QUEENSLAND COUNCIL OF PARENTS AND CITIZENS’ ASSOCIATIONS INC.

POLICY
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Proposing Policy or Constitution Changes

Purpose
The purpose of this guideline is to aid the preparation of proposals to change the QCPCA (Queensland Council of Parents and Citizens’ Associations Inc.) Policy or Constitution.

Scope
This guideline addresses both the process of creating a proposed change and the format of a proposed change to QCPCA Policy or Constitution.

Background
QCPCA Policy provides guidance to all members performing representative functions. These include the State Executive, the Executive Officer, Regional Executives and representatives on numerous committees and meetings. QCPCA Policy contains a Preface, which states its underlying philosophy, and a Rationale, which states its view of the basic principles that should underpin a public education system. These principles are expanded upon by the Policy sections which each deal with a certain aspect of policy.

Considerations
For the Policy document to be of optimal value, it is important for it to be consistent. Policy is normally amended by the State Council at the Annual Conference held each August or September. Proposed changes must be in writing and be received, by the Secretary, not less than three (3) calendar months before the first day of Annual Conference. Acknowledgment will include an assigned motion number and signature, these are the only acceptable evidence of a proposal having been received.

Audiences
There are two audiences that should be kept in mind when preparing a change.
Policy Change Audience
The recommended change should be written with the conference participants and participants in pre-conference discussions (e.g., at regional council meetings) in mind.
The proposed change (and especially the accompanying notes) should be written to convince them that this will improve policy. Detailed preamble and arguments for and against significantly increase the chances of a proposed change being accepted. If an acronym which is not listed in the document is used, the full name should also be provided. If a new term is used, a definition should be provided.

Policy Audience
The actual recommended policy wording should be written keeping in mind the use and audience of policy. The audience of policy is Government Ministers and their advisers, Departmental staff who advise on and implement policy, school councils, principals, teachers, parents and P&Cs. QCPCA State and Regional Executive are the intermediaries in the process and they may involve the Queensland Teachers’ Union and principal associations, ACSSO and other organisations in assisting to gain policy acceptance. Policy is used to guide QCPCA representatives on committees and forums, preparation of submissions to government bodies and media comment. The policy wording should be useable in these situations. The policy wording should be able to be understood and used correctly without requiring reference to a preamble and without requiring historical knowledge of situations that caused the policy to come into being.

Grouping And Separation Of Changes
If you are submitting a number of changes consider how they should be logically grouped. If two changes are not interdependent, then they should be submitted as separate changes, even if they affect the same clause. If this is not done, there is a risk that neither change is accepted. You think both changes are valuable, but you may not be able to convince your audience.

If two changes are dependent upon each other, they should be submitted as one proposal. An example would be a deletion of an item from one section and its insertion in another section.
Grammatical Structure

Read and write the policy change in the context of the section. If a proposed change does not easily fit into the current structure then a reworded section should be proposed.

How to lodge a proposal:

Complete the Policy Change Pro-Forma (located on next page), using the table below as a guide for completion. This should assist with the format and detail required for the proposed change.

<table>
<thead>
<tr>
<th>Proposer</th>
<th>Name of the P&amp;C, Branch or Regional Council proposing the amendment</th>
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<tbody>
<tr>
<td>Section/Sub-Section</td>
<td>The name of the relevant Section and Sub-Section to which the amendment refers</td>
</tr>
<tr>
<td>Clause No.</td>
<td>The relevant clause number that is affected by the amendment.</td>
</tr>
<tr>
<td>Page No.</td>
<td>The page number from the policy document.</td>
</tr>
</tbody>
</table>

Category

Amendments generally fall into 2 groups: These being:

**Fundamental** - Basic change to policy direction;

**Editorial** - Typographical errors, grammatical revisions etc. These changes improve the readability of the document without changing the intent of the policy.

**Note**: Editorial amendments do not, in general, require a formal motion before they can be affected. An editorial committee has the power to consider these issues.

Description and wording of the proposed change

What is required. For consistency, please use terms similar to the following:

Delete whole clause

Delete “…….(section of text)……..”

After “…….(section of text)……..” insert “…….(section of text)……..”

Replace “…….(section of text)……..” with “…….(section of text)……..”

Insert new clause “…….(section of text)……..” after existing clause ……..[eg: 2(b)]

Insert new section as follows “…….(section of text)……..” after existing section “…”

To assist in affecting the amendment, please ensure that the action is completely described.

Preamble

The preamble should provide a background to the policy change and should allow the reader to better understand your thinking. Where fundamental changes are made to the policy, the proposer should take care to ensure that the preamble adequately explains why the policy should be changed.
# Policy Change Proforma

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**Category:**
- Fundamental ✔
- Editorial: ✗

**Description and wording of proposed change:**

**Preamble**

**Office Use Only**

**Motion Number:**

**Date Received:**

**Verifying Signature:**
PREFACE

QCPCA believes that the primary objective of the school system is the provision of a high standard of education, relevant to student and community needs in a changing society.

The philosophy underlying QCPCA policy centres around the principles of equality, excellence, humanity and participative democracy.

The principle of equality addresses the need for the public school system to be inclusive and accessible to all and to be of a quality which will enable all students to achieve their individual potential in society.

The principle of excellence implies that the public school system must provide for all students the best quality education available, which will enable them to learn how to learn throughout their lives and to apply the knowledge for the benefit of themselves and of others.

By humanity, we mean that public education must be geared to develop among all students the humane qualities of kindness, sense of justice and concern for others.

The principles of participative democracy hold that an egalitarian, excellent and humane system is most likely to be achieved and its benefits are most likely to be realised when those involved in the system - students, parents, citizens, professionals - are enabled to be partners, through representation in all decision making processes of the system.

QCPCA believes that the above tenets together form an essential statement of principles for guidance in its practical activities toward achieving an excellent, empowering, public education system for all Australians.

RATIONALE

THE AIM OF EDUCATION

The aim of education is to help the individual to progress toward the attainment of their full potential as a person and a member of society, and adapt and grow in the face of rapid change. This requires that individuals be assisted by fostering their own motivations and abilities to acquire a sense of self-confidence and worth.

In implementing this aim, in addition to the implied intangible functions, areas of responsibility of government education systems should include the acquisition of fundamental skills, intellectual development, pre-vocational preparation, technological knowledge, citizenship (including its rights and responsibilities), health and living skills, the development of a sense of values, aesthetic appreciation and a worthwhile use of leisure.

THE NATURE OF PUBLIC EDUCATION

Council believes that the object of a public education system is to ensure that all students have the opportunity to develop the skills and understanding necessary to shape their own lives and to participate constructively in shaping society.

To achieve this objective, a public education system would:

1. be accessible to all, irrespective of class, culture, gender, disability, age or geographic location;
2. be free (ie: fully publicly funded and provided) so that school experience of the highest quality is not dependent on capacity or willingness to make a financial contribution;
3. be secular and should promote the values necessary for the maintenance of a democratic society;
4. be one in which full time attendance is mandated during the compulsory years, so that participation is independent of the willingness either of individuals to attend, or others to allow them to do so;
5. recognise changing social and economic patterns, and facilitate the return of students to school after a period away from school;
6. be based on a commitment to the provision of a full secondary education for all;
7. be based on a commitment to the provision of an open, public and democratic participatory process in which parents, students, teachers and other educational professionals work together at all levels within the system, on the development and evaluation of policies, programs, budget, curriculum and practice;
8. be based on curricula and educational processes in school which acknowledge and build on the cultures and experience of the local children, and should include the experiences of all children, and encourage a critical approach to all knowledge;
10. be built on an open, public and democratic participatory process in which parents, students, teachers and other educational professionals work together at all levels within the system, on the development and evaluation of policies, programs, budget, curriculum and practice;
11. establish system wide policies and broad guidelines, developed and agreed to by democratic and participatory processes within which all schools are required to operate;
12. provide systematic and appropriate support to school communities to develop their own local policies and participatory processes within systemic guidelines;
13. ensure that all children participate in a broad general curriculum which is both challenging and satisfying;
14. provide the resources necessary to ensure that the objectives to which the system is committed are achieved for all children and that inequalities are neither generated nor perpetuated;
15. provide healthy and safe learning environments for students and all other school community members;
16. be a system that focuses on individual student needs and outcomes.

BUILDINGS AND FACILITIES

The policy of this Council is to ensure that the physical needs of education (school sites, buildings and maintenance), are of a high quality. The needs of students, teachers, aides, maintenance staff and the community should be taken into consideration in planning school buildings (including libraries, assembly halls, gymnasiums, sports ovals etc).

PLANNING

Council believes that Education Queensland and the department responsible for building and maintenance, in co-operation with all levels of government and the community, have responsibility for:
1. implementing school council planning and development of school buildings and grounds;
2. providing adequate finance on a triennium basis to fund the physical needs of Queensland schools;
3. providing adequate finance on a triennium basis to fund the refurbishing of existing schools over 20 years of age to meet the changing educational and physical needs of students in Queensland schools;
4. future planning of school sites and buildings to ensure that primary school populations do not exceed 500, and high school populations 800;
5. planning and acquiring school sites to meet expanded population needs;
6. the provision of a separate library facility in all schools to be provided as part of all new schools and an immediate provision in all existing schools;
7. the provision of a separate community liaison room in all new and existing schools;
8. the provision of a separate common room for all Year 12 students in all secondary schools.

BUILDINGS

Council believes that:
1) Education Queensland and the department responsible for building and maintenance in consultation with all levels of government and the community, have responsibility for:
   a) implementing school council planning and development of school buildings and grounds;
   b) the provision and maintenance of an adequate supply of safe, good quality drinking water at all schools, and in particular those in hot dry regions;
   c) the provision of special rooms including health rooms, home rooms and parent rooms for specialist teachers;
   d) the provision of adequate toilet facilities as set down in the Building Act;
   e) the provision of hot and cold showers for students at all state schools to enable children coming from physical education periods to shower before moving back to the classroom situation;
   f) the provision of suitable floor coverings, in consultation with the whole school community, in all rooms as required, in state schools;
   g) the provision of adequate storage space as part of all school library and resource facilities;
   h) providing and maintaining electric power supply to all schools;
   i) providing and maintaining adequate correct lighting to all classrooms and other necessary areas;
   j) the provision, in all schools, of covered play areas in consultation with the whole school community;
   k) the thermal comfort range of classrooms being realistically determined at the range of, at least 18°C to 30°C. In full consultation with the school community, adequate heating and cooling must be installed and maintained to allow for variations in temperature. This policy should exist regardless of geographic location
   l) cooler schools funding should be applied to temperature control initiatives only; any requirements for electrical supply upgrading and maintenance must be funded from additional Education Queensland Budgetary allocation.
2) where school buildings have open classrooms, Education Queensland should provide soundproof movable partitions to allow teachers to have the option to teach classes together or separately;
3) buildings should be suited to the local climate and be energy efficient. The location of schools and the siting of buildings in these schools should be done in consultation with the local P&C and the community.

PROJECT SUPERVISION

Council believes that Education Queensland and the department responsible for building and maintenance have responsibility for:
1. the inspection, supervision and tests during construction of P&C and departmental projects;
2. due consultation between themselves and the principal and P&C before any new works project is undertaken at an existing school. The principal and P&C have the right to raise objections or make suggestions, which should receive due consideration;
3. providing consultative professional services regarding ground improvements and sporting facilities even at times when the P&C is funding such improvements.
MAINTENANCE
Council believes that Education Queensland should accept responsibility for:
1. the care of all its property;
2. regular inspection and maintenance of all school equipment, according to manufacturer’s specifications or as required by government or council regulations;
3. establishing servicing centres in major country areas (eg Rockhampton, Townsville, Cairns, Mt Isa), and/or provision for schools to call on reliable local contractors as the need arises at departmental expense;
4. the allocation of adequate funds to effectively maintain buildings and facilities in the most cost efficient manner;
5. ensuring that all physical education and sporting equipment is maintained in the condition required for safe performance of these activities.

EQUIPMENT
Council believes that Education Queensland should accept responsibility for:
1. the provision of grants sufficient to meet operational needs of all tuckshops at new schools for equipment, additions to be made to the list of equipment available on subsidy;
2. the provision to all schools, regardless of geographical situation, of a telephone or radio transceiver or other suitable form of communication;
3. the provision of suitably qualified technicians either departmental or private, to be available to service and repair school computing and audio/visual equipment;
4. ensuring that all schools have access to a range of physical education and sporting equipment, facilities and grounds consistent with providing appropriate, relevant and ongoing physical development for all children.

SECURITY
Council believes that Education Queensland and the department responsible for buildings and maintenance should accept responsibility for:
1. the supply of suitable fire resistant containers for the storage of school files, records and students’ assessments;
2. flood lighting of school grounds in the vicinity of school buildings as a safety measure and as a deterrent to vandalism together with an additional grant to pay the cost of and maintenance for all security systems;
3. the provision, free of charge, of suitable fire alarms (mobile hand sirens) immediately to all schools, (the use of such alarms within the school complex to be exclusively for that legitimate purpose);
4. making schools more secure against theft and vandalism by the installation of security alarm systems directly linked to a State Government approved security organisation’s monitoring system;
5. providing caretakers and residences in all schools.

GROUNDS MAINTENANCE
Council believes that Education Queensland and the department responsible for building and maintenance should accept responsibility for:
1. allocating funds for the employment of staff adequate to maintain the grounds and that funding allocation take into account the area, topography and the development of those grounds;
2. the provision of funds to enable school communities to procure adequate equipment for the maintenance of school grounds;
3. the moving and clearing of excess refuse of all school grounds, this work being carried out by subcontract, thus allowing grounds staff to carry out garden care and grounds cleaning.

THE COMMUNITY AND ITS SCHOOLS
Within the framework of the existing policy of Government and of the international principles which confirm it, it is the prerogative and duty of Government to educate its citizens by a free and complete system for all who seek it. Education authorities will fulfil their roles most effectively through open discussion with, and participation by, community members.
Council believes that the school would benefit by being an integral part of the community in that:
1. it would benefit by being governed by all the school community (parents/caregivers, students, teachers, etc);
2. the whole community should influence the school, particularly in relation to attitudes and decision making which may include policy development, financial development, resourcing, curriculum, and decisions on school staffing;
3. community interests should be encouraged to make their facilities available to students;
4. schools should be made available to all who have a need for the facilities provided, and not be solely child-oriented.

Council strongly opposes, in principal, any privatisation of the TAFE system.

GOVERNMENT SUPPORT FOR PUBLIC EDUCATION
Council believes that:
1. Education is a right. It is the responsibility of government to finance completely a free, universal and public system of education, of the highest standard, which;
   a) ensures the same range of educational opportunities to achieve the best outcomes across all groups of students;
b) enables all students to have a high quality, challenging, successful and satisfying school experience;

c) encourages diversity within and among government schools where this is needed to meet the educational needs of students.

