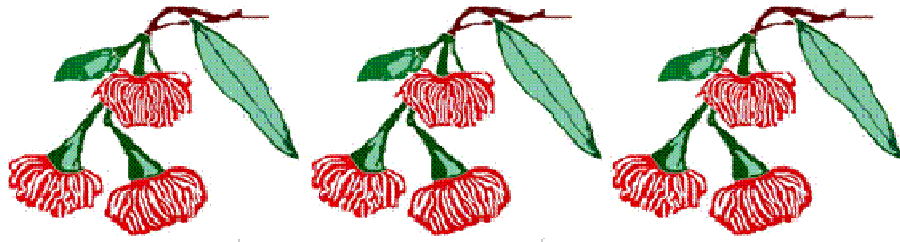


**Mudgeeraba State Special School/**



***"Happiness Through Achievement"***

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ADMINISTRATIVE  
PROCEDURES  
&  
INFORMATION  
FOR  
MUDGEERABA  
SPECIAL SCHOOL  
STAFF

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## FOREWARD

Mudgeeraba Special School, previously the Mudgeeraba State School originally and then Opportunity School, opened in the current premises in 1982 and provides a needs-based education for students with high support needs and disabilities from Prep to year 12. Students who are enrolled in special schools within Education Queensland require specialised teaching with individualised programs to facilitate access to and participation in the wide range of educational and lifestyle opportunities and to maximise learning outcomes.

Our school community's choice of the most flexible option for school-based management demonstrates horizontal, innovative, responsive and accountable leadership, consistent with the policies of Department of Education, state and federal legislation and relevant international charters. Our goal is to support quality of life for students with disabilities through quality educational programs, and family and interagency collaboration.

This school functions to achieve the best educational outcomes for each one of its students. Productive partnerships amongst all members of the wider school community are actively encouraged with an emphasis on positive action and communication.

Aligned to the vision of Department of Education, our focus is to foster a sense of community and to achieve excellence and accountability in all that we do. The Mudgeeraba Special Curriculum Framework has been redeveloped in 2007 in consultation with the 4 other Special Schools in the region at the time. Our Framework has been developed by adopting the Early Years Curriculum organisers and incorporating Board of Senior Secondary School Studies (BSSSS) and Vocational Education and Training registered courses to meet the individual and group needs of our students. We rebadged the Early Years Curriculum to be known as the Learning Framework. Our curriculum and pedagogy have been designed to assist our students achieve the best possible outcomes and to contribute to becoming as independent and responsible as possible within society. Our curriculum emphasises:

- Relationships
- Communication systems
- Functional academics
- Therapy and activity orientations
- Life skills within the community
- Senior secondary schooling and vocational education – Qld Certificate of Individual Achievement
- Inclusion opportunities with other agencies

Our school aims to provide the students with real life and life like opportunities to learn, to succeed, and to develop self-confidence and self-respect. Students enjoy an eclectic educational experience with challenges and success forming part of all aspects of their school life.

Staff work in teams, with special education teachers, teacher aides, Guidance Officer, therapists, EQ nurse, ancillary staff, and the leadership team working together to provide the most appropriate learning experiences possible. Consistent with Department of Education policy, the team at Mudgeeraba demonstrates commitment to the best interests of students, quality professional activity and personal accountability for work, outputs and outcomes. We encourage a range of learning opportunities to foster quality professional development using the Developing Performance Framework through diverse professional resources, peer mentoring, self-monitoring, collegial coaching and work shadowing to foster a skilled and confident workforce.

**Colleen Hope**

**PRINCIPAL since 2004**

## **OUR SCHOOL**

The Mudgeeraba Special School comprises a combination of modern and older style buildings spanning more than 100 years of technology, which are now used to provide an appropriate education currently for 135 students with intellectual and multiple impairments.

The old building at the front of the site was the original 1 room Mudgeeraba Lower Primary school, built on site and opened in 1892 at a cost of £289 8s 9d (289 pounds 8 shillings and 9 pence). It was to house twenty able-bodied students and a teacher. The school was enlarged over the years by modifications and additions.

