KELVIN GROVE STATE COLLEGE

COMMUNICATIONS POLICY

Effective January 2014
COMMUNICATIONS POLICY

Information for all Kelvin Grove State College Staff

All documents and publications for Kelvin Grove State College should be produced according to the Department of Education and Training Style and Spelling guide.

The Style guide has been derived from the Macquarie Dictionary and the Commonwealth Government Style manual. The Spelling list establishes capitalisation and hyphenation conventions for the Department of Education and Training.

Letters requiring the signature of the College Executive Principal are to be forwarded to Elizabeth Martin or emailed to: emart119@eq.edu.au.

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Procedure for Permission Signatories

Letters requiring signatory of the supervising teacher and the Head of Department

i. Faculty curriculum specific letters to parents / carers

Letters requiring signatory of the supervising teacher, Head of Department and Sub School Principal

i. Variation to school routine permission letters for local and intrastate travel
ii. Faculty events involving students in the subschool

Letters requiring signatory of the Head of Department, Sub School Principal and the College Executive Principal

i. Variation to school routine permission letters for interstate and international travel
ii. Faculty events involving whole of college
iii. Faculty events involving external agencies
iv. Any events involving external agencies

Pre Printed College Letterhead

The pre printed College letterhead stationery is to be used for all college communication.
Effective January 2014

Approved College Letterhead Template

The following electronic version of the College letterhead template is to be used for all college communication. For memorandums requiring only a header or footer please use the examples below:

File path for College letterhead template:

G:\Coredata\Common\college letterheads maps and logos\KGSC_letterhead_bw.doc

OR

G:\Coredata\Common\college letterheads maps and logos\KGSC_letterhead_colour.doc

Example of approved letterhead

Example of approved footer
Common Letter Template (Please remove these words if using)

Letters are to be completed using the following format:

1. Using College Letterhead Template as per page 4 of this policy

2. Font Conventions:
   i. Arial
   ii. Size 11

3. Letter format (as per the example given below)
   i. Date
   ii. Heading may be in bold [not underlined]
   iii. Blocked left
   iv. Justified

Information Letter Example:

12 September, 2011
Dear Parent / Carer,

[Content]

[Double space before Regards]

Regards,

[4 spaces between Regards and signature line]

Name
College Executive Principal

Name
Head of Department
Common Letter Template (Please remove these words if using)

Permission Letter Example

[Note: Tear off slip at the bottom and as per variation to school routine, a medical form would also need to be attached]

12 September, 2011

Dear Parent/Carer

**Content…… [Must include the purpose of the excursion]** The details for the ……… are as follows:

Where:       [Double spaced with Where, When and other left hand headings in bold]
When:       
Time:       
Meeting Place:       
Cost:       
Uniform:       

Content - include who to contact and on which phone number for further information if required

Regards       [4 spaces between Regards and signature line]

Name…………………………………………………………………………………
Head of Department……………………………………………………………

TO BE RETURNED TO THE ……. STAFFROOM in … BLOCK
Kelvin Grove State College
Name of Excursion

I __________________ give permission for _____________ to attend the name of excursion to be held at venue name between beginning time and end time on date.

I understand that staff accompanying student will exercise their duty of care in supervision, however they cannot be held responsible for any accident a student may incur.

I further understand that all students are expected to adhere to college rules and expectations whilst participating in this excursion.

Signature of Parent / Carer : __________________________ Date: __________________________

Emergency contact: Ph: __________________________

Attachment: Medical Form
DEPARTMENT OF EDUCATION AND TRAINING

Style guide

All Department of Education and Training documents and publications should be produced according to this Style guide.

The Style guide has been derived from the Macquarie Dictionary and the Commonwealth Government Style manual.

If you require further information or clarification, contact the Production Manager in Corporate Communication and Marketing.

Dictionaries and references


Where the dictionary provides two spellings of the same word, use the first spelling.

If contemporise, contemporize are given, use contemporise

Use Australian-English spelling throughout, not American-English.

colour not color, organise not organize
**Shortened forms**

**Abbreviations**

Abbreviations are shortened forms that consist of the first letter of a word, usually some other letters, but not the last letter. They can be lower case only or with an initial capital. They always take a full stop at the end.

Do not use e.g. and i.e. in text, but spell out as *for example* and *that is*. Use the abbreviations only in tables where space is limited or in scientific works containing many other shortened forms and symbols.

The term etc. (meaning ‘among other things’) indicates that the ‘other things’ have already been mentioned and need not be repeated. Do not use etc. unless the list has already been given in full. Do not use with ‘for example’ or ‘such as’.

Australian states and territories.

Add an *s* without an apostrophe to pluralise shortened forms.

<table>
<thead>
<tr>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon., Feb., vol., p./pp., co., fig., Dr. (for Drive), Cr. (for Crescent)</td>
</tr>
<tr>
<td>for example, that is</td>
</tr>
<tr>
<td>etc.</td>
</tr>
<tr>
<td>Qld, NSW, Vic., Tas., SA, WA, NT, ACT</td>
</tr>
<tr>
<td>MPs, NCOs, VCRs, vols, nos, FAQs, D-Gs</td>
</tr>
</tbody>
</table>

**Contractions**

Contractions are shortened forms consisting of the first and last letter of a word and sometimes other letters in between. They do not take a full stop at the end.

