



OUR LADY  
OF LOURDES

# PARENT INFORMATION BOOKLET







OUR LADY  
OF LOURDES

## OUR PRINCIPAL'S WELCOME

Welcome to the Our Lady of Lourdes School family.

Lourdes is a Catholic Primary School catering for boys and girls from Prep to Year 6. Our school is a systemic school responsible to the Bishop of Toowoomba, through the Director of Catholic Education.

Our Lady of Lourdes is a place where God, who is truth, is named and recognised. The curriculum is designed in such a way that pupils develop an openness to truth, a tolerance of different views and an ability to judge critically and become inner-directed.

The school, therefore does not refer to buildings, but rather people. Parents, students and teachers together make up a Faith Community which reflects our love of God.

Our School motto "SERVIAM" applies not only to the children, but indeed to all of us.

"SERVIAM"

"I will serve", is a challenge to a life of selfless devotion to others as well as being a challenge to the Christian service of God and their fellow man.

This handbook has been drawn up to assist you to understand the organisation and the work of our School.

I would ask you to refer to it throughout the year whenever the need arises and to feel free to contact me if you wish to discuss your child's progress at school.

We, at Our Lady of Lourdes, look forward to working hand in hand with you in the education of your children.

Yours sincerely

**Chris Golightly**  
Principal



OUR LADY  
OF LOURDES

## SCHOOL IDENTITY STATEMENT

### MISSION STATEMENT

Our Lady of Lourdes is a serving and supportive Catholic community where students engage as active participants in quality, inclusive learning experiences. We value and foster within our students the skills to be resilient and respectful critical thinkers who are confident learners for life. Lourdes learners will grow to think globally, act locally and seek opportunities for a just, peaceful, tolerant and inclusive society.



Our logo incorporates the Ursuline Serviam, meaning to serve others. St Angela Merici, foundress of the Ursuline Order, believed in the importance of community having unity and harmony of purpose. Significant to the Ursuline Order, the stars on the badge are positioned as the constellation, 'Little Bear'. The Ursuline Order was founded in Brescia, Italy and Ursula is Latin for 'little-she-bear'. The 'Little Bear' constellation is visible in the northern hemisphere.

**Lourdes Learners**  
are **CALLed** to **Think...**



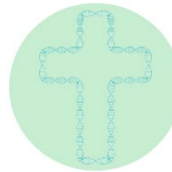
Our motto - **Lourdes Learners are CALLed to Think as both a learner and a global citizen** - provides us with a lens to develop learners who have the dispositions and competencies to navigate a complex, fast-changing 'globalised' world. A focus on Global Citizenship Education and themes such as diversity, poverty and wealth, sustainability, and social justice engages students in real-world issues through the curriculum. We aim to develop the traits of both a learner and a global citizen, guided by the values of our Catholic faith.

### STRATEGIC INTENT

- Exemplary teaching & learning – embed consistent innovative approaches in all areas to maximise student learning
- Exemplary teaching of Religious Education and Faith Formation
- Building Project- New Administration Building and Classrooms
- Develop and implement e-learning Technology Plan

### CATHOLIC VALUES

Living the Lourdes Way  
Service to others  
Making Jesus Known



### FOCUS AREAS

Exemplary Teaching & Learning  
Collaborative Professionalism  
Technology Integration



### EXPECTATIONS

Be an active Lourdes Learner  
Be Safe  
Be Respectful  
Be Kind



### DISPOSITIONS

Persistent      Resilient  
Positive          Creative  
Confident        Critical Thinkers  
Collaborative



#### FAITH

- Parish Involvement
- School Liturgies
- Sacramental Program
- Serviam
- Promoting justice, dignity, respect, compassion, forgiveness and love



#### TEACHING & LEARNING

- High Impact Strategies
- Developing C21st skills & competencies
- Inclusive Learning
- High Expectations
- Global Perspectives
- Planning for Personalised Learning



#### SPORT

- School Carnivals: Athletics, Swimming, Cross Country, Ball Games
- Inter-School Sport
- Representative Sport
- Inter-School Gala Days
- Sports Training



#### CO- CURRICULAR

- Choir
- Drama Club
- Tech Time Club
- Musical
- Speaking Festival
- LOTE (Italian)
- STEM classes



## TEACHING & LEARNING

### EXEMPLARY TEACHING & LEARNING

- **Cultivate a whole school learning and thinking culture**
  - CALLED to Think- year level approaches to develop dispositions and competencies of learners and global citizens
  - Ensure consistent effective practices with high impact learning strategies
  - Provide real world connections and catholic lens to all learning areas
  - Investigate the inclusion of social justice opportunities within units of work
- **Analyse data to inform and improve teaching and learning**
  - Track progress using impact cycles
  - Gather evidence of learning- pre/post tests, exit tickets, student voice, drawing, obs, video, daily writes...
  - Effective use of assessment tools- PAT, Probe etc.
  - Moderate on student achievement and growth in PLT
- **Develop School Scope & Sequence and map curriculum**
  - Increase teacher clarity around expected year level student achievement

### COLLABORATIVE PROFESSIONALISM

- **Build teacher capacity**
  - Set goals
  - Ask leadership/ a teaching partner to observe a lesson or video a lesson and watch back
  - Share teaching practice & expertise across the school to share the load
- **Develop PLC protocols for staff meetings**
- **Conduct regular PLT meetings (year level and multi-year level teams)**
  - Focus on student achievement & growth
  - Share ideas for all students to access to the curriculum
  - Share differentiated practices
  - Moderate
- **Support and engage all students to access the curriculum and experience success**
  - Share student learning and their needs to assist PfPL and NCCD gathering
  - Differentiate teaching, learning and assessment

### TECHNOLOGY INTEGRATION

- **Develop ICT skills of students and upskill teachers in teaching/learning of Digital Technologies**
  - Provide staff with new eLearning plan
  - Participate in Microsoft School Transformation Project
  - Continually undertake professional learning

## MISSION & IDENTITY

- **Embed faith and formation opportunities to support staff**
  - Create a Faith and Formation PLT
  - Explore ways to support staff spirituality and a Catholic lens to learning areas
  - RE Curriculum development & rigorous assessment
  - Engage in planning with APRE
- Share mission statement with community- marketing material (School Identity Flyer) newsletter, parent info nights, parish and board meetings

## CONTINUAL RENEWAL

- Develop consistent modes of communication across the school
- Build teacher capacity (see T & L section)

## STRATEGIC RESOURCING AND STEWARDSHIP

- Support School Officers with professional learning opportunities to support student learning
- Embed wellbeing opportunities to support staff
- Communicate Master Plan with community via newsletter, board, staff and parish meetings, parent info nights
- Promote and Display plans of new building project



## TEACHING & LEARNING

### HIGH EXPECTATIONS FOR LEARNING & TEACHING

High expectations for teaching and learning are a priority for our school. The Leadership Team, Class Teachers and School Officers are to support all children's learning and must endeavour to provide a rich environment for excellent teaching & learning and positive outcomes for students.

Teachers are to be mindful of the high impact strategies that maximise learning. If you are not teaching, please use time to conference students 1:1 or in groups. Be mindful of the amount of time spent sitting at your desk during teaching and learning time.

Constant monitoring of student work is a good opportunity for feedback on learning and progress and an effective behavioural management tool.

Be conscious of the amount of time filling activities e.g., colouring in sheets.

Please be respectful of Specialist Teachers' time to teach the curriculum in 40 minutes per week. Students should not be pulled out of specialist classes unless arranged by a parent for instrumental music lessons or an appointment.

### SCHOOL OFFICERS

School Officers are those who support activities at the school, outside of teaching and leadership roles, e.g., Office Administrators and School Officers. School Officers can reduce the administration burden on teachers allowing them to focus on the students. The work of School Officers is highly valued and essential for maintaining effective teaching and learning and smooth operation of the school.

Class Teachers are responsible for sharing information about students to other teachers or parents. Discretion is always needed when talking about students. If parents ask School Officers for information, always respond with 'I'm not in a position to comment, please see the Class Teacher or Principal.'

If you have questions about how the teacher is dealing with children, please speak with the teacher directly or speak with LST or someone in Leadership.

Class Teachers are solely responsible for marking so they can directly monitor student learning and provide feedback, and as such School Officers are not required to mark student work.

When the bell has rung, School Officers are to remain in class with the students and leave upon direction from the Class Teacher.

### LOURDES LEARNERS

Our school has an important motto to support teaching and learning: **Lourdes Learners are CALLED to Think as both a Learner and a Global Citizen.** A focus on Global Citizenship Education provides students ways to be resilient and respectful critical thinkers who grow as confident learners for life and live out our Catholic values of service to others.





We aim to develop the traits of both a learner and a global citizen- learners who have the dispositions and competencies that help them navigate a complex, fast-changing 'globalized' world. Exploring themes such as identity and diversity, poverty and wealth, and sustainability and social justice, engages students in real-world issues through the curriculum. This enables teachers to equip learners with critical thinking skills and opportunities to develop and communicate their own points of view, whilst respecting the views of others that are different from their own.

We endeavour to support learners in making and discussing reasoned judgments and to effectively deal with controversial issues they face through media and communication technology. Ultimately, we want active, informed global citizens who thrive in complex times, can apply thinking to new situations and are inspired to change the world.

The traits of a learner and of a global citizen are exemplified with the acronym **CALLed to Think**. To be a Lourdes Learner, students need to Communicate, Act, Look, Listen and Think. The following table illustrates how staff can break this down for students.