2. Federal and State/Territory governments should actively support public education by:
   a) providing as a priority adequate resources for public education of the highest standard;
   b) working collaboratively with government school parents and teachers and their organisations to promote the public system above any other system, emphasising the value of public education and the positive aspects of our schools;
   c) affirming government schools, their students and teachers, whenever unjustified and inaccurate criticism occurs in the media;
   d) working towards the abolition of discriminatory and selective admission and expulsion practices in all schools that receive government funds.

**INTER AND INTRA SCHOOL COMMUNICATIONS**

Council believes that:

1. all student records should be secure and confidential, available only to the appropriate administrative and support personnel and teachers, and to the individual students and their parents/caregivers;

2. structures should be in place in schools so that relevant information on individual students should be passed on to staff where appropriate eg: concerning medication, medical problems, behavioural problems and issues such as family breakdowns and bereavements;

3. communication between schools with regard to student records should be facilitated, particularly from primary to secondary school. These records should be available for parents/caregivers to view, for addition or possible changes, before passing on to the new school.

**NATIONAL EDUCATIONAL BODY**

Council believes that:

1. the role of a National Educational Body should be to:
   a) advise the Department of Education, Training and Youth Affairs on:
      i) the allocation and distribution of adequate finance for all forms of Education under its charter;
      ii) the establishment of general standards in curriculum in cooperation with the Curriculum Development Centre;
   b) encourage research and development in educational method and practice;
   c) maintain statistical data as an aid to future planning;
   d) encourage innovation and experimentation, in-service training and interchange of staffing;
   e) maintain communication with parent and teacher organisations by their representation on advisory boards and special committees;

2. QCPCA, in association with other State organisations affiliated with ACSSO, should try to ensure that a National Educational Body pay due regard to the needs principle;

3. both the state and federal governments should provide urgently needed school and community infrastructure to support the proper development of existing neighbourhood schools and their associated local communities, before public funds are used to encourage the establishment of new, government funded, non-government schools at a district level.

**PARENT TRAINING AND DEVELOPMENT**

Council believes that:

1. parents/caregivers should be enabled to undertake the duties expected of them within the framework of their child's school. They should be provided with the necessary information for capable and effective involvement and participation;

2. parent/caregiver training and development programs should be fully funded by government so as to meet the needs of school communities;

3. provision should be made in the school budget for professional development, not only for teaching staff, but also for non-teaching staff, including P&C / school council members, to enable them to undertake courses, etc, necessary to qualify them to support school programs;

4. the provision of child care in order to allow parents/caregivers to take part in professional development activities, is seen to be a legitimate charge on professional development funds;

5. Community Participation Officers should be employed to meet the needs of Districts.

**DISTRICT SERVICES**

Council believes that each Education District Office should maintain an infrastructure which enables the provision of the following services to the schools within its area of responsibility:

1. coordination of program development;

2. curriculum development and implementation;

3. networking of resources;

4. maintaining and updating of material support resources;

5. staff and participant welfare, including special needs of students;

6. fostering teaching and learning strategies;

7. the facilitation and implementation of parent/caregiver training;

8. ongoing support and training for the implementation of school based management.
BEHAVIOUR MANAGEMENT IN THE SCHOOL
Council believes that:
1) all children should have the right to education within a setting which is free from violence or other abuse, or the threat of either;
2) severe behaviour disordered students should be assessed by a psychiatrist or clinical psychologist and schools should then receive appropriate resources as for other disabilities;
3) disciplinary methods which incorporate positive encouragement and counselling to promote self-esteem and student self-discipline must supplant methods which incorporate the threat of force.
4) for each student to be made aware of their capacity and potential, there needs to be careful nurturing of positive student/teacher relationships in all schools;
5) appropriate changes within schools need to be implemented so that increasing demands on administration, classroom teachers and support services can be met effectively;
6) relationship problems are not confined to students. They occur within the inter-relationships between students, teachers and parents/caregivers;
7) identifiable characteristics of good relationships are courtesy, co-operation, acceptance, respect for others, openness, honesty, flexibility and trust;
8) teachers, students and parents must combine to establish a climate of goodwill, harmony and openness;
9) the promotion of self-esteem and the peaceful resolution of conflict must be of prime concern to all teachers, students and parents/caregivers;
10) child protection programs should be developed in consultation with parents/caregivers, teachers, health and welfare professionals through their respective organisations. In addition, before a child protection policy is implemented in a school, parents/caregivers must be informed of its content;
11) programs should be developed in consultation with schools, welfare agencies and the police service which will help to combat truancy, juvenile crime and family abuse;
12) Education Queensland should offer pre-service and in-service programs which teach effective methods of behaviour management without recourse to corporal or other destructive forms of punishment;
13) each P&C should negotiate with its principal to:
   a) involve all members of the school community especially parents/caregivers, students and teachers in developing a clear and comprehensive policy statement on behaviour management which fits in with the overall philosophy of the school. This statement should incorporate the rights and responsibilities of students, staff and parents/caregivers and establish a code of behaviour within the school;
   b) set out clearly the disciplinary steps to be taken when students do not comply with the code of behaviour. These procedures should include counselling and home contacts from the outset;
   c) make information freely available to all members of the school community;
   d) annually evaluate the code of behaviour.
14) Education Queensland should provide training programs for parents/caregivers to help build self-esteem and support for teachers’ efforts;
15) the government should provide the additional resources necessary for the planning and implementation of supportive and positive measures designed to address both the causes and effects of student disciplinary problems;
16) all P&Cs should assist schools in the development and introduction of positive methods of behaviour management;
17) Education Queensland should ensure, by regulation, that parents/caregivers are notified before a child is given a detention after school.
18) Preventative programs should be made available on school site where the student is enrolled to assist students at risk of suspension or exclusion.
19) Schools shall be responsible to advise students and parents/caregivers involved in any impending suspension, exclusion and/or cancellation of enrolment proceedings, as stated in current legislation, of their right to access mediators such as the Dispute Resolution Centre.

DECENTRALISATION OF SCHOOLS
Council believes that:
1. government schools should consist of shared decision making groups including parents/caregivers, citizens, teachers, students and the principal (hereafter referred to as the school community) within the broad framework of human and material resources available to government education authorities;
2. schools should be given a guarantee that if their school community so decides, they will have the option to be governed by a local school council elected by the school community. The council should include representatives of all groups making up the school community;
3. school decision making groups would be initiated by the local school community. They should not be imposed, but should be established by majority agreement of all stakeholders of the school community;
4. the employment of teaching staff should remain the responsibility of government agencies, however flexible staffing decisions should be made in a consultative forum within the school community;
5. the Queensland Government should provide for the establishment of representative optional school councils for all state schools (secondary, primary and special);
   a) membership of each school council should consist of:
      i) two nominees of the school administration including the principal;
ii) three members of the school staff, including teachers, elected by the staff of the school;
iii) five parents/caregivers of children currently enrolled in the school, elected by the P&C of the school, provided that both parents of any child may not serve on the council at any one time;
iv) two students of the school elected by the student representative council, provided that only one student from any one family may serve on the council at any one time; nor may a parent/caregiver of a student member serve on the council;
v) a maximum of two co-opted community members.

b) a school council may, with the prior concurrence of the District Director, resolve to vary its membership to meet local circumstances provided that no individual group should constitute a majority.

6. consideration should be given to the following when forming school councils:
a) where possible, members of school councils will be elected from those groups they represent. Parent representatives will be elected by the members of the P&C of that school;
b) a chairperson should be elected from and by the council members;
c) teachers who are parents/caregivers of children at the school cannot represent parents but may be elected as a teacher representative;
d) primary schools should ensure that the membership of the school council is representative of the total school (ie: preschool, special education unit, upper and lower school);
e) the term of office for council members should be two years with a maximum of three consecutive terms with 50% of members elected yearly;
f) all members, including the chairperson, shall have voting rights;
g) there should be a minimum of two meetings per semester;
h) casual vacancies may be filled by the council, from areas where the vacancies occur; and
i) council shall not interfere with the industrial rights of staff.

7. the functions of a school council should be to consider and have the power to decide on:
a) school policies including those related to codes of behaviour and dress;
b) school curriculum and associated resource material, including textbook lists;
c) joint financial management;
d) innovations for the school;
e) planning and development of school buildings and grounds;
f) any matter referred to the council by the principal;
g) any matter which a majority of members present and voting resolve should be placed on the agenda;
h) selection of the principal;
i) in-service programs for the school council;
j) flexible staffing arrangements and flexibility of timetables required by the school community.

8. cluster councils may be formed when and where the need arises after consultation and agreement with all the school community and communities (eg: a cluster of schools in a town or a cluster of schools in a rural area);
9. the addition of members of the wider community can only be made by a decision of the school council who shall be selected from persons with a commitment to the educational policy of the school;
10. when established, school councils should be provided with, by the State Government, secretarial support and a separate financial allocation for their operating expenses. These funds should be sufficient to cover the cost of members’ out of pocket expenses, stationery, printing and postage;
11. prior to election, information about roles and responsibilities for members on school councils, advisory councils or P&Cs should be made available.
12. upon election, members must be provided with appropriate opportunities to explore, in depth, both their roles and responsibilities and the context in which their school is working. Such activities should be planned and delivered jointly by the respective system, appropriate state wide organisations and participants;
13. the success of school councils should be measured by the quality of the education offered to students, the extent to which they reflect and develop the educational partnerships between parents/caregivers, teachers and students and the extent to which they enjoy the full confidence of the school community.

ADMINISTRATION
Council believes that:

1. in education matters, there should be close consultation at all levels between administration, parents/caregivers, teachers and students with all involved in decision making and planning;
2. co-operation between parents/caregivers, teachers and students should be encouraged by regular open discussions and a free interchange of information and ideas;
3. school administrators should be responsible for keeping the school community informed of relevant matters of an educational or administrative nature affecting schools and students;
4. schools should be designed and developed with the active participation of the community, to be part of the cultural, recreational and educational activities of that community;
5. in order to enrich and extend the learning experience of students, learning programs should use the varied resources of the community;
6. in areas where it has proved difficult in the past to develop community involvement, the federal and state governments should co-operate to provide sufficient funds to encourage this process, eg. by
enabling the school and/or the school and the community to employ appropriate staff to liaise between the school and the community. Such staff would also have a compensatory function where a lack of community involvement persists;

7. it should remain government policy to allow access to school facilities by the community. Joint school/community committees should be set up to administer such facilities locally;

8. school libraries should be staffed by suitably qualified persons, and should be open beyond normal school hours and during school holidays;

9. decisions relating to rules and uniforms made within a school without reference to the community from which the students come may cause conflict between the school and the community;

10. there should be consultation with teacher organisations. The principles of community participation in education decision making, should be applied, at all levels;

11. QCPCA should encourage parent organisations, in co-operation with teachers, students and community groups, to develop programs within which all participants can discuss educational objectives;

12. QCPCA should be represented on specific purpose funding committees at state and district levels;

OPEN LEARNING
Council believes that:
1. open learning courses offered to students should be accredited, with assessment procedures designed by Education Queensland;
2. all students should have the opportunity to utilise all open learning technologies and other delivery mechanisms;
3. open learning modules may be used as an adjunct to, but not a replacement for, face to face teaching.

OUTSIDE SCHOOL HOURS CARE
(Before and After School Care and Vacation Care)
Council believes that:
1. the concept of Outside School Hours Care is a valuable and worthy one;
2. Outside School Hours Care programs should be encouraged to operate on state school grounds as a sub-committee of the P&C Association;
3. the state government should provide a coordinated approach to supporting Outside School Hours Care to ensure adequate facilities can be planned for and provided.

CLOSURE/ AMALGAMATION OF SCHOOLS
Council believes that:
1. any reorganisation of schooling, including clustering, amalgamation or closure of schools, must have as its aim the improvement of the quality of education for all children. Action on declining enrolments should be directed towards the devising of appropriate strategies by local communities;
2. proposals for change must be developed in a collaborative process with the full participation of all those in the public system who will be affected in the primary, secondary or special area, in the local or state arena;
3. QCPCA should be consulted on all reorganisation schemes;
4. in any process of reorganisation, joint working parties (with terms of reference and set time frames) of the community and district, should be set up to work out future plans. Each working party should include:
   a) representatives from each school affected, including nominees from the P&C, teaching staff, support staff and student body;
   b) representatives from the district office. The local community should hold a majority on the committee.

5. relevant authorities must take great care with the wording and timing of public statements which in relation to any possible closure/amalgamation can lead to unintended consequences;

6. no school should be closed or restructured simply on the grounds of size. Closures or restructures must have:
   a) a positive recommendation from the school based committee/committees which has in its membership a majority of local people;
   b) consideration of whether appropriate staffing and resourced facilities could keep the school viable;
   c) a guarantee that, if the site is not needed for a school, appropriate use of the property will be in the public interest and the property remain in public ownership.

7. in the event of a small school closing, the buildings should remain on site and be maintained for use by the local community. These buildings should be available if numbers increase sufficiently for the school to re-open;

8. the P&C should be consulted via a consultative committee on the re-allocation of resources when a school is closed or amalgamated.

REPRESENTATION
Council believes that representation is a means of allowing a share in decision making to larger numbers of people than can easily participate directly. In order for representation to be effective, the following conditions are essential:
1. the representatives must be chosen by those they represent;
2. the views put forward by the representatives must be consistent with the policies of the group they represent;
3. those who are represented must be kept informed of decisions being taken and the reasons for them;
4. government instrumentalities should recompense representatives on their committees for travel and
accommodation, at public service rates and for out-of-pocket expenses.

5. QCPCA and its representatives have a shared responsibility for ensuring effective, representative decision making for the benefit of all state school students. Those who are selected to represent QCPCA should be supported by the provision of:
   a) information;
   b) policies and a role in policy formation;
   c) opportunities to discuss problems;
   d) comment on reports.

6. Representatives should:
   a) report regularly and promptly;
   b) highlight issues or areas of concern;
   c) contribute, as appropriate, to the development of policy;
   d) assist in the training of other representatives of QCPCA and affiliates;
   e) always request time for consultation on issues where there is no clear policy direction.

7. QCPCA's members should refrain from public comment on issues or information which are agreed by a committee to be confidential. This obligation does not affect the responsibility of the representative to consult with the Executive on such matters.

8. QCPCA should actively canvas Aboriginal and Islander communities for delegates to our organisation.

**PARENT PARTICIPATION IN DECISION MAKING**

Council believes that, to enhance parent participation in school decision and policy making, Community Participation Officers (CPOs) should:

1. facilitate and implement parent training for improved community participation;
2. liaise with parents/caregivers and Education Queensland;
3. maintain close contact with the QCPCA at all levels of operation including P&Cs;
4. be regularly in-serviced on all departmental policy and programs;
5. facilitate the sharing of knowledge;
6. be selected by a panel that includes a QCPCA representative;
7. include QCPCA representatives on any district reference groups pertaining to community participation;
8. have protocols for interaction which are agreed to, reviewed and updated, as is appropriate.
9. be able to work with principals and whole school communities to facilitate the development of school based policy and strategies that enhance community participation in schools.