<table>
<thead>
<tr>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dept, St, vols, Ave, Mt, Dr (for Doctor), Cr (for Councillor)</td>
</tr>
</tbody>
</table>
### Acronyms and Initialisms

An acronym is a string of initial letters (and occasionally other letters) that are pronounced as a word.

<table>
<thead>
<tr>
<th>Acronym/Initialism</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>TAFE, Anzac</td>
<td></td>
</tr>
</tbody>
</table>

When using acronyms, give the full title and the acronym in brackets at the first mention. Use the acronym only at subsequent mentions.

<table>
<thead>
<tr>
<th>Acronym/Initialism</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aboriginal and Torres Strait Islander Commission (ATSIC)</td>
<td></td>
</tr>
</tbody>
</table>

An initialism is a string of initial letters (and occasionally other letters) that is not pronounced as a word.

<table>
<thead>
<tr>
<th>Acronym/Initialism</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSW, PC, GPO, USA</td>
<td></td>
</tr>
</tbody>
</table>

Acronyms and initialisms do not take full points. Acronyms and initialisms take an `s` to form a plural. Note there is no apostrophe — see **Apostrophes** below.

<table>
<thead>
<tr>
<th>Acronym/Initialism</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>MPs, GPOs, TAFEs, Anzacs</td>
<td></td>
</tr>
</tbody>
</table>

### Further reading and information

*Style manual*, sixth edition, John Wiley & Sons Australia, Ltd, Chapter 10
### Capital letters

Use minimal capitalisation throughout documents. Use minimum capitalisation (sentence case) for headings, that is, capitalise the first word and proper nouns only. Only use capital letters for the following.

<table>
<thead>
<tr>
<th>Departmental conventions.</th>
<th>Prep, Prep Year, Preschool, Year 1, Semester 2, Term 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal names, nicknames and epithets.</td>
<td>Doreen, Dorrie, Trevor, Trev, Alexander the Great</td>
</tr>
<tr>
<td>Personification.</td>
<td>Death, Truth, Justice</td>
</tr>
<tr>
<td>Names of nationalities, races, peoples and inhabitants of a particular area of a country.</td>
<td>Aboriginal people, Pitjantjatjara</td>
</tr>
<tr>
<td>Adherents of particular religions and the names of deities.</td>
<td>Christian, Moslem, God, Allah, Brahma</td>
</tr>
<tr>
<td>Language groups.</td>
<td>Cantonese</td>
</tr>
<tr>
<td>Specific reference to a particular government department. Lower case when generic.</td>
<td>the Department of Energy, our department (generic)</td>
</tr>
<tr>
<td>Specific reference to a particular organisation or institution. Lower case when generic.</td>
<td>The University of Queensland, each university (generic)</td>
</tr>
<tr>
<td>Specific reference to a particular government. Lower case when generic.</td>
<td>the Queensland Government, government funding (generic)</td>
</tr>
<tr>
<td>Names of ships, aircraft and other vehicles</td>
<td>Titanic, Enola Gay, The Bluebird</td>
</tr>
<tr>
<td>Names of brands, models and classes of vehicles.</td>
<td>Holden Commodore</td>
</tr>
<tr>
<td>Official titles, but lower case when abbreviated to their generic element.</td>
<td>the Minister for Defence, the minister of each department (same for Principal)</td>
</tr>
<tr>
<td><strong>Honours, professional distinctions, academic degrees, awards and prizes.</strong></td>
<td><strong>Master of Arts, the Booker Prize</strong></td>
</tr>
<tr>
<td><strong>Geographical and political designations and names of recognised geographical regions.</strong></td>
<td><strong>the Amazon</strong></td>
</tr>
<tr>
<td><strong>Names of buildings, structures and public places.</strong></td>
<td><strong>the World Trade Centre</strong></td>
</tr>
<tr>
<td><strong>Historical and cultural events and periods.</strong></td>
<td><strong>World War I, the Renaissance, the Great Depression, the Stone Age</strong></td>
</tr>
<tr>
<td><strong>Regular ceremonies and gatherings.</strong></td>
<td><strong>the Commonwealth Games, the State of Origin match, the Easter Parade</strong></td>
</tr>
<tr>
<td><strong>Names of languages and specific courses, lower case for general subjects.</strong></td>
<td><strong>English, Latin, Practical Computer Methods, history, mathematics</strong></td>
</tr>
</tbody>
</table>

**Further reading and information**

See the Spelling list for capitalisation of words commonly found in departmental publications.

*Style manual*, sixth edition, John Wiley & Sons Australia, Ltd, Chapter 8
Sentence punctuation

This section does not deal with all punctuation, but attempts to answer some of the more frequently asked questions. For a more comprehensive guide to the use of punctuation marks, see Style manual, Chapter 7.

Full stops

Do not use full stops in am and pm (but do include a space).

4.15 am, 6.00 pm

Do not use full stops in academic degrees or honours.

BEd, LLB, PhD, MSc, BA, VC, DSC, KCMG

Do not use full stops and spaces when using initials in people’s given names.

LQ Jones, RJL Hawke

Commas

Use to separate items in a list — only include a comma before ‘and’ to ensure clarity.

apples, artichokes and aubergines

Use to avoid ambiguity or to separate longer coordinate clauses that have their own subject.