Lourdes Learners are <b>CALLed to Think...</b> as both a learner & a global citizen	Traits of a Learner	Traits of a Global Citizen
<b>COMMUNICATE</b> 	<ul style="list-style-type: none"> <li>Explain what I am learning &amp; why</li> <li>Talk about strategies to help my learning</li> <li>Ask questions and ask for feedback</li> </ul>	<ul style="list-style-type: none"> <li>Speak confidently and present to different audiences</li> <li>Express an argument using evidence</li> <li>Use language, <u>symbols</u> and text to convey ideas</li> </ul>
<b>ACT</b> 	<ul style="list-style-type: none"> <li>Participate in the learning</li> <li>Set learning goals</li> <li>Persist to get out of the Learning Pit</li> </ul>	<ul style="list-style-type: none"> <li>Respect and value diversity</li> <li>Identify unfairness and act upon injustice</li> <li>Take responsibility for own actions</li> <li>Collaborate with others</li> </ul>
<b>LOOK</b> 	<ul style="list-style-type: none"> <li>Look for learning intentions</li> <li>Seek examples of what success look like</li> <li>Identify ways to support peers</li> </ul>	<ul style="list-style-type: none"> <li>See connections between actions on people and the environment</li> <li>Look beyond personal interests</li> <li>View the world critically and see things from different perspective</li> </ul>
<b>LISTEN</b> 	<ul style="list-style-type: none"> <li>Follow instructions</li> <li>Listen to understand</li> <li>Consider feedback and others' ideas</li> </ul>	<ul style="list-style-type: none"> <li>Recognise we are shaped by our culture and experiences</li> <li>Listen to the voice of others and consider their viewpoint</li> <li>Show empathy and concern for others and our world</li> </ul>
<b>THINK</b> 	<ul style="list-style-type: none"> <li>Reflect on my learning- "Where am I at? What are next learning steps? What do I need to get there?"</li> <li>Connect with new ideas</li> <li>Use/ Transfer what I have learnt</li> </ul>	<ul style="list-style-type: none"> <li>Clarify information</li> <li>Solve problems and create new ideas</li> <li>Evaluate multiple perspectives</li> <li>Use complex reasoning (retrieve, comprehend, analyse, and use knowledge)</li> </ul>



## **Communicate as a Learner**

Research states that it is most advantageous for learners to demonstrate attributes of self-regulation- being able to self-monitor, self-evaluate, self- assess and self- teach.

Learners who can share what they are learning and why, talk about the strategies to help their learning, articulate next learning steps and ask questions about their learning are successful learners in school. These are the attributes of a learner who can communicate effectively. They know how to learn and take responsibility for their own learning. Consequently, we encourage our students to communicate as a learner.

## **Communicate as a Global Citizen**

There is no doubt that we are living in a fast-changing technological world where text-based communication is prevalent, for example, text messages, emails, social media posts, etc. Due to the lack of vocal tone and context of these text-based communications, the message is often misconstrued. Readers of this type of communication need to think critically about the message trying to be delivered. It is vital students learn how to convey their thoughts and communicate effectively so others understand them.

Our students need to learn how to communicate in any given situation and to express ideas to diverse audiences. Students need to learn how to present information in multimodal ways with text, voice, symbols, illustrations, in both digital and non-digital formats; in ways that allow students to demonstrate skills in a broad variety of situations and to different audiences. We want our learners to speak confidently, deliver an argument with evidence and use the appropriate mode of communication to convey their ideas. Thus, we encourage our students to communicate as a global citizen guided by their values of the Catholic faith.



## **Act as a Learner**

At Lourdes we encourage students to actively participate in the learning. This means that students engage in the learning, are willing to have-a-go, and will persist to get out of the Learning Pit. Teachers model this by claiming they themselves are learners and are often in the Learning Pit too. We aim for students to be able to actively set learning goals and self-assess where they are at with their learning. Furthermore, students take responsibility for their learning by actively seeking feedback.

## **Act as a Global Citizen**

In today's complex and ever-changing world there are values, skills and attitudes that we need to instil in our students so they are successful in life and can actively participate in society. This means students need to learn to adapt to new situations, take responsibility for their own actions, collaborate with others, respect and value diversity and act upon injustice. Importantly, we want our students to see themselves as the face of Jesus to others, who can contribute to a more peaceful, tolerant, just and sustainable world.



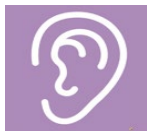


## **Look as a Learner**

When we consider the traits of a learner and their dispositions (their habits of thinking and doing) and how they should 'look' as a learner, we are encouraging our students to look for learning intentions and success criteria so they can self-assess where they are at with their learning. We are wanting them to seek ways to help their own learning such as look for vocabulary on the walls of classrooms or for examples of what success looks like. Willingly looking for ways to share their learning, students may look for ways to support peers.

## **Look as a Global Citizen**

When we consider how we 'Look as a Global Citizen' we are emphasising the values of looking beyond our own interests. Recognising that all humans are shaped by different circumstances and culture, we can see things from different perspectives and respect one another. Seeing what we do locally, affects us globally. At Lourdes we want to encourage our students to look at the world critically and analytically to make a difference for the better, not only for themselves but for all.



## **Listen as a Learner**

When developing the traits of a learner who listens, we are encouraging the student to listen to instructions, listen to understand, listen to others' ideas and listen to feedback. Just because someone can hear, doesn't mean they are listening! Listening to obtain information and to understand the key message is important for learning. So too is being a critical listener who can evaluate the ideas heard and form opinions. Particularly in the early years of schooling, listening is an essential building block to developing communication and language skills. Developing the ability to identify and discriminate between sounds, and understand them in words and sentences, are skills crucial for the development of speech, phonological awareness, reading and writing. Effective listening helps a learner follow and complete tasks. Listening to others helps vocabulary, comprehension and language development. These skills are essential building blocks for literacy and learning. Students at Lourdes are encouraged to listen to the teacher, listen to each other and to value listening and learning from others. This is what it means to 'Listen as a Learner.'

## **Listen as a Global Citizen**

Likewise, when developing the traits of a global citizen who listens, we are valuing the traits of someone who listens to the voice of others and considers their viewpoint, even if different from their own. We help students recognise that people are shaped by their culture and experiences thus it is important to listen critically to understand why people may have a different opinion to their own. When listening we encourage compassion, empathy and concern for others. This is what it means to 'Listen as a Global Citizen.'



## **Think as a Learner**

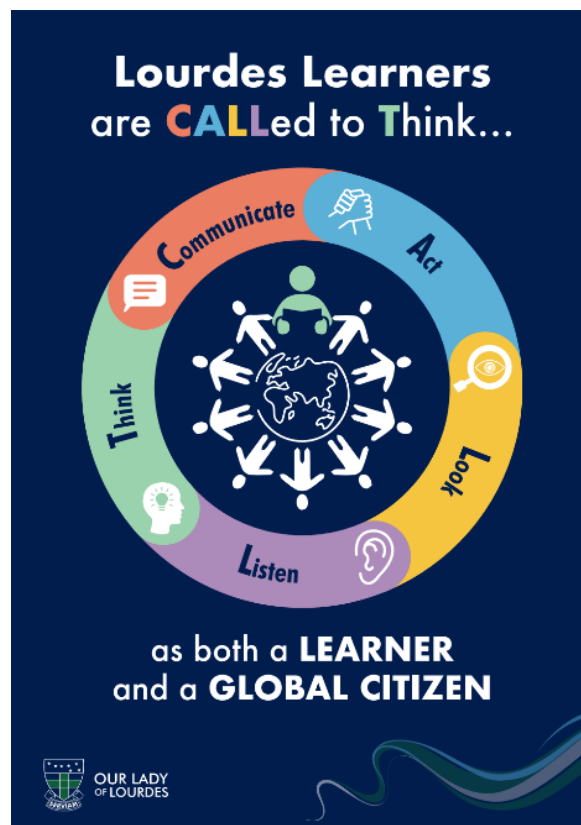
Here at Lourdes we are wanting our students to be critical and creative thinkers. We want students to think of themselves as a learner and reflect on their progress by asking 'Where am I at? What are my next learning steps? What do I need to get there?' We aim for students to solve problems, make connections, and transfer what they have learnt to new contexts.



## Think as a Global Citizen

To be competent global citizens in a complex world it is necessary to be able to evaluate and generate ideas. We encourage our students to give reasoned arguments, consider different perspectives and alternatives and identify pros and cons to make informed decisions. To develop skills in complex reasoning, opportunities for students to retrieve, comprehend, analyse and use knowledge are provided. Through a Catholic lens, we encourage our students to imagine possibilities, brainstorm solutions and create new ideas that help solve problems both locally and globally.

The following image is displayed in all classrooms and around the school as a reference for all.





## SPECIAL PROGRAMS

Various co-curricula programs have been introduced over recent years to meet the perceived needs of the pupils attending Our Lady of Lourdes. A breakdown of these programs indicates the commitment of achieving the stated School aim:

- Outside School Hours Care (OSHC)
- Buddy Program
- Chess Club
- Early Childhood Education Program (i.e. Prep Children)
- IT Resources (class sets of iPads, laptops, desktop computers and a range of interactive in-class Robotics technologies)
- Interschool Sport - (Year 5 and 6). Representing Our Lady of Lourdes in a variety of sports such as:
  - Rugby League, Football (Soccer), Hockey, Netball, Cricket, Basketball, Softball, T-ball and Touch Football. Grade 4 also have the opportunity to develop skills in major games such as cricket, netball, soccer and rugby league. Gala sports days are organised for Year 4 students in Toowoomba Catholic Schools
- Leadership Groups
- Leadership Induction Day (Year 5)
- Mini Vinnies Group
- Occupational and Speech Therapy
- Outdoor Education Programs
- Readers Cup
- Red Ball Tennis
- School Swimming (Prep - Year 6)
- Specialist STEM
- Arts Showcase
- Specialist Instrumental Music Lessons
- Specialist Learning Assistance
- Specialist LOTE Program (Italian)
- Specialist Music and Drama
- Specialist Physical Education
- Speech Therapy
- Tech Time



## THE ARTS

Our Lady of Lourdes offer a wide range of artistic pursuits as part of the curriculum. A specialist teacher takes all classes for Music, Drama and Visual Arts on a weekly basis. Public speaking is a major focus throughout the year. Participation in the local Eisteddfod is encouraged and a musical concert is conducted annually.



