



SHAILER PARK
STATE HIGH SCHOOL



*Lifting Aspirations through big plans and
bold ambitions for a bright future.*



Parent Handbook 2019

Principal's Welcome

Shailer Park State High School is a progressive campus whose big plans and bold ambitions have seen it become one of the most successful independent public high schools in the Logan area. With excellent teaching practices, high expectations and a supportive and nurturing educational community, students are continuously guided through their personal pathway to success. A tradition of excellence has been created and maintained by our teachers and students and can be demonstrated in our outstanding results and exceptional community reputation.



The forging of meaningful educational pathways and the realisation of limitless opportunities has played a part in or has been key to our students' success. Teaching practices which are learner centred, along with an environment characterised as caring yet challenging, has translated into Shailer Park State High School offering a deeply personal approach to the development of young people. Through the setting of relentlessly high expectations, our students develop a sense of belonging, pride and self-belief, with our graduates going on to become innovative, industrious and positive members of the greater community.

Including award winning teachers in our classrooms, our dedicated staff are committed to fostering the talents of each child, using scientific research to implement effective teaching practices. Our students are constantly being challenged to achieve their best, which, coupled with a clear vision of ensuring every graduate continues on into further education, training or employment, has created an aspirational culture throughout the school. In addition, various Academy programs including NEXUS, Dance, Volleyball, Football/Futsal and Instrumental Music further challenge and extend those students with exceptional abilities, while a wide range of sporting and cultural extra-curricular activities fosters a love of learning for all.

The high expectations in place throughout our campus are readily achievable with the support and encouragement of our parents and community members, who are collaborative with staff in their approach to the education of students. Through transparent and open communication, Shailer Park State High School staff, students, parents and community members have continued to develop a sense of belonging and self-belief, whilst encouraging the relentless pursuit of student aspirations.

Welcome to our community, where big plans are made together and bold ambitions are goals to be realised.



Dorothea Jensen
Principal

School Contact Details

Phone Number:	3451 2777
Absence Line:	3451 2766
Fax Number:	3451 2700
Website:	www.shaiparkshs.eq.edu.au
Email:	office@shaiparkshs.eq.edu.au
Enrolment Email:	enrolment@shaiparkshs.eq.edu.au
Facebook:	www.facebook.com/shaiparkshs
Address:	Leaf Street Shailer Park QLD 4128
Postage Address:	PO Box 3277 Logan Hyperdome, Loganholme QLD 4129
School Map:	Appendix 1
Office hours:	8.00am to 3.30pm

The School Day

Our school day begins at 8.50am. A warning bell rings at 8.45am to signal to students that they need to move to class. The day ends at 3.00pm.

2019 School Calendar Dates

Please see the last page of this document for a copy of Education Queensland's 2019 Calendar.

Academy Programs – Launches for 2019

Each Academy (STING, NEXUS and IGNITE) will host their 2019 Launch in Term 1. All students engaged in these programs are welcome to attend together with their families.

Parent Information Nights

Each year, information nights allow the school as well as external providers and experts to share with parents/guardians important information, research and recent developments relevant to their child's education and wellbeing. Please keep abreast of all school communication regarding parent nights. We encourage all families to attend these sessions.

Partnership Approach

We welcome and value the opportunity to partner and collaborate with you and your family as we support students across their learning journey. Should you have any concerns about your child, the first point of contact is your child's Head of House. Until the commencement of the 2019 school year, if you have questions regarding your child in Year 7 next year, please contact:

<i>Position</i>	<i>Name</i>	<i>Email</i>
Deputy Principal (Junior School)	Mrs Dianne Goggi	dgogg2@eq.edu.au
Dance	Ms Shae Westerveld	swest182@eq.edu.au
Volleyball	Ms Angela King	aking16@eq.edu.au
Futsal	Mr Nathan Croucher	nccro0@eq.edu.au
Nexus	Ms Emily Dunleavy	eddun0@eq.edu.au
Special Education Services	Ms Megan Switzer	mayle3@eq.edu.au

A full list of staff contact details is available on the school's website – www.shaiparkshs.eq.edu.au . These details are updated at the commencement of each school term.

Partnering with Shailer Park State High School - Communication with Parents/Guardians

Shailer Park State High School values partnering with our community to 'Lift Aspiration through Big Plans and Bold Ambitions for a Bright Future'. Working with parents and families of students is essential in strengthening educational outcomes. We respect that parents and families have different needs and therefore engagement with families is based on individual circumstances.