The policy affects both students and parents, and has implications for teachers.

Peter Smith, BA, LLB

Use in place of parentheses — make sure the second comma is included.

The British Minister, Sir Humphrey, said the Government was equipped to perform the task.

The War Minister, Lord Hiccough, exploded … War Minister Lord Hiccough exploded …

Simple rule for using commas when titles are given: Use the, use commas – No the, no commas.

Quotation marks

Use single quotation marks to show direct speech and the quoted work of other writers. For quotes within quotes use double quotes.

She said, ‘Our style is to use single quotes, with double quotes for “quotes within

Effective January 2014
If there is a quote within a quote within a quote, use single, double, single (this sequence can be repeated).

Bill said, ‘Then I asked the question “Why didn’t you call out “Help!”?” the next time I saw him.’

In the lyrics to ‘American Pie’, Don McLean …

Note: Quotations that are more than about 30 words long should be set in a separate paragraph, usually indented and in a smaller font. No quotation marks should be used.

Further reading and information

*Style manual*, sixth edition, John Wiley & Sons Australia, Ltd, Chapters 6 and 7. Refer to Chapter 6 of the *Style manual* for information on positioning of punctuation in quotes.

Dashes

There are two main types of dashes — em rules and en rules. An em rule is used to indicate the punctuation mark we know as the dash. The en rule is used to indicate an association between words, to link spans of figures and to show an association between words.

The em rule

The em rule has three main uses:

1. to signify an abrupt change
2. to introduce an explanation or expand on a point
3. in place of brackets

1. The main reason for exercising is to lose weight — but this is not the only reason.
2. John was the best in the state — he had won the state championships before.
3. He typed the manuscript — the one I submitted — without
**The en rule**

The unspaced en rule is used to:

1. show spans of figures, time and distance
2. show an association between words that are separate identities

The spaced en rule is used if more than one word is being linked on one or both sides.

**Note:** Do not use an en rule as a substitute for and with the word *between* — between 1975 and 1999, not between 1975–1999 — or with the word *from* — from 1975 to 1999, not from 1975–1999.

1. pp. 106–7; 1988–90; May–June
2. the Brisbane–Sydney flight, Asia–Pacific, Australian–Japanese research teams.

**Forward slash**

The main functions of the forward slash — also known as a diagonal, oblique or solidus — are:

1. to indicate alternatives
2. to form certain standard abbreviations
3. to denote fractions
4. to express the words per, an or a when units of measurement are abbreviated

**Note:** there is no space before or after the forward slash.

1. yes/no, male/female
2. a/c, c/-
3. $\frac{1}{3}$, $\frac{1}{16}$
4. 60 km/h
Ellipsis

The ellipsis (…) is used to show the omission of words in quoted matter. Three full stops only should be used, even if the ellipsis comes at the end of the sentence. A space should be placed before and after each ellipsis.

… our schools cannot abrogate responsibility for teaching values … the role of the school is to be supportive …
Word punctuation

Apostrophes

Possessive nouns

Single possessive nouns take an apostrophe before the ‘s’.  
the teacher’s voice, the atlas’s size, Fiona’s work

When singular nouns end in s, the ‘s is generally used.  
Dickens’s novels, Nurse Jones’s uniform

An exception occurs in the case of ancient and biblical words, when s’ is conventionally used.  
Pythagoras’ theorem, Jesus’ teachings

Plural possessive nouns that end in ‘s’ take an apostrophe after the ‘s’.  
the teachers’ strike, the atlases’ shelf

Plural possessive nouns that don’t end in ‘s’ take the apostrophe before the ‘s’.  
the children’s books, the mice’s tracks

Only the last noun in statements of joint ownership take the apostrophe.  
my mother and father’s visit

If the ownership is not joint, each noun has the apostrophe.  
my mother’s and father’s visits

Possessive pronouns

Possessive pronouns do not take an apostrophe.  
the mouse shook its tail, the book is hers

Placenames

Australian placenames involving possessives do not take an apostrophe.  
Kings Cross, Crows Nest, St Marys

Institutions

Institution/organisation names that contain a plural take an apostrophe only if it is part of the formal name of the institution.  
Australian Teachers’ Union, Queensland Teachers’ Union
### School names

School names that are singular take 's that contain a plural take s'. Consult school (or intranet school directory) on exact spelling.

<table>
<thead>
<tr>
<th>Example</th>
<th>Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>St Columban's, Mt Mary's, but</td>
<td>All Saints’ School, All Hollows’ School</td>
</tr>
</tbody>
</table>

### Time

Expressions of time involving a plural reference do not take an apostrophe.

<table>
<thead>
<tr>
<th>Example</th>
<th>Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>six weeks holiday</td>
<td>in three months time</td>
</tr>
<tr>
<td>a day’s work, the year’s cycle</td>
<td></td>
</tr>
</tbody>
</table>

### Adjectival use

Nonpossessive phrases do not take an apostrophe because the plural noun describes rather than indicates ownership.

<table>
<thead>
<tr>
<th>Example</th>
<th>Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brisbane Girls Grammar School, teachers guide</td>
<td></td>
</tr>
<tr>
<td>Children’s Book Week</td>
<td></td>
</tr>
</tbody>
</table>

However, the omission of the apostrophe can sometimes be jarring, so it is necessary to exercise judgment and commonsense.