- Arts Showcase, annually
- Year 5 & 6, Learn Ukulele and Percussions
- Private Instrumental lessons provided outside of school hours.



## FAITH FORMATION AND RELIGIOUS EDUCATION

### THE LOURDES WAY- THE URSULINE TRADITION

The religious life of Lourdes underpins all that we do. It is a requirement for students to be actively and successfully engaged in the learning of religion. Our School Buildings are named after significant people who have influenced our faith development.

- Hildegard – Sr Hildegard Nolan – First Principal of OLOL
- Merici – St Angela Merici – Foundress of the St Ursuline Order
- Giabal & Jarowair – Indigenous Groups relative to the Toowoomba Area
- Quinlan – Reverend Father John Quinlan – Long serving Parish Priest
- McMorrow – Father Patrick McMorrow – First Parish Priest of OLOL

### RELIGION CURRICULUM

A Catholic lens is applied to content in *all learning areas*. The Laudato si' - (care for our common home) and Catholic Social Teachings are resources that assist in the curriculum delivery of religion. Unit planning and assessment tasks are aligned to the RE curriculum with learning intentions and success criteria to guide student understanding and faith development.

### FAITH DEVELOPMENT AND RELIGIOUS LIFE OF THE SCHOOL

- Religious Identity and Culture - Ethos and Charism
- Prayer and Worship - Christian prayer
  - Staff Prayer roster for class assemblies, staff meetings
  - Daily prayer in classrooms
  - Meditation opportunities
  - Year level Prayer/Celebration – once per term depending on year level programme
- Evangelisation and Faith Formation - Living the Gospel
  - Whole School Mass – at least one per term and on special feast days
  - Sacramental Programme (Reconciliation, Confirmation and First Eucharist)
  - Year 4/ 5 attend weekly Mass; Year 6 monthly
  - Staff Professional Development
- Social Action and Justice - Justice in the school community
  - Fundraising
  - Leadership Groups for Year 6
  - Connection to Parish ministries
  - Individual class projects
  - Project Compassion





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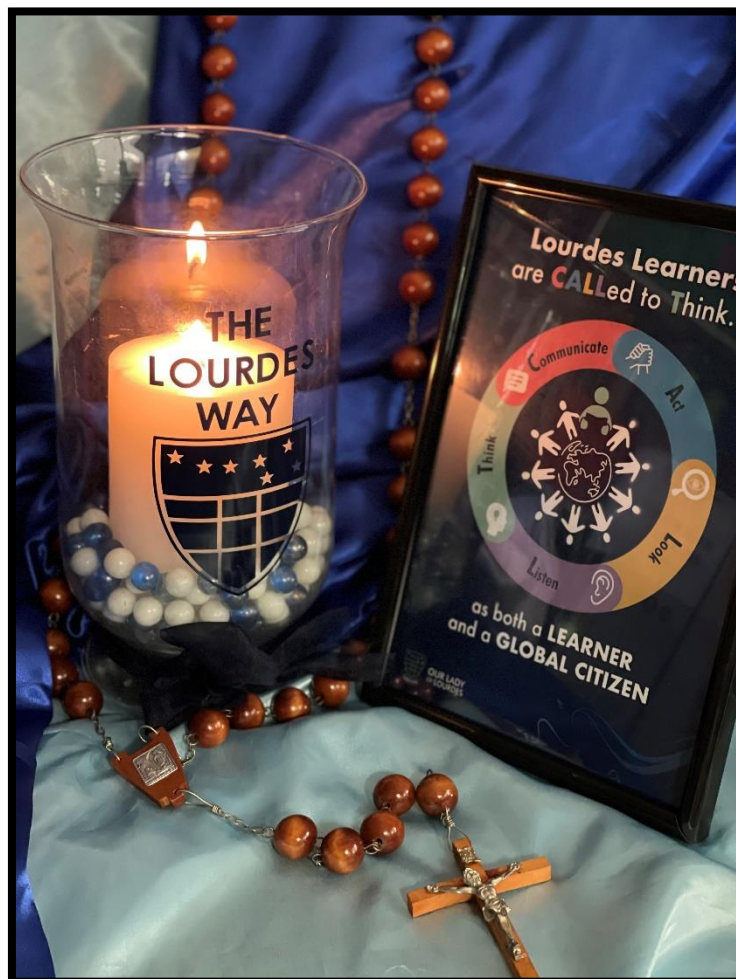
## SACRAMENTAL PROGRAM

### FAMILY BASED

In accordance with Diocesan Policy, children are prepared for reception of Sacraments in Family Groups. These groups and content covered are coordinated by the Assistant to the Principal - Religious Education (APRE) and in consultation with Our Lady of Lourdes Parish.

### Sacramental Preparation

- Year 3 – Reconciliation
- Year 4 – Confirmation
- Year 4 - First Eucharist





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# ADMINISTRATIVE MATTERS





## APPLICATION FOR ENROLMENT

An application for Enrolment Form must be completed as fully as possible for every child to be enrolled and these forms can be completed for children to be enrolled in future years. Before an application can be considered, the following conditions must be met:

- Parents must be prepared to accept the conditions of enrolment fully, in respect to each and every child
- Parents to arrange and attend an interview with the School Principal
- Proof of age documents must be provided (Birth Certificate, Baptismal Certificate)

Enrolment does not automatically follow as a result of an application, there are limits to class sizes and children may have to be placed on a waiting list.

Our Lady of Lourdes exists not to be different but to make a difference. Our aim is achieved by staff and parents working in partnership to develop each child to their potential - spiritually, intellectually, emotionally, socially and physically.

- Enrolment will be open to all students whose parents subscribe to the philosophy of the school and for whom the school is able to provide an appropriate education
- Parents of students with special needs, educational, physical or emotional, are to provide all necessary background information on the child. The Principal will use the *Enrolment Support Process* (from the Toowoomba Catholic Education Guidelines - Enrolment and Support Procedures for Students with Special Needs) in determining if the school can cater to the educational needs of the applicant. Parents will be both informed and actively involved in this process
- The Principal will give due consideration when enrolling students that the ethos of a Catholic School must be preserved
- For non-Catholic students, discussion will take place concerning formal Religious Education and the liturgical program of the school. Non-Catholic students will take part as fully as possible in such programs, whilst their own religious tradition is respected by the school
- Where the number of applicants exceed the number of places available, selection will be made, by giving consideration to the following circumstances:
  - Children whose brothers or sisters attend Our Lady of Lourdes
  - Children of Catholic parents active within the Parish
  - Catholic children transferring from other Catholic Schools
  - Catholic children attending non-Catholic schools
  - Children who attend Little Miracles Kindergarten
  - Children whose families have an historical connection with Our Lady of Lourdes
  - Parents have a strong commitment to a Christian Education for their children
  - Date of application for enrolment

***Each application for enrolment will be considered on individual merits.***



## **SCHOOL FEES**

The regular payment of school fees is essential for the efficient running of our school and is a condition of enrolment. It is also a practical sign of parents' commitment to the ideal of the Catholic School.

School fees are payable for all children attending Our Lady of Lourdes. There are various payment options such as: Cash, Credit Card, BPay, Internet Banking and Direct Debit Payment

School fees are invoiced quarterly, however we encourage families to make fortnightly or monthly payments. School fees only apply for February to November (inclusive).

Fees are used to meet the school's operating costs, purchase resources and wages. Parents are informed that fees and charges are assessed each year to ensure the school can meet its financial commitments. Increases are kept to a minimum, usually occur annually and are advertised in November of the preceding year. The School Building Fund assists the school to maintain and refurbish existing buildings and classrooms.

Please contact the school office for a current schedule of school fees.

## **GOSPEL VALUES**

This policy seeks to reflect equality, commitment, justice (fairness), compassion, understanding and personal dignity.

## **POLICY STATEMENT**

Our Lady of Lourdes is committed to providing a Catholic education for all students whose parents/guardians desire it.

The school will always endeavour to ensure that no student will be excluded from a Catholic school because of the inability of their parent/guardian to pay the prescribed fee - in whole or part, as a consequence of genuine financial hardship.

Financial support, other than Federal and State funding is essential for the continued operation of our school. This is because Government funding of non-government schools equates to approximately 70% of that given to students attending Government schools. All Government funding is directed to the Toowoomba Catholic Education Office and is utilised in the payment of teacher salaries and the provision of special services, for example - Speech Pathology, Occupational Therapy, Special education Services etc. All other costs associated with the running of the school are met via school fees.



## IMPORTANT TO NOTE

- The school will be able to maintain and develop the quality education and resources offered to students
- As a member of the school community, each parent/guardian is seen to be meeting his/her obligations
- The right of the student to have a place in the school confers an equal right of the school to receive the financial support of the parent/guardian, through the payment of applicable fees
- Before the end of each year, parents will be fully informed of fee schedules for the coming year
- Those parents/guardians who experience difficulty in meeting their financial commitment to the school are required to make arrangements with the Principal. The expectation is that some contribution will be made
- Those parents who are paying the prescribed fee are not expected to subsidise those families who are not paying but are capable of doing so



## STUDENT PROTECTION

All staff working in Toowoomba CEO Schools must undertake the child protection in-service and undertake further in-services as they become available. All staff have a responsibility to ensure that children are safe. Staff **must** report any evidence or suspicion of any form of child abuse (physical, neglect, sexual and emotional) immediately to the Principal, Chris Golightly or to one of the following Student Protection contacts:

- Mr Chris Golightly
- Mrs Janice Moore
- Miss Angela Gilbert
- Mrs Sarah Jackman

The school abides by the Diocesan Student Protection and Policy Procedures, which can be located on the Catholic Education Office Toowoomba Website.

The school also abides by the Risk Management for Student Protection protocols. These also can be located on Catholic Education Office Toowoomba Website and hard copy manuals are also available at the school.

## VOLUNTEERS/VISITORS

It is necessary for the staff to be aware of all visitors or volunteer workers in our school. This is imperative in case of fire, accident, insurance and child safety.