In 2000 a new purpose built four classroom building was officially opened by the Minister for Education (constructed 107 years later at a cost of more than \$1,000,000 with examples of the very latest technology connecting us with the internet and with special features and design to provide the very best education for students with intellectual, physical, and visual impairments as well as Autistic Spectrum Disorders). In 2005 two new purpose build four classroom buildings were erected to develop our senior school precinct. At the commencement of the 2007 school year a permanent building housing 4 classrooms, therapy centre and staff training, a carpark upgrade and bus onset area has been completed. 2009 and 2010 has seen an additional 2 relocatable buildings housing 4 classrooms to support enrolment growth. 2011 has seen our starting enrolment of 147 students.

Over the past 100 years, the site of the Mudgeeraba State Primary and now Special School since 1985 has witnessed many community and local events and is still used now as the local polling booth where generations have come to cast their vote.

The building and grounds are local icons, recognised by the community as an integral part of the heritage of Mudgeeraba. This is of great value in ensuring the ongoing goodwill and ownership of the school by the local community. The community is actively supportive of the school.

The socio-economic factors relevant to the school community are mixed, with the full range of circumstances expected in a multi-cultural Australian community. The community consists of some semi-rural homes, established residential areas and those of rapid growth. The school community generally identifies as would a closely-knit country town with an increasing urban overlay.

This Band 10 Special School has an active, enthusiastic, qualified and experienced Special Education Leadership Team (Principal, Deputy Principal and as of 2007 a Head of Curriculum) and staff of Special Education Teachers, Teacher Aides, part time Physiotherapists, Occupational and Speech Therapists, Transition and Vocational Education Coordinator and Guidance Officer. Our support team – Business Services Manager, Administrative Officer, Facilities Officer and Cleaners support the effective and efficient management and maintenance of the school and its programs.

The School encourages shared decision making with Leadership Team, P&C Association and School Council. The School Council is the strategic arm with equal members of staff and community- providing positive and supportive leadership and strategic planning and oversight for the school. The school has an active Parents' and Citizens' Association, is the operational arm which raises funds for special projects and resources and provides a familiar and welcome parent presence in the school.

Students present with intellectual as a primary support need and sensory or physical disability or autistic spectrum disorders as additional needs focus. Several students present with secondary disabilities in hearing, vision, physical or speech language impairment or autistic spectrum disorders.

Student individual needs are the focus of the school's curriculum planning and teaching. All student priority program goals are documented through Individual Education Plans that are developed collaboratively with parents and staff within a transdisciplinary framework. At Senior level from 14 years these take the form of Senior Education Training Plans also known as Personal Future Action Plans.

This school fosters positive behaviour support and encourages individual, group and whole of school behaviour management planning to achieve functional, contextual and communicative needs. See the Code of School Behaviour document.

Functional curriculum, social skilling, communication development including augmentative and alternative systems where appropriate and relaxation training support students and staff in all aspects of positive, supportive interactions. See the Curriculum Atlas.

Group programs clearly reflect local leisure pursuits related to the Gold Coast area, local parks, sporting and recreation venues and alignment to the school's Curriculum Framework. Programs emphasise functional and developmental skills, independent living skills, vocational and recreational pursuits.

Access to acreage in the local area provides students with an opportunity to participate in extensive horticultural, land and garden care programs while promoting environmental awareness aligned to the Science and the Environment curriculum. This content and process focus is embedded in our curriculum by providing a life-skills opportunity to practice literacy and numeracy skills and understanding.

Students enjoy life skills programs via on-campus activities and access to the community. In response to the needs of the student population, the Variety Club, Gold Coast Children's Society along with the Parents and Citizens' Association have provided the school with three Hiace buses and a Tarago van, one Hiace van equipped with wheelchair hoist. These vehicles enable all students to effectively access the community.

