accrued.

Bereavement Leave
Bereavement Leave of up to two days full pay is available upon the death of any member of the employee’s immediate family or household. If possible, the employee is asked to provide evidence of the death or funeral arrangements (i.e. copy of newspaper death / funeral notice) to the office for audit purposes.

Principal’s Discretionary Leave
Principal’s Discretionary Leave for teachers is three days every twelve months (from the date last taken, not calendar year), and is not accruable. Teachers can access these days for many different reasons that need to be approved by the Principal. If this leave is in addition to other leave then a doctor's certificate is necessary if the leave is more than three days in total.

Natural Disaster Leave
An employee who is prevented from attending the employee’s normal place of employment because of floods, cyclonic disturbances, severe storms or bushfires may be granted leave in the certain circumstances (see “Special Leave”). Employees are able to access a maximum of five (5) days of natural disaster leave in a calendar year if needed.

School Procedures for Staff Absence
1. Notify the school as soon as you are aware that you will be absent from duty. The Deputy Principal can be called from 6am. Please state the type of leave you are taking (e.g. sick, family, etc.).
2. Ensure planning is left on your desk or emailed to the school on the morning of your absence.
3. Ensure that all class procedures, especially your daily timetable, are displayed in a position that a relief teacher will find quickly. Keep the specialist timetables, wet weather procedure etc. in a place that is easily visible. Your playground duty folder should be on your desk.
4. A folder containing a brief overview of information on key students in your class (e.g. students with disabilities, behaviour management plans) is kept in the office.
5. On your return to work, please hand in any required medical certificates to the office staff. These certificates will be filed in your personal file in the office.
6. Should you require leave for more than five days [sick leave, special leave or cultural leave no pay (greater than five days), parental leave, long service leave and WorkCover leave] it will be necessary to complete a leave application. These forms are available through MyHR.

7. If you are aware of a reason in advance such as a specialist medical appointment that will cause you to be absent, please notify the Deputy Principal as soon as possible so that the relief teacher may be booked early to ensure someone is covering your class.

8. If the office is unable to locate a relief teacher then we will need to rearrange specialist teachers to cover your class throughout the day. As this can be disruptive to your students as well as to their program, it is important to notify us as soon as possible of your intended absence from duty.

9. Remember to take good care of yourself and your colleagues by not bringing your ailments to the workplace.

**NOTE:** The Deputy Principal will provide information to the supply teacher on arrival, including allocation/reallocation of non-contact time, playground duty, etc.

### Part Time Teachers

Teachers employed on a permanent part time basis, should consult the *Teaching in State Education - 2016* for details of conditions in relation to employment, leave, etc. Part time teachers should note that they are expected to report for duty for the pupil free days nominated for professional development throughout the year, whether or not these days are their rostered work days. They will be paid in full for these days.

### Workplace Rehabilitation

Rachel Van Eyk (Deputy Principal) and Jennifer Renton (Music Teacher) are the Rehabilitation and Return to Work Coordinators (RRTWC) for Cannonvale State School. The following guidelines are in place if you have sustained a workplace injury or are likely to be absent from work for 5 or more days due to injury or illness:

1. Report any injury/illness as soon as possible after occurrence. If the injury occurred at work, enter it on MyHR WH&S.
2. Provide medical certification that states the nature of illness and approximate period of absence, for all absences due to a work related injury/illness or non-work related injury/illness that require more than 3 days absence from work.
3. Provide a work capabilities checklist or medical clearance following any work related injuries if requested.
4. Provide a work capabilities checklist or medical clearance following any absences from work due to an injury/illness if requested.

### Professional Dress Standards

The Department of Education and Training’s Standard of Practice (to support the Code of Conduct for the Queensland Public Service 1.5 Demonstrate a high standard of workplace behaviour and personal conduct: Personal Appearance) states:

*Dress, personal appearance and hygiene are important elements of professional presentation. You must ensure that your personal appearance and presentation is clean, tidy and appropriate for your work role and environment.*

*Employees who wear a uniform or other apparel that identifies them as an employee of the Department must ensure that the uniform or apparel is clean, complete and in good order. If you are wearing a departmental uniform, or you are otherwise identifiable as a*
departmental official while off duty, you are expected to avoid conduct that may adversely affect the image of the Department."

- In addition, everything we do, say or model has an effect on students and impacts on our image within the community. If we expect high standards from our students we must lead by example.

Dress code guidelines
- Cannonvale State School has various staff uniforms that can be purchased at Shirtfront Solutions.
- Cannonvale is a ‘sun safe’ school and staff should model ‘sun safe’ practices particularly when on playground duty and when taking students for outdoor activities including excursions, e.g. wearing hats and shirts with collars and sleeves.
- Staff should wear safe, appropriate clothing including footwear for the context in which you are working, i.e. thongs should not be worn.
- Clothing should not carry slogans or symbols of alcohol or other drugs.
- Midriffs/navels should not be visible.
- Underwear should not be visible.

OPERATIONS

School Times

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>8.40am</td>
<td>Get ready for school</td>
</tr>
<tr>
<td>8.45am</td>
<td>Learning begins</td>
</tr>
<tr>
<td>11.00am</td>
<td>First break eating time</td>
</tr>
<tr>
<td>11.15am</td>
<td>First break play time</td>
</tr>
<tr>
<td>11.35am</td>
<td>Get ready for learning</td>
</tr>
<tr>
<td>11.40am</td>
<td>Learning begins</td>
</tr>
<tr>
<td>1.10pm</td>
<td>Second break eating time</td>
</tr>
<tr>
<td>1.20pm</td>
<td>Second break play time</td>
</tr>
<tr>
<td>1.45pm</td>
<td>Get ready for learning</td>
</tr>
<tr>
<td>1.50pm</td>
<td>Learning begins</td>
</tr>
<tr>
<td>2.55pm</td>
<td>End of school day</td>
</tr>
</tbody>
</table>

Managing Behaviour

All staff are to implement Cannonvale State School's Student Code of Conduct. Reward days are held at the end of each term to reward positive behaviour.
Collection of Students by Parents/Other Adults

Due to the possibility that an unauthorised adult/parent/carer may attempt to remove a child from our grounds during the school day, our procedures are as follows:

- Any parent/adult wanting to take a student from our grounds must present to the office to complete an early departure slip (even if you know the parent/adult). No parent should ever take a student from a classroom or the grounds during school hours: they should only collect the child from the office.
- Office staff will check identification and our school records before approving the collection.
- Office staff will then contact the classroom teacher who can then send the student to the office to be collected.
- Should you see parents/adults in the grounds while on playground duty etc., you should direct them to the office or ask them to show you the early departure slip where they signed the child out.
## Excursions and Camps

### Checklist for Camps and Excursions

<table>
<thead>
<tr>
<th>8 Weeks before excursion</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Check School calendar to ensure no conflicting dates</strong></td>
</tr>
<tr>
<td>Organise Quotes from all parties - coach companies, admission to venues</td>
</tr>
</tbody>
</table>