The relationship with each family will be unique in many ways, and all partnerships will share some features:

- Mutual trust and empathy;
- Open, respectful communication and shared decision making;
- Openness to others' views, values and perspectives;
- Clarity about roles and responsibilities;
- Appreciation of each other's knowledge and experience;
- Willingness to negotiate and compromise;
- Commitment to resolve tensions and conflicts;
- Shared aims or goals—what is best for the child.

At times, families may require more information, want to engage with teachers to better understand our processes or have a concern relating to our school. Our school needs to know so that we can genuinely partner with you and work through the circumstance. Through this partnership approach, we will have the opportunity to gain a better understanding of each other and do what is best for students. Your contribution is valued.

The Major Phases of the Partnership Approach

There are generally several major phases in the partnership approach. In many instances, these can all be worked through in a single interaction.

PHASE 1 – INITIAL CONTACT WITH US

Please express your inquiry, request information or concerns objectively, calmly and respectfully. Staff members (teacher/administrator) will listen to your concern and make every attempt to understand it. The staff member will seek to clarify the outcome you are looking for. Staff will explain any related school policy or procedure or connect you with someone who can explain it to you.

Staff will work out an action plan with you. For example, what they will do, what you should do, what your child should do and expected timelines and communication channels. The initial staff member may deal directly with the matter or refer it to the appropriate person.

If your enquiry **relates to the classroom**, your first point of call should always be the **classroom teacher**. You can contact them via email (address available on the website) or by calling the school (07) 3451 2777.

If your enquiry relates to the **playground** or is in relation to a **pattern perhaps across several classes** or it is an inquiry relating to **behaviour, attendance, uniform or your child's well-being**, your first point of call should always be the **Head of Year** or **Case Manager**. You can contact them via email (address available on the website) or by phone (07) 3451 2777.

If the staff member is unavailable, they will contact you within a reasonable and appropriate time frame (2 business days).

PHASE 2 – DECIDING ON HOW TO RESPOND TO THE MATTER

Sometimes matters will need further investigation. Investigations take time and an outcome may not be immediate. In this phase, a decision will be made about how to respond to the matter. Most matters are handled at the school level. We encourage parents, in the first instance, to work directly with the people closest to the issue to resolve the matter.

PHASE 3 – INVESTIGATING THE MATTER

In this phase, the person responding to the matter will try to find out all the relevant information. You can best help by providing all the relevant information you can. Staff may need to talk to other people to get a complete picture. As staff do this, they will explore options to resolve the matter. Information will be treated sensitively. You need to be aware that if the matter is a complaint, the person who is involved in your complaint usually has the right to be made aware of the complaint and will have the right to respond.

PHASE 4 - RESOLUTION

The person who is responding to the matter will use the facts that have been gathered to make a decision that is in alignment with our school policies and procedures. They will work through a partnership approach to achieve the desired outcome. In exceptional circumstances, where the outcome you have sought is not achieved, or you are not satisfied with the response to the matter, please contact the appropriate **Case Manager, Head of Department** or **Deputy Principal** (details for personnel can be found on our website).

This policy is also available via our website.

Keeping in Contact

School communication to parents/guardians is generally sent via email or SMS. There will be times when letters are sent via post or registered post.

The school also has a Facebook page www.facebook.com/shaiparkshs, which is updated regularly and provides the latest news from around the school.

Please subscribe to our school's monthly newsletter via Quicklink on our school website. – www.shaiparkshs.eq.edu.au

The Parents and Citizens Association

Meetings are held on the **third Tuesday of each month, at 6pm** in the Administration Building common room. It welcomes all new members. Our executive team can be contacted via email pandc@shaiparkshs.eq.edu.au.

Updating Student Records

It is important that the school can contact parents/guardians at all times, and especially in the case of emergency. Parents/Guardians should advise the school of any change of student or parent personal details including email, mailing address, telephone etc., who can be contacted by email: office@shaiparkshs.eq.edu.au. Please include your child's name and year level.

Student Absences

To inform the school of your child's absence, please make contact by 9.00am on the day of absence by calling our Student Absence Line: **07 3451 2766**.

Please provide:

- Your name
- Student's name
- Roll Class
- Date of absence
- Date of expected return
- Reason for absence

Extended Leave

Any leave for more than ten (10) consecutive school days (including across end-of-term or year breaks), must be approved by the Principal. Please contact the office for more information.