Senior students manage the coffee shop, Hope Café one day per week to develop vocational skills in retailing, food preparation and hospitality. The Coffee Shop is patronised by members of the school and local communities. The Seniors are part of Young Achievers being adopted as the first special school to have a business. The business manufactures markets and sells mosaic products under the label "Ya Mosaics". Vocational Education programs are aligned to the Broad Industry Areas of Tourism and Hospitality, Primary Industries (Horticulture and Permaculture), Manufacturing and the Arts. Specifically, VET registered and school-based courses offered are:

- ✓ Horticulture
- ✓ Domestic Cleaning and Tourism
- ✓ Work Readiness
- ✓ Catering and Hospitality - Tuckshop, Coffee shop
- ✓ Manual Arts
- ✓ Packaging
- ✓ Automotive and Tourism

Additional electives courses are offered in:

- ✓ Laundry
- ✓ Pottery where appropriate
- ✓ Ceramics/ Mosaics
- ✓ Music
- ✓ Drama
- ✓ Health and Fitness
- ✓ Sports, Leisure and Recreation.

The Post-school options program administered by the Department of Communities - Disability Services (DS) access and participation for students from the age of 18 years who have high support needs. The school liaises with families to ensure that students and families are informed of the full range of available choices of post-school options and families are supported to complete and submit applications during term 2 of the young person's last school year. The school also assists families in accessing support through DS and other agencies at all stages of the young person's school life.

Graduate destinations for students have expanded following the introduction of focused vocational education programs in the senior school. During the transition from school to community life, all post-compulsory students have transition goals linked to their Personal Future Action Plans. These goals include linkages to support agencies and employers including ON Q Employment Training and Placement Agencies such as private providers of training for open and supported employment via organisations such as Endeavour, Cerebral Palsy Association, Multicap and Horizons. Graduating students and their families are encouraged to transition to open employment, supported employment or activity and leisure programs.

The school has well- established cooperative networks with paediatricians, psychiatrists, psychologists and social workers from a range of private practices. Positive inter-agency networks which support and enhance school activities exist with the Department of Youth, Families and Community Care, Disability Services Queensland, local police, Horizons and various other federal and state government agencies.

In 2005 the school commenced a community hub approach and in 2009 The Wellbeing Team: Guidance Officer, Community Liaison Officer, School Chaplain, EQ Nurse and Principal/ Rehabilitation Officer to service delivery processes to support professional networking and collaborative, unified planning amongst all members of individual student's teams - students, family members and key stakeholders from other agencies. The school plans significant enhancement of the approach through its current Quadrennial Strategic Plan.

## **VISION OF DEPARTMENT OF EDUCATION**

**A clever, skilled and creative Queensland.**

## **EDUCATION QUEENSLAND POLICY - EDUCATIONAL PROVISION FOR STUDENTS WITH DISABILITIES**

Education Queensland provides a range of educational programs across primary, secondary and special schools for students with disabilities. The Management Plan for students with disabilities emphasises acceptance, curriculum skilling, communication, resources and review and utilised ascertainment processes to determine the level of support required for individual students. This department is committed to the provision of equitable educational opportunities to ensure all students have access to, participate in and gain positive outcomes from schooling as a basis for a quality lifestyle.

As a system, we focus on six goals:

- Improved learning outcome
- Effective teaching and learning
- Adoption of technology to enhance teaching, learning and management
- A safe, supportive, productive environment
- A skilled, confident and responsible workforce
- Confidence in public education.

## **THE PURPOSE OF OUR WORK AT MUDGEERABA SPECIAL SCHOOL**

Our purpose is service within mutual exchange of knowledge, skills, ideas, support and values to achieve excellence in education.

## **OUR MISSION AT MUDGEERABA SPECIAL SCHOOL**

The Mudgeeraba Special School is ultimately striving to create a safe environment and a caring, supportive community that provides positive meaningful outcomes for all,

## **OUR VISION**

reinforcing our vision, 'Happiness through achievement'.

This school aims to support the work of government by contributing to the overall ambition to achieve a SMART STATE. We orient our work towards the achievement of social capital and economic capital at the macro level through a focus on individual student achievements, productive work that reflects recent research and this achieves quality of life for all members of our school community.