**STUDENT PARTICIPATION IN DECISION MAKING**

Council believes that:

1. In a democratic society, the public education system has the important function of empowering future citizens so that they are able to participate fully in the life of the community and contribute to the shaping of the environment in which they live. This empowerment must extend through all levels of educational decision making from the classroom to national educational policy making bodies;
2. the task of the school is to assist students to expand their perception of the world and to explore, individually and collectively, the possibilities which lie before them. In this process, the school and the community are interdependent, since the prior experiences of the student form the foundation on which the wider perceptions of the world are built;
3. if the schooling experience is to meet the needs and aspirations of all students then provision must be made for students to have formal access to school decision making processes. They must see evidence that their views and needs are respected and this should be reflected in the school administration;
4. the representative participation of students in all levels of education decision making is vital and therefore must be encouraged and properly resourced;
5. Education Queensland should develop and implement policies and allocate resources for student participation at school, district and state wide level, taking into account the following:-
   a) students should gain an understanding of decision making processes from the school curriculum;
   b) participation in representative decision making should be recognised as a valuable educational experience and credit in school assessment should be given to students for such activities at all levels;
   c) the formation, funding and maintenance of student networks at school, district and state level should be facilitated;
   d) primary schools should encourage students from their earliest years at school to progressively become involved in decision making;
   e) primary school authorities must develop strategies for taking account of the interests and views of their student body;
   f) secondary school communities and their sub-committees should encourage student representation;
   g) secondary school authorities must consult with their student body to develop effective strategies for involving students in school decision making;
   h) where appropriate representative student structures exist, students should participate in educational decision making at all levels;
   i) resources should be made available to meet any costs incurred by students in participation; and
7. Education Queensland should:  
   a) Make available in school summaries of the P-10 core curriculum written in language able to be understood by people other than professional teachers;  
   b) Ensure that parents/caregivers are aware of the existence and availability of curriculum information in schools;  

8. In relation to Studies of Society and Environment, the Council believes that:  
   a) Studies to develop awareness of the basic tenets of the world’s major religions and philosophies should be part of the school’s curriculum;  
   b) Studies should include a study of politics, recognising it as a method of resolving societal differences by democratic processes;  
   c) The study of Australian indigenous history and culture be included in the curriculum for all students.  
   d) Cultural activities should be readily available for all students and teachers;  

10. In Health and Physical Education, the partnership of home and school is of particular importance. The curriculum should cater for the physical development of children by ensuring all children involved in a broad range of physical activities which are appropriate to the child’s development and ability. These activities should be incorporated into the normal class routine to ensure variation in the child’s learning pattern. Everyone can make rational decisions about their own health if they:  
   a) Acquire a basic fund of information about health care and health enhancement;  
   b) Develop understanding and respect for the marvellous design and functioning of their bodies;  
   c) Have understanding and respect for the importance of emotional health;  
   d) Develop an attitude of responsibility toward their own health and the health of the environment;  
   e) All students should have knowledge and understanding of their sexuality and supports sex education programs (including AIDS, Hepatitis B and those on sexually transmitted diseases) appropriate to age groups. However, parents have a right to withdraw their children from the programs if and when they desire.  

11. In relation to Health and Physical Education the council believes Education Queensland should introduce comprehensive health and human relationships curriculum, suitably graded from Preschool to Year 10. This curriculum should:  
   a) Encourage the development of skills for social living and decision making;  
   b) Promote attitudes and behaviours which contribute to on-going personal and community well-being;
(c) Develop, in students, the ability to make informed decisions about personal and community health matters and encourage students to take responsibility for such decisions;

(d) Provide accurate information about health;

(e) Develop an understanding of factors which influence the quality of life enjoyed by an individual or a community;

(f) Incorporate knowledge of all systems of the body and the fine balance which exists between them;

(g) Assist students to overcome the effects of poverty, disability or other disadvantage;

(h) Include a program of sex education which includes information on sexually transmitted diseases (parents should have the right to withdraw their students from this part of the program);

(i) Include instructions in approved child protection programs;

12. The government should establish links between schools and Community Health Centres to ensure advantage is taken of multi-disciplinary terms, including counselling for parents/caregivers and children on request;

13. In relation to Religious Education the Council believes that:

(a) Ethics and the Study of Religion should be included in the P-10 curriculum programs;

(b) All schools should make religious education available to all students;

(c) The appointment of school chaplains should be encouraged;

14. A broad general education must be available to all students up to Year 10, at a level commensurate with ability;

15. Educational support services for curriculum implementations must include pre and in-service courses, resource and advisory staff and adequate functioning equipment. Staff must have the knowledge to use equipment effectively;

16. Computer courses, specially trained teachers and adequate equipment should be available in all schools;

17. All students should have the opportunity to learn about developing technologies;

18. Curriculum must be frequently reviewed and modified to ensure that syllabus is relevant and respected;

19. Languages other than English should be taught in all state schools with the provision that:

(a) Students have the right to be exempted in exceptional circumstances as determined by parents/caregivers and staff;

(b) Adequate human resources are available with emphasis on a balance between face to face teaching and learning, telelearning and video conferencing to provide the service;

(c) Continuity of service to mobile students exists.

(d) Primary schools feeding into secondary schools offer a continuing service;

(e) LOTE is not compulsory after year 8.

20. The extra demands of teaching principals can be detrimental to children in these classrooms, therefore Education Queensland should address this issue by providing adequate support;

21. The training of teachers include religious education on a voluntary basis so that those interested can become accredited teachers of religious education to augment the established system of accredited representatives;

22. The study of lifeskills is an essential core element of curriculum for P-10 and must be adequately resourced;

23. The Education offered to students in the P-10 years should be inclusive of all Key Learning Areas (KLA’s).

POST COMPULSORY EDUCATION

Council believes that post compulsory education:

1. should build on previous experience and enhance students’ self-knowledge while increasing their ability to participate and be successful in a productive and rewarding future;

2. should enable students to access multiple pathways to continue their future education and that no particular pathway should be considered more important than another;

3. needs to recognise that approximately 70% of students will not continue to university immediately. Therefore it should be structured to also meet the needs of those students.

Council further believes that:

4. schools need to provide opportunities for students to learn relevant work place skills and design ways to assist students to make a successful transition from school to work;

5. the delivery of these studies may take different forms eg. total delivery by school; delivery by school in conjunction with other learning providers; delivery through school with workplace components or various combinations;

6. guidelines must be developed to ensure schools, students or employers are not disadvantaged or placed at risk by any method of delivery;

7. innovation should not be restricted if desirable outcomes for students can be achieved;

8. rural and remote students should not be disadvantaged because of their location. Other innovative methods of delivery and technology should be employed to meet desired outcomes;

9. a statement of attainment of all competencies achieved in vocational modules/subjects that are completed should appear as part of the senior school certificate.
ASSESSMENT
Council believes that:
1. assessment of a student's progress is essentially a concern of the school, the student and their parents/caregivers and should not be made available to outside interests without the approval of the student or the parents/caregivers;
2. tertiary institutions or prospective employers should establish their own methods of assessment and should not dictate the processes of assessment of student achievement;
3. all assessments should be concerned with individual progress and should be criteria based;
4. taking into consideration any advice or consultation available to it, each school should be free to establish and develop its own assessment principles and practices consistent with sound educational practices;
5. to maintain effective communication between the school, the student and the parents/caregivers, there should be face to face reporting of assessment results;
6. criteria and procedures used in evaluating student achievement in individual topics should be adapted to and closely related to the nature and aims of that topic;
7. information on criteria and procedures used in assessments should be communicated directly to teachers, parents/caregivers and students before the commencement of courses;
8. tertiary institutions should provide for delayed specialisation by admitting all first year students into relevant broad courses before entering more specific faculties. Criteria for entry into specific faculties to be based on their performance in that first year;
9. professional explanation and the significance of test results given by Education Queensland should be made available, with safeguards of confidentiality, to parents/caregivers and teachers.

REPORTING TO PARENTS
Council believes that:
1. reporting is a sharing of information about student progress and achievement so that parents/caregivers, teachers and students can work together to improve student learning. Reporting can take various forms including written reports, meetings and parent/caregiver, teacher and student consultations;
2. reporting programs should include a range of both formal and informal approaches as not one approach will meet the needs of all students. Schools should be flexible in implementing reporting strategies, to ensure reporting remains primarily responsive to the needs of each individual student;
3. every school community should in consultation with its school council and P&C, develop policy and processes for assessment and reporting through open collaborative processes and ensure that these are widely communicated and understood within that community;
4. reporting policy and practice should include:
   a) the provision of the report to be conducted in both English and the first language of the parents/caregivers, if English is not fully understood;
   b) an ‘early warning’ contact between parents/caregivers and teachers if and when learning or behaviour problems occur;
   c) provision for at least two formal interviews per year between parents/caregivers, teachers and students (one interview to be early in the year);
   d) a known system of additional opportunities for discussions about student progress between home and school, which is conducted in a welcoming and friendly manner and environment;
   e) a policy in which samples of student work across all curriculum areas come home regularly, with teacher comment included, and with room for parent/caregiver and/or student comment;
   f) occasions early in the year, when written and verbal information will be given to parents/caregivers about the curriculum and its learning goals;
   g) opportunities for parents/caregivers to participate in and visit classrooms to experience the curriculum in practice;
   h) the provision of opportunities for student participation in reporting on their own progress;
   i) cumulative folders, maintained by teachers, of relevant student work and anecdotal records of each student. These folders are to be regularly updated for use in parent/caregiver, teacher, student discussions about the student’s progress, and a basis for written reports;
   j) a report, the form of which reflects the school's assessment policy and agreed learning goals;
   k) home visits, where agreed by the parents/caregivers and teacher, as part of the reporting process;
   l) provision for reporting to be detailed in respect to the skill acquisition, personal and social development of the student;
   m) reports which clearly set student attainment in each curriculum area and which are in relation to expected student outcomes;
   n) assessment/reporting procedures which do not rank a student's performance against that of other students;
   o) reports, whether written or oral, which focus on the future learning of the child and result in parents/caregivers, teachers and students jointly developing strategies for the future;
   p) reports which are a professional and confidential communication between teacher, parent/caregiver and student, and are treated as such;
   q) the release of any reports to other persons being done only with the written consent of the student and the parents/caregivers of that student;
   r) making clear the basis on which judgements are made and wherever possible cite the evidence;
s) recognizing the complexity of student learning;
t) a base of assessment practices which enable any substantial area in student achievement which differs from that given by their peers, to be identified and reported;
u) the design for provision of a basis for planning the future learning of the particular student.

TECHNOLOGY STUDIES
Council believes that:
1. technology programs in schools must involve students generating ideas and acting on them, as well as using and developing processes and products that meet the needs of their community;
2. technology studies should be an integral part of high quality education available to all students;
3. technology studies should emphasise inquiry methods of learning the integration of theory and practice;
4. technology will impact on most aspects of current curriculum and would also require separate studies of its own which over time could be integrated and consolidated;
5. government must provide adequate resources to enable all students to have access to technology studies;
6. fully funded professional development programs should be provided for parents/caregivers and staff.

INFORMATION TECHNOLOGY
Council believes that:
1. all students should have free and appropriate access to information technology study at all government schools;
2. all students should have the opportunity to develop the knowledge, capabilities and skills required to facilitate information literacy as a key competency for lifelong learning;
3. all students should be encouraged to use technology productively to generate ideas and translate them into practice and to make worthwhile contributions to society;
4. all students should be active participants in the process of designing, making and appraising that will lead to refining ideas which can be converted into future action;
5. students with disabilities should be supported to develop skills, competence and confidence in the use of information technology;
6. fully funded professional development programs should be provided for parents/caregivers and staff on an ongoing basis to ensure confidence in maintaining high standards of animal welfare whilst understanding the of the use of live animals and the benefits to the students.

EARLY CHILDHOOD EDUCATION
Early childhood education covers the care and education, formal and informal, of all children from birth to eight years of age.

The education of the individual child is critical during these years, as it lays the foundation for the child's approach to and achievement in learning.

The future achievements of an individual are influenced substantially by the learning experiences in these early years.

The early years of formal schooling require the teaching of some socialisation skills to children who have not attained such skills before going to school. Provision should be made for all children of pre-school age to have access to the local state primary school where the distances to travel is considered reasonable, regardless of the size.band of school.

CHILDCARE, PRE-SCHOOLS & PREP SCHOOLING
Council believes that:
1. Childcare, pre-school and the first years of schooling should contain a range of experiences which acknowledge learning as a continuous experience;
2. The early years of education should address in an integrated way, the needs of children;
3. All health, welfare and educational services, especially those affecting early childhood years, should be coordinated;
4. Parents/caregivers must be given every opportunity to be involved in the educational processes and decision-making about their individual children and about the design and delivery of all services for this age group;
5. Changing social patterns require an increase in quality childcare and pre-school provision;
6. Early intervention from time of identification of a child with developmental delay or learning difficulty is essential if the child is not to miss the foundation experiences necessary for all future learning.
7. In relation to Early Childhood, the State Government is responsible for:
   a) Ensuring greater provision of childcare and pre-school services and provide further support to pre school children;
   b) Encouraging employers and unions to provide increased opportunities for part-time employment and job sharing as well as quality child care for parents in employment where and as required;
   c) Ensuring that there is an adequate supply of trained teachers and other personnel for early childhood education and should recommend and provide training programs which address the nature and needs of children in these early years;
   d) Establishing a specialist early education unit within Education Qld. The purpose of this unit would be to advise the Director-General and Minister on early childhood issues, monitor the progress of the Prep-Year, assist in further development of appropriate curriculum, and develop specific guidelines to ensure maximum benefit for children in the early education years.
8. In relation to Childcare, the State Government is responsible for:
   a) Contributing where necessary to the funding of child care programs and facilities to cater for all school age children before and after school;
   b) Ensuring all childcare centres are licensed, monitored regularly and ensuring that these centres encourage the development of socialisation skills which will prepare the child for the early years of formal schooling;
   c) Ensuring that within these childcare centres, children with developmental disability or learning difficulty are identified and assisted and referred to other services as required.
9. In relation to Prep-Year, the State Government is responsible for:
   a) Ensuring that recurrent funding available for Prep Classes is adequate to ensure a full time teachers aide in each full size class, with minimum of 15 hours.
   b) Ensuring that all Prep Classrooms provide a high quality educational environment, in particular that
      • Ordinary classroom space (not including wet areas and toilets) would be ideal at 4.64 sq metres per child. In extreme circumstances where this is not possible, the absolute minimum space per child should be 3.25sq. m.
      • Toilet facilities are within or immediately adjacent to the classroom
   c) Ensuring that the curriculum for Prep Classes remains a play-based curriculum, and that wherever possible teachers are chosen who have early-childhood training. Where this is not possible, adequate in-service training in early childhood must be provided to teachers.
   d) Ensuring that the children with special needs, either physical or developmental, are accommodated in Prep Classes by provision of additional aide time.