Student Late Arrivals and Leave Passes

We value the safety and engagement of students so it is important that our processes allow us to accurately track students entering or exiting the school at different times during the day. Students who arrive late to school are required to attend the Student Counter to report their arrival. They will be provided with a printed Late Pass to be handed to their teacher. A parent or guardian must notify the Student Counter staff or Absence Line of the reason for their child's late arrival to avoid a penalty against attendance.

Similarly, students who need to leave the school during the school day are required to obtain a leave pass from the Student Counter before they leave the school grounds. A note or phone call (**07 3451 2777**) must be presented/received from their parent/guardian which includes a reason, time of departure and time of return (if applicable).

If returning to school, students must report to Student Counter to record their presence before returning to class. **Leave Passes can be obtained either before school or during breaks (not during class time).**

Personal Payments by Students and/or Parents/Guardians

Payments can be made at the Finance Window between 8.00am – 3.30pm (Students: **NOT** during Class Time). Alternatively, you may be directed to make payments online. Please check all letters and invoices for information regarding payment options and timelines.

Learning Policy

Our Learning Policy outlines the frameworks and processes relevant to teaching and learning programs at our school including key theories underpinning our pedagogical framework, our assessment policy and guidelines for reporting. Please visit our website to access our Learning Policy.

The 4Rs

Our community works together to ensure each student has a big plan and bold ambition for a bright future. At Shailer Park State High School, we are relentless in our focus on developing students who are Resilient, Resourceful, Relational and Reflective.

These four dispositions or attributes, what we have termed “The 4Rs”, will serve our young people well not only at school but also as they pave their way forward beyond their lives at school. Our students will hear all about The 4Rs, the importance of developing these learning behaviours and the ways these dispositions can support them in striving for progress across time. Below is a quick snapshot of The 4Rs so that you can engage in discussions at home:

<p>A RESILIENT Learner is ready, willing and able to lock on to learning.</p> <p><i>‘Our ability to recover from setbacks, to embrace change and to soften, rather than fight, in the face of challenges’</i></p>	<p>A RELATIONAL Learner is ready, willing and able to learn alone and with others.</p> <p><i>‘Our ability to work with others including communication’</i></p>
<p>Learning Behaviours</p> <ul style="list-style-type: none">✓ Absorption: flow; the pleasure of being rapt in learning✓ Managing Distractions: recognising and reducing interruptions✓ Noticing: really sensing what’s out there✓ Perseverance: “stickability”; tolerating the feelings of learning	<p>Learning Behaviours</p> <ul style="list-style-type: none">✓ Interdependence: balancing self-reliance and sociability✓ Collaboration: the skills of learning with others✓ Empathy and Listening: getting inside others’ minds✓ Imitation: picking up others’ habits and values
<p>A REFLECTIVE Learner Is ready, willing and able to become more strategic about learning.</p> <p><i>‘Our ability to think about what we did, what happened and what we would do differently next time.’</i></p>	<p>A RESOURCEFUL Learner is ready, willing and able to learn in different ways.</p> <p><i>‘Our ability to find agile and effective ways to overcome challenges.’</i></p>
<p>Learning Behaviours</p> <ul style="list-style-type: none">✓ Planning: working learning out in advance✓ Revising: monitoring and adapting along the way✓ Distilling: drawing out the lessons from experience✓ Meta-learning: understanding learning, and yourself as a learner	<p>Learning Behaviours</p> <ul style="list-style-type: none">✓ Questioning: getting below the surface; being curious✓ Making Links: seeking coherence, relevance and meaning✓ Imagining: using the mind’s eye as a learning theatre✓ Reasoning: thinking rigorously and methodically

Planning for Success – Using a Resilience Calendar

Taking ownership of their learning by being organised and resourceful is helpful to students in planning for success. It is also known that by planning learning, students will also develop their resilience: persisting when faced with challenges; working through stressful situations by implementing their plan; being reflective and having time to review, refine and rework; and having the opportunity (time and space) to learn from mistakes. The tools which are helpful in developing this resilience include a student's personalised Assessment Planner from OneSchool (issued each term), a Resilience Calendar, a diary or other tool for recording information, and effective organising/storing of school resources e.g. worksheets, notebooks, planners. In their Resilience Calendars, students should record as a minimum all due dates for assignments and tests, monitoring/draft dates and CAST activities.