### No apostrophes

Generic phrases do not take an apostrophe.

<table>
<thead>
<tr>
<th>Example</th>
<th>Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>drivers licence, travellers cheque</td>
<td></td>
</tr>
</tbody>
</table>

Plurals are not formed by the addition of an apostrophe.

<table>
<thead>
<tr>
<th>Example</th>
<th>Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>1960s, MPs, Carols by Candlelight</td>
<td></td>
</tr>
</tbody>
</table>

Commonly shortened forms and contractions do not take apostrophes.

<table>
<thead>
<tr>
<th>Example</th>
<th>Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>bus (not ’bus), phone (not ’phone), Govt (not Gov’t), Cwlth (not C’wlth)</td>
<td></td>
</tr>
</tbody>
</table>

### Further reading and information

*Style manual*, sixth edition, John Wiley & Sons Australia, Ltd, Chapter 6
## Hyphens

Terms that are used as adjectives should be hyphenated.

- full-time job, part-time staff, short-term plan, long-term strategy

Use when both prefixes modify the same word.

- short- and long-term, sisters- and brothers-in-law, three- and four-digit numbers

Hyphens should be used to clarify the meaning of words. For example, when the last letter of a single-syllable prefix is a vowel and the word that follows begins with the same vowel.

- de-emphasise, pre-eminent, re-enter

This is less crucial if the word is well known.

- do not hyphenate cooperate, coordinate or their derivatives

Use a hyphen to distinguish new words with prefixes from established words that would otherwise look the same.

- re-cover (cover again) but recover (retrieve), re-creation (creation anew) but recreation (leisure-related activity)

Use a hyphen with co- and ex- prefixes.

- co-author, co-worker, ex-alderman, ex-wife

## Compound words

Hyphens are used in many compound words (words that are made up of two or more separate words and that have a different meaning from that of the components).

### Instances in which compounds should be left open (without a hyphen) include the following.

Those consisting of an adverb ending in *ly* followed by a participle or adjective.

- frequently used method, highly regarded teacher

Compounds with a modifier, such as very.

- very fast runner

Compounds with comparatives or superlatives.

- more recognised practices, better known stories, less able students
<table>
<thead>
<tr>
<th>Compounds comprising two nouns, or an adjective and a noun, followed by a noun.</th>
<th>equal employment opportunity, senior schooling report</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instances in which compounds should be hyphenated include the following.</td>
<td>---</td>
</tr>
<tr>
<td>When the meaning may be ambiguous.</td>
<td>the 15-odd members of the P &amp; C, not the 15 odd members of the P &amp; C</td>
</tr>
<tr>
<td>When the word looks strange when closed up.</td>
<td>anti-inflationary, anti-Semite</td>
</tr>
<tr>
<td>When it comprises an adjective or noun and a participle.</td>
<td>all-encompassing, left-handed, full-grown, state-owned</td>
</tr>
<tr>
<td>When it comprises an adverb and a participle, but only when the expression is used attributively.</td>
<td>a well-known children’s book but a children’s book that is well known</td>
</tr>
<tr>
<td>When the second component consists of more than one word.</td>
<td>non-English-speaking</td>
</tr>
<tr>
<td>When one of the prefixes stands alone.</td>
<td>macro- and micro-economics</td>
</tr>
</tbody>
</table>

When containing great (great-grandparent), vice (vice-president), ex (ex-teacher), self (self-esteem), elect (mayor-elect), odd (thirty-odd, twelve-hundred-odd), all (all-seeing, all-important), most words containing half (half-term, half-hourly, half-measure), many words beginning with cross (cross-country, cross-examine, cross-index), semi followed by a word beginning with i (semi-isolated), most words beginning with non (non-academic, non-hereditary, non-state school; exceptions: nonverbal, nonfiction).
**Numbers and measurement**

**Numbers**

In general publications, numbers below 10 are usually expressed in words, while numbers above and including 10 are expressed in numerals, unless part of a grouped sequence or part of a specific entity.

Use hyphens to connect numbers that contain more than two words.

Generalised or approximate numbers are usually written in words.

**Note:** Numbers that open or close sentences are also expressed in words. If possible, reword sentences to avoid this.

**Note:** In mathematical, scientific, technical or statistical publications, all numbers are usually expressed in numerals.

Numerals are also used when accompanying units of measurement, for writing sums of money.

Use the symbol % when using numerals, use *per cent* with either words or numerals.

Use a space to break up numbers of five digits or more.

Large or more complex numbers should use a combination of words and numerals. Use the term billion to mean 1000 million.

Telephone numbers are Telstra style.

When using number spans, limit the number of digits in the second part of the span.

