



Clever • Skilled • Creative

# Parent/Carer Handbook



570 Reserve Road  
Upper Coomera QLD 4209

Administration: (07) 5588 3333  
Email: [office@highlandreservess.eq.edu.au](mailto:office@highlandreservess.eq.edu.au)

Absentee Line: (07) 5588 3366  
Email: [studentabsences@highlandreservess.eq.edu.au](mailto:studentabsences@highlandreservess.eq.edu.au)

Website: [www.highlandreservess.eq.edu.au](http://www.highlandreservess.eq.edu.au)

# Welcome to Highland Reserve State School

On behalf of the Highland Reserve State School community, I warmly welcome you and your family. Established in 2009, Highland Reserve State School is guided by an educational philosophy that places students at the centre of all decision-making, with a strong focus on maximising each child's learning potential. We are proud of the achievements of our school to date and look forward with optimism to the continued growth of our academic programs and student development opportunities.

Our vision is to develop clever, skilled, and creative learners through the delivery of an engaging and diverse curriculum that caters for the individual needs of all students. Learning is supported through high-quality, personalised classroom experiences, complemented by a range of co-curricular opportunities of Sport, The Arts, Academics and Community.

At Highland Reserve State School, our shared values guide all aspects of school life. We are respectful, we are responsible, we are learners, and we are safe. These values underpin our expectations, interactions, and decision-making, and support the development of positive learning behaviours and strong relationships across our school community.

Highland Reserve State School is staffed by a dedicated team of highly professional educators who are committed to providing a high-quality education within a disciplined, safe, and supportive learning environment.

We believe that every member of our school community plays an important role in supporting each child's learning journey. Strong partnerships between the school, families and the wider community are actively encouraged, as these relationships enrich learning experiences and support positive outcomes for students.

We invite you to join our learning community and look forward to working in partnership with you as we support your child throughout their educational journey.



**Nicole Stride**  
Principal



## Our Vision

*Our vision is to build a foundation of respect, resilience and responsibility while nurturing the unique learning potential within each of us.*

## Our HRSS Expectations in Action

### **We Are Learners:**

Embracing curiosity, growth, and the pursuit of knowledge.

### **We Are Responsible:**

Taking ownership of our actions and learning.

### **We Are Respectful:**

Honouring ourselves, others, and our community.

### **We Are Safe:**

Creating environments where everyone can thrive.

*HRSS Mascot -*  
**HIGHLAND HAWK aka HAWKIE**



## Our School Song - The Highlander Way

### **Verse 1**

We're responsible, we're respectful, we are learners and we're safe,  
Being kind to everyone is the Highlander way.

We're responsible, we're respectful, we are learners and we're safe,  
To be the best we can be in every way.

#### **Pre-Chorus**

It's time for me to shine, see how high I can climb.

#### **Chorus**

I'm a highlander through and through,  
To be a learner is true blue,  
Work, learn and play at school together,  
I'm a highlander through and through,  
To be a learner is true blue,  
Living here in the hinterland of the Gold Coast.

### **Verse 2**

We pay respect, to our elders,  
From the past and the present.  
Our school's on Kombumerri and Bullongin land.  
Guanaba, Wongawallan, and Kurrungal, are our teams.  
Our community we've created in Coomera.

#### **Pre-Chorus**

#### **Chorus x 2**

## Curriculum

At Highland Reserve State School our teachers implement the Australian Curriculum for English, Mathematics, Science, Technologies, The Arts and Health & Physical Education.

The Australian Curriculum sets consistent high standards for what all young Australians should learn with the intention of improving learning outcomes. The content descriptions for each learning area and each year level describe what students will learn and what teachers will teach. The year level achievement standards outline what students should be able to do to demonstrate their learning at the end of each school year.

Two key dimensions of the Australian Curriculum are the general capabilities and the cross-curriculum priorities. These support the idea that all young people should be supported to become successful, confident, creative learners and active, informed citizens. The general capabilities have been included to encompass the knowledge, skills, behaviors and dispositions that will assist students to live and work successfully in the twenty-first century. The general capabilities are Literacy; Numeracy; Information and Communication Technology; Critical and creative thinking; Personal and social capability; Ethical understanding; and Intercultural understanding. The cross-curriculum priorities are embedded in all learning areas with the aim to better equip students to make sense of the world and make an important contribution to our nation. The cross-curriculum priorities are: Aboriginal and Torres Strait Islander histories and cultures; Asia and Australia's engagement with Asia; and Sustainability.

The Australian Curriculum has been developed through rigorous, nation-wide consultation and is regularly reviewed to ensure its robustness, independence and balance. For more information about the Australian Curriculum, visit the official website: [www.australiancurriculum.edu.au](http://www.australiancurriculum.edu.au)

We encourage you to access the Highland Reserve State School website [www.highlandreservess.eq.edu.au](http://www.highlandreservess.eq.edu.au) and follow the schools Facebook page, to view further details regarding curriculum programs, enrichment programs and details outlining the range of opportunities available to students.

## School Hours

Times	Session
8.55am	First bell – prepare for class
9.00am – 10.50am	First Session
10.50am – 11.25am	1 <sup>st</sup> Break
11.25am – 1:25pm	Second Session
1.25pm – 2.00pm	2 <sup>nd</sup> Break
2.00pm – 3.00pm	Third Session
3.00pm	School Concludes

## Before School Procedures

To support our efforts in maintaining a safe and supportive environment for all students, it is essential that the following before school processes are adhered to:

- students are to arrive at school as close as possible to the 8:55am starting bell and **no earlier than 8:30am** unless they are engaging in a before school club or program
- before school care options need to be investigated if there is a requirement for children to arrive regularly before 8:30am
- playgrounds are out of bounds before 9am and after 3pm

School Procedures after 8:30am include:

*8:30am – 8:55am*

- Prep- Yr 3 students are to sit in the undercover area near the school tuckshop
- Yr 4 – Yr 6 students are to sit under the Senior Learning Centre
- staff supervision commences at 8:30am
- Parents that want to stay with their child are to also wait in the nominated areas

*8:55am*

- bell rings to signify for students to be prepared for the formal classroom day to commence at 9:00am

## Break Time Procedure

Two breaks exist for eating and playing.