### Generate an Excursion Planner

<p>| |</p>
<table>
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<tr>
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<tbody>
<tr>
<td><strong>Go to OneSchool Home Page / Curriculum &amp; Assessment / Excursion Planner – See Year Level leader for help if needed.</strong></td>
</tr>
<tr>
<td>Permission letter to have-</td>
</tr>
<tr>
<td>• Medical permission as per template if offsite</td>
</tr>
<tr>
<td>• Last day payments will be accepted is ……….. <em>(to be discussed with admin officers)</em></td>
</tr>
<tr>
<td>• Tear off section at the bottom of the permission slip with students name, class, activity, parents name, parents signature an due date</td>
</tr>
<tr>
<td>• Reminder that all outstanding fees must be paid before participating</td>
</tr>
<tr>
<td>• Email finalised permission to Kelly <em>(<a href="mailto:kpett47@eq.edu.au">kpett47@eq.edu.au</a>)</em> for proofing</td>
</tr>
</tbody>
</table>

**The following supporting documentation must be attached to electronic Excursion Planner-**

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Excursion information and permission letter to parents (copy of letter to be given to office ladies)</td>
</tr>
<tr>
<td>• Risk Management</td>
</tr>
<tr>
<td>• Confirmation to Bus company** – sign and fax back and provide copy to Lynda</td>
</tr>
<tr>
<td>• NB: <em>It is an Audit requirement that there must be paper copy of admission and transport costs, copy of parent letter etc.</em></td>
</tr>
</tbody>
</table>

**Excursion coordinator advises Kylie Anderson that an Excursion Planner has been submitted, waiting for approval.**

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Add all possible attendees at this point</td>
</tr>
<tr>
<td>• Ensure ratio of supervision has been met for activity</td>
</tr>
</tbody>
</table>

**Once approved by Principal, advise Lynda Cullen that invoices are ready to be generated on One School**

**Advise all Specialist Teachers, LOTE, Library, HPE, Music, Instrumental Music**

**Advise Tuckshop**

**Permission letter for all activities and the equipment list for camps attached to school**

**Complete gold Requisition forms** - one for transport, one for venue etc- Hand to Lynda Cullen

### Have you.............

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Had all students write their first and last names and class on the notes</td>
</tr>
<tr>
<td>• Handed out parent information letter and permission note, medical forms and student invoices</td>
</tr>
<tr>
<td>• Handed all requisition forms to Lynda Cullen</td>
</tr>
<tr>
<td>• Emailed the information/permission letter to Jodi <em>(<a href="mailto:jevan425@eq.edu.au">jevan425@eq.edu.au</a>)</em> so that it is attached to the school newsletter</td>
</tr>
</tbody>
</table>

### 3 Weeks before event

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• List of all unpaid students to be requested by coordinator to follow up on from the office</td>
</tr>
<tr>
<td>• Remind students daily of cut-off date for permission and payment</td>
</tr>
</tbody>
</table>

### 1 Week before event

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• List of all participating students requested by coordinator from the office</td>
</tr>
</tbody>
</table>
- Teachers of each class to confirm they have the completed and signed permission form for each student attending. No permission form, no excursion. All permission forms must be returned to the office to be stored for 12 months.
- Request printout of emergency contact and medical information for attending students.
- Email Kelly Petterson (kpett47@eq.edu.au) to book a fully equipped First Aid Kit for that day.

### 1 Day before event

- The nominated First Aid Officer for the excursion is to collect the First Aid kit from Marg or Kelly- First Aid room. Please check the First Aid Kit is fully equipped before signing it out.
- Teachers to check for individual medication requirements for students, e.g. epipens, asthma puffers, Ritalin, etc.

Each teacher must email names of students not attending, and the classes the students will be in for the day, to Marg Smith (msmit325@eq.edu.au), Kelly Petterson (kpett47@eq.edu.au), Jodi Evans (jevan425@eq.edu.au) and Lynda Cullen (lcull23@eq.edu.au).

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### 2021 PLANNED ACTIVITIES / EVENTS WITH APPROXIMATE COST

<table>
<thead>
<tr>
<th>DATE</th>
<th>ACTIVITY/EVENT</th>
<th>ANTICIPATED COST PER STUDENT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Whole School</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Term 1 &amp; 4</td>
<td>Swimming</td>
<td>Approx. $25 per student per term</td>
</tr>
<tr>
<td>Term 4</td>
<td>Life Education Van visit — part of Health Curriculum</td>
<td>$3</td>
</tr>
<tr>
<td>Last day of each term</td>
<td>Behaviour reward days</td>
<td>TBA</td>
</tr>
<tr>
<td><strong>Prep</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Term 3</td>
<td>Excursion (Venue: TBA)</td>
<td>TBA</td>
</tr>
<tr>
<td><strong>Year One</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Term 2</td>
<td>Excursion – Proserpine Museum</td>
<td>$4</td>
</tr>
<tr>
<td><strong>Year Two</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Term 3</td>
<td>Excursion – Marina/Airport</td>
<td>$2</td>
</tr>
<tr>
<td><strong>Year Three</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Term 3</td>
<td>Excursion – Daydream Island</td>
<td>$40</td>
</tr>
<tr>
<td><strong>Year Four</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Term 4</td>
<td>Camp – Conway Beach</td>
<td>$50</td>
</tr>
<tr>
<td>As required</td>
<td>Instrumental Music Levy for participating students</td>
<td>$100</td>
</tr>
<tr>
<td><strong>Year Five</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Term 4</td>
<td>Camp – TBA</td>
<td>Approx. $220</td>
</tr>
<tr>
<td>As required</td>
<td>Instrumental Music Levy for participating students</td>
<td>$100</td>
</tr>
<tr>
<td><strong>Year Six</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Term 3</td>
<td>Camp – Kinchant Dam Outdoor Education Centre</td>
<td>Approx. $220</td>
</tr>
<tr>
<td>As required</td>
<td>Instrumental Music Levy for participating students</td>
<td>$100</td>
</tr>
</tbody>
</table>
The following steps apply to all excursions and camps being planned. See timelines below in checklist:

- **Approval of the date and activity by the Deputy Principal and the P&C Association.** This means date and initial research (e.g. venue, means of travel) must be undertaken well in advance and the [P&C Approval form](#) submitted early to fit in with P&C meeting dates.

- **Excursion Planner:** Completed in OneSchool and submitted (online) to the Deputy Principal for Curriculum Approval (see Curriculum and Assessment tab). Once approved by the Deputy Principal the application is then referred online to the Business Services Manager for budget approval and then to the Principal for final approval.

- **Budgeting** forms part of the Excursion Planner Routine application. Obtain assistance from the Business Manager for this process to ensure GST implications are taken into account. This must be approved before parents are advised of definite cost.

- **Notification to Parents:** Letters to parents must be compiled and approved by the Deputy Principal, proofed by the Communications Officer and signed by the Principal as part of the Variation to School Routine process prior to sending to parents. The template excursion letter is available on G: Drive and once complete is to be uploaded into the Excursion Planner.