All Visitors to the school are required to check in at Reception and complete our Visitors Register.

All volunteers **must** complete the Student Protection and Code of Conduct online course prior to commencing any volunteer duties at the school.

## PARENTAL ASSISTANCE IN CLASSROOMS

The amount of parental involvement is left solely to the classroom teacher's discretion. If you are able to volunteer some time to assist with activities such as reading, this would be greatly appreciated. Please feel free to contact your child's teacher in this regard.





## COMMUNICATION

A School Newsletter is available online, via email and on our website, every second Thursday of term. We consider this a very important communication link with parents as it keeps you up-to-date with all that happens, projects and plans that constitute the “life” of the School. Please look for your copy every fortnight.

Our website [www.ololtwb.catholic.edu.au](http://www.ololtwb.catholic.edu.au) is another source of information. All school related policies are also located on the website.

Other communication links include:

- Sentral for Parents App (Parent Portal)
- OLOL Facebook Site
- OLOL Memo's, Parents and Teachers

Communication between school and home is vital. Our teachers understand this and are more than willing to discuss any issues or concerns you may have. Regular updates may be included in student diaries, homework folders and at times via email. Please take the time to find out your child's teacher's preferred method of communication.

In any organisation, problems arise from time to time. A school community is a complex body involving the Parish, Head Office, School Administration, teachers, ancillary staff, visiting specialists, parent groups and students. As educators of children, we understand the concerns of parents and we ask that parents in return understand that the roles of the teacher continue to become more demanding and complex and the education of our students is a partnership.

Our teachers are fully qualified education professionals and, as such, it is preferred that interview times are pre-arranged at mutually convenient times to all parties.

When a problem arises, please contact the person concerned directly. If the matter involves a staff member and seemingly can not be resolved, the Principal should then become involved. Please avoid the approach of discussing such matters with other people who are not in a position to effectively assist in solving the issue.

Another important point is to keep an open mind about what you hear. We love and cherish our children, however it is wise to remember that they can sometimes embellish and misinterpret things. Checking 'stories' with those concerned in a courteous manner usually resolves any misunderstandings that may occur.

Please avoid the use of intimidation and aggression when trying to solve problems. This is a quality to be avoided in a community which supports the Catholic ethos.

Problems can arise between various parties involved in a school community. Most of these issues usually result from a breakdown in the lines of communication. The key then, is to maintain lines of open, clear and courteous communication.





## ATTENDANCE

It is compulsory that all students enrolled attend school on a daily basis. Students are expected to take an active part in all school activities and as such, parents are asked to ensure that, where possible, any family commitments do not encroach upon school time.

### STUDENT ABSENCE

If your child is going to be absent from school, please inform the school office either the Parent Portal, telephone on 4591 1200 or email at [lourdes@twb.catholic.edu.au](mailto:lourdes@twb.catholic.edu.au) by 8:30am, as we are required to record a reason as to why your child might be away.

The school office will contact parents if a child is absent without notice. It is the School's legal obligation to follow up on long periods of absenteeism.

Children who are sick should not be sent to school. Please notify the school of their absence by either the Parent Portal phoning Reception on 4591 1200, or email the class teacher and reception ([lourdes@twb.catholic.edu.au](mailto:lourdes@twb.catholic.edu.au)) by 8:30am.

It would be appreciated if dental, doctor and other such appointments be arranged outside of school hours or during vacation periods. Prior notification of any foreseeable absence is required.

If your child arrives at school after 8:35am, you must visit Reception to sign them in and obtain a late arrival notification for the teacher. In the event you do have to remove your child throughout the school day, you are required to visit the Administration Office to sign them out.

### School Hours 08:25am – 03:00pm

- |                 |                   |               |                   |
|-----------------|-------------------|---------------|-------------------|
| • First Bell    | 08:25am           | • Period 2    | 11:00am – 01:00pm |
| • Period 1      | 08:30am – 10:30am | • Lunch Break | 01:00pm – 01:35pm |
| • Morning Break | 10:30am – 10:55am | • Period 3    | 01:35pm – 03:00pm |

## OUTSIDE SCHOOL HOURS CARE

Our Lady of Lourdes provides an **Outside of School Hours Care (OSHC)** program through Toowoomba Catholic Kindergartens & Care (TCKC). TCKC is a fully registered provider of sports based outside school hours care. It provides services with the aim of providing affordable and high quality before school, after school and vacation care. It is a fully licensed child care provider, and as such, is licensed to receipt child care rebate (CCB) on behalf of the Federal Government.

The Outside School Care program provided by TCKC at Our Lady of Lourdes operates the following hours:

- Before School Care – every morning from 6:30am to 8:30am, term time
- After School Care – every afternoon from 3:00pm to 6:00pm, term time
- Pupil Free Days from 6:30am to 6:00pm
- Vacation Care from 6:30am to 6:00pm

Outside School care consists of appropriate activities and includes the provision of a nutritious breakfast and afternoon.

### Contact Information Mackenzie Andrews

Phone: 0429 572 021 / 0429 423 001

Email: [OLOcare@tckc.qld.edu.au](mailto:OLOcare@tckc.qld.edu.au) / Web: [www.tckc.qld.edu.au](http://www.tckc.qld.edu.au)



OUR LADY  
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# SCHOOL PROCEDURES and EXPECTATIONS





## **CHILDREN'S PROGRESS AT SCHOOL**

We encourage the achievement of a personal best standard as a key measure of success for each student and assess on that basis.

The staff of Our Lady of Lourdes believe that the education of your child is a partnership between home and school, therefore, we see reporting of a child's progress as a continuous process. Each class will provide opportunities for parents to be informed about the intended learning, as well as information on academic achievements. Parents wishing to discuss their child's progress at other times, are encouraged to make an appointment with their child's teacher.

We seek to involve and inform parents of their child's education and progress in the following manner:

### **PARENT INFORMATION NIGHT**

These are held at the beginning of the school year. The purpose is to inform parents of classroom expectations, routines and an outline of units of work that may be taught throughout the year. Parents will be provided with a valuable insight into the learning intended, the planned activities and unit milestones. Outline of excursions and special events are discussed during this meeting.

### **REPORT CARDS**

The Our Lady of Lourdes Report Card reflects three important independent views we hold:

- The first is, that the school, in cooperation with the parents, endeavours to help students develop proper work habits and study skills, with the aim of making the individual more accountable for his/her own performance.
- Secondly, that the school, together with the home, aims to help develop in the students those personal qualities conducive to living the Christian life.
- The report card indicates student progress in the mastery of achievement standards.

Formal report cards will be issued twice per year and formal parent interviews will be offered each semester.



## EXPECTATIONS

### PEACE AND GOOD BEHAVIOUR

Please take time to peruse the guidelines as set by the Diocese of Toowoomba, Catholic Schools which can also be found on the website or via the [Student Behaviour Support Plan Guideline](#).

### BEHAVIOUR

Students will, at all times act:

- With respect for the dignity, safety and property of both themselves and others
- In a manner that brings credit to themselves, their family and their school
- With self-control

### CLASS ROUTINE

- Students will display the utmost respect to all adults
- The use of appropriate manners is expected
- Students will at all times walk quietly from room to room
- Students are expected to have all items necessary to complete the day's work ahead. This includes all necessary stationery (sharp pencils etc), text books etc and neatly completed homework
- Students shall display respect for other students' rights to learn, their safety and property
- Any large sums of money brought to school should be given to their teacher upon arrival at school
- All children shall follow individual classroom rules and understand their consequences

### OUT OF BOUNDS AREAS

- Toilets are not to be used as a play area
- Students are not permitted in teaching areas unless they are under adult supervision
- Students are not permitted in areas which are located out of clear view of sight of a supervising teacher or adult

### LEAVING THE SCHOOL GROUNDS

Students may not leave the school grounds for any reason without the permission of their parents, Teacher and or Principal. This includes children who are waiting to be collected by bus or car after 3:00pm, at school or other school related activities, either on school premises or other venues.

Prior to departure, it is imperative the children and/or parents must inform the supervisory teacher and in the event you do have to remove your child throughout the school day, you are required to visit Reception to sign them out.





## **HOMEWORK**

### **Rationale**

The purpose of the Homework Policy is to ensure that students, parents, carers, and teachers have a shared understanding of homework including the purpose, time, frequency and procedures. Homework serves as another form of home-school communication. It is important to note that homework is classed as deliberate practice. Deliberate practice provides students an opportunity to enhance academic progress.

### **Policy Statement**

Homework is an extension of classroom learning experiences that:

- reinforces concepts taught in class
- establishes study skills and productive study routines
- builds time management skills
- provides opportunities for parents/caregivers to view student learning
- reinforces the traits of a Lourdes Learner

### **Policy Principles**

Teachers, students and parents/ carers, all have a shared responsibility.

### **Teachers will:**

- ensure familiarity with this policy and the accompanying procedures
- clearly communicate homework expectations, procedures and student and parent responsibilities
- communicate the purpose and benefits of homework completion
- use homework as another opportunity to communicate with families
- be sensitive to home backgrounds or family issues when setting homework tasks and expectations of completion
- ensure homework tasks are reflective of taught learning experiences
- ensure differentiation is offered to cater for success
- check homework for completion and provide feedback to the student

### **Students will:**

- understand their homework responsibilities
- ensure that all homework resources are taken to and from school
- use homework as deliberate practice to reinforce learning
- work diligently on all homework tasks according to year level time expectations
- complete all homework tasks to an acceptable level
- accept responsibility for non-completion of homework tasks.

### **Parents/ Carers will:**

- understand the purpose and benefits of homework completion
- support expectations of teachers
- communicate with the teacher upon non completion of homework
- support students with:
  - setting up a routine or being organised with resources
  - encouraging positive mindsets to complete homework diligently
  - understanding the benefits of deliberate practice to reinforce learning





## Homework Guidelines

### Written Homework:

Consists of a review of work already experienced in the classroom.