### **1<sup>st</sup> Break (10:50-11:25 am)**

Main eating break. Students are to eat their main lunch and then are dismissed for a 20 minute play.

### **2<sup>nd</sup> Break (1:25pm-2:00pm)**

Students play for 20 minutes and eat for 15 minutes.

Students should bring suitable food to cover the first and second break. As a school day is often a busy one, lunches should be of good nutritional value.

## What to Bring to School

- bag
- school hat - HRSS
- library bag - HRSS
- a lunch box (with an ice brick in warmer weather) containing enough healthy food for 2 lunch breaks
- piece of fruit/vegetable for fruit break (peeled & cut if necessary)
- water bottle
- all items from the school booklist (these are required on day 1)
- spare set of clothes (Prep – Year 2)
- pencil case (Yr 2 – 6)

As students often do not recognise their own belongings, we cannot emphasise enough the need to clearly label with first and surname all items : bags, shoes, socks, lunchboxes, drink bottles, hats, library bags, and clothing.

## Late Arrivals / Early Departures

### Late Arrivals:

Students who **arrive at or after 9.10am** are required to present to the Administration office with a parent/caregiver to be signed in and issued with a **late slip**.

### Early Departures:

Parents/caregivers are required to present to the Administration office to collect students for early departure (prior to 3.00pm). The child/children's classroom teacher will then be contacted and the student/s sent to the office.

Early departures **MUST** occur during class time and not during lunch breaks.

Parents who present during a lunch break

**First Break 10:50am – 11:25am**

**Second Break 1:25pm – 2:00pm**

for an early departure, will be required to wait in the Administration office until the next classroom session commences.

**All students departing early must be collected from the Administration office only.**

If at any time you arrange for someone else to collect your child/children before school concludes (3.00pm) please notify the office on 5588 3333. If necessary, photographic identification will be requested.

## Student Attendance / Absences

If your child is going to be absent please notify the school. It is a requirement of Education Queensland that all absences are explained.

Please contact the school via the **Absentee Line on: (07) 5588 3366 or email:**

[studentabsences@highlandreservess.eq.edu.au](mailto:studentabsences@highlandreservess.eq.edu.au) if your child is unable to attend. To ensure the absence is recorded correctly, when contacting the absentee line or emailing the office, please provide:

- your child's name
- your child's class
- the reason for your child's absence

*Alternatively*, you can provide a reason for your child/ren's absences through **QParents**, if you are the account owner. Simply visit [www.qparents.gld.edu.au](http://www.qparents.gld.edu.au) and update your child/children's absence via the *Attendance section* on the *Student Dashboard*.

**Please note 3+ absence days requires notification in writing.  
Illness absences of 3+ days require a medical certificate.**

## Change of Personal Details

We ask that you keep the school informed of any changes to your personal details. This may include phone numbers, address, email and emergency contacts. This will then keep our school records accurate and up to date.

It is extremely important that the office administration and teachers are kept up to date with any custody arrangements. Please contact Administration for a *Student Enrolment Details update form* if required.

## Student Dress Code

Highland Reserve State School is a **full-uniform school**. Students must wear the complete formal uniform and sports uniform in accordance with school routines and this policy.

A **'Student Dress Code'** promotes a **safe** and **supportive** teaching and learning environment by:

Establishing a culture of school **pride** and **high expectations** along with a strong sense of **belonging**.

Fostering a **mutual respect** within the school by promoting **social equality** amongst all students.

Improving **student safety** by enabling ready identification of students and non-students at school.

**We expect all students in our school community to support the accepted standard of dress when:**

- Attending or representing their school;
- Travelling to and from school; and
- Engaging in school activities out of school hours, including school excursions.

***The 'Student Dress Code' guidelines below, outline standards of acceptable dress and aspects of the personal presentation of students.***

*This policy has been developed in accordance with the Education (General Provisions) Act 2006 (Sections 360-363) and the Department of Education, Training and Employment's policy: Student Dress Code.*

All uniform items (except shoes, socks, plain navy tracksuit pants and tights/stockings) must be purchased from the school uniform shop. Look alike items are not acceptable.

- **Prep students will wear the 'Sport Uniform' only throughout their Prep year.**
- **Students in Years 1 – 6 can wear the full 'Formal Uniform' or the full 'Sport Uniform' any day of the week.**
- Formal uniform for Year 1 – 6 will be worn when representing the school and for formal school programs such as school photos and Music Eisteddfods.
- Visible undershirts are not permitted to be worn (there may be exceptional circumstances for this).
- Students must wear the uniform in a neat and tidy manner.
- In alignment with sun safe practices our school has a choice of brimmed hats. Students must wear a Highland Reserve State School hat during outdoors activity.

### **Relaxation of the Code:**

- Relaxation of the Code will occur occasionally in circumstances such as free dress days, camps, discos and other functions. The school will clearly communicate when this relaxation is applicable.
- On school 'Sport Days' (Athletics, Swimming and Cross-Country Carnivals) students may wear a shirt the colour of their house team as well as 'running shoes' that may not comply with our day-to-day shoe attire expectations.
- Other special circumstances for individual students will be addressed through communication with the student's parents and either the Principal, Deputy Principal or Business Manager.