---

- twenty-three, ninety-nine
- at least five thousand; one million voters
- 110 kg, $9.70
- 54 per cent in text, 54% in tables or where numerals are being used for numbers
- 12 345, 123 456, 1 234 567, 12 345 678
- 2.5 million
- (07) 4321 6789, 0408 123 456, 1800 123 456, 61 7 3237 1934
<table>
<thead>
<tr>
<th>Symbols of measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>A space is required between a numeral and a symbol of measurement, apart from the symbol for degree (angle), minute and second.</td>
</tr>
<tr>
<td>500 kg, 20 mm, 45 °C (temperature), 45° (degree of plane angle)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expressions of time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Eras</strong></td>
</tr>
<tr>
<td>BCE/BP and CE should be presented without full stops, after the year and with a space separating them from the year.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Centuries and decades</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Use words and numerals for the names of centuries.</td>
</tr>
<tr>
<td>18th century</td>
</tr>
</tbody>
</table>

| Use 1990s, 2000s and so on for decades — with no apostrophe before the s. |
| 1990s, 2000s |

| Expressions such as ‘the nineties’ are considered colloquial and should be avoided in formal writing. |

| Spans of time should be written as 2000–04. |
| 2000–04 |

<table>
<thead>
<tr>
<th><strong>Dates</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Date style is DD MM YY with no commas.</td>
</tr>
<tr>
<td>24 March 2008</td>
</tr>
</tbody>
</table>

| No punctuation is needed even when the day of the week precedes the date. |
| Monday 24 March 2008 |

| Dates expressed entirely in numerals can cause confusion because of the range of different sequence conventions used by different countries. In Australia the conventional sequence is day, month, year. |
| 7.12.2008, 7/12/2008, 07.12.08, 07/12/08, |

| When the numerals only form is used, either a forward slash or a full stop can be inserted between each group of numerals. Whichever you use, it is important to be consistent in any document of suite of publications. |

| Spans of time should be written as 2000–04. |
| 2000–04 |
**Time of day**

Time is usually expressed in the following form.

<table>
<thead>
<tr>
<th>Time</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 am</td>
<td>She usually woke up at six o'clock.</td>
</tr>
<tr>
<td>6.45 pm</td>
<td></td>
</tr>
</tbody>
</table>

Times may be expressed in words in documents where few numbers are used, particularly when referring to full, half and quarter hours.

<table>
<thead>
<tr>
<th>Time</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 o'clock</td>
<td></td>
</tr>
</tbody>
</table>

When exact time is important, numbers should be used.

<table>
<thead>
<tr>
<th>Time</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0738 (= 7.38 am)</td>
<td>She caught the 9.23 train.</td>
</tr>
</tbody>
</table>

The twenty-four hour system is used to avoid the potential confusions that may arise when using the twelve-hour system. Neither punctuation nor spaces are used in twenty-four hour times.

**Temperature**

In general documents, temperatures can be expressed in words.

<table>
<thead>
<tr>
<th>Temperature</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>The temperature rose by eight degrees.</td>
<td></td>
</tr>
</tbody>
</table>

For more precise temperatures, use numerals followed by a space, then the degree symbol and the letter C. For temperatures of less than one degree, include a zero before the decimal point.

<table>
<thead>
<tr>
<th>Temperature</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>15.6 °C, 0.5 °C</td>
<td></td>
</tr>
</tbody>
</table>

**Currency**

Use numerals and symbols.

<table>
<thead>
<tr>
<th>Amount</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>$99.25</td>
<td></td>
</tr>
<tr>
<td>$20</td>
<td></td>
</tr>
<tr>
<td>$0.35</td>
<td></td>
</tr>
<tr>
<td>$225</td>
<td></td>
</tr>
<tr>
<td>$4 006 040</td>
<td></td>
</tr>
</tbody>
</table>

Show amounts smaller than a dollar with the symbol for cent.

<table>
<thead>
<tr>
<th>Amount</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>25c</td>
<td></td>
</tr>
</tbody>
</table>

Millions may be expressed in three ways:

<table>
<thead>
<tr>
<th>Amount</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>$1 000 000, $2 751 000, $3 000 000 000</td>
<td></td>
</tr>
<tr>
<td>$1 million, $2.751 million, $3,000 million</td>
<td></td>
</tr>
<tr>
<td>$1m $2.751m, $ 3000m</td>
<td></td>
</tr>
</tbody>
</table>

The dollar name and symbol are used by many countries. To distinguish, place the relevant letter or letters immediately before the dollar symbol.

<table>
<thead>
<tr>
<th>Amount</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A$10, NZ$10, US$10</td>
<td></td>
</tr>
</tbody>
</table>

*Effective January 2014*
### Further reading and information

*Style manual*, sixth edition, John Wiley & Sons Australia, Ltd, Chapter 11
References and reference lists

There are several different systems for acknowledging the works of authors that have been referred to in the text of a document. The author–date system is EQ’s preferred option.

The author–date system

With this system, a source is cited in the text by giving, in parentheses, the authority’s name, year of publication and the page number where the original material appeared. Note there is no comma between the author’s name and the date, and concluding punctuation is placed after the citation.

Sourcing quotes is an important part of the writing process (Baker 1983, p. 12).

Reference list

When using the author–date system, an alphabetical reference list of all works cited must be provided at the end of the document to give the reader full publishing details. The list gives the publishing details for all sources as outlined below.

Books

- author’s name (family name before initials)
- year of publication
- title of the source book (in italics)
- the full name of the publishing house
- the location of the publishing house (if overseas, include the country)
- the page reference of the original material.


Articles

If the whole article is used, including its title.


If the name of the article isn’t included.

**Web citations**

With an author name.


Without an author name.

Textual contrast

Bullets and lists

- Always lead into a list with a colon on the end of the introductory text.
- Make sure each bulleted point flows logically and grammatically from the introductory text.
- There should always be more than one item in a bulleted list.
- When each point is a discrete sentence, use a capital to start and end with a full stop.
- When each point is a subordinate clause of the principal clause, use lower case to start and a full stop only at the end of the last dot point.