### Revision of Basic Concepts:

Incorporates the practice of spelling, number facts (addition, subtraction, multiplication and division tables), and mathematical rules.

### Assignment/ Projects (Middle – Upper Grades):

These are set several weeks before the required completion date. Research activities are structured in a way that ensure students know exactly what is required, (criteria sheet and marking sheet) resources are freely available and built on research and reporting skills previously taught. Presentation will vary from oral to written assignments.

### Personal Reading:

In addition to set homework tasks, daily personal reading (10-15 minutes) is essential to develop reading accuracy, comprehension, and general knowledge. While teachers will not require proof of reading times and completion, it is highly recommended children read a variety of books.

### Online Homework Tasks:

There will be certain online learning activities set for different year levels, particularly in middle to upper years. These online tasks provide an opportunity to revise and practise concepts learnt in class. Similar to other homework tasks, it is an expectation these activities are completed. Online homework is not in addition to the below suggested time allocations.

### Time Allocation:

Staff members are aware of the value of extra-curricular activities. The following times are recommended and may vary depending on family circumstances. As a result, the inclusion of weekends provides families with greater flexibility to complete homework. This time allocation across a week also helps to establish routines and build time management skills.

The following times are recommended per day, across a week, in addition to reading:

Prep – 10-15 mins	Year 2 – 15 mins	Year 4 – 20 mins	Year 6 – 20-30 mins
Year 1 – 10- 15mins	Year 3 – 15-20 mins	Year 5 – 20-30 mins	

The school supports the practice of homework not being given in the first and last week of a school term. There may be other times during the school year that homework may not be set due to camps, swimming weeks etc. and at the discretion of the Principal.

Should a child be unable to complete set tasks, communication with the Class Teacher explaining reasons for incomplete homework would be appreciated.

### Rewards for consistent completion of Homework Tasks:

Regular positive feedback and rewards will be given for students who consistently and repeatedly complete their weekly homework.

### Consequences of Non-Completion of Homework Tasks:

Parents will be contacted by the Class Teacher if the non-completion or standard of homework tasks requires attention. Continual non-compliance in completing homework tasks may include input from the Principal, Assistant Principal, Learning Support Teacher and/ or Guidance Counsellor in order to communicate the purpose and benefits of homework, and to provide proactive strategies to complete set tasks.



## HEALTH PROCEDURES

For the protection of your child, other children and staff in the group, please keep unwell children at home.

*Usually, if you are in doubt as to whether a child is well enough to come to school - they aren't!!!*

If your child becomes ill at school, we will call you or your emergency contact so that your child may be taken home. For this reason, please keep all contact details current.

Children with infectious diseases **MUST** be excluded from school until medical consent for their return has been provided by their Doctor. Please refer to the standard exclusion periods advised by the Queensland Government "Time Out" information sheets located in the back of the handbook.

Parents will be contacted as soon as possible if their child has been involved in an accident during the day. There are first aid officers within the school who will assist the student until their parents arrive.

### MINOR INJURIES

First Aid Officers assist the child.

### SERIOUS INJURIES

In the unlikely event that your child has an accident at school which is considered serious enough to warrant urgent medical attention, an ambulance will be called first and parents/ emergency contacts second.

### MEDICAL CONDITIONS

If your child suffers from a medical condition such as asthma, allergies, seizures, diabetes, etc, please ensure that an up-to-date action plan from your GP has been provided to the school.

It is important that the school has the most recent and up-to-date plan and these action plans need to be updated yearly to help the school meet your child's medical needs should it be necessary.

### PRESCRIBED MEDICATION

To ensure we meet our duty of care obligations, there are a number of policies and procedures that the school is required to follow regarding the administration of medication. Medication can only be administered by staff if labelled by a pharmacist with your child's name and accompanied by a completed Medication Form. This is required for the administration of both Routine Medication and Short/Term Medication. The Medication form is available from the School Office. Any medication to be administered at school must be given to the teacher or the school Administration Officer and sent to the office to be kept in a secure area. Only office staff or Leadership Team members can administer medication.

- All medication **MUST** be brought in in the **original packaging** with a **pharmacy label attached** which clearly states the child's name and dosage instructions
- Parents/caregivers **MUST** complete the relevant medication form which we will keep on file
- We are not able to accept medication delivered in snap-lock bags, or medication that does not meet the requirements listed above, nor are we able to administer medication without the required paperwork completed.

### HEAD LICE

It is school policy that children who contract head lice are to remain at home until appropriate treatment has been administered and the lice have cleared. Parents are encouraged to make regular checks of their child/ren's hair throughout the year.



## UNIFORM STANDARDS

We recognize that wearing the school uniform is an important part of creating a sense of community as well as a sense of identity for our students who are part of our school community and as such, we wear our uniform with pride and attend school in full school uniform. This includes wearing of school hats. Uniforms are to be well fitting, in good condition and must be worn with pride and decorum.

**ALL CLOTHING MUST BE LABELLED WITH THE CHILD'S NAME.**

### PARENT RESPONSIBILITIES

Parents are to ensure that students are in correct uniform. All uniform items are to be clean, pressed where appropriate, in good condition, well-fitting and should ensure that All articles are named.

### STUDENT RESPONSIBILITIES

All students are to take pride in their personal presentation and their school identity by wearing the approved school uniform at all times. Students need to take a shared responsibility for complying with this Uniform Policy, to be positive role models for other students.

<b>Hats</b>	<ul style="list-style-type: none"><li>• Our Lady of Lourdes bucket hat is compulsory for all students.</li><li>• Lourdes caps are available for students in Years 4-6 only. Only to be worn during PE activities and inter-school sports.</li><li>• The school has a "no hat, no play" policy. The school hat should be in good condition at all times and <b>should be clearly labelled with the child's name.</b></li></ul>
<b>Jewellery and Nail Polish</b>	<ul style="list-style-type: none"><li>• Watches are permitted</li><li>• Small sleepers or studs (gold or silver) may be worn in both ears (one earring in each ear for girls)</li><li>• No bracelets, wristbands, bangles, rings, necklaces, anklets, coloured studs, etc are allowed.</li><li>• No Necklaces (Christian medals/cross on chain around the neck is permitted to be worn if underneath uniform where it cannot be seen)</li><li>• Nail polish is not to be worn</li></ul>
<b>Hair</b>	<ul style="list-style-type: none"><li>• Long hair must be tied up, (long hair is deemed to be hair that is at/or longer than shoulder length.</li><li>• Hair is to be neat and tidy, and worn off the face.</li><li>• Hair accessories must be in school colours; this includes ribbons, headbands, clips or scrunchies.</li><li>• Extreme hairstyles are only allowed for special occasions, and only at the Principal's discretion.</li><li>• Inappropriate hairstyles are not acceptable (i.e rats tails)</li><li>• Hair is to be cut <b>no shorter</b> than a <b>number 2 blade.</b></li><li>• Colouring of hair is also not acceptable</li></ul>
<b>Socks and Shoes</b>	<ul style="list-style-type: none"><li>• Long socks to be kept pulled up.</li><li>• Shoes should be in good condition and polished</li></ul>
<b>Swimwear</b>	<ul style="list-style-type: none"><li>• One piece swimsuits are to be worn by the girls for swimming</li><li>• Sun shirts (rashies) to be worn during all outdoor swimming activities</li></ul>
<b>Winter Accessories</b>	<ul style="list-style-type: none"><li>• For cold days navy accessories (scarves, gloves, etc), along with the school uniform may be worn</li><li>• No skivvies/long sleeved singlets (or similar) that show outside the uniform to be worn on a regular basis. If very cold a navy blue skivvy may be worn underneath normal uniform.</li></ul>



## UNIFORMS

### GIRLS

#### SUMMER

Blue check dress or  
Blue check blouse with navy culottes or skort  
Navy socks  
Black closed-in school shoes  
Navy hat with school logo

#### WINTER

Navy blue v neck tunic or  
Navy blue slacks  
Midford blue long sleeved shirt  
Navy and red striped tie  
Navy socks – long or navy stockings  
Black closed-in school shoes  
Navy V-neck sweatshirt with school logo Navy hat with logo  
School Spray Jacket  
Knitted woolen jumper with school logo (optional)

#### SPORTS

Navy and blue stripe sports shirt with school logo  
Navy wrap around skirt, navy culottes, navy skort or navy  
Taslon unisex shorts  
Black or White track shoes  
Navy or white socks  
Navy tracksuit  
Navy hat with school logo

#### GIRLS PREP

Navy polo shirt with school logo  
Navy wrap around skirt, navy culottes, navy skort or navy  
Taslon unisex shorts  
Black or White track shoes  
Navy or white socks  
Navy tracksuit  
Navy hat with school logo

### BOYS

#### SUMMER

Navy blue shorts  
Midford blue short sleeved shirt  
Navy socks  
Black closed-in school shoes  
Navy hat with school logo

#### WINTER

Navy blue slacks or navy dress shorts  
Navy knee high fold over socks  
Midford blue long sleeved shirt  
Navy and red striped tie  
Navy blue socks  
Black closed-in school shoes  
Navy V-neck sweatshirt with school logo  
Navy blue hat with school logo  
School Spray Jacket  
Knitted woolen jumper with school logo (optional)

#### SPORTS

Navy and Blue stripe shirt with school logo  
Navy Taslon Unisex shorts  
Navy tracksuit  
Black or white track shoes  
Navy or white socks  
Navy blue hat with school logo

#### BOYS PREP

Navy polo shirt with school logo  
Navy Taslon Unisex shorts  
Navy Tracksuit  
Black or white track shoes  
Navy or white socks  
Navy hat with school logo

**PLEASE ENSURE ALL CLOTHING, ESPECIALLY HATS, JACKETS AND JUMPERS ARE NAMED**

**ALL CHILDREN ARE REQUIRED TO WEAR THEIR SCHOOL HAT WHILST OUTSIDE**

Uniform purchases can be made at Hanna's. Additional items such as school hats, bags, satchels etc via the Flexischools App. Secondhand clothing items are available from the P&F Clothing Pool.