  *Ensure copies of all letters, forms, etc., are provided to office staff, in case of parent enquiries.*

- **Risk Assessment:** A risk assessment must be completed for each high risk activity to be undertaken on the camp. Education Queensland has developed risk assessment guidelines for a wide range of curriculum activities, including camps, and activities that might be undertaken on a camp or excursion - see [Curriculum Activity Risk Management Guidelines](#) in Workplace Health and Safety Section (page 34 of this handbook). Links to these are available in the Excursion Planner and once complete are uploaded into the Excursion Planner. Always ask the company who is providing the activity to provide the risk assessment as it is their job to risk-assess what they provide.

**Activities for which risk assessment guidelines are available in the “Outdoor Rec” category include:**

- Bushwalking
- Camping
- Canoeing/Kayaking
- Challenge High Ropes
- Challenge Low Ropes
- Cycling
- Orienteering
- Rock Climbing and Abseiling

Guidelines for activities under other categories, e.g. the Arts and Sport may also be relevant on some camps and excursions.

**Other considerations in planning:** student medical details, catering for students with special needs, parent/volunteer assistance required, briefing of students/volunteers, bookings and payments of deposits to excursion/camp providers, transport operators, etc. These issues are all covered by the Excursion Planner. All parent volunteers on camps of more than one day (i.e. those involving overnight stays) will be required to have a current Blue Card. Parents/carers can apply for these through the school office at no charge.

**Purchasing Goods**

**Ordering**

- Only the Business Manager (BM) can order goods.
- Requests for goods should go to the Senior Teacher in charge of the Key Learning Area for which the goods are being ordered.
Quotes are required:

- If purchase is under $5,000 there needs to be one verbal quote.
- If purchase is between $5,001 and $20,000 two written quotes need to be provided on form SSPS002, SPS004.
- For any amounts over $20,000 please contact BM and Principal.

Reimbursements to Staff

When staff members purchase goods and services for school use, the guidelines below must be followed.

- Prior approval must be sought before any purchases are made.
- Receipt/docket presented for reimbursement must contain only items for the school; no personal items must be on the docket for GST purposes.
- Staff members are not allowed to use benefits provided by suppliers to their own advantage. Examples include Fly Buys, Shop-a-Docket and discount fuel vouchers. If any staff member has claimed Fly Buys, they must write and have them removed from their account.
- Staff members must present the receipt/docket complete.
- Staff members are not allowed to use discount cards, etc., due to GST implications.
- The receipts/dockets must be signed by the staff member when requesting reimbursement.
- Staff members purchasing items for the school may be given cash in advance if they sign a petty cash voucher first and bring back the change and receipt/tax invoice promptly.
- Should the situation arise in a school where regular reimbursements are being made to the same staff member, more appropriate purchasing methods should be investigated, such as the issuing of a corporate card to that staff member.

Movement of Students

We are all responsible for the students who attend our school so we need remind students of the correct behaviour when we see them doing something wrong.

- Students walk in two silent lines.
- Students should follow the most direct path to their classrooms so as to avoid congestion. They should be reminded to use the appropriate stairways to their classrooms in Blocks A and B and to hold the handrails, especially in wet weather.
- Please ensure that movement IN and OUT of the classrooms is orderly and done with consideration for the safety of others in the vicinity of them.
- During wet weather, children should use the covered walkways when moving around the school.
- Students should be encouraged to walk in front of the teacher so that the teacher is able to see that the students are behaving appropriately.
- Children walking back to classrooms after the recess periods should do this in a quiet, orderly manner.
- Students should walk at all times on concrete and verandahs.
- Students should not be sent on ‘messages’. If they need to go to the toilet during class time they should sign in and out of class in a ‘toilet book’.
- Students need to be supervised when going to and from specialist lessons.
Students in Classrooms

Students are not to enter classrooms or remain in a room unless a teacher is present. This rule also applies to the verandahs and stairs or stairwells.

Teachers should ensure that this rule is strictly adhered to at all times.

Every teacher must ensure that he/she is not the only one in the room with a student/students. You should always have another colleague in the area with you or a group of five or more students. For more information refer to the Mandatory Training PowerPoint and the document ‘Sexualised behaviours in children & young people’.

Please LOCK YOUR DOOR when you leave the classroom to go to assembly, lunch, duty, library, specialist classes and at the end of the school day.

Teaching Areas

1. Ventilation: Ensure that adequate ventilation is provided. Open the windows to ensure there is fresh air in the classroom. All windows and doors should be closed when air conditioning is in use. Air conditioners must be set to 24 degrees.
2. Ensure that all doorways are clear to allow easy exit in the case of fire or accident.
3. All school bags should be stored in port racks or away from passageways / walkways.
4. Only items in the specified furniture kit should be in the room.
5. Cupboards and storerooms should be kept tidy.
6. Rooms are to be kept clean and tidy at all times. Floors are to be cleared of paper, pencil shavings and other litter. Apart from a limited amount of grass clippings, which may have been walked in, the only rubbish a cleaner should have to worry about should be in the waste paper basket. Students need to check shoes before entering the room. A banister brush can remove grass clippings on damp mornings. Food scraps go in the compost bin.
7. Lights, fans, air-conditioners and data projectors must be turned off when noone is in the room. Each class is to have a ‘Power Police’ student assigned to switch off electrical items.
8. EVERY DAY turn off all power before you leave. Computers and other audio-visual equipment MUST BE TURNED OFF AT THE WALL.
9. Teachers in classrooms with cooking and heating appliances need to be particularly vigilant.

Attendance Strategy

The school has an attendance strategy in line with Education Queensland’s ‘Every Day Counts’ strategy. The key features of the school’s strategy are:

- Promoting attendance through means such as class attendance awards presented at assembly and classroom data walls.
- Following EQ and school-based procedures for roll-marking (see ‘Class Rolls’ section below).
- Daily checking by office staff of unexplained absences, including SMS messages to parents.
- Encouraging students/families to take holidays in scheduled school holiday periods rather than on school days.
- Monitoring the attendance of all students.
- Planned absences of more than 10 days require parents to submit an application for exemption from school.
Class Rolls

Your class roll is an accountable document and it is essential that all staff, including relief teachers, follow the procedures set out below.

Roll-marking is done electronically using OneSchool.

When using OneSchool, rolls should be marked at the beginning of the school day (at 9am) and immediately after lunch.

When using ‘hard copy’ rolls (at the beginning of the year, or if OneSchool is unavailable):

- **Rolls should be marked at the beginning of the school day and sent immediately to the office. The roll will be entered onto OneSchool by the admin person on the front desk and given back to the child so that rolls can be marked again immediately after lunch.**

- Indicate on rolls whether a student is present or absent **using consistent symbols** i.e. (/) for present and the appropriate Reason Code for absent.

- If you are unsure of the absence reason code to use, please check with the Principal or Deputy Principal who can approve the use of the ‘unauthorised absence’ code where applicable.

- Ensure there are **no blank cells** in a completed roll

- Rolls are to be marked with **blue or black ink only**, and liquid paper is not to be used to correct errors. This is for auditing purposes.

- **Initial and date rolls** to certify the accuracy of your sightings of student attendance and marking of student absence after each marking.

Unexplained Absences

Office staff and the Deputy Principal and will be responsible for following up unexplained absences on a daily basis.