**EQUALITY OF OPPORTUNITY**

It is the right of every child to have equal opportunity in all areas of education, regardless of gender, race, position or creed, physical or intellectual ability, geographic position, socio-economic circumstance or mobility.

To provide opportunity which is equal, that is, alike in quantity, degree and value and is evenly proportioned, may require different provisions.

It is the responsibility of schools and Education Queensland to ensure that all children have the right to schooling which empowers them to use their knowledge, their skills and their aptitudes in a successful and personally fulfilling way.

To ensure equitable distribution of resources, Education Queensland is to perform regular reviews of the size, type, location and number of schools and to make the appropriate changes to implement optimal student educational outcomes, after informed community consultations.

Educational achievement occurs when the school system expects all students, of any gender, race or creed, physical or intellectual ability, geographic position, socio-economic circumstance or mobility, to fulfil their individual potential as a learner.
EDUCATION FOR GENDER EQUALITY
Council believes that:
1. a person's gender is not a determinant of capacity to learn. All students should be valued equally in all aspects of schooling;
2. schools should be organised and resourced to provide every student with an equal opportunity to develop creative, academic, social and physical abilities regardless of gender;
3. reading and technological resources selected for school libraries should be of the type that encourages all students, regardless of gender, to develop fully as individuals;
4. development of curriculum materials should deal positively and realistically with the changing roles of people in society;
5. time tabling should not restrict freedom of access to any subject by any student;
6. all students should have equal hands-on time to develop a range of skills with computers and all educational equipment;
7. schooling should reflect the entitlement of all students, in their own right, to personal respect, to economic security and to influence over decisions which affect their lives;
8. schools should educate all students for satisfying, responsible and productive living, including work inside and outside the home. Curriculum material on the family, child development and social relations should be made available to all students at both primary and secondary levels and also to parents/caregivers;
9. schools should provide all students with the knowledge and skills to recognise and challenge inequitable attitudes and practices;
10. schools should provide a learning environment which is socially, emotionally and physically comfortable for all students. All physical education programs should provide for the removal of gender barriers and encourage all students to participate in any sports available;
11. effective and lasting improvements in schools will require awareness and understanding of the differing educational needs of all students on the part of the whole school community;
12. dress standards should reflect equity for all students.

3. in Aboriginal and Torres Strait Islander communities where the indigenous language is used, it should be considered a legitimate LOTE subject;
4. in Aboriginal and Torres Strait Islander communities where cultural recovery is under way Education Queensland should support the community and other research bodies to develop the indigenous language as a LOTE subject;
5. Education Queensland should address the problems of ethnic education by:
   a) undertaking, as a matter of urgency, research into the additional educational and social requirements of migrant children in the learning of the English language;
   b) recognising different cultural and ethnic backgrounds by appropriate references and / or changes in curriculum, to facilitate the integration of these children into the Australian society.

LEARNING TECHNOLOGY
Educational equity is attained through all schools having available to them, and making the best use of, human and physical resources.
Council believes that:
1. for successful learning to occur, all schools must have equality of opportunity for electronic access to information, databases and other resources that enhance the learning environment;
2. all students should have equality of opportunity for access to programs, curricula support material and assessment materials that best meet individual needs. These materials, if not available at the student's campus, should be available through the range of media delivery most appropriate eg. computer network, video, video conferencing, teleconferencing or self-paced materials;
3. all schools should have equitable access to emerging technologies, such as electronic mail, pay television, computer input and output devices regardless of location in the State. Schools outside major metropolitan and regional centres must be able to access these resources at the same rate as larger centres. Where schools cannot purchase resources individually, cluster-wide rosters should be provided.

MOBILE STUDENTS
Council believes that:
1. mobile students have the right to an education which does not lead to any disadvantages which directly result from moving schools;
2. when mobile students are being placed in classes, the possible future movements of that student must be taken into consideration so as not to cause any disadvantage;
3. placement of students should be done in consultation with parents/caregivers, students and teachers, and reference should be made to Education Queensland Policy and Processes for appropriate placement;

CULTURAL AND LANGUAGE DIVERSITY IN EDUCATION
Council believes that:
1. for successful learning to occur, the student must proceed from the known to the unknown; education must acknowledge and respect the ethnic background and beliefs of all students;
2. parents/caregivers from culturally and linguistically diverse backgrounds should be actively encouraged to make positive contributions to the education of their children;
3. in Aboriginal and Torres Strait Islander communities where the indigenous language is used, it should be considered a legitimate LOTE subject;
4. Where mobility occurs historically at a date some time after the census date, this be taken on board when allocating staffing;
5. Education Queensland should ensure staffing stability in all schools but even more so in schools with a highly mobile student population;
6. where the student population is not mobile, Education Queensland should work toward a greater staff stability, especially in rural and isolated areas;
7. Education Queensland should ensure that all school administrators and teachers should be aware of the guidelines pertaining to mobile students.
8. all schools should ensure that copies of the following publications are available:
   a) Mobile Students - A Guide for Parents;
   b) Mobile Students - A Guide for Schools; and
   c) Mobile Students - A Guide to Good Practices

RURAL EDUCATION
Council believes that:
1. education services for isolated students should be provided to the students at or near their place of residence, using, where appropriate, whatever distance educational techniques and technologies are currently available;
2. it is also the right of all individuals within the wider school community to be free from discriminatory practices regardless of gender, race or creed; physical or learning ability; or geographic location;
3. all teacher training institutions should provide compulsory education units within courses that will prepare teachers for living and working in rural areas;
4. education authorities should be urged to consider special contractual arrangements, including incentives which will attract teachers and encourage them to stay longer in remote area appointments;
5. the federal government and state authorities should provide financial support for off campus teacher education programs for mature age students in rural towns designed to help increase the proportion of teachers in rural schools who are long-term local residents;
6. governments should improve the delivery of educational services to rural communities and in particular to geographically isolated children by:
   a) expanding professional support programs for teachers in small and/or isolated schools;
   b) providing resources to expand itinerant teacher services, consultancy services and counselling services for children in rural communities;
   c) examining the patterns of rural secondary school retention and available measures of educational outcomes as a basis for considering both curriculum and resource implications;
   d) considering ways of increasing the options available in the secondary curriculum in small high schools;
   e) giving consideration to developing more appropriate skills, training and support for teachers entering the service for appointment to isolated rural schools or Schools of Distance Education;
   f) providing appropriate induction courses for teachers before their first appointment to a rural school or School of Distance Education; and
   g) the provision of extra funding for in-service for teachers and parents/caregivers in isolated Schools of Distance Education.
7. to ensure the needs of geographically isolated students are met, governments should provide:
   a) funding for residential facilities;
   b) regulations to ensure that when non-school agencies apply for government funding for residential facilities they do so on the basis of a strong pastoral care policy and that regular inspections are carried out to ensure they comply with policy;
   c) travel assistance during designated school vacations to government school students who need to live away from home to attend the nearest government school that satisfies the individual students education requirements;
   d) travel grants for an adult to accompany all government school children required to travel by air or otherwise for the purpose of remedial assessment or assistance;
   e) support for the use of sufficient of the 30 watt high power transponders on AUSSAT to provide adequate educational services of both radio and television to remote areas;
   f) sufficient suitable equipment as a basic resource for geographically isolated children;
   g) subsidies to overcome the constraints put upon rural and isolated students opportunities to participate in social, cultural and sporting pursuits by the high costs of such things as travel and accommodation; and
   h) support and in-service for parents/caregivers to facilitate their role as partners in an emerging technological delivery of education.
8. Council recognises the difference between needs of schools in rural and isolated areas and the needs of socioeconomically disadvantaged schools and when funding is being allocated the needs of these target groups be a focus.

DISTANCE EDUCATION
Council believes that:
1. 
   a) Particular attention must be given to the role of Parents/caregivers in Distance Education. Adequate provision should be given for consultation and support.
   b) The Primary focus must be the role of home tutors in Distance education and provision should be given for consultation and support, including the regular training and development of home tutors for the benefit of distance education students.
2. Opportunities should be available for students studying by schools of distance education to work,
socialise and learn with other students to enhance home learning;

3. The core curriculum for distance education must:
   a) Be prepared by personnel who have experience and knowledge of the diverse student groups accessing distance education in rural/remote education and who have access to quality resources;
   b) Take cognisance of the need for the program development groups to work in close association with each school of distance education and home tutors;
   c) Be based on current Queensland curriculum for state schools P-12. All changes should occur within timelines established by the Queensland Studies Authority;
   d) Recognise the timelines involved to accommodate the lengthy lead-time required for the development and regular updating of teaching/learning materials;
   e) Must always be available in a paper-based format.

4. Teachers appointed to schools of distance education need well developed learning, teaching and communication skills, a positive attitude towards isolated rural and remote environments, have Information and Communication Technology (ICT) skills, a willingness to travel, and have undertaken an induction program. Teachers should be encouraged to undertake a rural practicum;

5. Education Queensland should continue to implement a teacher workload for distance education appropriate to the distance mode of schooling this is to be developed in consultation with Australasian Association of Distance Education (Schools)

6. The best possible communication technology should be available to improve and maintain contact between student, teachers and home tutors at all schools of distance education to enhance student learning outcomes.

7. Education Queensland must continue to place high value on human interaction when considering the use of advances in information and communication technology to cater for the range of learning styles and environments characteristically found in enrolments in Schools of Distance Education.

8. Home tutoring is an integral part of educating students in schools of distance education.
   a) Education Queensland and Queensland College of Teachers should recognise graduates of teaching, who work as home tutors, with the appropriate accreditations.
   b) Education Queensland should provide educational pathways for home tutors to gain some form of teaching qualifications as a product of their home tutor work.

9. That ongoing support for Information and Communication Technologies be provided and funded by Education Queensland to improve the ability of tutors, teachers and students to enhance student-learning outcomes. Education Queensland continues to support the Resourcing of research and development in ICT’s that would further improve educational outcomes.

10. Financial assistance should be available towards tuition costs at boarding schools, where children live away from home due to geographical isolation.

11. Financial assistance should be available towards travel cost to boarding schools and home where children live away from home due to geographical isolation.

**REMOTE SCHOOLS**

Council believes that:

1. it must be ensured that all students attending remote schools have access to an education of an equal standard and range of subject choice to those in the metropolitan areas and provincial cities through:
   a) provision of teachers with expertise in their subject areas;
   b) provision of a modern distance education mode of curriculum delivery from teachers with expertise in their subject area; and
   c) provision of classroom facilities to enable students to take part via computers in classes in larger centres where a teacher with the expertise is available.

2. small schools should be considered in clusters to permit viable sharing of resources and the opportunity for combined cultural sporting and social activity;

3. Small schools should be supported by larger schools and schools of distance education to provide support in the areas of:
   a) Administration;
   b) Curriculum resources and development;
   c) Social interaction;
   d) Personal development;
   e) Professional development;
   f) Services being provided by larger schools and schools of distance education to provide support in the areas of:

4. an integrated curriculum should be developed to assist teachers with multiple grades in small schools;

5. the curriculum should reflect the broad Australian environment as the basis for learning and so equip the student for the demographic changes which are taking place;

6. all children in remote schools should be screened in early childhood and at regular intervals for aural/visual, medical/dental and developmental appraisal and have access to appropriate specialist services;

7. positive steps should be taken to provide TAFE and curriculum electives in remote high schools and encourage students to continue;

8. students in remote schools should receive regular motivation and self-esteem courses in an effort to raise and broaden their aspirations;
9. where pertinent, the provision of secondary schooling for country students should be provided as near as possible to their homes;
10. where possible boarding facilities should be provided to allow students closer access to their families.

ABORIGINAL & TORRES STRAIT ISLANDER STUDENTS

Council believes that:
1. people of Aboriginal and Torres Strait Islander descent who may be socially and educationally disadvantaged require active support to improve their educational opportunities;
2. district committees which include a majority of Aboriginal/Torres Strait Islander people, selected by Aboriginal/Torres Strait Islander people to advise on educational matters for Aboriginal/Torres Strait Islander people, should continue to be supported;
3. curriculum relevance is an important factor in the education of Aboriginal/Torres Strait Islander children;
4. the curriculum should make use of the local environment and the learner's real life experience as the basis for learning;
5. Aboriginal and Torres Strait Islander parents/caregivers and community leaders should be involved in the development of a relevant curriculum that promotes and encourages positive attitudes to their ethnic identity.
6. Aboriginal/Torres Strait Islander children should be exposed to Aboriginal/Torres Strait Islander achievers, enterprises and differing lifestyles, as a means of raising their aspirations.
7. teachers appointed to schools with a high Aboriginal/Torres Strait Islander enrolment should have positive attitudes to the community lifestyle and receive adequate pre-service in teaching multiple grades supported by special induction and in-service programs;
8. P&Cs in isolated Aboriginal and Torres Strait Islander communities should be given training and on-going support to equip them with skills required to operate as effective parent representatives within the school community and on a broader regional basis;
9. the curriculum in schools with a high Aboriginal/Torres Strait Islander enrolment must cater for all children attending those schools;
10. the government should actively support the participation of Aboriginal and Torres Strait Islander parents/caregivers in the education of their children to enable the preservation of their cultural identity.

EXCEPTIONAL STUDENTS

Council believes that the needs of exceptional students should be met by:
1. providing adequate resources and remedial teachers for all primary and secondary schools to meet the needs of exceptional children;
2. providing facilities necessary to accomplish the integration of exceptional children into the regular classroom situation;
3. providing on-going remedial education facilities for school leavers who, after having entered the workforce, find the need for further educational development;
4. providing all schools with proper counselling facilities so that students and parents/caregivers may be interviewed in a private and confidential manner.

GIFTED AND TALENTED

Council believes that all children have particular gifts and talents and that Education Queensland has a responsibility to foster and provide resources for all children’s unique abilities. With respect to Gifted and Talented children, Council believes that Education Queensland should:
1. foster the identification of all gifted and talented children, both academic and non-academic;
2. foster the widest possible understanding of gifted and talented to include all student abilities, both academic and non-academic;
3. provide challenging and meaningful enrichment programs within the regular classroom situation;
4. ensure that teachers are aware of the necessity to encourage the development of the whole child and the importance of extending the child in all areas, including in the most obvious areas of excellence;
5. encouraging children to achieve their full potential without stress or neglect of other areas.