Italics

Use italics for

- Titles of books, periodicals, newspapers, plays, long poems, most musical works, operas and ballets, films, videos, television and radio programs, works of art.
  Voss, Hamlet, Annie Hall, The Prelude, Pictures From an Exhibition, Blue Poles, The Australian, Quadrant

- Names of ships, aircraft and other vehicles.
  HMAS Brisbane, Voyager 2, Southern Cross, Bluebird

- Titles of Acts of Parliament (the first time they are referred to). Note: the jurisdiction is abbreviated and placed in parentheses and roman type.
  Mining Act 1968 (Qld)

- Scientific names of plants and animals.
  Callistemon viminalis, Canis lupus

- Letters, words and phrases cited as such.
  The word proactive is . . ., The letter s is doubled

- Emphasis.
  Be prepared to revise and rewrite your initial drafts.
Foreign words and phrases that have not been fully absorbed into English. It may be difficult to decide whether words have been fully absorbed. The *Macquarie Dictionary* does not distinguish between them. If unsure, do not use italics for foreign words.

<table>
<thead>
<tr>
<th>Further reading and information</th>
</tr>
</thead>
</table>

*coup de grace*
Writing style and content

Keep the reader or end user in mind at all times. Use plain, active English written at an appropriate level for your audience. Find out about your reading audience and write specifically for that group.

Writing style

Use active rather than passive voice.

Use short, clear sentences rather than complex convoluted sentences.

Avoid using long or pompous words when a short, familiar word will do.

Avoid turning verbs into nouns.

Avoid using contractions, colloquialisms and slang.

Avoid using jargon — your audience may not understand or need to use jargon. If unfamiliar technical terms are necessary, explain the term the first time and include it in a glossary.

Inclusive writing

Treat all people equally, regardless of gender, background, interests or abilities. Balance the occurrence of genders, cultures and backgrounds of participants as appropriate.

Use inclusive terms.

Use inclusive pronouns.

Rewrite the sentence to use the second person. This not only encourages gender neutrality, it makes your
writing more active and interesting to the reader. can use his or her time.

Avoid using irrelevant distinctions. male secretary, blonde driver, Asian doctor, elderly artist, deaf systems analyst

Avoid using stereotypes, especially in illustrations. middle-class nuclear families, boys playing with trucks and girls with dolls.

Avoid using generic pronouns such as he, him, his. Also avoid clumsy inclusive writing such as him/her, s/he.

Avoid using the word man in a generic sense. Use human evolution not the evolution of man, ordinary person not man in the street.

Avoid using the term ethnic to describe people of non-Anglo-Saxon background.

Be careful not to exclude people through invisibility. In visual presentations, avoid making everyone look the same or as if they come from the same background.

Be careful not to make assumptions. use managers and their partners not managers and their wives

Further reading and information
For more specific information on communicating with people with a disability please refer to the Disability Services website at http://www.disability.qld.gov.au/community/communication/ where you will find A Way with Words and other communication resources.

Presenting Aboriginal and Torres Strait Islander peoples
Most of the notes on inclusive writing apply when representing Aboriginal and Torres Strait Islander
peoples in publications. Approach each issue on a case-by-case basis. Department of Aboriginal and Torres Strait Islander Policy (DATSIP) communications officers are happy to help.

- Never abbreviate Aboriginal and Torres Strait Islander to ATSI – always spell out in full.
- Use the term Aboriginal with a capital letter as a noun when referring to the Indigenous people of mainland Australia. (Also capitalise Indigenous)
- Refer to Aboriginal groups and Torres Strait Islander communities.
- Use regional terms such as Koori, Murri and Nyunga when appropriate, but not to refer to Aboriginal people in general.
- Use language to refer to speech groups, not dialect.
- Use clan to refer to extended family groups, not tribe.
- If you are using photographic images, place a disclaimer at the front of the publication or video stating: Although no offence is intended, the publication may contain images that cause distress. This acknowledges and takes into account taboos on showing images of people who have died since the photo was taken.
- When dealing with a specific group, try to find out their preferences.
- Avoid referring to the discovery of Australia by Captain Cook. Refer to colonisation, non-Indigenous occupation, rediscovery or white settlement.

Further reading and information

| Style manual, sixth edition, John Wiley & Sons Australia, Ltd, Chapter 4 |
| Guide for writers and editors, Curriculum Corporation |
| DATSIP general inquiries 3224 2011 or askus@datsipd.qld.gov.au |
Health and safety

Text and visuals in publications or any type of material need to reflect Education Queensland's health and safety policies.

Always consider sun safety when depicting individuals and situations in illustrations and photographs.

Children and adults must wear hats and appropriate protection when exposed to the sun.

Always consider appropriate clothing and equipment when depicting individuals in illustrations and photographs.

Children and adults must wear appropriate clothing for risky activities. Equipment and use of equipment for these activities must be safe and appropriate – bicycle helmets for cyclists, safety equipment for outside work activities. Show adult supervision with cooking and heat related activities.