Each teacher should keep their absentee notes and hand these in to the office at the end of the year.

Late Student Arrivals

- Children who arrive after the roll has been marked need to report to the office first on arrival at school.
- The office staff will record the late arrival in OneSchool, print out a ‘late slip’ from OneSchool and give it to the child.
- Children will then take the late slip and present it to the class teacher: from this, you will know that the child has been to the office and that the late arrival has been entered in OneSchool.
- **Any student who will be away from school for 11 or more consecutive days requires a completed application for exemption. This form can be collected from the office.**

Notes, Money and Reminders

It is a teacher’s responsibility to remind their classes daily about upcoming events, and any notes/money to be returned. Do this after roll-marking, before learning begins. Keep your own list of the notes and money that children have returned. All notes and money should be returned to the office on a daily basis.
**Tuckshop**

The tuckshop operates five days a week. Students/parents write orders on the front of a brown paper bag and put the correct money inside. The child’s name, class and ‘1st Break’ or ‘2nd Break’ should also be written on the bag.

All orders are to be taken to the tuckshop before 8.45am. Tuckshop orders can be collected for each class at the beginning of eating time. Baskets are then taken back to the classroom so that the teacher can give out the lunches.

All children are to order using the bag system. Whilst hot food can be purchased it is preferred that it be ordered to minimise wastage and to limit the amount of money children have at school. Years Prep to Year 2 must write icy pole orders on their bag as they must not carry money.

Icy poles are delivered to Prep students only. All other icy poles are to be collected from the tuckshop at the end of eating time by presenting their tuckshop bag.

Remind students that they should be courteous to all persons assisting with tuckshop. They must line up at the appropriate windows.

Please be conscious about disturbing tuckshop volunteers while they are busy trying to prepare lunches.

Staff must never be in debt to the tuckshop. Money must accompany lunch orders or you may lodge an amount of credit with the tuckshop and retain this credit for orders.

More information about our tuckshop can be found on the Tuckshop page of the Cannonvale State School website.

**Smart Choices**

Foods served in the canteen are categorised according to fat, sugar and salt content as:

**GREEN** – a healthy choice that can be eaten all the time

**AMBER** – a relatively healthy choice when balanced with ‘green’ foods

**RED FOODS** – these are less healthy choices and should be reserved for special occasions only. These categories should be observed by staff when determining such things as rewards and treats for children.

**Nut Allergies**

We are aware that there are children who attend our school who have a severe allergy to nuts. This condition can be managed by not having nuts or nut products such as peanut butter or Nutella at school. Teachers are asked to assist by reminding students of this.

Cannonvale State School attempts to provide a “nut free” Tuckshop Menu in endeavouring to protect all children.

**Students without food**

Students who come to school without having breakfast, or who do not bring food for lunch can be provided with healthy food from the school. If teachers feel they have students who would qualify for this program, they need to ring the parent/caregiver to obtain their permission and record in OneSchool with a referral to the Deputy Principals.
Playground supervision

Before School
Supervision is provided before school from 8.15 - 8.40am. Up until 8.30am, students remain seated under A Block (Years 3-6) or MPCA (Prep, Year 1 & 2). At 8.30am, students may go either to their classroom if it is open, line up outside their classroom, or stay in the following areas:

- Prep, Years 1 & 2 — MPCA
- Years 3-6 — Tuckshop

Note - the oval, outside areas and the adventure playgrounds are out of bounds before school.

Toilets
Before school each day all children will need to access the Toilets in D and F Blocks, as the I Block toilets are not open until school begins.

During the day, and at breaks, children are to use toilets as follows:

<table>
<thead>
<tr>
<th>Block</th>
<th>Toilets</th>
<th>Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>Block Toilets</td>
<td>Prep</td>
</tr>
<tr>
<td>D</td>
<td>Block Toilets (MPCA)</td>
<td>Years 3 &amp; 4</td>
</tr>
<tr>
<td>F</td>
<td>Block Toilets</td>
<td>Years 5 &amp; 6</td>
</tr>
<tr>
<td>I</td>
<td>Block Toilets</td>
<td>Years 1 &amp; 2</td>
</tr>
</tbody>
</table>

Please check toilet areas when you are on duty.

Eating Time
Students eat at the following times: 1st break from 11 – 11.15am and 2nd break from 1.10 – 1.20pm.

Nude Food
Teachers are to praise healthy lunchboxes, but not criticise lunchboxes. All children with no food, or food with no nutritional value are to be reported to the Principal via email.

Teachers are to supervise hand washing, tickets, compost, eating at desks in a tidy manner and desks wiped down at the end of eating sessions.

Nude Food tickets are to be issued at 1st break.

- All Nude = 1 ticket
- Nude and 1 treat only = 2 tickets
- All Nude, all healthy = 3 tickets

Playground Duty Areas
Teaching staff and teacher aides are rostered for playground duty during play times at both breaks.

Check CHILD SAFETY and ENSURE correct play procedures are operating in all areas.

It is your duty to know exactly where your area lies and that you constantly move round the entire area during your assigned duty time. Please respect your colleagues by being on time for your duty to begin.

The duty areas for play times are:
A Block
- Under A Block, F block toilets, sports room.

Tennis Courts
- Meet students at the driveway and ensure they cross safely.

Prep adventure playground
- Prep only.

Prep grassed area
- Prep only – running and ball games.

N Block
- Prep indoor play.
- Walkways, stairs, toilets and concrete areas around N Block.

Oval
- Years 4-6.

MPCA
- Years 4-6.

Playground
- Year 4 only.

Tuckshop Area and shaded playground
- Covered area near tuckshop plus I block toilets – Years 1 and 2 only play in this area. May be accessed by all students if they are purchasing from the Tuckshop.

Wooden Playground and grassed area
- Year 1 and 2 children only.

Near resource room
- Year 3 only

Year 1 and 2 soccer
- Area behind E block.

Year 3 soccer
- Near resource room

The Library is available during lunch (playtime) for all children to use.

At ALL TIMES every member of staff has a “DUTY OF CARE” to ensure that all children in our school are supervised and instructed with correct, safe and socially acceptable directions for play.