# **MUDGEERABA** **SPECIAL SCHOOL** **PLEDGE**

***We provide a quality education for all learners within a supportive and caring environment.***

***Our School Community upholds these Values and Beliefs:***

- Work Together as a Team
- Community Contribution – Sense of Community
- Individuality
- Life Long Learning
- A Challenging Curriculum
- Value Each Other
- Professional Working Partnerships
- Looking Beyond the 4 Walls of the Classroom

***We are committed to these 4 areas as the essence of our 2010-2014 Quadrennial Strategic Plan:***

1. Commitment to Communication access for all students
2. Holistic Individualised Planning using the 'Learning Framework' and Special School Essential Learnings for SWD -II
3. Senior School Pathways
4. Connecting Carers

***To ensure the achievement of these outcomes we guarantee to:***

- provide excellent teaching by skilled, dedicated and caring staff
- provide opportunities for students to develop effective communication
- provide access to assistive technologies
- maintain strong partnerships with our community to enhance learning outcomes and post school pathways
- provide opportunities for students to shine
- provide a learning environment where children feel safe using positive behaviour support practices
- maintain clean, safe and attractive classroom and playground areas
- assist in providing professional development, counselling and support services for members of our community

***This is our pledge to the  
Mudgeeraba Special School Community***

***Happiness through Achievement***



## LOGO

We have selected as our logo the beautiful Eucalyptus red bottlebrush flower, as a typical local tree, that captures our desire to surround the school with an attractive pleasant natural environment that creates a garden backdrop for our programs. We encourage the students to care for and appreciate the school environment and all plant and animal species to be found around our grounds.

## OUR FOCUS

Through an emphasis on teams, competence, care, security, trust, belonging, respect and tolerance, we aim to achieve authentic educational programs, high quality student learning outcomes, individual excellence and quality of life for all students at Mudgeeraba Special School. Our practices are ethical, safe, consultative and collaborative within open, supportive, empathetic relationships and networks across our wider school community.

## THE GOALS OF MUDGEERABA SPECIAL SCHOOL

Our school fosters a positive, supportive, secure, safe environment where difference is openly valued and encouraged. Student independence is encouraged and inclusive practices are fostered. Student learning is nurtured for all. Families and staff are empowered to achieve positive outcomes and to reflect on what has been achieved, considering ways to expand horizons and extend learning opportunities.

We aim to cater for all learners and acknowledge that all children can learn. We promote success and encourage high expectations for all learners. Our overall focus is learning for living.

Through their schooling at Mudgeeraba Special School, students develop positive senses of

- ✓ security and trust
- ✓ identity and self concept
- ✓ belonging
- ✓ purpose
- ✓ personnel competence.

Responsible Code of School Behaviour

Our Values:

I Care

I am Respectful

I am Honest

Rights and responsibilities are grounded in Department of Education policies, confirmed through our school values-clarification processes. In particular, we emphasise the rights of students and school families to

- ✓ informed choice,
- ✓ privacy and confidentiality,
- ✓ access information about students attending our school,
- ✓ open participation and contribution to planning and decision-making processes and strategic, operational levels regarding the school, classes, and individual students,
- ✓ open, transparent communication,
- ✓ freedom to express ideas, concerns and compliments,
- ✓ representation and advocacy,
- ✓ access to quality education services through our school,

- ✓ support to access other services such as respite, benefits, allowances, medical, therapy and equipment professionals and providers,
- ✓ high quality resources and technologies,
- ✓ best practice educational programs and interventions,
- ✓ evidence-based decision-making that informs planning, teaching, and reporting.

Our school team emphasises our responsibilities to through our School Pledge and Team Charters:

- ✓ act in accordance with the values of the school,
- ✓ act respectfully towards others,
- ✓ ensure compliance with the values and protocols of Department of Education and school policies and guidelines,
- ✓ act on decisions that affect programs, interventions, supports and outcomes,
- ✓ collaborate in supportive teams to implement school programs and achieve school goals.

We base our effective teaching and learning processes on

Authoritative pedagogy known internationally for working with students with a severe disability  
And Schoolwide Pedagogy (see Curriculum Atlas):

- ✓ links to and extensions from prior knowledge and experience
- ✓ provision of relevant, meaningful learning
- ✓ provision of continuous, developmental learning sequences
- ✓ understanding learners' attitudes about themselves, others and the learning task
- ✓ catering for and extending each individual's preferred learning style
- ✓ ensuring success
- ✓ linking in-school learning to learners' out-of-school experiences
- ✓ recognition of learners' aspirations
- ✓ focus on the holistic development of each learner - intellectually, emotionally, socially, physically and spiritually
- ✓ emphasis on the need for accountability of outcomes.