Further reading and information

Department of Education Manual, Health and Safety Category
HS-10 Workplace Health and Safety — Curriculum activity modules
HS-11 Workplace Health and Safety — Miscellaneous Safety Issues
HS-03 Sun Safety Policy

DEPARTMENT OF EDUCATION AND TRAINING

Spelling List

Dictionaries and references

Use the current edition of the Macquarie Dictionary and the Commonwealth Government Style manual for general
Spelling and style.

Where the dictionary provides two spellings of the same word, use the first spelling.

Use Australian-English spelling throughout, not American-English.

If contemporise, contemporize are given, use contemporise
colour not color, organise not organize

Note: this Spelling list establishes capitalisation and hyphenation conventions for the Department of Education and Training.

A

Aboriginal (noun and adjective)
Aboriginal and Torres Strait Islander peoples
acknowledgment
adviser
affect (verb, also noun in psychology. produce a change in: cold affects the body)
age — 48-year-old
age group
ageing
agenda/agendas
aeroplane
among (not amongst)
any time
Anzac Day
appendix/appendixes
archaeology
artefact
artwork (finished design for print publication)
art work (a work of art)
arts worker
Asia–Pacific (unspaced en rule)
at-risk (adjective, at-risk students)
audio book
audio tape (noun)
audiocassette
audiovisual (adjective)
Australian Football (or Australian Rules)
back-to-basics
baseball
basketball
behaviour
benefited/ing
benefiter
biased
bird’s-eye view
blackboard
blackline master
boys school (school for boys)
braille (for the blind)
brainstorm/ing
branch (generic: our branch is responsible for)
Branch (specific: Professional Development Branch)
Budget (specific: State Budget)
case study
Cabinet (specific: Queensland Cabinet)
Capella
Capoeira (Afro-Brazilian martial art)
Catholic
CD-ROM
Central Office
centring
chalkboard
chat room
checklist
child care (noun: put my child in child care)
childcare centre/worker (adjective)
child-centred
city hall
classroom/classmate
clip art
Coat of Arms (specific)
coexistence
combated/ing
Commonwealth (always capitalised for noun and adjective: Commonwealth Parliament, Commonwealth Government, Commonwealth responsibility)
communism
Communist Party
compact disc (CD)
computer disk (floppy)
consensus
Constitution (specific: Australian Constitution)
convener
cooperate/cooperation
coordinate
councillor (member of council)
counsellor (someone who counsels)
Courier-Mail (The)
creole (pidgin language)
cross-curricular (adjective)
cross-referencing
curricular (adjective: extra-curricular activity)
curriculum/curriculums

data (general use now singular)
databank/database
decision maker/making (noun: responsible for the decision making)
decision-making process (adjective: the decision-making process)
department (generic or unattached to entity: the department distributes school funds)
Department (only capitalised for full formal title: Department of Education and Training)
departmental
disc (general use: compact disc)
disk (computer term only: floppy disk)
disfranchise
dispatch (noun and verb)
dissociate
district office
DJ
download (verb and noun)
drawer
drop-down (adjective: drop-down menu)
drought-resistant (adjective: drought-resistant strain)
DVD

Early Phase of Learning
e-commerce
Education Views
educationist

Education Queensland (not EQ, spell out when audience is non departmental)

effect (noun and, as a verb, to bring about, to make something happen)

either (a choice of one or the other of two things)

e-learning

EKKA

Elder (in Indigenous culture)

elite (no accent)

email

encyclopedia

enquiry (wrong - inquiry not enquiry)

enrol

enrole (drama term)

enroled (adopted a role in drama)

enrolled/enrolling

enrolment

Eurocentric

everyday (adjective: It was an everyday occurrence)

Executive Director (particular person)

executive director(s) (generic)

extracurricular (adjective)

Far North Queensland

faireytale

federal (adjective: federal legislation)

Federal (only capitalised for formal title: Federal Government, Federal Parliament)

first aid (noun)

first-aid kit (adjective)

first-class (adjective and adverb)

first-degree(adjective)

First Fleet

first-hand (adjective and adverb)
flow charts
focused/ing
folktale
football
foreword (preface, introduction)
formatted
forward (moving ahead)
fulfil
fulfilled
full-time
fundraise/er/ing

g
geopolitical
German measles
girls school (school for girls)
goalkeeper
goal kick/goal line
goalpost
government (adjective: government school)
government (noun: national government, the government, Queensland and New Zealand governments)
Government (only capitalised for full formal title: Australian Government, Queensland Government)
grassroots
grey

h
historian
hockey
homepage
homework
hypothesis

i
ice-cream
independent (non-government schooling sector)
index, indexes
index, indices (mathematics)
Indigenous (in Australian context)
Indochina
Information communication technology (or ICT)
Information technology (or IT)
inquire/inquiry (inquiry not enquiry)
in-between
in-crowd
in-depth (adjective: in-depth reporting)
in-ground (relating to swimming pool)
in-house
in-law (relative by marriage)
in-service
in-tray
intake
interdisciplinary
interrelationship
Internet (or the Net)
interrelationship
interstate
intranet
judgment
judo
ju-jitsu
key learning area (or KLA)
keyword
kilobyte
labelled
Labor Party (current Australian version)
lacrosse
laptop
lead-up (noun: in the lead-up to the election)
learned (not learnt)
life cycle
lifelike
lifeline
lifelong learning
life span
lifestyle
livability
log in, log on, log off (verb: when I log in)
login, logon, logoff (noun: the login is entered first)
long term (noun: in the long term)
long-term (adjective: long-term effects)
loose-leaf
lunch hour
lunchbreak
lunchtime

mainstream
mathematics (spell out, not maths)
media (singular or plural)
medieval
Member of Parliament
Middle Phase of Learning
Milpera
Mindmap
Minister (specific person)
ministers, ministerial (generic)
Mohammed
monies
movable
multi-age, multicultural, multilevel, multilingual, multimedia, multinational, multiracial
multiple-choice
Muslim