Homework should be recorded in a systemised manner, and if homework is not issued for a class, students should consider seeking feedback, extra revision, pre-reading and consolidation, such as making visual summaries, reading ahead and practising problem-solving skills, as meaningful work at home. These strategies all support students in their long- and short-term goal setting and planning for success.

Homework Policy

Homework that is varied, challenging and directly related to class work and appropriate to the students' learning needs is worthwhile and an essential tool for learning. From our Learning Policy:

Homework provides effective means for students to:

- consolidate understandings by revisiting concepts
- attempt problem-solving applications
- complete tasks
- practise activities independently.

Teachers assign and check homework regularly and will:

- provide timely and useful feedback
- discuss with parents and caregivers any developing problems concerning their child's homework
- use homework as a diagnostic tool and as an indicator of application to and understanding of coursework
- suggest strategies to assist students with their homework and progress in coursework.

Guidelines for Queensland State Schools about levels of student homework emphasise:

- a need for balance between family life and consolidating classroom learning
- provision of a very solid basis for schools to develop their own individual homework policy in conjunction with the school community, particularly the P & C.

There is an emphasis on helping students establish a positive routine of regular, independent study.

Junior Phase (Students in Years 7, 8 & 9)

In the Junior Phase, some homework can be completed daily and/or over a weekly or fortnightly period and may:

- include daily independent reading
- be co-ordinated across different subject areas, for example setting a task such as writing a letter (English) to the local member of parliament (Humanities) about a local environmental matter (Science).
- include extension of class work, projects and research, pre-reading and review.

In Years 8 and 9, students can be required to engage in independent learning to complement work undertaken in class. Tasks which are specifically assigned as Homework could require up to but **not more than five hours per week**.

Senior Phase (Years 10, 11 and 12)

In the Senior Phase, the amount of time devoted to homework and independent study will vary according to the student's learning needs and individual program of learning, determined through their Senior Education and Training (SET) Plan.

Students who are working towards attaining an ATAR are recommended to program **up to 10 hours per week** towards homework, study and completion of assessment.

Teachers can help students:

- Students can take responsibility for their own learning by:**

- Parents and caregivers can help their children by:**

- supporting the school and teachers' efforts to consolidate learning through independent homework
- assisting students to develop self-motivating and problem-solving skills by reading to them, talking with them, and involving them in tasks at home, including shopping, playing games and physical activity
- encouraging them to take responsibility for their learning and organisation of time
- encouraging them to read widely and to take an interest in and discuss current local, national and international events
- helping them balance the amount of time spent completing homework, watching television, playing computer games, playing sport and engaging in other recreational activities, or working part-time, and
- contacting the relevant teacher to discuss any concerns about the nature of homework and their children's approach to homework.

Families will receive a report card four times during the year, usually at the end of term junctures. Achievement is awarded on an A to E scale. Students also receive an A to E result for Effort and Behaviour for each subject. These results are determined according to the following matrix:

Effort	Resilient					Reflective					Resourceful					Relational				
	<ul style="list-style-type: none"> Managing distractions Engagement in learning (absorption) Awareness (of self and others) Persevering. 					<ul style="list-style-type: none"> Meta-learning (thinking aloud) Planning and reviewing their learning (e.g. student diary) Distilling learning Revising their learning (e.g. homework and study). 					<ul style="list-style-type: none"> Making links (learning is transferred across contexts) Questioning Capitalising (outcome orientated) Imagining (conceptualising) Reasoning. 					<ul style="list-style-type: none"> Interdependence, collaboration Empathy Listening Emulation of productive learning habits. 				
	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E
Behaviour	Safe					Respectful					Responsible					Attendance				
	<ul style="list-style-type: none"> Follows WPHS procedures Behaviour prioritises their own and others safety Moves around classroom, school grounds and transitions safely 					<ul style="list-style-type: none"> Follows teacher instructions Treats other students fairly Treats own, others and school property with respect Conduct shows respect of teacher's role to teach 					<ul style="list-style-type: none"> Punctuality to class Brings all required equipment Takes responsibility for own property and that of the schools Conduct shows adherence to classroom rules Personal conduct and appearance (dress code) 					<ul style="list-style-type: none"> Attendance at school Attendance at individual classes Attendance to other required learning e.g. training, rehearsals. 				
	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	School Target 95%				

Key:
A – excellent
B – very good
C – satisfactory
D – unsatisfactory
E – needs attention

Parents/guardians are encouraged to contact their child's teachers at any time during the year if they have concerns or questions regarding their progress. Parent-Teacher nights are held twice per year with bookings made by parents/guardians before the day. Relevant information will be issued in the lead up to these events.