## Student Dress Code

### HRSS Formal Uniform – Boys Year 1 – 6

- HRSS formal button up shirt
- Navy formal shorts with HRSS logo
- All black, fully enclosed lace-up or velcro shoes
- White ankle socks
- HRSS broad brimmed / bucket hat



### HRSS Formal Uniform – Girls Year 1 – 6

- HRSS button up blouse
- Navy culottes or navy formal shorts with HRSS logo
- All black, fully enclosed lace-up or velcro shoes
- White ankle socks
- HRSS broad brimmed / bucket hat



### HRSS Sport Uniform – Unisex PREP - 6

- HRSS sport polo shirt
- HRSS sport short with white piping (unisex) or navy culottes or navy formal shorts with HRSS logo
- All black, fully enclosed lace-up or velcro shoes
- White ankle socks
- HRSS broad brimmed / bucket hat



### HRSS Winter Uniform – Unisex PREP - 6

- HRSS jacket
  - HRSS jumper
  - Plain navy tracksuit pants
- Optional for girls: Navy blue full length plain tights/stockings/leggings

*The HRSS jacket / jumper may be worn with either uniform*



## Student Dress Code

### School Shoes

From Prep to Year 6, **all black, fully enclosed shoes** (including black laces and black soles) are to be worn with both the formal and sports uniform. Only all black formal school shoes or all black joggers are acceptable. Velcro shoes may be worn. An all black jogger may be worn with the Formal Uniform and the Sports Uniform.

*Please note:*

- *Basketball boots, high tops or ankle boots are not to be worn.*
- *No slip-ons, ballet flats, heels, coloured laces, canvas or suede shoes are permitted.*
- *Coloured joggers or trimmings are not permitted.*

#### Examples of acceptable shoes



#### Examples of unacceptable shoes



### School Bag

The school backpack is optional; however it meets requirements such as quality, size and capacity, needed for school life and can be purchased from the uniform shop. Parents may choose an alternate bag suitable for school use.

## PERSONAL APPEARANCE AND PRESENTATION

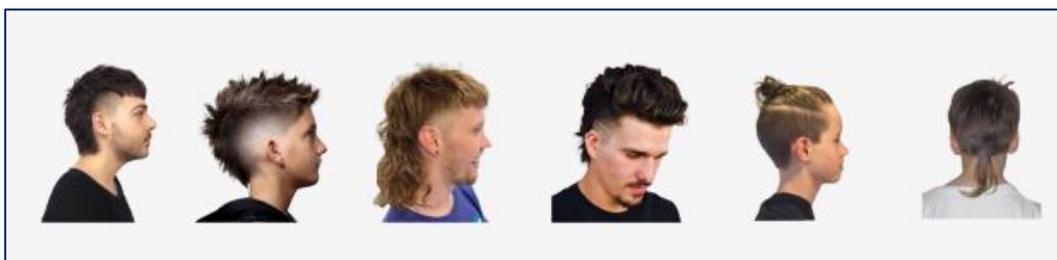
Students are expected to be presented neatly at all times and to wear their uniform with pride. The following personal appearance aspects are also inclusive of our mandatory 'Student Dress Code' at Highland Reserve State School. The guidelines below are expectations for male and female students, alike.

### Hair and Accessories

- ✓ Hairstyles to be neat, clean, tidy and well maintained.
- ✓ Long hair (hair that is longer than collar length) is to be tied back.
- ✓ Hair must be a natural colour.
- ✓ Students may wear hair clips, hair ties and hair ribbons in school colours.
- ✗ Hair styles, such as Mohawks, mullets, dreadlocks, shaved tracks, rats' tails and shaved undercuts or sections, are not permitted.

## Student Dress Code

Examples of unacceptable hair styles:



### Jewellery

- ✓ One wrist watch.
- ✓ One plain sleeper or flat stud per ear lobe. No other body piercings are permitted.
- ✓ No bracelets, necklaces, ankle bracelets or rings.
- ✓ Items required for identification of medical conditions are permitted.
- ✓ *Note: Any item of approved jewellery may still be required to be removed in activities for safety reasons under Workplace Health and Safety legislation.*

### Make up and Body Markings

- ✓ Make up is not permitted.
- ✓ Nail polish, nail patterns/art, nail jewellery or false nails are not permitted.
- ✓ Tattoos or body markings are not permitted.

### NON-COMPLIANCE WITH DRESS CODE

Consequences for students not in correct uniform may include the following:

- Contact parents / carers
- Time out no hat, no outdoor play (undercover play only)
- Prevention from attending or participating in school activities that are not deemed essential curriculum activities, unless necessary for reasons of safety (in which case, alternative educational activities will be provided).
- Prevention from any activity for which the student would have been representing the school.

We understand that on rare occasions, due to circumstances beyond the control of the student and/or the student's parent some dress code items cannot be worn. In this instance, students must report to the class teacher or office and provide a note from home explaining the uniform breach and the short period for which this will exist.

## Student Dress Code

### COMMUNITY ENDORSEMENT OF THE CODE

The Highland Reserve State School P & C resolves that it supports this Student Dress Code. The Association believes that the Dress Code promotes the objectives of Education Queensland (General Provisions) Act 2006 through providing a safe and supportive teaching and learning environment by:

- Establishing a culture of school **pride** and **high expectations** along with a strong sense of **belonging**.
- Fostering a **mutual respect** within the school by promoting **social equality** amongst all students.
- Improving **student safety** by enabling ready identification of students and non-students at school.

## Uniform Shop

**Uniform Shop Hours:** 8.30am – 9.30am Monday & Friday Only

**Online Ordering:** [www.flexischool.com.au](http://www.flexischool.com.au)

Please refer to the school website for current Uniform prices.

## Finance Payments

Finance payments (Student Resource Scheme, excursions/incursions etc), can be made via the following options:

### Option 1: QParents (Credit Card Payments)

Pay directly from viewing your child's account.  
You must be registered with QParents  
(see office for details)

### Option 2: BPoint (Credit card payments)

<http://www.bpoint.com.au/payments/dete>  
(All details can be found on your emailed invoice)

### Option 3: EFT

Account Name: Highland Reserve State School  
BSB: 064-486  
Account: 1024 3582  
Reference: (Student's full name & class)  
(Please note if you are paying via Bank Transfer please allow 2 working days for payment to be received)

### Option 4: In Person – Uniform / Finance Office

Cash & EFTPOS

Hours of Operation:

- Monday 8:30am – 9.30am
- Friday 8:30am – 9:30am

## **Excursions / Incursions**

Throughout the year, teachers organise educational excursions and incursions for students to attend. These are planned around units of work the students are studying. Please note that no payments will be accepted after the due date, as event arrangements need to be finalised.