STUDENTS WITH DISABILITIES

Council believes that:
1. the term "disabilities" includes: physical, intellectual, sensory, learning impairments/difficulties as well as behavioural disorders;
2. it is the recognised right of all students to receive the best education possible;
3. the most important aspect of any service delivery model is that the student accesses the most appropriate program to facilitate meaningful outcomes for the individual;
4. it is the right of the parents/caregivers to choose from a full range of educational options to ensure meaningful outcomes for students;
5. Council in general supports Education Queensland's "Policy Statement and Management Plan - Educational Provision for Students with Disabilities";
6. the full range of service delivery options currently available for the education of students with disabilities must be maintained and Education...
Queensland must continue to upgrade staffing and resourcing until the identified optimum levels are achieved;

7. services should be provided in preschools, primary schools, secondary schools, special education units and special schools. Specialist support services operate out of, as well as within these locations. Special schools, special education units and regular classrooms are essential components of the total range of service delivery options;

8. the full range of service delivery options must be brought to the attention of parents/caregivers of a student ascertained as having medium to very high support needs. Parents/caregivers must have the right to choose the delivery option they feel most appropriate for their student;

9. information regarding the range of service delivery options available in each locality across the State should be accessible at every district Office;

10. any student with identified special needs, the appropriate human and physical resources must be provided in the chosen setting. These resources must be provided to enable students to achieve their full potential;

11. the provision of therapeutic services (eg. physiotherapy, occupational therapy, speech therapy) to all schools by Education Queensland is essential to enable students with disabilities to take advantage of the education which is their right and that it may be interdepartmentally funded;

12. school communities have a responsibility to continually identify and address barriers that limit students' opportunity and access to education, so that students' outcomes are increased.

EDUCATION FOR HOSPITALISED STUDENTS

Council believes that:

1. All students have the right to an appropriate educational service which will:
   a) provide experiences that are developmental and age appropriate;
   b) be responsive to the medical social and education needs of the students;
   c) cater for individual learning needs;
   d) facilitate continuity of educational experiences;
   e) contribute to a student's well being, treatment and recovery in a caring supportive environment;
   f) be responsive to information from hospital teams, parents/caregivers, home schools, other agencies and the student;
   g) facilitate the transition process;
   h) value inclusivity;
   i) be conducted in accordance with the principles of social justice;
   j) ensure that students (short stay, recurrently ill and long stay) do not suffer educational disadvantage due to hospitalisation.

2. staffing of these services should:
   a) be preserved and increased depending on the special needs of some hospitals (metropolitan or non-metropolitan);
   b) require teachers to have special skills and talents appropriate to a variety of teaching environments;
   c) require teachers be part of multi-disciplinary teams while students are hospitalised.

3. Facilities should be:
   a) available to all children within the hospital regardless of their medical condition or duration of stay;
   b) available to families requiring to stay in metropolitan centres for long periods and may have siblings of patients that need ongoing education for the duration of care;
   c) designed in consultation with the educational staff of the school service and any advisory group the school may have;
   d) maintained and any alteration to conditions be done with the full involvement of school staff and any advisory group the school may have;
   e) provided with the same equipment allowances that schools with P&Cs are entitled to;
   f) house a resource centre.

4. QCPCA should provide support to hospital schools upon request. This may take the form of representative/s, communication services and general promotion of the service.

CONTINUING EDUCATION

Council believes that:

1. Governments should fund tertiary and vocational education at a level that ensures equity of access for all students. Every student should be guaranteed access and participation in tertiary and vocational education without discrimination.

2. Tertiary and vocational education for a first qualification should be fully funded by governments.

3. Tertiary and vocational education should be equitably funded in all regions of Queensland to ensure the highest quality of education for all.

FINANCE AND ADMINISTRATION

It is the primary obligation of governments to provide and maintain access for all people to a free public system of education of the highest standard, and able to meet the needs of all sections of the community.

The public system of education should guarantee the right of every person to an education which shall be free and, at least in the elementary stages, compulsory. People should be given an opportunity for an education which will promote general culture and enable them on a basis of equal opportunity, to develop their abilities, individual judgements and sense of ethical and social
responsibility, thus enabling them to become useful members of society. Funding should:

1. encourage equality of educational opportunity, openness and diversity within and among schools;
2. ensure that priority in the distribution of funds is given on a needs basis consistent with public interest and the economic use of resources;
3. encourage devolution of responsibility and growth of local autonomy so that there may be realistic participation and involvement of the community in the education process.

Disparities in educational opportunities should be minimised by giving funding priorities, on a needs basis, to those groups disadvantaged by historical, cultural, economic, or social circumstances, disability and geographic locations.

P&Cs should not be called upon to raise funds for educational or administrative needs of a school, as these are the responsibility of Government.

Where money is raised or expended on behalf of a school or in the name of a school by other than the official P&C association, there should be provision for P&C sanction and supervision.

Corporate sponsorship is opposed if such sponsorship means any interference with curriculum or how the school is administered.

The principal, teachers and members of the P&C should participate in deciding how money raised and allocated to their school is spent.

The State Government and relevant parties (QCPCA & QTU) should meet annually to consider all aspects of funding for education in Queensland, including capital as well as recurrent expenditure.

GENERAL

Council believes that:
1. the Queensland Government should ensure that the per student education funding of state schools in Queensland is at least equal to the median (per student education funding of state school) of all other states and be no less that 25.7% of consolidated revenue in the State Budget;
2. Education Queensland should continue to fund QCPCA by way of a grant-in-aid and that it should be increased annually in real terms;
3. expenditure for education should be shared equitably between all state educational facilities;
4. all grants to schools should be indexed to at least inflation rate figures and reviewed continuously to meet increasing costs, higher retention rates in high schools and large population growth;
5. the Government should supply computers in state primary schools for teaching and administrative purposes;
6. full Government support should be given to the use of computers in state primary schools;
7. Education Queensland should provide adequate insurance cover for voluntary workers for P&Cs in Queensland, and should provide compensation for those injuries not covered by insurance;
8. all schools receiving public funds should control such funds through elected boards, councils or committees on which there is elected representation from the P&C;
9. the principal, teachers, P&C and other interested community members should participate as partners in developing the school budget. The needs of all those groups should be considered to ensure that no group is excluded. The P&C should have the option to continue to control its own funds;
10. schools receiving over half their recurrent support from government, should be open to all who wish to enrol;
11. annual audited accounts, including all financial operations and sources of income of schools receiving government funds should be made available to Education Queensland and should be open to public scrutiny.

ALLOWANCES

Council believes that:
1. all student's secondary and tertiary allowances should to be regularly reviewed to ensure equitable adjustments to living costs;
2. funds should be made available to the Department of Health to allow the Manning of sufficient dental caravans to cover all state schools, both primary and secondary;
3. the State Government should pay any ambulance transport costs involved in carrying state school children who are injured or become ill at school;
4. the cost of swimming pool fees and transport for all children who have not attained the initial swimmer's certificate be met by state government;
5. an amount of money per student (set according to location of school) should be granted to assist in travelling costs for sport and other educational excursions;
6. funds should be provided for students selected in sporting teams for state school championships to defray travelling expenses to those championships and the scale of funding should be set at a particular percentage of the relevant fare;
7. funds should be provided to each state school to have a teachers' reference library with training manuals essential in the course of normal teaching duties.
8. That the seeding funds provided by Education Queensland to P&C's of new schools be:
   a) indexed to keep pace with the CPI
   b) available to P&C steering committees with the authorisation of the District Director.

TEXTBOOK HIRE SCHEMES

Council believes that:
1. all text books should be available free of charge;
2. the government textbook allowance should be set at 40% of new book costs;
3. Education Queensland should provide staff to operate textbook hire and/or exchange schemes;
4. Education Queensland should ensure that all funds going into textbook hire schemes are used only to purchase books and consumable class resources prescribed on school textbook lists and for resale to students;
5. Education Queensland should provide insurance cover for all textbooks and resources provided to students under textbook hire schemes.

TRANSPORT
Council believes that:
1. the Queensland Government should provide free transport to the nearest state school for all students, unless students are disadvantaged by the open access policy of Education Queensland, whereas free travel should be provided to the necessary facilities;
2. the Queensland Government should implement an equitable system of school transport allowance.
3. the Queensland Government should implement an equitable system of subsidised transport to maximise learning opportunities for students by ensuring:
   a) attendance by all students to external learning centres and/or vocational preparedness, is affordable, accessible and timely.

BUILDINGS, FACILITIES & EQUIPMENT
Council believes that:
1. no capital facility should be provided from public funds unless it is, where appropriate, open to the community;
2. the State Government should act as guarantor for all approved loans for school buildings granted to P&Cs;
3. Education Queensland should cover the cost of grounds maintenance.
4. the government should cover the cost of providing schools with all basic items and facilities;
5. grants should be provided for sporting equipment for schools;
6. Education Queensland should increase the grant payable for instruments and qualified music teachers to teach instrumental music in all areas of Queensland;
7. allowances for employment of operators of school pools should be aligned with current costs;
9. an establishment grant of a minimum of $2000 should be allocated by Education Queensland to the P&C of each new school to assist with set-up costs;
10. in view of environmental issues, budgetary provision should be made for:
   a) energy reduction;
   b) waste reduction;
   c) recycling programs.

PRE-SCHOOLS
Council believes that:
1. government preschools should be financed by the State on the same basis as primary and secondary schools;
2. when the situation warrants, preschools should be given separate administration grants so that schools to which they are attached are no longer responsible for ground maintenance.

COMMERCIAL ACTIVITIES IN STATE SCHOOLS
Council believes that:
1. funds from commercial activities in state schools must not replace government funding for state schools;
2. funds from commercial activities in state schools must not make up the majority of income for state schools;
3. state schools should not endorse products or services;
4. commercial activities in state schools must, in no way, influence or compromise the curriculum, management or staffing of a state school;
5. Education Queensland must develop policy and guidelines for commercial activities in state schools. These must clearly address issues of suitability of activity and a declaration of continued Government funding for state schools;
6. each school should develop a commercial activities in state schools policy at a local level, through consultation with the whole school community. This local policy should supplement the Education Queensland policy, not replace it.

SCHOOL HEALTH AND SAFETY
The health and safety of children, staff and the community is of the utmost importance.
All students are entitled to learn in a healthy and safe environment. Education Queensland, in keeping with its responsibilities under the Workplace Health and Safety Act, is responsible for providing a healthy and safe learning environment for students and other school community members including children attending and travelling to and from school.

STUDENT DRESS STANDARDS
To enable all students to participate fully in the full range of curriculum the council encourages P&Cs to set a dress standard code that:
1. incorporates the recommendation and requirement of relevant health and safety policies and guidelines;
2. contributes to and supports a healthy and safe learning environment;
3. supports the rights of all students in the school community to be free from all forms of sexual harassment, gender bias and any form of discrimination such as socio-economic prejudice.
This may require a uniform standard to be set and endorsed by the school community;
4. encourages a choice of clothing in which students feel comfortable, that is appropriate to the climate and activity, flexible in style to encourage pride and develop self-esteem.
5. does not disenfranchise a student taking part in the delivery of the curriculum.

**PART A - HEALTH AND SAFETY AT SCHOOL**

Council believes that:
1. the health and safety of people at school and people travelling to and from school is best achieved by the development of health and safety management programs within schools through the establishment of health and safety committees;
2. Desirable characteristics of these committees include:
   a) An equal number of parent/caregiver and teacher representatives;
   b) Persons endorsed by P&Cs and other representative parent groups;
   c) Teacher representatives chosen by teachers;
   d) Active involvement in assessing likely hazards in the school, setting of standards and formulating school health and safety policies; and
   e) Authority to make decisions and influence implementation of school and departmental health and safety policies.
3. Desirable roles of these committees include the following functions:
   a) Reviewing and monitoring reports on injuries and their presumed causes;
   b) Investigating any evidence concerning practices, working conditions and equipment condition that is considered to be unsafe or a risk to health;
   c) Developing detailed procedures and codes of practice governing the way work is performed in schools.
4. Effectiveness of committees will be enhanced by:
   a) Providing training for committee members to provide basic understanding of the magnitude of health and safety problems in schools, types of hazards present, potential effects of these, appropriate preventative strategies, and sources of relevant technical information and advice;
   b) Developing basic research skills, including knowledge of theories of injury and illness causation, investigation methods, and the interpretation of data;
   c) Providing adequate financial and human resources for committees to perform their work;
5. School health and safety management programs should be adequately funded and resourced by the state government.

**FIRST AID**
1. Council believes that all Education Queensland employees working in State Schools should hold a current first-aid certificate.

**BUILDING / SITE SAFETY**
Council believes that the health and safety of children will be increased in:
1. New schools by:
   a) Implementing works design PS78;
   b) Vehicles being kept apart from students in school grounds in accordance with Schoolsafe Guidelines.
2. Existing schools by:
   a) Allowing vehicles into grounds at only one entrance with speed bumps installed and restricted areas set aside for delivery of essential supplies without placing children at risk;
   b) Providing designated student-crossing locations on internal school roads where applicable;
   c) Standardising glass in buildings in all schools to the Australian Standards code;
   d) Installing in recreational areas rubber impact material underneath all playground equipment;
   e) Providing additional shaded areas within schools to minimise exposure to the sun's ultraviolet rays;
   f) Each school being aware of the existence, location and use of hazardous substances located in school buildings and grounds.

**ASBESTOS REMOVAL**
Council believes that:
1. Building materials containing asbestos should be removed in all Queensland state schools.
2. Priority removal and replacement should be given to those building materials affected by age and exposure to the elements.
3. The state wide removal and replacement program of building material containing asbestos should be a stand-alone program funded annually separate to general school maintenance programs within the state budget.
4. The removal and replacement program should include funding for quality controlled cleanup procedures and measures to be implemented to the highest standards, ensuring contractors and subcontractors follow established protocols for entry onto a State School Education site to carry out building or maintenance work.
5. This removal, cleanup and replacement program should be commenced immediately and be completed by 2010.
6. All state schools should immediately be assisted by the Education Department to review and update their Building Management Plan which identifies the location and type of asbestos material, to ensure currency and accuracy which will assist in the removal and replacement plan implementation to be conducted by a qualified assessor.
FIRE SAFETY
Council believes that the safety of children will be increased by:
1. Adopting and implementing fire safety standards in all schools to at least those set down by the Building Code of Australia;
2. encouraging P&Cs/schools to select fire retardant/resistant materials for school uniforms;
3. using fire retardant materials for soft furnishings in schools, eg carpets, curtains etc;
4. providing the latest fire retardant blankets in all high fire risk areas;
5. adopting a standard fire evacuation signal in all schools in Queensland;
6. supplying and installing in all Queensland schools, a standard emergency evacuation device for the safety of students and, in addition, a visible device in all school areas where hearing impaired children are taught;
7. providing adequate fire extinguishers for all State schools.