School Rules and Policies

Shailer Park State High School Rules and Policies are available on the School's website - www.shaiparkshs.eq.edu.au.

These policy documents may be updated from time-to-time and additional policies may be added as required.

Responsible Behaviour Plan for Students

Shailer Park State High School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences, acquire values supportive of their lifelong wellbeing and develop the 4Rs.

Our Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that learning and teaching in our school can be effective and students can participate positively within our school community. The Plan also outlines our process for acknowledging positive behaviours and responding to inappropriate and unacceptable behaviours in alignment with Department policies and guidelines. The Responsible Behaviour Plan for Students is available on the school's website - www.shaiparkshs.eq.edu.au.

Mobile Phones and Electronic Devices

Information communication technology can be useful tools to facilitate teaching and learning and, when used responsibly, assists in daily life. Students and parents should refer to the School's Responsible Behaviour Plan for responses to the improper use of these devices.

Each student is responsible for their mobile phone or electronic device, if it is brought to School. No responsibility is taken for lost or stolen items and students are encouraged to keep valuable items at home. If a teacher reasonably believes that a student is misusing a device while in class, the student will be required to relinquish the device at the office. A receipt for their device and a detention will then be issued. This is also the case if the device is either audible or visible in class.

The item

- is registered with office staff
- placed in a secure location
- may be collected at the end of the school day.

Any student who has been dealt with on the third occasion will have item(s) returned only to a parent/carer personally.

Misuse of Information and Communication Technologies

At applying for Enrolment at the school, families signed the Information and Communication Technologies Acceptable use Agreement Policy. Any breach will be managed according to the Responsible Behaviour Plan for Students.

ID Cards

All students are issued with an ID card on enrolment. The card is necessary to borrow books from the Resource Centre, to access other school resources and to support our management of student security. If lost, this card must be replaced at the student's expense of \$10 by contacting the Student Counter. Photographs are taken at the beginning of each year and then as required.

Dress Code

Shailer Park State High School is a uniform school and all students enrolling here are expected to accept and support these standards of dress as determined by the Principal and supported by the P&C.

The full school uniform is compulsory and must be worn on all occasions, unless stipulated, as well as to and from school. Students are required to be neatly presented, clean and well-groomed which promotes a positive image of the school and of themselves. All garments are to be worn without modification, in the manner designed.

Sun Safe Guidelines

Students are strongly encouraged to wear the SPSHS hat and absorbent sunscreen whenever in direct sun exposure.

Formal uniform

The formal uniform is to be worn each Monday and when representing the school in public e.g. excursions, community development activities, unless stipulated. Students who have sports training, Health and Physical Education or Dance classes scheduled on Monday, are required to change into their sports uniform prior to the lesson and change back into their formal uniform at the conclusion of the activity.

Senior School Leaders must wear the school blazer each Monday for assembly and when representing the school.

Sports

The Sports uniform should be worn for sports days, sports training, Health and Physical Education and Dance classes.

Specialist Activities

In line with workplace health and safety requirements, students will need to follow further dress standards such as hair tied back in food studies, science and technology classes. Academy attire is permitted to be worn when travelling to and from academy events and during academy events only.



Please note: All specialty uniform items are only worn during approved activities, at all other times the Shailer Park SHS uniform must be worn.

Dress Code Infringements

The Responsible Behaviour Plan will be applied for all infringements. We ask that parents/carers reinforce this important message to students and work with us to keep our students safe and enjoy the learning that these activities offer.

SPSHS Formal Uniform		
Formal Uniform Top	<ul style="list-style-type: none"> Blue / white shirt / blouse with SPSHS logo Compulsory navy neck tie for years 10-12 <p>Optional for years 7-9:</p> <ul style="list-style-type: none"> Navy neck tie 	 <p>Year 7-9 Year 10-12</p>
Formal Uniform Bottom	<ul style="list-style-type: none"> Knee-length Tailored Navy Shorts / Skirt / Skort or Ankle-Length Tailored Navy Trousers or Microfiber Trousers with SPSHS logo <p>Optional:</p> <ul style="list-style-type: none"> Black opaque stockings 25mm smooth leather belt with small buckle – Black only. 	
Footwear	<ul style="list-style-type: none"> White Ankle Length Socks Full Black Leather Lace-up Shoes (as per workplace health and safety requirements). 	
Formal Uniform – Senior Leaders (compulsory) and Year 12 students only (optional)	<ul style="list-style-type: none"> Tailored Navy Blazer with SPSHS logo 	