Guidelines for specific areas
Play times: 11.15 – 11.35am and 1.20 – 1.45pm

A Block duty area
- Ensure that all children are wearing hats if not under buildings
• Circulate throughout the whole area including the toilets
• Handball is permissible. Basketballs and soccer balls bouncing only to shoulder height
• No eating/drinking unless under the buildings – sitting down
• Keep students out of gardens
• Walk on the concrete

MPCA duty area (includes playground)
• Ensure that all children are wearing hats if not under buildings
• Circulate throughout the whole area including the toilets
• Handball is permissible but no basketballs, soccer balls
• Anyone eating or drinking should be sitting down
• Keep students out of gardens
• Walk on the concrete

The staff member on duty at the end of playtimes (11.35am & 1.45pm) has the task of ensuring that:
• the eating areas are clean and tidy
• teachers for each class have arrived before classes move in to resume work
• all lunch boxes and other belongings are collected, especially under A Block

Oval duty area and area near resource room
• Circulate throughout the whole area
• Ensure that all children are wearing hats – send students under cover if not wearing hats
• Keep students away from the drains near the old prep building and rainforest
• No eating/drinking unless sitting down under buildings

Tuckshop duty area and N block
• Circulate throughout the whole area
• Ensure that all children are wearing hats if not under buildings
• No basketballs / soccer balls to be used in this area
• Students who are purchasing cold cups etc. from tuckshop are to line up on the pathway between A and B blocks and wait for instructions to go to the tuckshop.
• Keep students out of gardens
• Walk on concrete

The staff member on duty at the end of playtimes (11.35am & 1.45pm) has the task of ensuring that:
• the eating areas are clean and tidy
• all lunch boxes and other belongings are collected

Playgrounds
• Circulate throughout the whole area
• Ensure that all children are wearing hats – send children under cover if not wearing hats
• No students should be eating/drinking unless under buildings
• Students are using equipment safely

Soccer areas
• Help choose even and fair teams
• Support play through refereeing or managing disagreements
• Make sure students play in a friendly, safe manner
• Watch children playing in nearby areas

Tennis courts
• Support students to cross driveway safely
• Help organise groups to ensure even and fair teams
• Support play through refereeing or managing disagreements
• Make sure students play in a friendly, safe manner

Fun club
• Eyes-on supervision of students requiring 1:1 management in the playground
• Small group play in a designated area

Wet Weather Policy

First Break
1. All students eat in classrooms as per the regular practice.
2. Students stay in the classrooms. Teachers share duty with teaching partner.

Second Break
1. All students eat in classrooms as per the regular practice.
2. Teachers and students to be advised on procedure on the day.

Lost Property
Lost property is kept in the P-2 and tuckshop undercover areas. These are cleared weekly.

WORKPLACE HEALTH AND SAFETY

Effective Workplace Health and Safety policies and procedures in schools are critical to the maintenance of a safe and supportive environment for all members of the school community. As such, the policies and procedures of the school must be compliant with legislative and regulatory requirements.

Promoting a safe, healthy and inclusive workplace
The Department of Education's Strategic Plan promotes the need for safe, healthy and inclusive workplaces as a key priority. It addresses the department’s health and safety obligations to staff, students and others within our workplaces and supports the safe and effective delivery of educational outcomes.

The department’s Health, Safety and Wellbeing Management System (HSWMS) (PDF, 661KB) outlines our approach to addressing this priority. The HSWMS seeks to integrate health, safety and wellbeing processes into our planning and core business activities to help us create a robust and sustainable culture of health, safety and wellbeing.

The coordination of Workplace Health and Safety practices occurs through the Workplace Health and Safety Committee. This consists of the Principal, the Deputy Principal, the Workplace Health and Safety Officer, the Business Manager and the Schools Officer. The committee meets at least once per term. For emergencies such as cyclones, all staff refer to the Emergency Management Plan.

Staff Responsibilities

1. Professional Development
   All staff participate in ongoing professional development to ensure their ability to comply with Workplace Health and Safety regulations. It is the responsibility of all staff to keep their knowledge of these areas current.

2. Communication of Workplace Health and Safety Issues
   Communicate urgent/emergent issues to the BM or administration using email or recording it on MyHR or OneSchool.

3. Completion of risk assessments
   Risk assessments need to be conducted on all activities and should be recorded as per the section on risk assessments.

4. Maintain knowledge of:
   - evacuation/lockdown procedures
   - accident procedures
   - location of first aid kits
   - use of fire extinguishers

5. To follow all requests made to comply with WH & S policies.

Accidents – Staff and Student

Staff Accidents
In the case of an accident that requires medical attention, staff members need to record these themselves on MyHR WH & S. Should the accident result in an injury which will cause loss of time or out of pocket medical expenses, a Work Cover Claim should be instigated as follows:

1. Complete incident report on MyHR WH & S
2. Work Cover Form completed if required
3. Identification of Hazard

Please record only factual information. Write your own account of the accident and seek statements or reports from any other witnesses. Facts not assumptions should guide the report.

- If you have an accident you must advise the administration of this as soon as possible and record the information.
- Procedures are similar to those for students - get help immediately, if first aid is required send to the office for help and note any witnesses to the accident.
- Should your absence be for an approved Work Cover Claim, Work Cover meets costs. However, should you have breached safety guidelines this may be challenged.
**Student Accidents**

1. Do not move the child if it is suspected that movement may worsen the injury.
2. Immediately consider the First Aid Procedure of ‘**DRSABCD**’ which means **D**anger, **R**esponse, **S**end for help, **A**irway, **B**reathing, **C**ompression and **D**efibrillation.
   - Check ‘**D**anger’ to yourself, to bystanders and to the patient
   - Check patient ‘**R**esponse’ by talking or touch
   - ‘**S**end’ for help
   - Check ‘**A**irway’ is open and clear
   - Check ‘**B**reathing’ by LOOK, LISTEN and FEEL
   - Begin ‘**C**ompressions’
   - Attach ‘**D**efibrillator’ as soon as possible
3. It is better to “err on the side of caution” if there is any doubt about the condition.
4. Note time, witnesses and action taken especially if the accident is of a serious nature.

ALL accidents must be recorded in the **ACCIDENT REGISTER**. Generally, the Teacher Aide or Administration Officer who attends to student accidents will do this. However at other times this may be the teacher’s responsibility.

Administration must be advised of serious accidents, particularly if the ambulance is called or the injured person is transported to a doctor’s surgery, hospital or other health carer. Details are to be entered onto MyHR WH&S.

**Examples of ‘serious’ student incidents to record on MyHR WPHS:**

- Any instance where a parent or guardian collects a student who has been injured.
- Incidents or illnesses that result in ambulance collection, transport to hospital, or other medical intervention beyond basic first aid.
- Falls that produce more than superficial injury, minor bruising or abrasion.
- Deep wounds, broken bones or suspected injuries of similar severity.
- Incidents where legal action is indicated or suspected to occur.

Should children sustain any form of head injury or accident that leaves marks on their body (particularly face) a parent should be notified. The office staff will do this and you may let the parents know yourself.

At this school it is policy that we seek ambulance assistance and notify a parent/carer if we suspect serious injury or if we are unsure of the extent of an injury. It is also policy to notify a parent should a child appear to be very ill or if we are unsure of the seriousness of an illness. Do not alarm them, but state what you know the facts to be.
Fire Safety Information

Upon discovery of Fire or Smoke

1. Remove persons from immediate danger!
2. Alert others in near vicinity and Administration
3. Contain Fire and Smoke (close doors)
4. Evacuate and/or Extinguish

What Is Fire?
Fire is a chemical reaction in which oxygen is combined with a gaseous or vaporous fuel. Note that, even if the fuel is a solid (e.g. wood) or a liquid (e.g. petrol) it is the vapours given off when the fuel is heated that burn. This rapid oxidation produces heat and light (flames). Fire can usually take place only when these three elements are present:

- Oxygen
- Fuel
- Heat (energy)

These three elements make up what is commonly called the 'Fire Triangle'.

Oxygen:
- Oxygen is usually readily available. It makes up 21% of the air we breathe.