SPORTS SAFETY
Council believes that the safety and health of children will be increased by:
1. in all sports by:
   a) ensuring that sports are played/conducted under the "safety conditions standard" set down by the appropriate sports association, with a certificate of national coaching Accreditation Level 1 being the minimum requirement for instructors;
   b) having an effective risk management strategy developed and implemented at all sites where students will participate;
   c) all facilities being safe, including the condition of the training and playing surfaces; with a program of regular maintenance of facilities in place;
   d) ensuring that all outdoor sporting activities, wherever possible, be programmed to minimise exposure to the sun’s ultraviolet rays;
   e) providing 30+ broad spectrum sunscreen to schools at no cost for all persons at schools who will be outside during these peak hours;
   f) ensuring that volunteers included in instruction have a certificate and be trained in first-aid including cardio-pulmonary resuscitation;
2. in swimming by:
   a) all students having access to swimming lessons, particularly during primary years, as part of the school curriculum. These lessons should lead to a certificate verifying that a student has achieved the desired standard of competency as required by Education Queensland. Tuition and transport costs should be funded by the Education Queensland;
   b) ensuring that all teachers who supervise swimming classes have a Bronze Lifesaving Certificate;
   c) ensuring that all qualified physical education teachers have a certificate of National Coaching Accreditation Level 1 or a certificate of the Australian Council for Teaching for Swimming Water Safety;
   d) ensuring that parents included in instruction have a certificate and be trained in first aid including cardio-pulmonary resuscitation;
   e) providing full time, fully trained swimming instructors to schools where there is a swimming pool on school property, so as to fully utilise facilities;
   f) providing supervision of swimming classes at the following scale:
      - Years 1,2 and 3 non-swimmers - 1 supervisor to 4 students;
      - Years 1,2 and 3 swimmers - 1 supervisor to 8 students;
      - other Years - 2 supervisors to 35 students;
   g) ensuring there be at least one teacher, who is participating in the supervision of swimming lessons which are to take place in the pool confines, dressed in proper swimming attire as opposed to normal working clothes; and
   h) providing appropriate alarm systems in the pool area, where the pool is situated more than 50 metres from the nearest telephone.
3. in sports programs by:
   a) school sport being structured and organised in a way that will encourage the co-ordination and integration of school and community sport programs to maximise the benefits to children;
   b) sharing of coaching resources and facilities being actively promoted and encouraged by the Department to ensure maximum use by children;
   c) joint resource development between schools, community groups and local government and other government departments being promoted and encouraged by Education Queensland to ensure efficient provision of quality facilities.
4. by reviewing and updating Education Queensland’s handbook on sports safety.

PHYSICAL EDUCATION/SPORT
Council believes that the benefits of physical education/sports will be increased by:
1. ensuring that all children, as a component of their school curriculum, participate in a broad range of physical education/sport activities conducted in accordance with the National Junior Sports Policy;
2. providing the best possible sporting experiences for all students so as to encourage life-long participation in sport;
3. providing for the allocation of appropriate resources and facilities;
4. providing equal opportunities for all students;
5. encouraging and actively catering for talented students;
6. providing a consistent, coordinated approach to sport in the community by schools;
7. having more effective communication and improved strategic planning involving schools and community sports.
HEALTHCARE

Council believes that no child’s educational progress should be impeded through lack of proper health care and that integrated health services must aim to provide both preventative and corrective health care for all children.

Council believes that the physical, mental and educational development of the child is assisted by:

1. co-ordinated services, and that the school is the ideal contact point common to all children;
2. ensuring that regular exercise forms part of the curriculum at all levels of schooling;
3. providing ready access to suitable recreational areas for the mental and physical well-being of children;
4. ensuring frequent opportunities for students to drink water during hot weather, to reduce the chance of heat stress and associated problems;
5. providing a recognised, appropriately equipped and furnished area for students who are in need of care;
6. that school canteens, where viable, support the health education programs of the schools and be compatible with the cultural background of the children attending the school;
7. requesting Education Queensland to instruct school janitors and cleaners to:
   a) cease burning rubbish in incinerators in school grounds;
   b) dispose of school refuse through other safer and healthier means; and
   c) dispose of school incinerators from school grounds.
8. Council believes that the Health and Education Departments should cooperate in extending the current development of Community Health Services to enable them to:
   a) establish Community Health Centres to provide medical and para-medical services, including social workers, based in Centres but available to schools on a regular basis;
   b) train and employ registered Community Health nurses in schools, enabled to refer to all services necessary to maintain physical and mental health (eg, though community Health Centres);
   c) cater for students in isolated areas by provision of mobile units, or transport with a parent or caregiver, free of charge, to the nearest centre where appropriate facilities are available;
   d) ensure that all children have the opportunity to receive an annual examination for developmental growth, with more frequent attention, where indicated, for the “at risk” child, and that a continual development record of each child be accessible to their parents/caregivers and teachers (with that child's parents/guardians consent);
   e) ensure that all children have the opportunity to receive a thorough medical examination at the beginning of the first formal year of education, before entry to school, or at entry to the school system in Queensland, and that, in conjunction with the initial examination, orthoptics, audiometric and perceptual testing and screen (including tests for colour blindness) is carried out and repeated every two years throughout schooling;
   f) extend the system of free dental clinics for school children and to provide access to these clinics for children in all areas;
   g) where access is restricted the State Government should provide free dental care using private dentists for this service;
   h) encourage vaccination of all children before school entry for polio, diphtheria, whooping cough, tetanus, measles, hepatitis B and rubella where recommended by the Health Department at the appropriate stage, (except where medical certificate is produced) and that all advertisements and advice on immunisation be conducted through the media in ethnic languages;
   i) ensure that teachers and students are made aware of the dangers of cancer, especially skin cancer and its associated problems and are encouraged to take appropriate preventative measures such as wearing appropriate clothing and sunglasses to minimise the risk of:
      i) exposure to the sun's ultra-violet rays;
      ii) heat stress;
      iii) eye damage.
   j) carry out, at Year 6 or 7, screening programs and where necessary vaccination programs, to continue to control the spread of tuberculosis in identified areas and communities of high risk.
   k) carry out at Years 6 or 7 and again in Years 9 or 10 screening, for the early identification and recommended treatment of scoliosis.
9. Schools with students enrolled who have a chronic or serious medical condition must ensure that all staff (including teacher aides and relieving staff) are informed of the child’s condition and the immediate first aid that may be required. A pro-forma should be supplied by the Department of Education to enable an Individual Management Plan to be made for each student in this category. This must include a current photograph, which is updated annually or sooner if deemed appropriate. Children in this category include those with asthma, anaphylaxis, diabetes, epilepsy and cystic fibrosis (and may include others where appropriate).

10. Students at High School are forced to carry their school pre-requisites (books, bags, etc) with them from class to class. This is not conducive to a suitable learning environment. Students are obliged to carry their belongings into toilets, on tuckshop queues, into the playgrounds, walking or riding to and from home and school. Some students are experiencing back pain and fatigue by the end of each day. It is considered that premature back injuries to growing adolescents could result if this practice continues.

11. Council believes that:
   a) all members of a school community should be instructed in the appropriate procedures for handling blood and other body fluids, in order to prevent transmission of the HIV virus and Hepatitis A,B,C. They should be regularly reminded of these procedures;
   b) regular school-based professional development courses should be mandatory for teachers of students with chronic medical conditions. These courses should include information about the nature, management and treatment of such conditions. Parents/caregivers of these students should be invited to act as experts and all parents/caregivers should be invited to participate;
   c) where a student or staff member has or is alleged to have HIV virus, they should be protected from discrimination and ridicule. Neither their condition nor their identity should be disclosed to any person, except at their request, or in the case of minors, their parent/caregiver.

   PART B - TRAVELLING TO AND FROM SCHOOL

ROAD SAFETY
Council believes the road safety of school students will be increased by:
1. reallocating funds currently budgeted for mass media road safety campaigns to Education Queensland to develop the teaching materials and to in-service both teachers and parents/caregivers in the new course;
2. negotiating with the Departments of Education and Transport, a wider brief for School Safe Committees;
3. resolving conflicting and competing school travelling safety policies of the Departments Education, Transport and Administrative Services;
4. providing precise, clear and consistent signs to indicate to drivers that:
   a) they are in a "school" zone;
   b) there are pedestrian crossings in the area.
5. installing school signs at all schools of a colour especially selected for school identification and preferably on a national basis and suitably located for easy viewing, eg on roads near schools;
6. employing children’s crossing supervisors at all school crossings without lights;
7. providing a set down area at existing schools and new schools;
8. Providing mandatory teacher / teacher aide supervision of all designated student set down and pick up zones.
9. Providing off-street parking for all staff cars at all existing and new schools;
10. Education Queensland supporting an integrated approach to road safety, cycle safety and driver education from P-12 by:
   a) including Road Safety as part of curriculum;
   b) providing suitable Road Safety films and games for Years 1-3;
   c) providing driver training for Years 11 and 12;
   d) providing instruction in the elementary care and servicing of vehicles;
   e) promoting an understanding of hire purchase and bank loans for the purchasing of vehicles.
11. constructing footpaths separated from roads on school property and into school catchment areas.

BUS SAFETY
Council believes that the safety of children travelling on school buses will be increased by:
1. extending the limit of school bus travel in country areas where there is no established public service, to allow children beyond 3 kilometres to travel on the school bus;
2. ensuring that all buses used to transport school children meet the approval of the Department of Transport;
3. not permitting standing passengers on any buses used to transport students to and from schools or on school excursions;
4. developing selection criteria for drivers including background checks to identify previous convictions for criminal matters, particularly those including minors, and conducting regular medical health checks for drivers;
5. legislating for a School Bus Stopping Lane/School Drop Off Zone with these areas to be clearly marked;
6. legislating for hazard warning lights to operate at all times when setting down and picking up students;
7. addressing the safety conditions of school buses, padding of seats and appropriate steel bars;
8. changing the current regulations so as to prevent overcrowding on local bus runs and school excursions. The carrying capacity for these buses...
should be one child per adult seat with none standing;
9. legislating for school buses to be fitted with sufficient seat belts to ensure the safety of all passengers;
10. Council believes that:
   a) QCPCA, Education Queensland and Queensland Transport should work together to develop and promote the introduction of bus safety awareness and bus drill, in all state schools;
   b) bus safety drill will incorporate basic instruction for all students on accidents and emergency procedures;
   c) all bus drivers and operators should receive training from Queensland Transport to assist with the implementation of such bus safety programs.
   d) all designated school buses must carry first aid kits and all drivers of these buses must hold a current First Aid Certificate.

**BIKE SAFETY**

Council believes the safety of students travelling to school on bicycles will be increased by:
1. formulating bike-plans for individual communities including education, engineering, enforcement and encouragement programs and components;
2. Education Queensland and Department of Transport introducing school and community bicycle education courses with an on-road component to develop safe and responsible road use behaviour, tolerant attitudes to other users and survival skills;
3. providing all schools with the Road Safety Council’s cycling manual and video;
4. engineering road design to incorporate bikeways;
5. the construction of bikeways separated from roads on school property and into school catchment areas;
6. dispersing children on school property by having sufficient access/entry points
7. enact legislation:
   a) to protect the rights of all road users especially pedal cyclists;
   b) to enable efficient and positive enforcement procedures for pedal cyclists;
   c) to facilitate innovative and cost-effective pedal cycle integration with existing roads, footpaths and parks.
8. encouraging the use of cyclists visibility devices;
9. expanding the Safety House Scheme to include homes along bikeways away from public roads;
10. providing secure storage for safety helmets at all schools;
11. negotiating with the Departments of Education and Transport for a wider brief for Schoolsafe Committees;
12. increasing financial and human resource allocations to support schools health and safety management programs;
13. calling on Q-Build to adopt as its school construction policy, the Queensland Transport Safe School Travel document regarding traffic engineering facilities and all construction be in consultation with Queensland Transport engineers and road safety consultants.

**PART C - VACCINATION / IMMUNISATION**

Council believes that the health and well being of the school community should be protected by controlling outbreaks of preventible infectious diseases.

**ROLES AND RESPONSIBILITIES**

All sectors of the school community and Government services should be working in cooperation to control outbreaks of preventible infectious diseases. The roles of the various sectors should include but not be limited to the following:

1. Parents/caregivers should be responsible for:
   a) all decisions, ethical, moral and religious, regarding the vaccination of children under their care and protection;
   b) the safe keeping of records of vaccinations; and
   c) verification of school based records as well as other externally stored records.
2. Education Queensland should be responsible for:
   a) maintenance and administration of school based vaccination records that are consistent with the principle of protecting the health of the school community in the event of the outbreak of a preventible infectious disease;
   b) advice to parents/caregivers of the vaccination status of their children as recorded in school based records;
   c) maintenance of school based vaccination records and the integrity of that data;
   d) provision of information to parents/caregivers regarding disease prevention and control policies and procedures.
3. Queensland Health should be responsible for:
   a) establishment of a record of vaccination status for all persons who have received vaccinations against preventible infectious diseases;
   b) notification to parents/caregivers of changes to the vaccination status of their children; and
   c) production and provision of information to parents/caregivers regarding vaccination issues;
   d) maintenance of records of vaccination and the validation of that data against evidence provided by parents/caregivers and general practitioners;
   e) provision of records for individuals from the central record to parents/caregivers, schools and other public health organisations only with the prior approval of the parent/caregiver.
INFORMATION FOR PARENTS & CAREGIVERS
Council believes that parents/caregivers should be provided information on:
1. government policy and the rationale behind the policies that affect vaccination, outbreak control and school attendance;
2. government procedures regarding outbreak control and attendance at school;
3. government policies in relation to the keeping of records, types of information contained in the record, privacy and confidentiality of information regarding vaccination;
4. parental roles and responsibilities in relation to vaccination.

ADULT VOLUNTEERS/EMPLOYEES
Government policies and procedures regarding the controlling outbreaks of preventible infectious diseases should apply equally to all sectors of the school community including:
1. students;
2. teachers;
3. administrative personnel;
4. volunteer workers;
5. other paid workers.

NOTIFICATION OF VACCINATION STATUS
Council believes that the effective control of outbreaks of preventible infectious diseases would be enhanced by:
1. a non-mandatory requirement that parents/caregivers disclose their child’s vaccination status when enrolling students at State schools and pre-schools including the School of Distance Education. In the event that a person chooses not to disclose relevant vaccination information for an individual, then the individual to which the information relates should be classified as “unvaccinated”.
2. acceptable evidence being a certified record of vaccination status from a general practitioner or the Australian Childhood Immunisation Register (ACIR);
3. development by Education Queensland of a standard procedure for collecting and recording of relevant vaccination information;
4. the provision of vaccination services, upon request by parents/caregivers, as part of the Community Health Services in schools;
5. the inclusion of vaccination status data in Education Queensland Interschool Transfer documents.

EXCLUSION PROCEDURES
Where Outbreak Control Officers have the power to exclude unvaccinated children during an outbreak of a preventible disease this should be conditional on the student’s education continuing through other approved methods, and on these not being an additional financial burden on parents/caregivers.