As we work together in a positive, supportive environment, the needs of staff, students, families and community members are met and positive outcomes are achieved.

## **THE SCHOOL'S QUADRENNIAL STRATEGIC PLAN**

Our School's Quadrennial Strategic Plan is an agreement in partnership between our School Council, Principal, and Assistant Director on behalf of all members of staff, students and parent. It was developed through collaborative consultation across all groups within our school community in 2010 and will be revised in 2014 under the guidelines. As the basis for meaningful partnerships between students, parents, staff, leadership team, School Council, Gold Coast District and the wider community, this plan describes our values and beliefs. It explains the roles people play in making our school a great place to learn and work, and establishes an integrated planning and strategic implementation system. This plan provides a democratic and inclusive relational framework for visionary decision making for planning, action and review to achieve coordinated and accountable deployment of the resources available to us.

Our emphasis on mutually empowering relationships and shared leadership aligns our values, beliefs, teaching practices and monitoring, evaluation, and reporting processes to achieve systemic, local community and school goals.

The opportunities of school based management empower us to focus on achieving professional results through organised professional activity with balance between systemic requirements and local

community-based decision making. We are excited and challenged by the ongoing opportunity to work together to achieve shared goals for our students and our school community.

The long-term objectives of our school are articulated in our Quadrennial Strategic Plan and relate to

- ✓ curriculum
- ✓ teaching and learning
- ✓ professional development
- ✓ workforce issues
- ✓ facilities and grounds
- ✓ school leadership, management, maintenance and development.

## **THE SCHOOL ANNUAL REPORT AND ANNUAL OPERATIONAL PLAN/ BUDGET**

Each Annual Operation Plan and Budget is aligned to the school's Quadrennial Strategic Plan and that of Department of Education and the Queensland Government. It responds to issues identified in the previous annual report as well as those arising from environmental scans and other needs and situational analysis processes that inform the operational planning process and budget.

The Annual Report is provided to all school families via the website. The report describes the achievements of the school for the previous year, and reports results of staff and parent opinion surveys, student achievements, and progress towards systemic and school goals.

The operational plan and budget reflect the strategic directions and defines the operational priorities of our school and Education Queensland. Specifically, they relate to

- achieving goals and objectives identified from individual student needs linked to Individual Education Plans,
- the school Curriculum Framework,
- the Literacy Strategy,
- the Information and Communication Technologies for Learning Agreement,
- the schools' Supportive School Environment Guidelines,
- Professional and personal development requirements for all staff,
- Development and support requirements for parents, carers and families,
- maintenance of facilities and assets, and to
- departmental accountabilities outlined in the School Improvement and Accountability Framework (SIAF).

These documents are published for the information of all staff and school community members. Copies are provided to the Parents' and Citizens' Association and School Council members. Hence, copies are available for perusal from the Principal, the President of the Parents' and Citizens' Association and the Chairperson of the School Council.

Our planning documents identify data gathering, analysis and reporting tools and protocols that are implemented collaboratively across all levels of our school organisation. These tools and processes assist in monitoring and evaluation of our work and of school and student outcomes against articulated targets and measures.

By carefully considering lead and lag indicators, our team is better informed to identify and implement strategic and operational action to achieve desired outcomes at all levels of our school organisation.