Fuel:
- solid combustibles like paper, furniture, clothing and plastics
- flammable liquids like petrol, oils, kerosene, paints, solvents and cooking oils/fats
- flammable gases like natural gas, LPG, acetylene

Heat:
- The heat given off by the oxidation reaction sustains the fire once it is established. But first, a heat source is required to produce ignition. Ignition sources include:
  - heating and cooking appliances
  - faulty electrical equipment
  - cigarettes, lighters and matches
  - friction

Chemical Chain Reaction:
Research has added a fourth side to the fire triangle concept resulting in the development of a new model called the 'Fire Tetrahedron'. The fourth element involved in the combustion process is referred to as the 'chemical chain reaction'. Specific chemical chain reactions between fuel and oxygen molecules are essential to sustain a fire once it has begun.
Fire Extinguishment

Essentially, fires are extinguished by taking away one or more of the elements in the fire tetrahedron.

This can be achieved by:

- Removal or separation of unburnt FUEL (e.g. turn off the gas)
- Removal or dilution of the OXYGEN supply (e.g. smothering the fire with a fire blanket or an inert gas)
- Removal of the HEAT of the oxidation reaction (e.g. spraying the fuel with water)
- Inhibiting the CHAIN REACTION by modifying the combustion chemistry

Sound fire prevention practices are based upon the principle of keeping fuel and ignition sources apart.

Classes of Fire

Fires are classified according to the type of fuel involved. Not all extinguishing agents are compatible with all types of fuel (e.g. water used on a flammable liquid fire is likely to increase the rate of burning dramatically and to disperse the fuel to cover a greater area).

Thus, if the wrong type of extinguisher is selected the fire situation can be made worse, often threatening your own personal safety. Some extinguishers are simply more effective than others on particular classes of fire.

The various types of fires are classified as follows:

- **Class A**  Fires involving carbonaceous solids, such as wood, cloth, paper, rubber and plastics. Class A does not include flammable metals (see Class D).
- **Class B**  Fires involving flammable and combustible liquids.
- **Class C**  Fires involving combustible gases.
- **Class D**  Fires involving certain combustible metals, including potassium, sodium, & magnesium. Specialist advice should be sought.
- **Class E**  Electrical Hazards
- **Class F**  Fires involving cooking oils and fats.
Most fire extinguishers have a pictograph label identifying the type of fuels that may be extinguished.

**Electrical hazards**

Where a fire involving an electrical hazard can be expected, the extinguisher must be electrically non-conductive, in addition to having the correct classification for the materials involved. The marking of 'E' on the fire extinguisher indicates the extinguisher is safe for extinguishing a fire involving energised electrical equipment.

**Fire Extinguishers**

Portable fire extinguishers are designed to attack a fire in its initial stage. The selection of a suitable extinguisher is primarily influenced by the following factors:

- the size and rate of fire spread
- the Class of fire (i.e. type of materials involved)
- the training and capabilities of the person using the extinguisher

**Note**: Always follow the specific instructions on a fire extinguisher and familiarise yourself with these instructions prior to an emergency situation. Persons should be trained in the use of extinguishers to optimise their effectiveness.

**General Guidelines for Using a Fire Extinguisher**

**P.A.S.S.**

1. Raise the alarm, summon help and have someone call the fire service on '000'
2. Keep your escape path at your back. Never allow the fire to get between you and the escape path
3. Select the correct extinguisher for the Class of fire
4. Remember **P.A.S.S.**
   - ... Pull the pin
   - ... Aim the extinguisher nozzle at the base of flames
   - ... Squeeze trigger while holding the extinguisher upright
   - ... Sweep the extinguisher or nozzle from side to side covering the base of the fire.
5. Observe fire after initial extinguishment: it may rekindle
6. The contents of small extinguishers may last as little as 8 seconds and up to 60 seconds for larger extinguishers. The time taken to discharge an extinguisher depends on the type and size of the extinguisher.

**Do Not Use (or continue to use) an extinguisher if:**

- the fire is larger than a waste paper basket
- the fire is spreading quickly beyond the point of origin
- the extinguisher is not having any effect or is having an adverse reaction on the fire
- you are putting your life at risk
- you cannot extinguish the fire quickly (less than 30 seconds)
- you do not know what fuels are involved in the fire
• **REMEMBER** - Saving lives through a quick escape is far more important than saving property.

An emergency is not the time to read extinguisher instructions. If you do not know how to use the extinguisher or the type of materials involved in the fire:

- Close the door to contain the fire
- Ensure everyone is out of the building
- Ring the fire service on “000”
- Never go back into the building once out
- Wait to meet the fire service

Fire extinguishers are provided for a 'first attack' firefighting measure generally undertaken by the occupants of the building before the fire service arrives. It is important that occupants are familiar with which extinguisher type to use on which fire.

Most fires start as a small fire and may be extinguished if the correct type and amount of extinguishing agent is applied whilst the fire is small and controllable.

The principle fire extinguisher types currently available include:

<table>
<thead>
<tr>
<th>Extinguishing Agent</th>
<th>Principle Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>Water (solid Red)</td>
<td>wood and paper fires - not electrical</td>
</tr>
<tr>
<td>Foam (Blue band)</td>
<td>flammable liquid fires - not electrical</td>
</tr>
<tr>
<td>Carbon Dioxide (Black band)</td>
<td>electrical fires</td>
</tr>
<tr>
<td>Dry Chemical (White band)</td>
<td>flammable liquids and electrical fires</td>
</tr>
<tr>
<td>Wet chemical (Oatmeal band)</td>
<td>fat fires - not electrical</td>
</tr>
<tr>
<td>Special Purpose (Yellow band)</td>
<td>various (e.g. metal fires)</td>
</tr>
</tbody>
</table>

Fire extinguisher locations must be clearly identified. *Extinguishers are colour coded according to the extinguishing agent.*

The important thing to be remembered is that FIRE FIGHTING MUST ALWAYS BE SECONDARY TO LIFE SAFETY.
## EMERGENCY EVACUATION PROCEDURE

### WARNING

- **SCHOOL ELECTRIC BELL SYSTEM is set to MANUAL for continuous ringing**

LOUD HAILER can also be used as an alarm.

### ACTION

- **Children** stop what they are doing, stand and move in an orderly fashion without running to vacate the classrooms. Do not stop to collect anything.

- **Teacher/s** collect/s roll (if accessible), pen only and escort class.

### WHERE

Follow arrows on the map, taking preferred route if available. Alternative route should be used if preferred route is inaccessible.

### ADMINISTRATION:

**FOLLOW THE DIRECTIONS ON YOUR CHECKLIST** (located on the wall in front of the phone)

1. Ring the Queensland Fire and Rescue Service (000)
2. Turn on electric school bell
3. Ring pool and canteen
4. Check Health room and D BLOCK toilets
5. Wait at the front of the school driveway to direct fire brigade and stop other vehicles from entering the school grounds
6. Check staff in attendance

### PERSONS RESPONSIBLE:

- **PRINCIPAL**
  - Get the PRINCIPAL’S EVACUATION FOLDER.
  - Check the Administration Area, then go to the Evacuation Area at the front of the School

- **DEPUTY PRINCIPAL**
  - (Evacuation Warden) Go to the park and direct students along the path to the front of the school.