## SECONDHAND UNIFORMS

Our Lady of Lourdes P&F operate a Secondhand Uniform shop. Dates and times of operation vary as it is subject to the availability of volunteer helpers and times will be advertised throughout the year. Outside of these hours, you may visit our Reception who will assist you in sourcing your requirements from the clothing pool.

Other items available for purchase via the Clothing are:

- |                                         |                    |                       |
|-----------------------------------------|--------------------|-----------------------|
| - School Hats, Caps, Beanies and Visors | - Swimming Bags    | - House Sport Shirts  |
| - School Backpacks                      | - Library Satchels | - OLOL Golf Umbrellas |



### SEASONAL UNIFORM CHANGEOVER

The school will notify parents of winter and summer changeover dates for uniform in accordance with local weather.

### SPECIAL DAYS/FREE DRESS

On nominated days designated by the school, parents may receive written notification advising the option to wear 'free dress' instead of the school uniform, to support activities such as charitable causes and sports days.

On these days, clothing should still support 'sun safe' principles, and be appropriate for a school environment; for example by not displaying inappropriate slogans or messages.

Appropriate footwear must be worn

### BOOKLISTS

Booklists for Grades 2-6 level are compiled annually and are forwarded home late Term 4. The booklist includes the text books, exercise books and other stationery materials your child will require and is available to purchase through Browns Office Choice.

#### ***Please Note***

All books are required and not purchasing a book because it is expensive is not in the best interest of your child. We do not list materials that are unnecessary. Before purchasing, it is advisable to check your child's school bag from previous years for pencils, rulers, crayons, biros, compasses, atlas, dictionary etc., which may be quite serviceable, for it is in this area that savings to the family can be made.



## BEFORE SCHOOL PROCEDURE

- Children are expected to arrive at school between 8:00am and 8:25am
- Children must proceed directly to school and remain in the school grounds between 8:30am and 3:00 pm, unless they have a signed release
- Walk bicycles in school grounds or on the footpaths
- Bikes should be placed in racks and removed only by their owners
- From 8:00am Students in Prep to Year 3 are supervised in the Hall. At 8:25am they are collected by their teacher or a Year 6 Student Leader
- Students in Years 4 - 6 may play handball or wait near the handball area on Ascot Street until the 8:25am bell before lining up in their class group
- Any student arriving at school prior to 8:00am must wait in the covered area outside the hall until the teacher on duty arrives
- All students are to be fully prepared for the day, prior to the 8:30am bell
- Parents and children may only enter the classrooms when a teacher is present
- Students are required to respond to all bells promptly
- If a student arrives at school after 8:40am, they must be accompanied to the School Administration Office and signed into the school by their parent or guardian.

## AFTER SCHOOL PROCEDURE

- Walk bicycles in school grounds or on the footpaths
- Children must leave school in full school uniform
- Children who are not waiting to be collected should go directly home following the 3:00pm bell
- Children are to quickly move to the designated pick up zones in the afternoons as this greatly assists with the smooth Stop/Drop/Go process after school
- Due to the amount of people on the school grounds at this time, no ball games are to be played. Students are still permitted to play on the playforts **but only** under direct parent supervision and must remain on the playforts. This does not include kicking balls around on the oval. These areas are not supervised by teachers after 3:00pm
- Students who are waiting for their parents to pick them up from inside the school grounds are to sit and wait in an area near their classroom or near the front office
- The only official supervised areas after 3:00pm are the Stop/Drop/Go Zones and after school sports training
- No unsupervised play in school grounds after 3:30pm
- At 3:30pm all students are to wait outside the office. It is most important that all students are collected from school prior to 3:30pm as supervision is not provided after this time.

## STOP/DROP/GO

Our Lady of Lourdes now provides a Stop/Drop/Go drop off zone each school day. Before school this operates from 8:00am - 8:25am and after school operates from 3:00pm 3:25pm, both are fully supervised by staff. The Stop/Drop/Go Zone for children in Prep - Year 3, is in the Church carpark (unless they have a sibling in Years 4, 5 or 6). Students in Years 4, 5 and 6 and younger sibling(s) their Stop/Drop/Go zone is on Ascot Street. The main drop off zone each morning is the Ascot Street zone. If this area is congested, please proceed to the Church car park zone or drive around the block.

Please contact the School Reception or talk to your child's teacher if you would like further information about Stop/Drop/Go.

**Please note, it is imperative that parents and guardians do not park in these zones as it prohibits the safe and effective movement of student drop-off.**





## SCHOOL BREAKS

- Upon release from class, children go to the toilet if necessary and then proceed to their designated lunch area
- Children eat their lunches in the lunch area which is supervised by a teacher
- All children must be in the designated play area after they have finished eating
- Teachers will supervise children crossing Goodwood Street to use the sports oval
- We walk on all hard surfaces - pavers, bitumen, concrete - for ours and others safety
- We are a Sun Smart School and follow the Sun Smart Guidelines of ***No Hat = No Play!***

## GENERAL RULES

- Mobile phones and other digital devices are not encouraged but, if required by a student, they must be handed into the school administration upon the student's arrival at school and collected from the office prior to leaving the school grounds.
- Skates, rollerblades or skateboards are for out of school time and must remain at home
- When moving from area to area, children must be considerate of others and walk quietly
- Children crossing the road at Holberton Street and Goodwood Street must do so via the Supervised crossing

## PETS

Due to Occupational Health and safety Guidelines, animals in school grounds and classrooms are strictly prohibited. We encourage students to take photos of their pet to share with others.



## **SCHOOL PHOTOS**

Class and individual photos are taken each year and details are made available via the newsletter. All photographs are purchased using a prepaid method. Individual photos will also be printed on each student's report card.

## **LIBRARY**

Our Lady of Lourdes boasts a very modern and well resourced library and resource centre. We encourage all students to utilise this resource as much as possible. Apart from the normal school library sessions, access to the library is available to students and parents most mornings from 8:00am, lunchtimes and afterschool until 3:30pm. The library offers children the opportunity to borrow books and multimedia resources. Our library is staffed by a fully qualified and experienced Teacher Librarian and is assisted by our very dedicated Library Aide.

All children must have a suitable bag (refer Flexischools list and preferably water resistant) to protect library books when borrowing. School library bags are available for purchase from the P&F clothing pool via Flexischools. Care and concern of borrowed items is vital if we are to continue to be in a position to offer the level of resources and lending capacity. Lost or items damaged beyond repair will be at the expense of the children's parents.

For student protection purposes and for the safety of all, children are only to be in the library with a supervising adult.

## **PRINCIPAL**

The previously discussed school rules, expectations and information cover most eventualities. Should an issue arise that is not covered by the above, the final decision regarding action to be taken will rest with the Principal.



OUR LADY  
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# SCHOOL ACTIVITIES







## **ASSEMBLY**

A whole school assembly is conducted in the hall every Thursday afternoon at 2:00pm. At times however, due to other commitments, there may be instances where we are unable to conduct the assembly; for example, assemblies are not conducted in weeks where a whole school mass is held.

Our senior students co-ordinate and run the assembly. The national anthem is sung and a welcome to country is conducted at each assembly. 'Students of the Week' are chosen by their class teachers and receive an award which is presented by the Principal or invited guest. In addition to the Student of the Week awards, teachers may give out additional awards to students who have displayed exceptional behaviour or skills.

Special guests may also be invited to the assembly and classes are able to share work that they have been studying. In addition to the achievement awards, classes are invited to showcase talents such as poetry, songs, plays etc. Classes also take turns throughout the year in performing a reflection at the beginning of the assembly.

All parents and friends of the school are most welcome to join with the staff and students each week to celebrate our achievements and continue to build a strong and positive school spirit

## **PARENTS AND FRIENDS ASSOCIATION (P&F)**

This is an important organisation which allows you, as parents, the opportunity to become more involved with the school and its activities. Through discussion, decision making and various projects you have a voice in, or can play an active role in, shaping the direction and the effectiveness of the school.

We are proud to have a very active and vibrant P&F Association and welcome all parents to attend. It is not only a great way to make connections with other parents and families in the school community, but to also support student learning and strengthen Parish connections. Please consider becoming involved.

Funds raised by the P&F Association are of enormous benefit to both the staff and students of the school. Classroom resources, sporting equipment and playground facilities are but a few of the areas that require P&F support.

The P&F Association meets on the third Tuesday of each month at 6:30pm (excluding school holidays).

## **SCHOOL BOARD**

The School Board is an advisory and support group that assists the Principal in the management of the school. Major responsibilities include maintaining the Catholic culture of the school through collaboration and joint action with the school's leadership team and staff, policy development, viewing and providing feedback on financial reports and strategic planning.

The School Board meets on the first Tuesday of each month at 6.30pm (excluding school holidays).



## SPORT

Involvement in sport is an important facet of the curriculum at Our Lady of Lourdes. All students participate in inter-house and interschool sporting competitions.

Over the years, Our Lady of Lourdes has earned a proud reputation for its sporting achievements, with our dedicated teachers taking the time to train various sports teams including athletics, netball, rugby league, touch football and cricket.

School swimming lessons are conducted each semester. These lessons are conducted at the Glennie Indoor Pool by fully qualified instructors.

The school has four sporting houses

- Beetson (Red)
- Goolagong (Green)
- Fraser (Blue)
- Bradman (Gold)



### Beetson

**Full Name:** Arthur Henry Beetson

**Date of Birth:** 22 January 1945

**Place of Birth:** Roma, Qld

**Sport:** Rugby League

#### Sporting Successes

"Artie" represented Australia and Queensland in Rugby League and played for Parramatta, Balmain and Redcliffe during his playing career.

He is often referred to as the best forward who ever played the game.