PART D - PROTECTING CHILDREN AGAINST ABUSE
Council believes that society must actively protect its most vulnerable members, our children from the trauma of all forms of abuse. Students, parents and teachers have the right to feel safe in their community. Students also have a right to a safe caring environment with provisions in place to protect them. The silence surrounding child sexual abuse must be broken and its victims supported and protected. We believe that the following will assist in addressing this:
1. Community and government should foster a social environment where the existence of child sexual abuse is openly acknowledged and actively addressed.
2. Parents, Education Qld and the government must provide for personal development of children including self-esteem, self-confidence and protective behaviours as a means of defence against abuse of all persuasions.
3. Education Queensland and the government, with the collaboration of external agencies, shall ensure that the policies and curriculum available to promote child protection and development are implemented and active in all schools. The implementation of the policies and curriculum must be measurable and definitive.
4. The silence surrounding child sexual abuse must be broken and its victims supported and protected. Where professional evaluation indicates the possibility of repeat offence, convicted child sex offenders should be indefinitely incarcerated. Until it can be guaranteed that rehabilitation treatments are effective, potential re-offenders should not be released into the community.

STAFFING
The quality of schooling is closely related to the quality of teachers.

Teachers should see their students as individuals and develop with them relationships of mutual respect and dignity.

Teachers should recognise that the school is an integral part of the community and be prepared to promote the active involvement of parents/caregivers and the community in appropriate ways in schooling.

Teachers should be knowledgeable about and, be prepared to draw on, community resources, and should be able to work cooperatively with the family and with people and organisations in the community.

The teaching profession should have the highest recognition and support from government and the community.
Council encourages and supports the careful monitoring of teacher education programs so that quality, content, teaching and practice are assured.

THE PROFESSION OF TEACHING
Council believes that:
1. because the quality of teachers is vital to the quality of education, the conditions of teaching must be such as to foster and promote fully professional attitudes, responsibilities and status in the Queensland teaching service;
2. all staff of schools must meet and continue to meet workplace competencies appropriate to their work roles and levels of professional activity;
3. as professionals, teachers must accept the responsibilities of their profession, including the need for continued professional development;
4. the state school teacher organisation should take such steps as are necessary to ensure that its Code of Ethics is published and upheld;
5. admission to the teaching profession (as distinct from employment of teachers) should be by the teaching profession, as in other professions;
6. teachers as professionals ensure continuity in teaching for children in all year levels when changeover of teachers occurs during the school year;
7. the teaching profession should formulate and administer a system of ethical practices whereby teachers who cannot relate to children do not continue in day-to-day contact with students.

ADMINISTRATION
Council believes that:
1. large schools should be administered by specialists trained in educational administration;
2. a non-teaching principal should be appointed to all Band 3 schools;
3. part-time administrators should be provided in all schools which do not have permanent administrative support;
4. where the administrative team of any school is two or more, that team should include at least one male and one female;
5. the present staffing formula should be used only as a guide to individual school requirements, and additional qualified staff should be provided to teach all subjects available at that school in the previous year, if allocated staffing is insufficient;
6. choice between 'vertical' or 'family groupings' and 'single year level' classes must be made by the principal in consultation with the local school community and not imposed due to Education Queensland restriction;
7. principals have 5 year renewable contracts with a minimum of two year terms at any one school.

TEACHER SUPPLY
Council believes that:
1. the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA), State and Territory education authorities, and teacher organisations should critically examine the traditional tenets of deployment, supply and employment of teachers in Australia, in the light of changing needs of the people in our schools;
2. apart from the exception specified below all classes in Queensland should be at a maximum ratio twenty-five (25) students to one (1) teacher;
3. classes where there are students with disabilities should be reduced by a minimum of three (3) students for every one (1) student with a disability;
4. composite classes must not be introduced into a school without full and open consultation between staff and parents/caregivers;
5. no first year teacher should be asked to teach classes bigger than 20 pupils maximum or a composite class;
6. all teachers (pre-school, primary, special and secondary) should be provided with a minimum of two hours per week non-contact time;
7. Education Queensland should recognise the relative benefit of the various bases for teacher supply, including class size, curriculum organisation, the deployment of non-teaching resource personnel and the use of the variety of learning resources available in a community;
8. suitable conditions should be developed to increase the retention rate, develop the professional status of staff and decrease the teacher turn-over in schools;
9. a local relieving teacher must be assigned to schools or clusters of schools which have an enrolment of 250 pupils or more;
10. when a student population of a one-teacher school exceeds 20 a second teacher should be appointed;
11. where the 'open area' method of teaching is in use, the Government should supply more skilled staffing for its satisfactory implementation;
12. music teachers should be appointed to schools in the same manner as physical education teachers, ie. on a roster basis;
13. Education Queensland should increase funding for the ongoing training for the provision of a greater number of music teachers for primary schools;
14. Education Queensland should urge principals to avoid assigning staff due for long service leave or other known periods of extended absence to Years 1, 7, 10 and 12 classes;
15. Education Queensland should introduce remedial/resource teaching into all secondary schools.

RECRUITMENT AND ADMISSION TO TEACHING
Council believes that:
1. the selection of potential teachers, their training, further development and professional attitudes and
standing are vital factors in the quality of school education.
2. among the qualities to be looked for in teachers are enthusiasm, imagination, tolerance, sensitivity and perceptiveness.
3. there is a need for monitoring of social and educational trends and/or planning in education so that training and recruitment of teachers may be encouraged.
4. there is need to provide a trained and adequate supply of teachers with appropriate moral, intellectual qualities and professional knowledge and skills.
5. admission to teaching should be strongly marketed and offered to the community as a fulfilling, worthwhile career, to ensure high calibre people are attracted to the profession.
   a) a wide variety of persons qualified by reason of their behaviour management skills, diverse experience outside teaching, academic studies and education, personal experience in areas of particular need;
   b) in a balanced range of ages and of both sexes;
   c) to people from diverse ethnic backgrounds.
6. special consideration should be given to selecting teachers to cater for the needs of disadvantaged groups.
7. both the need for and the availability of teachers require efficient planning rather than an arbitrary imposition of quotas on teacher training.
8. the effective implementation of this planning requires continuing, consistent and comprehensive collection of information.
9. education systems, tertiary institutions, government education and other agencies should make this information available in useful format for publication on a national basis by an appropriate government agency.
10. the appropriate authorities should make the necessary financial and other provisions to encourage mature age persons to enter teaching.
11. the State Government should provide Education Queensland with the authority and resources required to attract qualified and experienced professionals into the state education system. Such recruits could be sponsored by the State to qualify for a post-graduate Diploma of Education, with provision of reasonable living allowance during this year of training. Subsequent conditions of employment should be commensurate with specialist teacher's professional qualifications, experience and seniority.
12. educational institutions should ensure that trainee teachers are selected from students who put teaching as their number 1 choice, even if their Tertiary Entrance Scale in not the highest available, provided they meet the threshold academic requirement for selection.
13. Students should not have to select their preferred teaching level until the end of their first year of tertiary training. At that time they have grasped the concept of teaching and what it involves.

PRE-SERVICE EDUCATION OF TEACHERS

Council believes that:
1. teachers should have acquired a high level of knowledge and skill, an ability to communicate, an awareness of man and of the natural world, technological knowledge and skills and an understanding of society and its workings;
2. State and Federal Education Ministers should ensure that:
   a) all pre-service teacher education (early childhood, primary and secondary) be of at least four years duration or the equivalent;
3. all pre-service programs of teacher education including the end of Graduate Diploma of Education program which require graduates to be equally well prepared in each of the following areas:
   a) literacy;
   b) curriculum knowledge;
   c) teaching subject knowledge;
   d) education knowledge (nature of children and adolescents and their developments; learning, teaching and evaluation processes;
   e) human relationships knowledge (awareness of self; counselling; interpersonal and group skills);
   f) teaching practice; and
   g) a base knowledge of the philosophies of the world's religions;
   h) current technology;
4. in respect of teaching subject knowledge:
   a) secondary teachers of Year 11 and 12 students must have academic qualifications to at least second year tertiary level in subjects relevant to the curriculum areas in which they are teaching and must have taken one of their subjects at third year tertiary level;
   b) secondary teachers of Years 8,9,10 students must have academic qualifications to at least first year tertiary level in subjects relevant to the curriculum areas in which they are teaching;
   c) all primary teachers should be qualified in the areas in which they teach.
5. in respect of teaching practice:
   a) that student teachers be placed in schools for periods of up to six months under the direct supervision of an experienced teacher based on the "internship model" used in the education of medical practitioners;
   b) that the role and function of supervising teachers (school based teacher educators) be recognised as one requiring different professional knowledge and skills additional to those of a normal classroom teacher;
   c) that special federal funding be provided for in-service courses to permit current supervising teachers to develop and upgrade their knowledge and skills in that role.
6. in respect of entry to pre-service teacher education courses:
   a) that candidates, as a group be of equivalent and appropriate aptitude, by whatever tertiary entrance measures are used, to those entering the other professions;
   b) that candidates, be counselled at all points of entry to the professions, so that they develop an understanding of their own particular 'aptitude for teaching'.

7. innovative teacher education courses be sought based on the needs of children and teachers and that such courses not be constrained by the existing structures and policies of higher education institutions.

8. institutions engaged in training teachers should be:
   a) of tertiary standard;
   b) multi-disciplinary and covering a wide range of learning and training;
   c) independent of government departments.

9. teacher training courses should develop each student's:
   a) general education;
   b) ability to teach and educate others;
   c) awareness of the principles which underlie human sexuality and relationships;
   d) sense of responsibility for a contribution through teaching personal example to the individual welfare of the student and the development of society.

10. teacher training courses should include among their concerns and discussions topics such as:
    a) how to meet the needs of schools' students;
    b) the role of the teacher and of other school staff in the school of the future;
    c) study of the main elements of philosophy, psychology, sociology as applied to education, the theory and history of education, and of comparative education, school administration and methods (both conventional and new) of teaching the various subjects;
    d) studies related to the student's intended field of teaching;
    e) practice in teaching and in conducting extra-curricula activities under the guidance of fully qualified teachers;
    f) experience and contacts with work and activities outside academic life and teaching;
    g) the opportunity to acquire a minimum of 12 months work experience outside schools and academic institution;
    h) a study of current issues facing schools;
    i) skills to communicate and work effectively with parents/caregivers and the community.

11. courses should be designed and arranged so that every teacher trainee acquires some familiarity with and understanding of the various levels of schooling and their special requirements.

12. all teacher training institutions introduce compulsory components to enable all teachers to be adequately prepared in the acquisition of language development, literacy and numeracy skills.

13. the internationally established minimum course time of at least 100 hours be accepted as the minimum time required for pre-service training in the teaching of language development and literacy skills.

14. such courses should prepare all teachers particularly teachers trained for early childhood and primary years:
    a) to recognise at an early stage the basic learning problems of children in literacy and numeracy;
    b) to recognise development problems associated with mental, physical, emotional and social growth of each child;
    c) to take appropriate steps to correct or minimise the disability/problems.

15. all teacher training courses should include basic physical education, Level 1 coaching in at least one sport and basic first aid to enable all graduates to assist in the physical development of children.

16. Education Queensland should provide in-service education in a range of coaching and first aid courses to ensure all schools have the trained personnel to provide safe coaching of our children in a range of physical activities.

IN-SERVICE EDUCATION FOR TEACHERS

Council believes that:

1. Education Queensland and teachers should recognise the importance of in-service education designed to secure a systematic improvement of the quality and content of education and teaching techniques;

2. Education Queensland should accept the responsibility to support a continuing program of in-service training for teachers including relieving, supply teachers, contract teachers and all support staff.

3. courses should, where appropriate, involve and bring teachers into contact with persons from other occupations;

4. Education Queensland must accept responsibility to provide a continuing program of quality assurance on teachers' performance to guarantee the National Competencies are met. This includes all relieving supply and contract teachers.

5. the Board of Teacher Registration should be active in ongoing determination of teacher competencies;

6. Education Queensland and teaching institutions should continue to promote in-service courses in the areas of literacy, numeracy, communication (student teacher, teacher parent/caregiver), emotional and social relationships, human growth and sexuality;

7. whole school development programs should be planned, implemented and evaluated with parents/caregivers and the school community included as an integral component of each process;

8. Education Queensland should –
   a) provide appropriate planned in-service to accompany the introduction of new curriculum and the implementation of special programs;
   b) after the acceptance of a trial syllabus or program, provide high level of in-service training.
9. Education Queensland should accept the responsibility of introducing a minimum mandatory in-service requirement of teachers during each year of teaching;
10. education centres established under both state and federal programs should actively encourage the involvement of parents/caregivers and the community as well as provide an impetus to the professional development of teachers;
11. Education Queensland should provide some teacher in-service during the school holidays so that the continuity of the delivery of education is not disrupted and the cost of in-service is lessened;
12. Education Queensland should develop and implement, as part of an ongoing process, a system of evaluation of the managerial competence of school principals with emphasis on their skills in human resource management and shared decision making with all stake holders;
13. Education Queensland should provide in-service education in a range of coaching and first aid courses to ensure all schools have the trained personnel to provide safe coaching of children in a range of physical activities.

FURTHER DEVELOPMENT OF TEACHERS
Council believes that:
1. every opportunity should be taken to widen the experience of teachers both within and outside teaching;
2. opportunities should be provided to enable this to be carried out.
3. Education Queensland should provide qualified vocational teachers with the Necessary Human Resource training in order for their registration to remain current.

PROMOTION IN TEACHING
Council believes that:
1. teachers should be able, subject to their having the necessary qualifications, to move from one type or level to another within the teaching service;
2. the organisation and structure of an education service, including individual schools, should provide adequate opportunities for and recognition of additional responsibilities to be exercised by individual teachers, on condition that those responsibilities are not detrimental to the quality or regularity of their teaching work;
3. promotion should not be dependent on the acceptance of administrative responsibility; there should be adequate promotion opportunity for teachers who wish to remain classroom teachers rather than accept the administrative responsibility involved in becoming principals, deputy principals, etc;
4. promotion procedures and practices should not discriminate on the basis of gender;
5. all staff presently in or aspiring to positions of administrative responsibility in schools, should undertake on-going training in educational administration, particularly the aspects relating to the counselling of children and parents/caregivers, and the management of staff;
6. teachers should undergo professional development in accredited managerial studies before being accepted by the Education Queensland as qualified to apply for the position of school principal.

TEACHER PLACEMENT
Council believes that:
1. a teacher is deemed to be qualified in a specific subject area at that level when they have achieved a major or minor component in that specific area as part of their academic qualifications.
2. Education Queensland should ensure that all teaching positions be filled by such suitably qualified teachers. This includes all relieving, supply and contract teachers.
3. when vacant positions occur in subject areas Education Queensland should ensure that the appointed teacher is qualified to teach in that subject area thereby assuring the maximum continuation of class programs. This includes all relieving, supply and contract teachers.

PART-TIME TEACHING
Council believes that:
1. there are both sociological and educational reasons to consider the possibilities and value of part-time teaching arrangements which can:
   a) offer opportunity to those with family responsibilities eg. parents/caregivers of young children, sole parents;
   b) attract persons of experience in teaching and other occupations;
   c) widen experience for those who have no experience outside teaching;
   d) distribute satisfying employment more widely.
2. conditions for part-time employment should be on the same basis as those for full-time employment.