- **BM**
  - Coordinator (Evacuation Warden) Ascertain source of fire.
  - TURN OFF POWER TO THE SCHOOL
  - Direct and liaise with emergency services personnel.

- **WHSA (Kylie)**
  - Wait at the driveway at the front of the school to direct students across safely.

- **TEACHER AIDES**
  - **If in office**: Assist Administration Staff – as directed, whilst evacuating
If in classroom: Assist the Teachers – as directed, whilst evacuating

Then ....................  Check the toilets at F BLOCK & I BLOCK

SCHOOL’S OFFICER  Go to nearest evacuation point and assist as needed.

If your class is in a different area from your classroom, move in accordance with evacuation plan of that area.

PLEASE ENSURE CHILDREN IDENTIFY A ‘BUDDY’ FOR EMERGENCIES.

Class members can help to identify children not accounted for (buddy system).

Those teachers who do not have access to their class rolls will require the use of the class list held by an admin officer.

Please ensure that all students are familiar with and know all evacuation routes and assembly areas other than from their own classrooms, particularly the music room and the library.

Stress to students that, should the alarm sound during play time, they must evacuate directly to the oval keeping well clear of all buildings and assemble in their year level groups.

EVACUATIONS BEFORE SCHOOL/DURING BREAKS

ALL students, staff and visitors to assemble at the front fence area.

DEPUTY PRINCIPAL: To check the park for any students who may have evacuated to this area.
LOCKDOWN PROCEDURES

To be used in dangerous situations where there is imminent physical danger e.g. intruder/s threatening violence toward staff and/or students, toxic spill, livestock running loose or bad weather.

TOXIC SPILL all windows must be closed and where possible prevent entry of fumes by use of towels etc. under door spaces.

Staff should not approach any intruder acting suspiciously.

Am I able to initiate a Lockdown?
Any member of staff who witnesses such an intruder or an incident requiring a lockdown should contact Administration.

Administration - Contact Police – 000
Administration to Contact Pool, Canteen and any staff or classes offsite to advise that Lockdown in progress.

How will I know if a Lockdown is to be enacted?

The ‘BELL SYSTEM’ signal for Lockdown will be:

CONTINUOUS SHORT RINGS
OF THE SCHOOL BELL

The office will either use the ‘Bell System’ as set out above or will page all phone extensions simultaneously in all teaching blocks and announce:

“ATTENTION ALL STAFF, ATTENTION ALL STAFF
COMMENCE INTERNAL SECURITY PROCEDURES”

(This announcement will be fully repeated once).

When a staff member hears the announcement, that person should calmly make sure that all staff in that teaching block are informed immediately.

During a Lockdown

1. Remain calm ………………… Absolute quiet
2. Close and lock all doors and windows, pull curtains if available.
3. Assemble students, aides and other personnel together. All children to be placed in a non-visible area. If possible: children should be shielded by furniture – if not possible – all to lie flat on floor in the least visible part of the room.
4. Check roll and note missing students on your roll – if needed monitor doorway for their return. Wait to be contacted by administration – don’t use phone.
5. Parents or visitors are to remain in classrooms and follow directions given by the teacher.
6. If possible: look outside of your teaching room/library to see if there are any students or staff in the school grounds (e.g. PE group) outside of your building and advise them that a Lockdown is in progress and instruct them to come inside immediately.
7. Classes/students in transit are to report to a teacher in the closest lockable area.
8. Compile a list of staff, students and personnel who are not from your teaching block – if possible.
9. Take up position with the children. Remain in low, silent, shielded position until all clear is given.
10. Do not use your teaching block phone during the lockdown, unless urgent.
11. Implement a quiet activity with the children until advised by either a member of administration, office staff or identifiable Emergency Services Officer, that the Lockdown is no longer required.

**Under no circumstances is anyone to leave their teaching block until advised the situation is resolved. All necessary police and emergency services will be contacted.**

**In an extreme situation only:**

Should an intruder be visually identified as being in possession of a firearm or brandishing a potential weapon of any kind and in very close proximity to your area, then as quickly and calmly as possible implement immediate Lockdown and move all students and personnel out of view into the withdrawal area of your teaching block. Then notify the office so that a full school lockdown can be commenced.

**IN CLASS TIME**

Staff and Students are to remain in their classrooms.

All areas …………… Lock all access points

**A Block:**

Lock all external doors and close and secure all windows.

**Administration - Front office (Hall)**

Lock all external doors and close and secure all windows. Check all rooms and move any students to the Behaviour Room and have them sit quietly. The area near the photocopier behind the storage cupboards may afford a small area that is not as visible as other areas of the room.

**B Block – Ground Floor**

Lock all external doors including the External Withdrawal Room and close and secure all windows. The storeroom and the area adjacent to the storeroom may afford a small amount of area that is not as visible as the remainder of the classroom.

**B Block – Upper Floor**

Lock all external doors and close and secure all windows. Withdrawal room on this level may be used as a more secure area.

**C Block**

The area near the storeroom may afford a small amount of area that is not as visible as the remainder of the classroom.

**N Block – Ground Floor**

Lock all external doors and close and secure all windows.

**N Block – Upper Floor**

Lock all external doors and close and secure all windows.

**V, W, X, Y Blocks (Bendigos)**

The Withdrawal Room may provide an area that is not as visible as the remainder of the classroom. If this area is used, pull closed the sliding doors.
L Block
If possible – close and lock the external door of the back courtyard. Lock all external doors and secure all windows.

M block
Lock all external doors and close and secure all windows.

J Block
Lock all external doors and close and secure all windows.

Out of classroom activities: Students and Staff who are involved in out of classroom activities and are located on the oval or in the pool area, are to report to the closest lockable area then initiate ‘In Class Time’ procedures.

Emergency during breaks
Should a Lockdown be required before school or during playtime, the bell will be sounded as above to signify that Lockdown has been initiated. Students, staff and visitors are to go the nearest accessible building, e.g. the hall, library, a classroom WHERE A TEACHER IS PRESENT (teachers who are in classrooms should open their doors and call students in who may be outside or passing).

<table>
<thead>
<tr>
<th>ALL CLEAR SIGNAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>When the situation that led to the lockdown has been resolved the school bell will ring continuously for approximately 30 seconds.</td>
</tr>
<tr>
<td>Students should return to their own classrooms (if necessary) and final checks made (i.e. roll marked) to ensure that all are present.</td>
</tr>
</tbody>
</table>
Managing Risks in School Curriculum Activities

These procedures are detailed in DETE’s Policies and Procedures for Managing Risks in School Curriculum Activities.

This procedure:

- establishes the context for effective curriculum risk management
- outlines the responsibilities school staff and others have for the safe delivery of curriculum activities
- establishes a minimum procedure for the approval and implementation of risk management for curriculum activities undertaken in schools and other locations
- applies to all curriculum activities organised and/or conducted by school staff.