### Goolagong

**Full Name:** Evonne Fay Goolagong Cawley

**Date of Birth:** 31 July 1951

**Place of Birth:** Griffith, NSW

**Sport:** Tennis

#### Sporting Successes

Evonne is a former World No. 1 tennis player. She was one of the world's leading players in the 1970s and early 1980s when she won 14 titles - seven in singles (four, two and one), six in women's doubles and one in mixed doubles. She won 92 professional tournaments and became the first Aboriginal athlete to win a tennis grand slam. She was also the first mother to win a grand slam when she won Wimbledon for the second time in 1980.

In 1972 she was awarded an MBE (Member of the British Empire title) and she was also Australian of the Year.



### Bradman

**Full Name:** Sir Donald George Bradman

**Date of Birth:** 27 August 1908

**Place of Birth:** Cootamundra, NSW

**Sport:** Cricket

#### Sporting Successes

Sir Don, dubbed "the boy from Bowral" represented the Australian Cricket team for 20 years, playing 52 tests from 1928/29—1948.

Knighted for his services to cricket in 1949, he remains the only Australian cricketer to receive a knighthood for services to the game and is still regarded the best cricketer to ever play.



### Fraser

**Full Name:** Dawn Fraser

**Date of Birth:** 4 September 1932

**Place of Birth:** Sydney, NSW

**Sport:** Swimming

#### Sporting Successes

Dawn Fraser's sporting accomplishments are unlikely to be repeated - in swimming or any other sport. During her career she broke and held 41 world records and was undefeated over 100 metres freestyle. She won eight Olympic medals and six Commonwealth medals. In 1964 she was named Australian of the Year. In November 1999, Dawn was awarded "World Athlete of the Century" at the World Sports Awards in Vienna. In the same year she was also awarded "Athlete of the Century" by the Australian Sports Hall of Fame. She was voted the person who best symbolizes Australia and in 1998 was included as one of Australia's National Living Treasures.





## Diocese of Toowoomba Catholic Schools Privacy Statement

Diocese of Toowoomba Catholic Schools (TCS) is inclusive of 31 Catholic schools and colleges and the Catholic Schools Office. This Privacy Statement applies to these schools and the Catholic Schools Office (TCSO) and sets out how each school and the TCSO manages personal information provided to or collected by it.

TCS is bound by the Australian Privacy Principles contained in the Commonwealth Privacy Act (1988).

TCS may from time to time, review and update this Privacy Statement to take account of new laws and technology, changes to school and TCS operations and practices and to ensure it remains appropriate to the changing school and TCS environment.

### What kinds of personal information does a school collect and how does a school or TCSO collect it?

The type of information schools and the TCSO collect and hold includes (but is not limited to) personal information, including health and other sensitive information, about:

- students and parents and/or carers (parents) before, during and after the course of a student's enrolment at the schools
- job applicants, staff members, volunteers and contractors
- other people who come into contact with the school and TCSO

**Personal information you provide:** A school will generally collect personal information held about an individual by way of forms filled out by parents or students, face-to-face meetings and interviews, emails and telephone calls. On occasions people other than parents and students provide personal information. The TCSO will have access to the information provided to schools along with personal information that is collected from those who provide it to the TCSO directly.

**Personal information provided by other people:** In some circumstances a school or the TCSO may be provided with personal information about an individual from a third party, for example a report provided by a medical professional or a reference from another school.

**Exception in relation to employee records:** Under the Privacy Act, the Australian Privacy Principles do not apply to an employee record. As a result, this Privacy Statement does not apply to TCS's treatment of an employee record where the treatment is directly related to a current or former employment relationship between the school and employee.

### How will a school or the TCSO use the personal information you provide?

A school or TCSO will use personal information it collects from you for the primary purpose of collection, and for such other secondary purposes that are related to the primary purpose of collection and reasonably expected, or to which you have consented.

**Students and parents:** In relation to personal information of students and parents, a school's primary purpose of collection is to enable the school to provide a quality Catholic education to the student. This includes satisfying the needs of parents, the needs of the student and the needs of TCSO and school throughout the whole period the student is enrolled at the school.

The purposes for which TCSO and its schools use personal information of students and parents include:

- to keep parents informed about matters related to their child's schooling through correspondence, newsletters and magazines



- day to day administration
- looking after students' educational, social, spiritual and medical wellbeing
- seeking donations and marketing for the school
- to satisfy TCSO's and the school's legal obligations and allow schools and TCSO to discharge its duty of care.

In some cases, where a school requests personal information about a student or parent, if the information requested is not obtained, the school may not be able to enrol or continue the enrolment of the student or permit the student to take part in a particular activity.

**Job applicants, staff members and contractors:** In relation to the personal information of job applicants, staff members and contractors, TCSO's and a school's primary purpose of collection is to assess and (if successful) engage the applicant, staff member or contractor, as the case may be.

The purposes for which TCSO and a school uses personal information of job applicants, staff members and contractors include:

- in administering the individual's employment or contract, as the case may be
- for insurance purposes
- seeking funds and marketing for individual schools and TCS
- to satisfy TCSO's and school's legal obligations, for example in relation to child protection legislation.

**Volunteers:** TCSO and schools also obtain personal information about volunteers who assist the TCSO and/or school in its functions or conduct associated activities, such as alumni associations, to enable the school and the volunteers to work together.

**Marketing and fundraising:** TCSO and schools treat marketing and seeking donations for the future growth and development of a school as an important part of ensuring that a school continues to be a quality learning environment in which students and staff thrive. Personal information held by a school may be disclosed to an organisation that assists in the school's fundraising, for example the School's foundation or alumni organisation, Church and parish authorities or the Catholic Diocese of Toowoomba.

**Exception in relation to related schools:** The Privacy Act allows each school, being legally related to each of the other schools administered by TCS to share personal (but not sensitive) information with other TCS administered schools. Other schools administered by TCS may then only use this personal information for the purpose for which it was originally collected by the TCS school. This allows schools to transfer information between them, for example when a student transfers from one TCS school to another.

### Who might a school or TCSO disclose personal information to?

A school or TCSO may disclose personal information, including sensitive information, held about an individual to:

- another school
- government departments (including for policy and funding purposes)
- the School's parish, the Queensland Catholic Education Commission and other related church agencies/entities
- medical practitioners including disclosing student and parent information to school health program providers for the purposes of providing school health programs (immunisation and dental)
- people providing educational, support and health services to the School, including specialist visiting teachers, [sports] coaches, volunteers and counsellors
- providers of learning and assessment tools





- assessment and educational authorities, including the Australian Curriculum, Assessment and Reporting Authority (ACARA) and NAPLAN test administration authorities (who may disclose it to the entity that manages the online platform for NAPLAN)
- people providing administrative and financial services to the school
- recipients of school publications, such as newsletters and magazines
- students' parents or carers
- anyone you authorise the school to disclose information to
- anyone to whom we are required or authorised to disclose the information to by law, including child protection laws.

**Sending information overseas:** A school or TCSO may disclose personal information about an individual to overseas recipients, for instance, when storing personal information with "cloud" service providers which are situated outside Australia or to facilitate a school exchange. However, a school or TCSO will not send personal information about an individual outside Australia without:

- obtaining the consent of the individual (in some cases, the consent will be implied); or
- otherwise complying with the Australian Privacy Principles or other applicable privacy legislation.

The school and TCSO may use online or 'cloud' service providers to store personal information and to provide services to the school or TCSO that involve the use of personal information, such as services relating to email, instant messaging and education and assessment applications. Some limited personal information may also be provided to these service providers to enable them to authenticate users that access their services. This personal information may be stored in the 'cloud' which means that it may reside on a cloud service provider's servers which may be situated outside Australia.

An example of such a cloud service provider is Microsoft 365. Microsoft 365 provides apps for education including email, and stores and processes limited personal information for this purpose. School and TCSO staffs and its service providers may have the ability to access, monitor, use or disclose emails, communications (eg instant messaging), documents and associated administrative data for the purposes of administering Microsoft 365 and ensuring its proper use.

### How does a school and TCSO treat sensitive information?

In referring to 'sensitive information' a school and TCSO means: information relating to a person's racial or ethnic origin, political opinions, religion, trade union or other professional or trade association membership, philosophical beliefs, sexual orientation or practices, or criminal record, health information and biometric information about an individual.

Sensitive information will be used and disclosed only for the purpose for which it was provided or a directly related secondary purpose, unless you agree otherwise, or the use or disclosure of sensitive information is allowed by law.

### Management and security of personal information

TCSO and school staffs are required to respect the confidentiality of students' and parents' personal information and the privacy of individuals.

Each school and the TCSO has in place steps to protect the personal information the school and TCSO holds from misuse, interference and loss, unauthorised access, modification or disclosure by use of various methods including locked storage of paper records and password access rights to computerised records.



#### Access and correction of personal information

Under the Privacy Act, an individual has the right to obtain access to any personal information which TCSO or a school holds about them and to advise TCSO or the school of any perceived inaccuracy. There are some exceptions to this right set out in the Act.

Students will generally be able to access and update their personal information through their parents, but older students may seek access and correction themselves.

To make a request to access or update any personal information that TCSO or a school holds about you or your child, please contact:

- For schools - the school's Principal in writing
- For TCSO - the Executive Director: Catholic Schools in writing

The school or TCSO may require you to verify your identity and specify what information you require. The school or TCSO may charge a fee to cover the cost of verifying your application and locating, retrieving, reviewing and copying any material requested. If the information sought is extensive, the school or TCSO will advise the likely cost in advance. If the school or TCSO cannot provide you with access to that information, the school or TCSO will provide you with a written notice explaining the reasons for refusal.

#### Consent and rights of access to the personal information of students

TCS respects every parent's right to make decisions concerning their child's education.

Generally, a school or TCSO will refer any requests for consent and notices in relation to the personal information of a student to the student's parents. A school or TCSO will treat consent given by parents as consent given on behalf of the student, and notice to parents will act as notice given to the student.