N
nationwide
newborn
non (usually takes a hyphen: not for nonconformist, nondescript, nonentity, nonflammable, nonprofit (not not-for-profit), nonplus, nonsense, nonstop, nonverbal)
non-government school
non-English-speaking (two hyphens)
non-fiction
non-state school
no-one
North Queensland
Northern Hemisphere

O
occurrence
ongoing
online
onscreen
open-ended
Outback
outcomes-based education
overall, overemphasis, overreact, overuse

P
PageMaker (the software program)
Parents and Citizens’ Association
parliament (generic or unattached to entity: the parliament, parliamentary, parliamentarian)
Parliament (only capitalised for formal title: Parliament House, Parliamentary Annexe, Member of Parliament)
part-time

Effective January 2014
peer group
per cent
percentage
picture book
pidgin English
plasticine
playground
playgroup
playmate
playtime
podcast (verb, noun, adjective)
postdoctoral
postgraduate
postwar
PowerPoint (the software program)
practice (noun)
practise (verb)
predominant (adjective)
predominantly (adverb)
predominate (verb)
Preparatory Year (or Prep Year)
Preschool
preventive
principal (generic: the principal of the school)
Principal (only capitalised for formal title: the Principal, Wallah State School)
print-out
proactive
problem-solve
problem-solver
problem-solving (adjective: problem-solving activity)
proforma
program
programmed/programming
proofread

Q
Queensland Certificate of Education
*Queensland State Education — 2010*
Queensland state schools

R
rebuild
reconsider
record-keeping
redistribute
redraft
re-educate
re-emerge
re-establish
re-evaluate
reformatted
regime
reignite
reinforce
reintroduce
reoccupy
reopen
reorder
reorganise
re-read
résumé
reunite
revisit
rewrite
role-play
roll out (verb)
rollout (noun)
Rugby football/Rugby league/Rugby union

school age (noun: the right school age)
school-age (adjective: school-age child)
school grounds
school-based (adjective)
schoolbook
schoolboy
school captain
schoolchildren
schoolgirl
school-leaver
schoolmate
schoolroom
schoolteacher
schoolwork
schoolyard
self-assessment
self-esteem
self-image
self-paced
Senior Certificate
Senior Phase of Learning
semester (generic: school semester)
Semester (specific: Semester 1)
Shakespearean
short list (noun: we added her name to the short list)
short-list (verb: we will short-list that candidate in the top 5)
short term (noun: in the short term)
short-term (adjective: short-term parking)
shot-put (noun)
shot-putter

sign off

sizeable

skilful

slideshow

Smart State (when using with *Queensland the Smart State* tagline)

sociocultural, socioeconomic, sociopolitical

softball

soundtrack

source book

South-East Queensland

Southern Hemisphere

spreadsheet

staffroom

state (state of Queensland, state education, state boundary, state capital)

State and Commonwealth (when coupled with Commonwealth)

State Budget

State Government (when coupled with Government)

statewide

storyboard

storybook

story-line

storytelling

student–teacher (with en rule: adjective denoting relationship)

student-teacher (with hyphen: one who is studying)

subcontinent

subheading

submenu

sub-page

sub-site

subtitle

subtotal
syllabuses

T

TAFE (no apostrophe)
tag line
targeted/ing	

task sheet
teacher aide
teacher-librarian
teachers guide (guide for teachers)
team-mate
teamwork
term (generic: school term)
Term (specific: Term 1)
textbook
think tank
Third World
3-D
time frame
time lapse
time line or timeline	
timeslot
time span
top end (northern part of Australia)
Torres Strait Islander people
transitional (both noun and adjective, not transitioning – does not exist as a verb)
travelling
trialled/ing	
tuckshop
21st century

U

underachiever
undergraduate
up to date (predicative: he kept the record up to date)
up-to-date (adjective: up-to-date schedule)
usable

veranda
vice-president
videoart
video camera
video clip
video game
video recording/recorder/player (noun)
videorecord (verb)
videocassette/videotape
videoconference
vodcast
volleyball

watermark
water-polo
Web (specific: the Web)
web-based
web browser
webpage
WebQuest
website
wellbeing
well known (predicative: the author was well known)
well-known (adjective: well-known author)
the West (political)
wheelchair
whiteboard
whiz-kid
wide-ranging
western Europe (geographical)
Western Europe (political)
Western/Western World (culture/technology)
Westernise
while (not whilst)
whole school (noun: involving the whole school)
whole-school (adjective: whole-school approach)
word processor/processing
workday
work group
work-ready
work-shadow (verb)
work-shadowing (noun)
work sheet
work site
workers compensation
workbook
workforce
working bee
workload
workplace
workshop
workstation
World Trade Organization
world view
worldwide
World Wide Web (WWW)

Year 10 Certificate
Year 9 (not Grade 9)
yearbook
year level