Those responsible for any school curriculum activity have legal obligations under the Workplace Health and Safety Act 1995 (Qld) and a common-law duty of care to ensure the safety of all those involved in the activity through risk management.

The process of managing risks associated with curriculum activities involves:

- identification of hazards
- assessment of inherent risk level
- identification and implementation of controls to mitigate risk
- monitoring and review of controls.

Curriculum Activity Risk Management Guidelines

Department of Education, Training and Employment (DETE) is committed to the health, safety and well-being of students, staff and others involved in all curriculum activities conducted at schools or other locations. A list of activity-specific guidelines outlining risk level, qualifications required and identified hazards is available in HLS-PR-012. A Curriculum Activity Risk Assessment template is available for high or extreme risk activities where a guideline for an activity does not appear in the list. These are all accessible on OneSchool (Curriculum and Assessment tab).

Should it be necessary to complete a risk assessment (i.e. for “High” or “Extreme” risk activities), this should be done in OneSchool. These are all then accessible by staff and form the “Risk Activity Register”. Most risk assessments that staff will need to complete are those that relate to excursions/camps and these are completed within the Excursion Planner in OneSchool.

Curriculum Activity Risk Management Guidelines are available for activities in the following areas:

- Agricultural Science
- Arts
- Business Studies
- Home Economics
- Marine Science
- Media Studies
- Outdoor Recreation
- Science

The responsibilities of teachers in assessing risks when planning activities include:

- refer to the Curriculum Activity Risk Planner to guide the risk assessment process when planning curriculum activities (i.e. when teachers are planning units of work). This should be kept with your planning.
- adhere to a Curriculum Activity Risk Assessment Guideline if one exists for a specified activity being planned, and complete same as the risk assessment for the activity.
- consider seeking information from parents/carers and students with any condition (e.g. physical or medical) that may impair a student’s capacity to safely engage in an activity
- the minimum requirement for the risk management of curriculum activities are:
- for 'low' risk activities:
  - manage through regular planning processes (use Planner)

- for 'medium' risk activities
  - document control measures in curriculum planning. A Curriculum Activity Risk Assessment may be completed to assist with the risk assessment process.
  - if a Curriculum Activity Risk Assessment Guideline exists for a planned medium risk activity it is to be adhered to

- for 'high' risk activities
  - discuss the intention to undertake a high risk activity with the supervisor
  - complete a Curriculum Activity Risk Assessment for the activity
  - obtain approval to undertake the activity in accordance with the Curriculum Activity Risk Assessment by the Principal, or a delegated Deputy Principal or head of program, prior to the activity being undertaken.

- for 'extreme' risk activities
  - consider whether the activity should be done as a part of DETE curriculum - do the potential benefits of the activity warrant the inherent extreme level of risk?
  - discuss the intention to undertake an extreme risk activity with the supervisor
  - complete a Curriculum Activity Risk Assessment for the activity
  - obtain approval of the Principal to undertake the activity in accordance with the Curriculum Activity Risk Assessment prior to the activity being undertaken
  - inform parents/carers of the details of the activity
  - obtain written permission from parents/carers for the student to be involved in the activity.

- refer also to the Curriculum Activity Risk Management Flowchart

- whenever there is a change of circumstance for an activity such as venue, student cohort, time of year or number of participants, any existing risk assessment for the activity is to be reviewed and updated as necessary.

### Security

#### Keys
Security is paramount. Staff members will be liable for any keys lost, misplaced or not returned to the office and personally checked and recorded.

#### Padlocks
To prevent theft or accidental loss, all staff are to ensure that padlocks, particularly on school gates, are not left unlocked.

#### Working after School Hours
The cleaners work weekdays between the hours of 5.30am and 6pm. Staff may work outside of these hours but may not be covered by Work Cover unless permission has been given by the Principal. The alarms are checked every night at 8pm by State Government Security so you will need to reset your alarms by 8pm. If you don’t, State Government Security will set the alarms and the school will be charged for this service. This charge may be passed on to the teacher concerned. Please be aware of your personal safety if you are on the school grounds outside of school hours.

All gates should be locked after you have been in the school grounds after school hours.

#### Security of Self and School
All staff have a responsibility to ensure that the buildings are secured when there is no teacher or other member of staff using them. Please ensure that you lock windows and doors before leaving. This is especially important on Student Free Days when cleaners will have left before 3pm.
Lock your door and turn off the air-conditioning whenever you are vacating the classroom for a period of time, including assembly and recess periods. This is equally important when your class is absent at specialist lessons and you are working in another part of the school.

Many buildings are linked to the State Government Security System. If your classroom is located in one of these buildings, you will have been given a Security Code to enable you to access your room. Your code must not be passed on to other persons. The Business Manager and Principal have a copy of these codes should you forget yours.

At the end of the school day, you must lock windows and doors before leaving. Cleaners may not get to your room until late in the afternoon and belongings are at risk of being stolen or damaged if the room is not locked. Reminders:

- Each day ensure that valuable items such as laptops, cameras of all kinds, CD Players, data projectors and the like are locked in secure storerooms.
- Paint and glue must always be kept in a security store or other locked place.
- Never leave your own personal and costly items at school.

Students are NOT permitted to play around school buildings after hours unless they are participating in a program organised through arrangements with the administration of the school.

Money should not be left in the classroom at any time.

Vehicles in School Grounds

Note that no vehicles are permitted in the school grounds other than those approved by the Principal. The roadway into the school is closed between 8.15 - 9.15am and between 2.30 - 3.15pm.

Vehicles authorised to be in the school grounds must observe the speed limit of 8km/hr.

Teachers are requested not to drive on the oval or over grassed areas to get to their classrooms.

Smoking

The total school site is a “No Smoking” site. As such, all members of staff must abide by the Legislation. As there are also other limits imposed re: distance from the entrance to buildings and near children's playgrounds, it is most important that staff comply with this legislation. Staff wishing to smoke should do so only during their designated breaks and should not smoke inside or within close proximity to the school boundaries.

Swimming Pool

Extra care is needed in the swimming pool area. Please note the following:

- Students should never enter the Plant Room. It should be locked at all times when students are at the pool.
- Teachers must follow the guidelines in their Swimming/PE Manuals. These are provided by the physical education teacher and include procedures for evacuation of the pool.
- Once you leave the pool area ensure you LOCK THE GATE.

Sun Safety

Cannonvale State School is a SunSmart School. The school has developed a SunSmart Policy which outlines the procedures for all students and staff to maximise their protection from the dangers of over-exposure to the sun. Staff should provide education for students regarding sun safe practices and ensure that students are protected against the sun by:

- Wearing clothes with sleeves and collars.
• Ensuring all students wear a hat with a 7cm brim or legionnaire style hat in the sun. They may also wear sunglasses.
• Encouraging students to wear sun screen.
• Using indoors and shaded areas as an alternative location where possible.
• Providing temporary shade where possible.
• Requesting all participants come to special events prepared with clothing, hats and sunscreen.
• Ensuring all children wear swim shirts during all water-based activities (except competitions and carnivals).
• Modelling appropriate clothing and behaviours (all staff members must wear a broad-brimmed hat and a shirt with a collar when in the sun).