## **Specialist Lessons**

Prep to Year 6 students participate on a weekly basis in specialist lessons in the areas of Music, Technology and Health and Physical Education. Yr 4, 5 & 6 students participate in Japanese

Our school-based specialist teachers conduct these lessons.

## **Instrumental Music**

Our school has an Instrumental Music program, which is taught by specialist music teachers on specific days. This program is available for students in Years 3-6 (Strings) and Year 4-6 (Band).

This program teaches children strings, wind, brass and percussion instruments.

If your child/children is selected to participate in this program there are some costs involved.

An annual instrumental music levy and a hire fee are applicable.

## **Religious Instruction**

Religious Instruction is offered to all students from Year 1 to Year 6 on a weekly basis. An approved Religious Instructor, as per the Department of Education, Training and Employment's Religious Instruction policy, conducts these optional classes. Please indicate on the enrolment application whether you intend on having your child participate in this program or not. Religion books are available for purchase through the uniform shop or through Flexischools.

## **Parent communication with the school**

Events in family life, such as a trip, a major illness, visit of grandparents, an accident or death can be a major concern or excitement for children and can have a marked effect on behaviour.

It is important for the home and school to share information about any circumstances, which may affect your child/ren. We would appreciate it if you could inform us of any event that is unusual in your child/ren's life.

Do not hesitate to discuss any queries or worries that you may have regarding your child's education with your child's teacher – they will try their best to help or put you in contact with someone who possibly can.

If you require a meeting, please speak directly with the teacher to arrange a suitable time.

Other forms of communication between teachers and parents may occur via notes, email, see-saw app, communication books, newsletters and phone calls.

## School Newsletter (Principal Update) / Facebook /Seesaw/SMS/Special emails

The school newsletter is distributed electronically three times per term and provides important information including key dates, upcoming events, and classroom updates. Families are encouraged to read all newsletters carefully and ensure their contact details, particularly email addresses, are kept up to date.

Highland Reserve State School also maintains an official Facebook page as an additional communication platform to share school information and celebrate student and school achievements.

Class teachers communicate with families via Seesaw and/or email. Teachers will provide families with relevant contact information and instructions for accessing Seesaw at the commencement of the school year.

The school administration may also use email and SMS messaging to communicate important information, reminders and notifications to families as required.

## School Calendar

The School Calendar of events can be viewed via the school website

<https://highlandreservess.eq.edu.au/calendar-and-news/events-calendar>

## School Assembly

The school encourages community participation in our student assemblies. Assembly schedules are advertised at the beginning of each school term.

## Active School Travel

Active School Travel (AST) is a free program run by the City of Gold Coast for Gold Coast primary schools which encourages families to walk and wheel their way to school, having fun, making friends, and helping the environment. The City of Gold Coast funds incentives to the school such as an AST Breakfast once a term and participation prizes.

Highland Reserve State School has been an Active School Travel school since 2014, encouraging students to actively walk, ride or scoot to school. Students can park their bikes and scooters in the bike cage facilities on school grounds.



## Positive Behaviour for Learning

### HRSS Positive Behaviour for Learning Mission Statement

At Highland Reserve State School, we use a **Positive Behaviour for Learning (PBL)** framework to promote positive behaviour across our whole school community and to help develop safe and supportive learning environments. By implementing evidence-informed practices within the PBL framework, HRSS supports our students' social and emotional wellbeing and academic success.

### Our Common Purpose and Approach

The PBL framework is designed to proactively identify and address students' needs, ensuring that all students receive support that promotes social and emotional wellbeing while fostering academic growth and success.

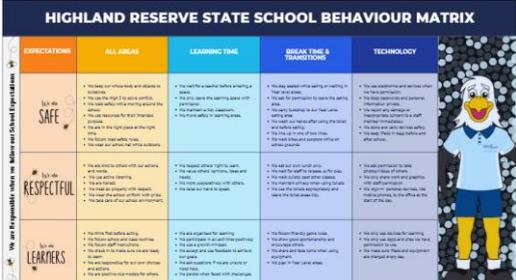
Our PBL framework uses a **Multi-Tiered System of Support (MTSS)**. This is a proactive approach to academic and wellbeing support for all students. It involves a three-tiered triangle structure, with Tier 1 being universal supports that apply to *all* students and *all* settings. Tier 2 focusses on targeted interventions for identified students, and Tier 3 involves highly individualised interventions for students who have not responded to Tier 1 and Tier 2 supports.

This approach means that we:

- have a common purpose and approach towards behaviour management
- develop clear expectations for behaviour and ensure that behaviour support is differentiated according to students' needs
- develop and maintain positive relationships with students to create safe, supportive and engaging learning environments
- are consistent in the way we support behaviour, and implement PBL processes and systems
- acknowledge positive behaviours using behaviour specific feedback
- respond relationally and instructionally to problem behaviour
- use data to track progress, inform planning and identify areas for support

### Our School Shared Expectations

- We are Responsible
- We are Safe
- We are Respectful
- We are Learners



The poster is titled 'HIGHLAND RESERVE STATE SCHOOL BEHAVIOUR MATRIX'. It is a grid with four columns: EXPECTATIONS, ALL AREAS, LEARNING TIME, and BREAK TIME & TRANSITIONS. A fifth column on the right is labeled 'TECHNOLOGY'. The rows are categorized by the four expectations: WE ARE RESPONSIBLE, WE ARE SAFE, WE ARE RESPECTFUL, and WE ARE LEARNERS. Each cell contains a list of specific behavioral expectations. To the right of the grid is an illustration of a school mascot, a duck wearing a blue shirt and yellow pants.