# **ADMINISTRATION PROCEDURES A-Z**

<b>ABSENCE - STAFF</b>	<p>All staff must notify the <b>Principal by 6.30 am</b> if they are going to be absent (<b>0457 514 724</b>).</p> <p>If a staff member is aware they will be away prior to the absence, notification to Administration is appreciated using the Leave Process. This assists the school in organising relief for the day.</p>
<b>ABSENCE – STUDENT</b>	<p>A note or telephone call is required from parents to explain a student’s absence from 1 day to 3 weeks. The office will make a written record of any phone calls regarding a child’s absence, and notify the Class Teacher. Notes sent by parents regarding absenteeism should be sent to the office. This data is crucial for audit and is entered on SMS daily. Contact should be made by class teacher to the family after 2 days if the school has not been contacted.</p> <p>Teachers are asked to keep Administration informed of any unusual patterns of student absence.</p>
<b>ACCIDENTS/INJURY</b>	<p>Any staff member injured at school should notify Administration of the injury and then complete an <i>Accident/Incident Report Form</i> (this can be obtained from the Office).</p> <p>The Work Place Health and Safety Officer (Nicky Belous - DP &amp; Belinda Chisnall – T/Aide) will be informed of any hazards identified through the Workplace Health and Safety Committee. The Rehabilitation Officer (Colleen Hope) supports staff incidents requiring Workcover.</p> <p>Claims for Worker/s Cover or Compensation should be filed through the Principal/ Rehabilitation Officer.</p> <p>Prevention is advised as a precaution at all times.</p>
<b>ACCUMMULATED DAYS OFF (ADO)</b>	<p>Teacher Aides, Cleaners and Admin follow an ADO agreement. Staff will complete these at the beginning of the school year. This process means staff work during the term to accumulate days off in the holidays. All ADO must be negotiated with the Principal.</p>
<b>ADMINISTRATION</b>	<p>The Administration team is comprised of a Principal, a Deputy Principal, Head of Curriculum, a Business Services Manager and an Administration Officer.</p>
<b>ADMISSIONS/ ENROLMENTS</b>	<p>All admissions must go through an approved enrolment process - a member of the Administration team (usually always the Principal) will conduct an interview with the parents of the new students.</p>
<b>ARRIVAL AT SCHOOL</b>	<p><b>Students</b> should not arrive before 8.30 am due to supervision and students who arrive late to school should proceed immediately to the classroom. Teacher Aides commence supervision from 8.30 am daily and teaching staff should reflect the preparation necessary to manage class needs by a timely arrival before classes commencing. (See Transport Policy)</p> <p><b>Staff</b> should arrive and depart in a timely manner to demonstrate our</p>

professional accountabilities as staff of the Mudgeeraba Special School and Dept of Education.

#### **ASSEMBLY**

A school assembly is held at 9:10 am on Monday of each week, unless otherwise notified. Teachers present one award or certificate per class and one values award per block to assist in managing the time outside of special events. Parents are notified of awards via the newsletter the previous week.

#### **BEHAVIOUR / STUDENT MANAGEMENT**

Our school strongly supports teachers and aides delivering best practice and positive behaviour support to support student management. The Principal, Deputy Principal, Head of Curriculum and Guidance Officer are available to support Teachers in developing and implementing Positive Behaviour Support plans. It is imperative that any behaviour support plans be documented with the input of all stakeholders and that the strategies contained within this document reflect a clear understanding of the impact of the student disability / s, and operate within Dept of Education Policy and our Code of School Behaviour (eg regarding manual handling and student restraint). The school adopts a strong emphasis on stakeholder approach to support behaviour modification reviewing PBS plans, ecological factors and medical changes.

#### **BELL TIMES**

Bell times are as follows:

8.25 am Duty warning – Teacher Aides should make their way to their duty area on the sounding of this bell.

9.00am Classes start.

2.35pm Prepare for home.

2.45 pm School finishes

#### **CASH COLLECTION**

All cash brought into the school by students must be recorded. There are two types of cash collection which will occur.

1. **Classroom collection.** Teacher will record in a class cash collection book monies collected for use in shopping, cooking and eating out programs. These activities are ones which require cash use on a weekly basis and should be collected from the family weekly to avoid large amounts of cash being kept within the school. You should store the cash books / monies at the Office at the end of each day to ensure money is kept in the safe.
2. **Office collection.** Following an annual offer being sent home money will be passed to the Office for banking and receipting. This money should be placed in the school money envelope and is used for all one off excursions (Seaworld, Currumbin Sanctuary), camps, Arts Council shows, Fun Runs, Numinbah, bowling, swimming. These are activities which either require a cheque for payment or are with companies who can provide an invoice for payment at the end of a term.