PROFESSIONAL STAFFING OF SCHOOLS
Council believes that:
1. in the staffing of schools, several different interests and responsibilities have to be reconciled:
   a) the requirements of schools that their professional staffing should be appropriate to the policies, approaches and programs of the school;
   b) the responsibility of Education Queensland for the well-being of all schools and children in the state school system;
   c) the rights of teachers to tenure and satisfactory conditions.
2. in order to pursue its policies and programs effectively, the school must have a considerable voice in both the allocation and selection of professional staff;
3. to safeguard the rights of teachers and of all schools and children, the system should be the employing authority for teaching staff and should set conditions for employment;
4. at school and/or district level, parent/caregivers representatives should participate in the selection of principals for their schools;
5. where a school has a vacancy for the position of principal, a P&C representative duly elected at a general meeting of the P&C and appropriately trained, should be included in the full selection procedure including the selection panel to appoint the principal.

SUPPORT STAFFING
Council believes that:

1. education systems must provide adequate support staff and support services so that teachers may perform their professional roles;
2. support staff and support services should have appropriate employment conditions and job security, and Education Queensland, as employer, should consult with the school community in the selection of all school support staff;
3. Technical Support Staff: The Government must provide skilled Technicians to enable information technology in schools to be kept operational at all times.
4. Teacher Aides: the number of teacher aides made available to a school should be determined on the basis of need of the individual school. Council encourages the use of aides within the classroom and urges Education Queensland to make courses available to enable aides to develop and improve their skills;
   a) for Band 4 schools, school aide employees should be awarded longer working hours, with pay;
   b) teacher aides should hold a current certificate in first aid and where not the holder of a certificate, be encouraged to obtain such a certificate through Education Queensland sponsored professional development;
   c) teacher aides should be supported by staff at all times whilst carrying out duties dealing with children.
5. Ground Staff: adequate facilities should be made available for grounds staff eg. personal facilities (showers, change rooms, etc) and storage facilities for valuable capital equipment. When grounds staff are appointed to school, consideration should be given to:
   a) size of school;
   b) total area to be cared for;
   c) ability of the local P&C and school administration to effectively control that area;
   d) the need for small school areas also to be considered in this manner;
   e) the feasibility of a number of small schools sharing between them the services of a grounds person.
   f) should be competent, and regularly in-service in the management and maintenance of machinery.
6. Nursing and General Medical Support:
   a) registered nurses should be appointed to the staff of high schools with over 800 students, either full-time with oversight of local feeder primary schools, or on a part-time basis with registered nurses in primary schools;
   b) the State Government should make sufficient funds available to the Department of Health to ensure that health sisters, with parental or caregiver consent, can check all children at every state school in Queensland at least once annually;
   c) increase the quota of speech therapists being trained;
   d) registered nurses should be appointed (full time or part time according to needs) at Special Schools, SEDU’s, SEDC’s and other schools to administer Specialised Health care assistance for students when required.
7. Office Staff: Education Queensland should allocate administrative officers and clerks to all schools according to the number of students enrolled.

COMMONWEALTH FUNDED PROGRAMS
Council believes that:

1. implementation of any national program must include the assurance of program continuation and subsequent staffing until such time as the data indicates or supports that the program is no longer necessary;
2. appropriate regional authority should undertake to provide a security of tenure to all staff eg. field officers and program support officers for the length of the program.

EARLY EDUCATION STAFFING
Council believes that:

1. the early years of formal schooling are the most critical for children as they cater for the developmental needs of the child to eight years of age thus establishing the patterns for future learning;
2. development and socialising skills which are critical to the preparation of children for their further education, require consideration at the early childhood years of schooling (P-3) a discrete learning unit where staff and resources are allocated;
3. consideration should be given to such staffing and resource levels to be more favourable than are allocated for middle and upper primary years when learning habits are more settled and socialising problems, where they exist, have been addressed;
4. Education Queensland and other professional bodies should investigate the concept of flexible schooling for beginning primary children; 
5. the State Government should guarantee the provision of publicly funded pre-school and child care places, to accommodate a flexible school commencement age; 
6. early education is a specialised area of education which caters for the developmental needs of the 3-8 year old child, and that the teachers of these children need to be specially trained for their task; 
7. teaching institutions should offer a specialised course for teachers of 3-8 year olds, as one integrated unit, rather than differentiating into preschool, kindergarten and early primary school. The curriculum and overall aims would need to be viewed as a total unit also; 
8. bridging courses should be made available to any fully trained teachers wishing to enter the early education area.

SPECIAL EDUCATION STAFFING
Council believes that:
1. selection of teachers should be based on their suitability to work in the field of special education; 
2. special education programs and identifiable funding for such should be provided, at both pre-service levels to prepare teachers to better meet the special education needs of children; 
3. it is essential that compulsory units in special education be included within all accredited pre-service teacher education courses at early childhood, primary and post-primary levels. The content of such units should provide students with the following:
   a) basic knowledge of the developmental and learning difficulties which will be encountered by teachers in the regular classroom at pre-school, primary and secondary levels; 
   b) assessment and teaching strategies related to specific development and learning difficulties; 
   c) knowledge of access to and use of support services such as resource teachers, school counsellors and inter-disciplinary services; 
   d) experience in the regular classroom at pre-school, primary and post-primary level; 
   e) observations, techniques and practices with specific experiences in programs for children with learning difficulties and behavioural problems in the regular classroom at pre-school, primary and secondary levels.

Council further believes the State Government should:
4. restructure the promotional and accreditation and advancement opportunities to attract more teachers to special education; 
5. provide each school or cluster of small schools with specialist accommodation and resources for the learning support teacher; 
6. provide more resource and remedial teachers for country primary and secondary school, remote areas and correspondence children;

7. provide specialist teachers such as resource and remedial teachers, to be used on a share basis by smaller schools within a district; 
8. ensure that relief support teachers and guidance officers are provided when permanent staff are absent on leave; 
9. employ sufficient learning support teachers including speech therapists, to overcome the inadequacy of assistance to children with specific learning difficulties in all schools; 
10. the allocation of support teacher time and resources should be directly related to the number of students requiring assistance; 
11. train remedial and other teachers to teach English as a 'second language' to migrant children in their families, and make all teachers aware of, and able to recognise their cultural and ethnic problems; 
12. educate teachers to be aware of intellectually gifted students within their classrooms and to provide challenging enrichment programs within the regular classroom environment; 
13. offer all teachers special initial in-service and pre-service training in recognising and teaching exceptional children and children with specific learning difficulties.

STAFFING OF ISOLATED SCHOOLS AND COMMUNITIES
Council believes that:
1. the Government should ensure stability in the staffing of schools in isolated areas, taking into consideration the discrepancies between schools in isolated areas by: 
   a) providing high quality teacher accommodation, and include appropriate air conditioning; 
   b) providing high quality teaching facilities; 
   c) examining a voluntary transfer system; 
   d) recruiting teachers willing to serve in country areas; 
   e) offering financial compensation; 
   f) providing in-service training; 
   g) improving remedial resource services; 
   h) attracting experienced teachers to isolated areas by promoting the advantages of country areas; 
   i) ensuring teachers suffer no promotional or monetary disadvantages if they elect to stay in country areas.
2. isolated schools should have no more than 25% first year teachers; 
3. in-service training should be available for:
   a) teachers in specialised situations of isolation; 
   b) teachers at schools of distance education 
   c) parent/caregiver educators and governesses of children on correspondence school programs. 
4. diploma and post-diploma courses in distance education and aboriginal and islander education should be offered at teacher training institutions; 
5. remedial resources and advisory staffing services should be increased to be equally available to all students in isolated areas;
6. in small schools where there is more than one teacher, both sexes should be represented on the teaching staff;
7. implementation of the Remote Area Incentive Scheme should be continued and that this program should cover all schools in remote areas including schools in larger centres;
8. fractional staffing should be allowed in rural regions so that teachers living in these areas can benefit and that the curriculum offered to children in small schools can be broadened at a realistic cost;
9. Education Queensland should take into consideration the lower teacher/pupil ratio when determining regional staffing levels.

YOUTH

The youth of Australia (ie.15-19 year age group) are entitled to the benefits of educational and social systems which, within the limits of resources available, prepare them for the responsibilities and rights of adulthood and provide them with the prerequisites necessary to live meaningful and productive lives in a democratic culture, according to their individual aptitudes, values and tastes.

1. By completion of compulsory schooling, young people should be:
   a) confident about committing themselves to activities of their choice due in part to having become involved in curricular and extra curricular activities they could not have experienced otherwise;
   b) secure in the knowledge that they are valued as individuals and, in turn, are able to value others;
   c) equipped with knowledge and skills that will qualify them to undertake what they regard as suitable paid employment, further education, vocational training, according to individual preference;
   d) equipped with research skills and inquiring attitudes which will enable them, independently, to seek information on matters of personal interest or specific purpose;
   e) conscious of their own being in an ongoing culture, with social and moral values which can be reinterpreted;
   f) confident that they know how to go about making sense of the physical and social world around them and can relate new ideas to that complex world;
   g) able to consider rationally, new ideas and experiences and to, personally, decide their relevance.
2. Beyond schooling, a social framework should exist which will enable every young Australian to:
   a) take up and become involved in a vocation or series of vocations which will provide sustenance, occupation, identity and work satisfaction;
   b) live effectively as a responsible adult member of the community;
   c) utilise leisure time in ways which are personally meaningful and socially constructive;
   d) elect to undertake further education, without suffering undue economic penalty;
   e) earn an equitable share of the nation’s wealth through paid employment and/or by engaging in activities which are socially beneficial to the community, even if not commercially viable.

3. it is the responsibility of governments to pursue policies and provide the resources necessary to facilitate the sustained achievement of the above benefits;
4. it is the responsibility of parents/caregivers collectively to work through their P&C:s and principals in the pursuit of educational policies, the achievement of which will bring about lasting benefit to youth;
5. it is the responsibility of parents/caregivers individually to do all within their power to prepare their children for successful entry into adult life.
6. Council believes that to fulfil the policies set out above:
   a) develop and fund an integrated youth policy which will provide for all teenagers the opportunity to pass from school though further education and/or vocational training to happy, confident and productive adulthood;
   b) legislate to enable youth to enter a wide range of socially beneficial as well as commercially viable occupations, with guaranteed incomes above the ‘poverty line’ as defined from time to time;
   c) in consultation with state governments, coordinate education, youth employment programs which will guarantee all young people access to basic life skills, pastoral care and counselling, financial support and acceptance in the work place, necessary for them to make the transition from school to adulthood successfully.
7. the Federal Government should:
   a) cooperate with the Federal Government in the devising and implementation of an integrated youth policy as outlined in 1(a) above;
   b) establish and/or reinforce education social-support and employment institutions to guarantee all youth access to the education and training counselling and occupational opportunities necessary for successful transition to adulthood;
   c) provide incentives for employer, trade union and other community organisations to provide an occupational environment which will encourage young people to participate positively.
8. the Queensland Government should:
   a) cooperate with the Federal Government in the devising and implementation of an integrated youth policy as outlined in 1(a) above;
   b) establish and/or reinforce education social-support and employment institutions to guarantee all youth access to the education and training counselling and occupational opportunities necessary for successful transition to adulthood;
   c) provide incentives for employer, trade union and other community organisations to provide an occupational environment which will encourage young people to participate positively.
9. education authorities should:
   a) restructure the state school system to enable students, particularly teenagers, to learn at their own pace in order to achieve goals which are personally meaningful;
   b) provide strong incentives for schools - especially secondary - to become adaptive educational
centres as defined by the Department of Employment, Education and Training;
c) legislate and provide incentives for schools to integrate fully with local communities so that mutual barriers inhibiting youth transition are removed;
d) implement a program to integrate the social, ethical and physical development of our youth by having them involved in all aspects of the school’s physical program including:
  i) managing school support programs;
  ii) umpiring matches in the school and the wider community;
  iii) coaching teams in the school and the wider community;
  iv) promoting and publicising school and community activities.
10. School authorities should:
   a) restructure curricula, timetabling and use of space so that all students receive appropriate counselling and guidance relevant to personal life goals;
   b) reorganise the way the school is administered and maximise opportunities for cooperative decision making by students, staff, parents/caregivers and others with legitimate interests in the affairs of the school; and
c) establish and maintain links between school and community to enable direct relationships to be established between curricular programs and community activities and facilitate close identity between youth and adults of all ages.
11. All parents/caregivers should accept responsibility, both at home and through their P&Cs and schools, for the care and interests of the physical, emotional, intellectual and social needs of their children so that they have the best possible prospects of entering adulthood as secure and self-confident people;
12. That beyond school all employers should accept and train youth in skills relevant to their activities;
13. Leaders of trade unions should take the position of youth into account when formulating wage demands and job retention strategies;
14. Leaders of trade unions and all community organisations should integrate youth into their membership to break down the cultural isolation of young people at, and in transition from school.
## ACRONYM AND ABBREVIATION LIST

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Meaning</th>
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<tbody>
<tr>
<td>ACIR</td>
<td>Aust Childhood Immunisation Register</td>
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<tr>
<td>ACSSO</td>
<td>Australian Council of State School Organisations</td>
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<tr>
<td>AIDS</td>
<td>Acquired Immune Deficiency Syndrome</td>
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<tr>
<td>AUSSAT</td>
<td>Australian Satellite Council</td>
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<tr>
<td>Council</td>
<td>The Queensland Council of Parents and Citizens’ Associations Incorporated</td>
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<tr>
<td>CPO</td>
<td>Community Participation Officer</td>
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<tr>
<td>DEET</td>
<td>Department of Employment, Education and Training</td>
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<tr>
<td>HIV</td>
<td>Human Immune Virus</td>
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<tr>
<td>HRE</td>
<td>Human Relationships Education</td>
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<td>LOTE</td>
<td>Languages Other Than English</td>
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<tr>
<td>P&amp;C</td>
<td>Parents and Citizens Association</td>
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<tr>
<td>P-3</td>
<td>Pre-school to year 3</td>
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<td>P-10</td>
<td>Pre-school to Year 10</td>
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<td>P-12</td>
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<tr>
<td>QCPCA</td>
<td>The Queensland Council of Parents and Citizens Associations Incorporated</td>
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<tr>
<td>QTU</td>
<td>Queensland Teachers’ Union</td>
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<tr>
<td>Q-Build</td>
<td>Qld Govt Department responsible for building and maintenance at all Govt sites</td>
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<tr>
<td>SEDC</td>
<td>Special Education Class</td>
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<tr>
<td>SEDU</td>
<td>Special Education Unit</td>
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<td>SPSS</td>
<td>Special Program Schools Scheme</td>
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<td>STD</td>
<td>Sexually Transmitted Disease</td>
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<tr>
<td>TAFE</td>
<td>Technical and Further Education</td>
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