EXPECTATIONS	ALL AREAS	LEARNING TIME	BREAK TIME & TRANSITIONS	TECHNOLOGY
<b>WE ARE RESPONSIBLE</b>	<ul style="list-style-type: none"><li>• Follow all school rules and policies</li><li>• Take responsibility for own actions</li><li>• Be honest and fair</li><li>• Show respect to others</li><li>• Take care of school property</li><li>• Follow the school's code of conduct</li><li>• Be a good role model</li></ul>	<ul style="list-style-type: none"><li>• Listen to the teacher and follow instructions</li><li>• Participate in learning activities</li><li>• Show respect to others</li><li>• Take care of school property</li><li>• Follow the school's code of conduct</li><li>• Be a good role model</li></ul>	<ul style="list-style-type: none"><li>• Follow the school's code of conduct</li><li>• Be a good role model</li><li>• Follow the school's code of conduct</li><li>• Be a good role model</li><li>• Follow the school's code of conduct</li><li>• Be a good role model</li></ul>	<ul style="list-style-type: none"><li>• Follow the school's code of conduct</li><li>• Be a good role model</li><li>• Follow the school's code of conduct</li><li>• Be a good role model</li><li>• Follow the school's code of conduct</li><li>• Be a good role model</li></ul>
<b>WE ARE SAFE</b>	<ul style="list-style-type: none"><li>• Follow all safety rules and policies</li><li>• Be aware of surroundings</li><li>• Report any safety concerns</li><li>• Follow the school's code of conduct</li><li>• Be a good role model</li></ul>	<ul style="list-style-type: none"><li>• Follow all safety rules and policies</li><li>• Be aware of surroundings</li><li>• Report any safety concerns</li><li>• Follow the school's code of conduct</li><li>• Be a good role model</li></ul>	<ul style="list-style-type: none"><li>• Follow all safety rules and policies</li><li>• Be aware of surroundings</li><li>• Report any safety concerns</li><li>• Follow the school's code of conduct</li><li>• Be a good role model</li></ul>	<ul style="list-style-type: none"><li>• Follow all safety rules and policies</li><li>• Be aware of surroundings</li><li>• Report any safety concerns</li><li>• Follow the school's code of conduct</li><li>• Be a good role model</li></ul>
<b>WE ARE RESPECTFUL</b>	<ul style="list-style-type: none"><li>• Show respect to others</li><li>• Use appropriate language</li><li>• Listen to others</li><li>• Follow the school's code of conduct</li><li>• Be a good role model</li></ul>	<ul style="list-style-type: none"><li>• Show respect to others</li><li>• Use appropriate language</li><li>• Listen to others</li><li>• Follow the school's code of conduct</li><li>• Be a good role model</li></ul>	<ul style="list-style-type: none"><li>• Show respect to others</li><li>• Use appropriate language</li><li>• Listen to others</li><li>• Follow the school's code of conduct</li><li>• Be a good role model</li></ul>	<ul style="list-style-type: none"><li>• Show respect to others</li><li>• Use appropriate language</li><li>• Listen to others</li><li>• Follow the school's code of conduct</li><li>• Be a good role model</li></ul>
<b>WE ARE LEARNERS</b>	<ul style="list-style-type: none"><li>• Show respect to others</li><li>• Use appropriate language</li><li>• Listen to others</li><li>• Follow the school's code of conduct</li><li>• Be a good role model</li></ul>	<ul style="list-style-type: none"><li>• Show respect to others</li><li>• Use appropriate language</li><li>• Listen to others</li><li>• Follow the school's code of conduct</li><li>• Be a good role model</li></ul>	<ul style="list-style-type: none"><li>• Show respect to others</li><li>• Use appropriate language</li><li>• Listen to others</li><li>• Follow the school's code of conduct</li><li>• Be a good role model</li></ul>	<ul style="list-style-type: none"><li>• Show respect to others</li><li>• Use appropriate language</li><li>• Listen to others</li><li>• Follow the school's code of conduct</li><li>• Be a good role model</li></ul>

Our school has collaboratively created our **HRSS Behaviour Expectations Matrix** which is a visual tool used to define positive behaviours across school settings (i.e. classroom, playground, transitions, etc) to create clear, consistent expectations for students, ensuring they know *what* to do and *where* to do it, supported by explicit teaching and positive reinforcement.

### Teach and Practise Expectations

These expectations are displayed on posters and signs throughout all settings and are explicitly taught via our PBL Focus of the Week lessons and daily routines, delivered to students in all classrooms, retaught during school assemblies and in situ, and when they are followed, expectations are reinforced through positive acknowledgement systems. HRSS PBL Focus Lessons are strategically planned for by our PBL Focus Team with topics intentionally aligned to our HRSS Behaviour Matrix and the Australian Curriculum – Personal and Social Capabilities and in response to school data and school community events.

## Acknowledge Expected Behaviours

### **Bee Buck System**

Our school-wide reward system acknowledges both the whole school, classes and individual students who have made positive progress towards displaying our school-wide behavioural expectations. Students who demonstrate HRSS behaviour expectations in the classroom, playground and moving around the school may be rewarded with a 'Bee Buck'. Most importantly, behaviour specific feedback is given by staff when a student receives a Bee Buck so that we are reinforcing expected behaviour.

e.g. *"Thank you for being **respectful** and **treating others kindly with your actions** by helping John when he was upset"*

Individual students redeem their Bee Bucks onto their individual Bee Hives, located in their classrooms. When students achieve certain levels, they can access class and individual rewards and certificates. When the whole school has achieved certain Bee Buck Totals, all classes will receive recognition in the form of a "special celebration" such as a free dress day, crazy hair day, extra lunch time play or a free special activity.

As students reach levels (see below), they will receive recognition by being awarded a certificate they can collect and share with families. Students track their progress by counting their Bee Bucks and setting goals, fostering a sense of achievement and incentive to follow school expectations.

### **Reward levels:**

- 100 Bee Bucks – Bronze Certificate
- 200 Bee Bucks – Silver Certificate
- 300 Bee Bucks – Gold Certificate
- 400 Bee Bucks – Diamond Certificate
- 500 Bee Bucks – Platinum Certificate



### **Responding Relationally and Instructionally**

Highland Reserve State School focuses on prevention and positive behaviour support strategies as being foundational to effective classroom management. When dealing with problem behaviour, we respond relationally and instructionally with students. Our responses to situationally inappropriate behaviour should focus on building skills and delivered relationally with consideration of context and circumstance. The purpose is to correct and teach; therefore, our response should always contain an opportunity to reteach the expected behaviour.