SPSHS Sports Uniform		
Sports Top	<ul style="list-style-type: none"> Sports Polo with SPSHS logo 	
Sports Bottom	<ul style="list-style-type: none"> Navy Active Shorts (<=10cm above the kneecap) or Microfiber Trousers with SPSHS logo 	
Footwear	<ul style="list-style-type: none"> White Ankle Length Socks Full Black Leather Lace-up Shoes (as per workplace health and safety requirements). Sports training shoes/joggers can be worn during physical activity but must be changed into at the start of the class and changed out of at the end of the class. 	

Other Items		
Seasonal Items	<ul style="list-style-type: none"> • Microfiber Jacket with SPSHS logo or • Fleece Jumper with SPSHS logo • Knit jumper with SPSHS logo • Knit cardigan with SPSHS logo 	
Hat	<ul style="list-style-type: none"> • The SPSHS cap is recommended to be worn with brim forward facing. Any appropriate sun safe hat is allowed. 	
Hair, Nails, Face and Other	<ul style="list-style-type: none"> • Hair (including facial) and nails must reflect a 'natural colour', be neat and well groomed. Hair ties / accessories must be non-obtrusive and reflect a professional appearance. • Make-up must reflect a 'natural colour.' • All tattoos must be covered where appropriate. 	
Jewellery	<ul style="list-style-type: none"> • Up to two pairs of earrings either small studs or plain small sleepers in ears only. No other piercings permitted. • A single watch • A single fine necklace with only a small pendant/symbol worn underneath the uniform 	
<ul style="list-style-type: none"> ✓ All items requiring the SPSHS logo are available from The School Locker. ✓ Items not listed as requiring the SPSHS logo may be purchased from The School Locker or other retailer and must meet standards specified. 		

Student Services Team

The Student Services Team incorporates the Heads of House and the Care Team, which includes our Guidance Officers, Head of Special Education Services, School Based Youth Health Nurse and Chaplain. The Student Services Team provides a safety net of care across the school. Together with class teachers and other staff, students' wellbeing is supported and managed, with Care Managers appointed on a case by case basis where more significant support is necessary. This ensures:

- support is targeted and timely
- delivered by the appropriate personnel.

In a role which is new to our school in 2019, our Heads of House will play a vital role in the life of your child in Year 7 and beyond. In working collaboratively with the School's Leadership teams, the Heads of House are responsible for developing and maintaining a caring, challenging and positive educational environment for each student within their House, including the development and implementation of pastoral care and personal development programs. They will foster a sense of belonging and school spirit and ensure that students are developing academically, socially and emotionally while demonstrating our 4Rs. The Heads of House will also be the key point of contact for parents/guardians, liaising with families regarding students' holistic development and wellbeing. Contact details for Our Heads of House will be provided in our school contacts list on our website.

2019

School calendar

Queensland state schools

DECEMBER 2018 S M T W T F S 30 31 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29	JANUARY S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	FEBRUARY S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28	MARCH S M T W T F S 31 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	APRIL S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
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School terms
State school holidays
Public holidays
Staff professional development/student free day

There are 200 school days in 2019.

Semester 1 2020 commences for teachers on January 23 and for students on January 28.

STAFF PROFESSIONAL DEVELOPMENT DAYS

Staff professional development days for teachers are January 24, 25, April 8, 9, 10 and October 21. Schools are able to decide when they undertake the required hours for professional development for the flexible days, as long as they are on the flexible days, in the school holidays or out of school hours.

PUBLIC HOLIDAYS

Queensland public holidays are set by the Industrial Relations Minister.

Public holidays for a local show are not shown due to diversity of dates across the state.

FINAL DATES FOR STUDENT ATTENDANCE

November 15 is the final date for Year 12 attendance for receipt of a Senior Statement. November 29 is the final date for student attendance in Years 10 and 11.

Some schools in regional, rural and remote areas will close for the summer holidays on December 6.

The information in this calendar was correct at the time of publication (August 2018) but may be subject to change.

For more information and the latest version of this calendar, visit

www.education.qld.gov.au



Queensland
Government