As mentioned above, parents may seek access to personal information held by a school or TCSO about them or their child by contacting the school's principal or Executive Director: Catholic Schools. However, there will be occasions when access is denied. Such occasions would include where the release of the information would have an unreasonable impact on the privacy of others, or where the release may result in a breach of the school's duty of care to the student. A school or TCSO may, at its discretion, on the request of a student grant that student access to information held by the school about them, or allow a student to give or withhold consent to the use of their personal information, independently of their parents. This would normally be done only when the maturity of the student and/or the student's personal circumstances so warranted.

#### Enquiries and complaints

If you would like further information about the way TCSO or a school manages the personal information it holds, or wish to make a complaint that TCSO or a school has breached the Australian Privacy Principles, please contact the school's principal or Executive Director: Catholic Schools. TCSO or the school will investigate any complaint and will notify you of a decision in relation to your complaint as soon as is practicable after it has been made.

Catholic Schools Office  
73 Margaret Street  
PO Box 813  
Toowoomba Qld 4350





# Time Out



Some medical conditions require exclusion from school or child care to prevent the spread of infectious diseases among staff and children. This poster provides information on the recommended minimum exclusion periods for infectious conditions and will assist medical practitioners, schools, pre-schools and child care centres to meet the requirements of the Public Health Act 2005.

Condition	Exclusion of Case (person with infection)	Exclusion of Contacts <sup>1</sup> (person exposed to the case with the infection)
<b>Chickenpox (varicella)</b>	Exclude until all blisters have dried. This is usually at least 5 days after the rash first appeared in unimmunised people and less in immunised people.	Anyone with an immune deficiency (eg. leukaemia) or receiving chemotherapy or immunosuppressive therapy may require preventive immunoglobulin and/or exclusion for their own protection. Contact local Population Health Unit for advice. Otherwise not excluded.
<b>Cold sores (herpes simplex)</b>	Young children unable to comply with good hygiene practices should be excluded while sores are weeping (sores should be covered with a dressing where possible).	Not excluded.
<b>Conjunctivitis</b>	Exclude until discharge from eyes has ceased unless non-infectious conjunctivitis.	Not excluded.
<b>Cytomegalovirus (CMV)</b>	Exclusion not necessary.	Not excluded.
<b>Diarrhoea <sup>2</sup> and/or Vomiting</b> (including amoebiasis, campylobacter, cryptosporidium, giardia, rotavirus, salmonella, shigella and viral gastroenteritis, but not norovirus – see separate section)	Exclude until there has not been a loose bowel motion for 24 hours.  Exclude staff whose work involves food handling until they have not had any diarrhoea or vomiting for 48 hours.  If there are more than 2 cases with loose bowel motions in the same centre or a single case in a food handler notify your nearest Population Health Unit.	Not excluded.
<b>Diphtheria <sup>3</sup></b>	Exclude according to Population Health Unit requirements.	Excluded. All contacts (regardless of their vaccination status) should have nose and throat swabs taken, receive prompt antimicrobial prophylaxis and be examined daily for 7 days for evidence of disease.
<b>Enterovirus 71 (EV71) Neurological Disease</b>	Written medical clearance is required confirming the virus is no longer present in the child's bowel motions.	Not excluded.
<b>Glandular fever (Epstein-Barr virus (EBV), mononucleosis)</b>	Exclusion not necessary.	Not excluded.
<b>Haemophilus influenza type b (Hib)</b>	Exclude until child has received appropriate antibiotic treatment <sup>4</sup> for at least 2 days. Written medical clearance from doctor or Population Health Unit is required to return to child care/school, confirming child is not infectious. <sup>4</sup>	Not excluded.
<b>Hand, foot and mouth disease</b>	Exclude until all blisters have dried.	Not excluded.
<b>Head lice</b>	Exclusion is not necessary if effective treatment is commenced prior to the next attendance day (ie. the child does not need to be sent home immediately if head lice are detected).	Not excluded.
<b>Hepatitis A <sup>5</sup></b>	Exclude until at least 7 days after the onset of jaundice or illness. Written medical clearance from doctor or Population Health Unit is required to return to child care/school, confirming child is not infectious. <sup>4</sup>	Not excluded.
<b>Hepatitis B</b>	Exclusion not necessary.	Not excluded.
<b>Hepatitis C</b>	Exclusion not necessary.	Not excluded.
<b>Human immunodeficiency virus (HIV/AIDS)</b>	Exclusion not necessary.	Not excluded.
<b>Influenza and influenza- like illness</b>	Exclude until well.	Not excluded.

## Footnotes

- The definition of 'contact' will vary between diseases and is sometimes complex. If concerned, contact your local Population Health Unit.
- Diarrhoea: the definition is 2 or more consecutive bowel motions that are looser and more frequent than normal or escapes a child's nappy.
- Doctors should notify the local Population Health Unit as soon as possible if children or staff are diagnosed with these conditions.
- Appropriate antibiotic treatment: the definition will vary between diseases. If concerned, contact your local Population Health Unit.
- Observing the exclusion period meets the intent of the Public Health Act 2005 for a person to be not infectious.
- For meningococcal infection, appropriate treatment is the use of rifampin, ciprofloxacin or ceftriaxone and this will meet the intent of the Public Health Act for a person to be not infectious.

For additional information please refer to the NHMRC publication "Staying Healthy in Child Care" at [www.nhmrc.gov.au/publications/index](http://www.nhmrc.gov.au/publications/index) or the Queensland Health website at [www.health.qld.gov.au](http://www.health.qld.gov.au) for factsheets about various communicable diseases.

See [www.health.qld.gov.au](http://www.health.qld.gov.au) for an electronic copy of this poster.

For further advice and information on any of these conditions contact your nearest Population Health Unit.

## Population Health Units

Brisbane Northside	3624 1111
Brisbane Southside	3000 9148
Cairns	4050 3600
Darling Downs	4631 9888
Gold Coast	5509 7222
Hervey Bay	4120 6000
Mackay	4968 6611
Moreton Bay	3142 1800
Mount Isa	4744 4846
Rockhampton	4920 6989
Sunshine Coast	5409 6600
Townsville	4753 9000





## Time Out



Condition	Exclusion of Case (person with infection)	Exclusion of Contacts <sup>1</sup> (person exposed to the case with the infection)
<b>Measles<sup>2</sup></b>	Exclude until at least 4 days since the onset of rash. Written medical clearance from doctor or Population Health Unit is required to return to child care/school, confirming child is not infectious. <sup>3</sup>	Immunised and immune contacts not excluded. Un-immunised contacts of a case are to be excluded until 14 days after the first day of appearance of rash in the last case, unless they are immunised within 72 hours, or receive an immunoglobulin injection within 7 days, of first contact during the infectious period with the first case.  All immunocompromised children and staff should be excluded until 14 days after the first day of appearance of rash in the last case.
<b>Meningitis (bacterial)</b>	Exclude until well and has received appropriate antibiotics. <sup>4</sup>	Not excluded.
<b>Meningitis (viral)</b>	Exclude until well.	Not excluded.
<b>Meningococcal infection<sup>5</sup></b>	Exclude until child is well and has received appropriate antibiotics. <sup>6</sup> Written medical clearance from doctor or Population Health Unit is required to return to child care/school, confirming child is not infectious. <sup>6</sup>	Not excluded.
<b>Molluscum contagiosum</b>	Exclusion not necessary.	Not excluded.
<b>Mumps</b>	Exclude for 9 days after onset of swelling.	Not excluded.
<b>Norovirus</b>	Exclude until they have not had any diarrhoea or vomiting for 48 hours.	Not excluded.
<b>Parvovirus (erythema infectiosum, fifth disease, slapped cheek syndrome)</b>	Exclusion not necessary.	Not excluded (pregnant women should consult their medical practitioner)
<b>Pertussis<sup>2</sup> (whooping cough)</b>	Exclude until child has received 5 days of appropriate antibiotics <sup>4</sup> or for 21 days from the onset of coughing. Written medical clearance from doctor or Population Health Unit is required to return to child care/school, confirming child is not infectious. <sup>4</sup>	Contacts that live in the same house and contacts in the same child care room as the case, and have received less than 3 doses of pertussis vaccine, are to be excluded from child care/school until they have had 5 days of appropriate antibiotics. If antibiotics have not been taken, these contacts must be excluded for 14 days after their last exposure to an infectious case.
<b>Poliomyelitis<sup>2</sup></b>	Exclude for at least 14 days from onset of symptoms and case has recovered. Written medical clearance from doctor or Population Health Unit is required to return to child care/school, confirming child is not infectious. <sup>4</sup>	Not excluded unless considered necessary by Population Health Unit.
<b>Ringworm/tinea/scabies</b>	Exclude until the day after appropriate treatment has commenced.	Not excluded.
<b>Roseola (sometimes referred to as 'baby measles')</b>	Exclusion not necessary.	Not excluded
<b>Rubella (German measles)<sup>2</sup></b>	Exclude until fully recovered or for at least 4 days after the onset of rash.	Not excluded (female staff of childbearing age should check their immunity to rubella with their doctor).
<b>School sores (impetigo)</b>	Exclude until appropriate antibiotic treatment <sup>4</sup> has commenced. Sores on exposed areas must be covered with a watertight dressing.	Not excluded.
<b>Streptococcal sore throat (including scarlet fever)</b>	Exclude until well and has received antibiotic treatment <sup>4</sup> for at least 24 hours.	Not excluded.
<b>Thrush (candidiasis)</b>	Exclusion not necessary.	Not excluded.
<b>Tuberculosis (TB)<sup>2</sup></b>	Written medical clearance is required from Queensland Tuberculosis Control Centre to return to child care/school, confirming child is not infectious.	Not excluded.
<b>Typhoid<sup>2</sup>, paratyphoid</b>	Exclude from child care/school/foodhandling and health care workplaces until there is written medical clearance from doctor or Population Health Unit confirming child is not infectious and has met Population Health Unit requirements.	Not excluded unless considered necessary by Population Health Unit.
<b>Whooping cough</b>	See pertussis	See pertussis
<b>Worms</b>	Exclude if loose bowel motions present.	Not excluded.

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# OUR LADY OF LOURDES