Consequences should be selected considering the individual student, the specific behaviour, the context or setting, and the frequency and the severity of the behaviour. To ensure alignment with the Student Code of Conduct, Highland Reserve State School considers the individual circumstances of students when applying support and consequences. When ongoing concerns about student behaviour have been identified, schools work with parents and caregivers to look at underlying reasons for the student's behaviour and develop strategies to support the student. This may involve specialist staff and or a school support team.

### **Use Data**

Behaviour, academic and wellbeing data are collected and used for decision making (data aspects: where, when, who, what, why and how often). Our PBL Focus Team completes a set of annual data collection including Tiered Fidelity Inventory (TFI) and Effective Behaviour Support (EBS) surveys to inform school annual action planning and submit to our regional office. We also use this data to monitor PBL framework implementation and student outcomes. Our PBL Focus Team uses a working action plan guided by collated data and staff and student feedback.

Our School Expectations have been agreed upon and endorsed by all staff and our school's Parents & Citizens Association. For further information, parents may access our "At a Glance" Summary which gives our community a snapshot of HRSS PBL implementation for each year and or the Student Code of Conduct for students from the school website at [www.highlandreservess.eq.edu.au](http://www.highlandreservess.eq.edu.au)

## Mobile Technologies

### Policy Statement

Throughout Education Queensland schools, there are guidelines for the use of mobile phones at school.

At Highland Reserve State School, we have used these guidelines as the basis of our mobile phone policy and have taken into consideration the age of the children at Primary school.

- Mobile phones are very expensive and highly attractive devices.
- Use of mobile phones by children can be disruptive to teaching, learning and school activities in and out of classrooms.
- We recognise that in certain circumstances, parents may require their children to bring a mobile phone to school for safety or communication purposes.

### Procedures

1. If students at school require mobile phones, or if a student brings a mobile phone (or similar devices) to school, the student is required to take the mobile phone to the school office at the beginning of the school day.
2. Phones will be stored at the office in the Administration Building.
3. Students can collect the phone before they leave school, to return home.
4. In-phone cameras (including smart watches or recording devices) are not to be used anywhere in the school where a normal camera would be considered inappropriate (eg. Toilets, change rooms) and/or where there is no consent from parents, other students and/or staff.
5. Any contact with children by parents or siblings during school activities (including excursions and camps) must be made through the school office or the organiser of the activity.
6. If a smart watch is used for external contact at any time during the school day, it will be required to be handed to the school office as per the mobile phone procedures.

***NO RESPONSIBILITY WILL BE TAKEN BY THE SCHOOL  
SHOULD LOSS OR DAMAGE OF MOBILE PHONES/SMART WATCHES OCCUR***



## Tuckshop

The **preferred** option for ordering tuckshop is via Flexischools online ordering.  
To register for Flexischools please go to [www.flexischools.com.au](http://www.flexischools.com.au)

Days of Operation are Monday, Wednesday & Friday  
Closed: First and Last day of Term

### Payment Options

Monday's, Wednesday's & Friday's: Online ordering via Flexischools or Cash

### Ordering

#### **Option 1: (Preferred)**

- Flexischools: [www.flexischools.com.au](http://www.flexischools.com.au)  
Please note: 1<sup>st</sup> Break - Monday, Wednesday & Friday  
If pre ordering frozen treats, your child will receive a **COLLECT** stamp on their paper bag. They are then required to bring this bag to the tuckshop to collect item/s at either break times. Lost or missing bags may result in your child not being able to collect their order.

#### **Option 2:**

- Classroom: Bag orders can be placed in the classroom tuckshop box Wednesday's & Friday's. Please ensure your child's name, class and order is clearly marked on the paper bag.

#### **Option 3:**

- Tuckshop: Orders can be made directly from the tuckshop from 8.30am until 9.00am Wednesday and Friday. No EFTPOS.

### Allergies:

If your child has an allergy please write **"ALLERGY ALERT" & STATE THE TYPE OF ALLERGY** on the bag or if using flexischools please click on Allergy Alert tab and follow prompts.

### Replacement Lunch:

Certain circumstances will require the Tuckshop to organise a replacement lunch for your child. An invoice will be issued for each replacement lunch. Please ensure the invoice is paid within 5 days from date of issue.

If you are having issues placing a Flexischool order on a tuckshop day please contact the Tuckshop direct on 5588 3335.

Please find our current menu on the Highland Reserve SS and Flexischools website. Specials will also appear throughout the year via Flexischools only.

If you are interested in helping out in the tuckshop, please feel free to stop in on days of operation and speak with our Tuckshop Convenor. Any help would be much appreciated.



## Birthdays - Food Policy

Schools have an important role in promoting healthy eating. It is important that we model healthy food choices and provide the means to put into practice nutrition messages taught in the classroom. We ask that parents do not send along food items such as cakes as other children can react to different ingredients and often this sort of food may have a negative effect on behaviour and levels of concentration.

If you would like to provide something, we suggest ice blocks. Either water based or Quelch by Berri, as they are 99% fruit juice. This adheres to the *Healthy Food and Drink Supply Strategy for Queensland Schools* that was made mandatory on January 1, 2007. Quelch by Berri ice blocks are available to order through the Tuckshop.

## Book Club

Scholastic Book Club is issued to students throughout the year. They are reasonably priced, quality books and aged appropriately. Please be advised that we do not accept cash payments, all orders are online. To order book club logon to [www.scholastic.com.au](http://www.scholastic.com.au) and follow the prompts.

## Visitor / Volunteers Blue Card

Highland Reserve State School is committed to providing a safe and supportive environment for the students at our school.

Applying for a volunteer Blue Card (working with children check) before commencing volunteer work at our school is an essential requirement for all non-custodial volunteers e.g. grandparents, aunts and uncles.

Parent volunteers generally do not require a blue card if the *service or activity they are volunteering for is provided to their child*. However, **parents require a blue card when volunteering for activities or services that their child is not directly participating in.**

If you are considering volunteering at our school and you do not have a valid blue card, please visit <https://my.bluecard.qld.gov.au/> to apply or contact the school office for further information.

**\*We encourage all Volunteers to obtain a Blue Card prior to commencing volunteering at our school.**

***All volunteers are required to present to Administration to complete the annual Volunteer Induction. On each occasion, volunteers must always sign in at Administration prior to volunteering at the school.***

## Parking

**Public Carpark:** Located at the Northern end of the school (Gate 3)

**Kiss & Go Parking:** Between the hours of 9am & 2pm **only** (Gate 2)

**Boom Gates:** Closed between 7.45am - 3.30pm



## Student Medical Information

**All medical conditions and allergies *must* be made known to the school and updated accordingly.**

### **Routine Medication or Emergency (As-needed) Medication**

If your child has routine medication (i.e. it is administered on a regular or long-term basis e.g. insulin, Ritalin) or Emergency/Non-Emergency (As-needed) medication (e.g. adrenaline auto-injector, asthma reliever, eye drops), it is important to discuss your child's specific needs with their teacher and the principal. School staff involved will discuss how they will plan to support your child's needs, which will depend on their health condition.

### **Administering medication at school**

***If you require staff to administer medication to your child at school, please contact the school office on 5588 3333, in the first instance, to discuss your child's requirements.***

All medications you provide to the school to administer to your child must be prescribed by a qualified health professional who is authorised to prescribe medications under the Health (Drugs and Poisons) Regulation 1996 (Qld) e.g. doctor, dentist, optometrist.

**School staff will not administer medication that you can buy over-the-counter at chemists and supermarkets (e.g. paracetamol, eye drops, cough syrup) unless your child's qualified health practitioner has prescribed it.**

**School staff are bound by these regulations and all parents must acknowledge and cooperate with these rules.**

School staff will provide you with the appropriate medication forms required to accompany your child's prescribed medication.

For further information refer to the Administration of medications in school procedure via the following link

<https://ppr.qed.qld.gov.au/pp/administration-of-medications-in-schools-procedure>

### **Providing medication to the school**

All medication is to be brought to the office by the student's parent or carer. If you cannot provide the medication in person, contact the school to determine the safest approach for the school to receive the medication.

Before you provide the school with your child's medication, check the expiry date to ensure it is in-date and there is enough for the agreed time period. Please take a note of the expiry date so that you can replace the medication before it expires.

Once your child's medication is no longer required to be kept at school, please collect all unused medication.

### **Students with medication at school – End of Year Process**

If your child has ANY medication at school including Asthma puffers, epi pens, medicines or tablets these **MUST** be collected by a parent from the Office on your child's last day of school for the year.

If the parent is unable to collect it themselves, then a letter in writing is to accompany another nominated adult to collect any items stored in the Healthroom.

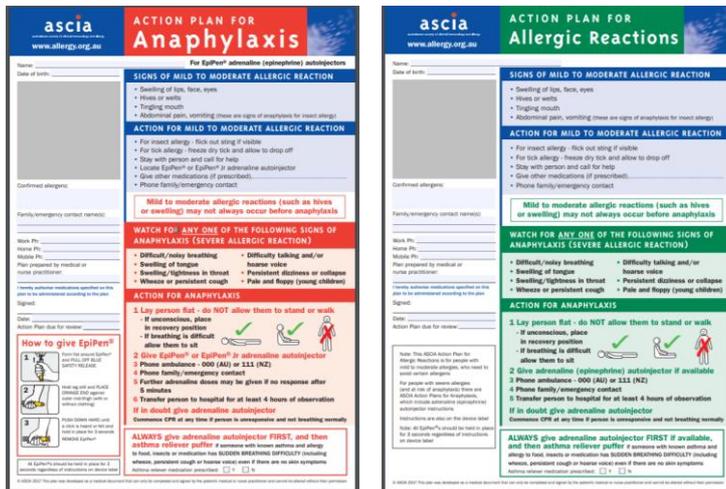
Students will NOT be allowed to collect medications of any sort.

**Any medications still in the Healthroom after the student's last day of the school year, will be disposed of and not held on the premises over the holiday period due to security reasons.**

# Student Medical Information

## Requirements for students at risk of Anaphylaxis

If your child is at risk of anaphylaxis, it is important for you to provide the school with your child's emergency medication and their ASCIA Anaphylaxis Action Plan, completed by your doctor. This Anaphylaxis Action Plan provides the instructions for the school to administer your child's medication in an emergency, which is specific to respond to their health condition.



## Requirements for students at risk of Asthma

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

If you feel that your child can recognise their signs and symptoms of Asthma, and are confident to be able to **self-administer their own medication independently** as required, please contact the school Office.

### ASTHMA CARE PLAN FOR EDUCATION AND CARE SERVICES

CONFIDENTIAL: Staff are trained in asthma first aid (see overview) and can provide routine asthma medication as authorised in this care plan by the treating doctor. Please advise staff in writing of any change to this plan.

To be completed by the treating doctor and parent/guardian, for supervising staff and emergency medical personnel.

PLEASE PRINT CLEARLY

Student's name: \_\_\_\_\_ DOB: \_\_\_\_\_

MANAGING AN ASTHMA ATTACK  
Staff are trained in asthma first aid (see overview). Please write down anything different this student might need if they have an asthma attack:

DAILY ASTHMA MANAGEMENT  
This student's usual asthma signs: \_\_\_\_\_ Frequency and severity: \_\_\_\_\_ Known triggers for this student's asthma (eg. seasonal, pollen, smoke) - please detail: \_\_\_\_\_

Does this student usually tell an adult if they're having trouble breathing? Yes  No   
 Does this student need help to use asthma medication? Yes  No   
 Does this student use a mask with a spacer? Yes  No   
 Does this student need a blue/grey reliever or spacer medication before exercise? Yes  No

MEICATION PLAN  
If this student needs asthma medication, please detail below and make sure the medication and spacer/mask are supplied to staff.

NAME OF MEDICATION AND COLOUR	DOSAGE/AMOUNT OF PUFFS	TIME REQUIRED

DOCTOR: \_\_\_\_\_  
 Name of doctor: \_\_\_\_\_  
 Address: \_\_\_\_\_  
 Phone: \_\_\_\_\_  
 Signature: \_\_\_\_\_ Date: \_\_\_\_\_

PARENT/GUARDIAN: \_\_\_\_\_  
 Name of parent/guardian: \_\_\_\_\_  
 Address: \_\_\_\_\_  
 Phone: \_\_\_\_\_  
 Signature: \_\_\_\_\_ Date: \_\_\_\_\_

EMERGENCY CONTACT INFORMATION  
 Name: \_\_\_\_\_  
 Phone: \_\_\_\_\_  
 Mobile: \_\_\_\_\_  
 Email: \_\_\_\_\_

For further information and support or to speak with an Asthma Educator call 1800 ASTHMA (1800 274 442) or visit [asthma.org.au](http://asthma.org.au)

### ASTHMA FIRST AID

- 1 SIT THE PERSON UPRIGHT**
  - Sit calm and reassuring
  - Do not leave them alone
- 2 GIVE 4 SEPARATE PUFFS OF BLUE/ GREY RELIEVER PUFFER**
  - Shake puffer
  - Put 1 puff into spacer
  - Take 4 breaths from spacer
  - Repeat until 4 puffs have been taken
  - Remember: 1 puff, 4 breaths
  - Repeat 4 times over a 10 minute interval (page 12)
- 3 WAIT 4 MINUTES**
  - If there is no improvement, give 4 more separate puffs of blue/grey reliever as above
  - Do not give more than 16 puffs of blue/grey reliever
- 4 DIAL TRIPLE ZERO (000)**
  - Say "ambulance" and that someone is having an asthma attack
  - Keep giving 4 separate puffs until 16 puffs have been taken
  - Stay on the phone until emergency assistance arrives
  - Do not give 2 or 3 puffs of a rescue inhaler until Triple Zero (000) arrives

CALL EMERGENCY ASSISTANCE IMMEDIATELY AND DIAL TRIPLE ZERO (000) IF:

- the person is not breathing
- the person's asthma suddenly becomes worse and is not improving
- the person is having an asthma attack and a reliever is not available
- you are not sure if it's asthma
- the person is known to have anaphylaxis - follow their Anaphylaxis Action Plan first then give asthma first aid
- the person is known to have anaphylaxis - follow their Anaphylaxis Action Plan first then give asthma first aid

Stay on the phone until emergency assistance arrives

Transferring and Emergency Services 131 450

ASTHMA AUSTRALIA

CONTACT ASTHMA AUSTRALIA  
 1800 ASTHMA (1800 274 442) or visit [asthma.org.au](http://asthma.org.au)

### ASTHMA ACTION PLAN

NAME: \_\_\_\_\_ DOCTOR'S CONTACT DETAILS: \_\_\_\_\_ EMERGENCY CONTACT DETAILS: \_\_\_\_\_  
 DATE: \_\_\_\_\_  
 BEST ASTHMA ACTION PLAN (with your doctor's input)

WHEN WELL: **When you are well, you should use your controller medicine every day.**

WHEN NOT WELL: **When you are not well, you should use your reliever medicine every time you have symptoms.**

IF SYMPTOMS GET WORSE: **When you are not well and your symptoms are getting worse, you should use your reliever medicine every time you have symptoms.**

DANGER SIGNS: **When you are not well and your symptoms are getting worse, you should use your reliever medicine every time you have symptoms.**

DIAL 000 FOR AMBULANCE

National Asthma Council Australia

For either of the above process please see Administration to complete the appropriate paperwork required.

If you have any concerns about your child's health condition / medication, please contact the school Office on 5588 3333 or via email [office@highlandreservess.eq.edu](mailto:office@highlandreservess.eq.edu)

## Medic Alert Bands



Amongst the many students at HRSS there are students who have medical conditions such as:

Anaphylaxis

Allergies

Asthma

Epilepsy

**Medic Alert Bands are an immediate visual awareness of a child's medical condition.**

The bands are designed to help staff and relief staff at the school to identify the medical condition and promptly assist your child in an emergency.

HRSS would like to encourage parents to provide their child with a medic alert band if their medical condition would require emergency assistance.

The HRSS Student Dress Code permits 'items required for identification of medical conditions' to be worn by students.

**Thank you for assisting the school in supporting your child's health needs.**



# Attendance Matters

**Just a little bit late doesn't seem much.....however**

When your child is missing ...	That equals....	Which is.....	and over 13 years of schooling that's...
10 minutes per day	50 minutes per week	Nearly 1.5 weeks per year	Nearly <u>half a year</u>
20 minutes per day	1 hour 40 mins per week	Over 2.5 weeks per year	Nearly <u>1 year</u>
Half an hour per day	Half a day per week	4 weeks per year	Nearly <u>1 ½ years</u>
1 hour per day	1 day per week	8 weeks per year	Over <u>2 ½ years</u>

**1 or 2 days a week may not seem much however.....**

If your child misses....	That equals....	Which is....	and over 13 years of schooling that's...	Which means the best your child might perform is ...
<b>1 day per fortnight</b>	20 days per year	4 weeks per year	Nearly <u>1.5 years</u>	Equal to finishing in grade 11
<b>1 day per week</b>	40 days per year	8 weeks per year	Over <u>2.5 years</u>	Equal to finishing in grade 10
<b>2 days per week</b>	80 days per year	16 weeks per year	Over <u>5 years</u>	Equal to finishing in grade 7
<b>3 days per week</b>	120 days per year	24 weeks per year	Nearly <u>8 years</u>	Equal to finishing in grade 4

***'Every Day Counts'***

***at***

***Highland Reserve State School***

# Notes