Teachers must plan at the beginning of each term (via the Curriculum Risk Assessment Processes & Community Based Planner) the money which will be required and how it will be obtained. This process should include the

Business Services Manager and will be documented on the Variation of School Routine form, which has final approval through the P & C Association and Administration. Monies must be forwarded to the office. This above process should be finalised by Principal & P&C President before letters go home to parents.

## **CHAPLAIN**

The school has a chaplain based at the school on a part-time basis: Wednesday, Thursday & Friday. A school's chaplaincy program compliments other welfare services in the school such as those offered by the Guidance Officer, and is not a counselling service. Chaplains contribute towards addressing the religious, spiritual and/or ethical needs of students, staff and the school community. Kate is part of the school's Wellbeing Team.

## **CHEMICAL USAGE**

Staff members should not bring any chemicals onto the school grounds without first gaining permission from the Principal. There are rigid Workplace Health and Safety guidelines regarding the use and storage of chemicals and these must be strictly adhered to.

## **CLASS MOVEMENT**

Ensure that classes moving around the school do so in an appropriate manner, with Teacher and / or Teacher Aide supervision at all times.

Teachers should ensure that any student who needs to leave the classroom for any reason has the appropriate safety awareness or is accompanied by a staff member or class pass.

## **CLASSROOM MANAGEMENT**

Ensure that:

1. Classes commence and finish punctually. Early dismissal of classes or individuals is not permitted as a reward.
2. Classrooms are left in a tidy condition at the end of the school day. (*See Cleaning / Cleaners*)
3. *Class programming is the focus.*

## **CLEANING / CLEANERS**

Cleaning staff are responsible for emptying bins and cleaning classroom surfaces, bathroom facilities, windows etc.

It is the Class Teachers responsibility to ensure that their room is tidy, all resources from class activities have been cleaned / put away (eg dishes washed and dried, fridge clean etc) and a general state of good cleanliness is maintained.

## **CODE OF CONDUCT Extract Appendix A**

It is essential that as Education Queensland employees we adhere to the Code of Conduct. It is our responsibility to support each other to maintain consistent standards in the workplace. All staff are seen as role models, especially by those students and families with whom you interact regularly. Particular attention should be given to the Ethics Principles outlined in the Public Service Code Of Conduct:

- Ethics Principle 1 - Respect for the Law and System of Government
- Ethics Principle 2 – Respect for persons
- Ethics Principle 3 – Integrity
- Ethics Principle 4 – Diligence

- Ethics Principle 5 – Economy and efficiency

Updated changes to Code of Conduct as of January 2011 are available on One Portal.

## **CONFIDENTIALITY**

Staff will be entrusted with important information relating to the students and staff at the school. It is essential that confidentiality is maintained. Details of students and programs must not be discussed with anyone who does not have a direct association or responsibility with the child or school. Staff who answer telephones must not release any personal details whatsoever of staff or students to callers.

## **COMMITTEES**

There are a number of active committees within the school. These committees have representation from across the school, on a voluntary basis to ensure that there is shared decision making.

## **COMMUNITY ACCESS**

Excursions may be undertaken to fulfil individual educational needs and to enhance the delivery of current curriculum programs, Individual Education Plans/ Personal Future Action Plans, and Communication Plans.

All Variation to School Routine Applications must be submitted through the Deputy to the Principal for approval by both the Principal and the P&C. (Any required excursion notes will be generated by the Office after this approval.)

The school has four buses available for use on excursions and outings. (see *School Buses*) Final approval is also linked to availability on the timetable.

## **CONVERSATIONAL CODE**

The Conversational Code is an agreed protocol of operation between staff members. (See Team Charters)

## **COPYRIGHT**

Only ten per cent or one chapter of a publication may be photocopied per calendar year. Copyright also applies to Music, audio-visual taping / recording and computer software.

It is against copyright laws to show to a class a video that has been rented from a video store.

## **CORRESPONDENCE**

1. It is Departmental Policy that all correspondence from staff to Education Queensland must be forwarded via the Principal. Failure to do so will result in the return of such correspondence.
2. All pay inquiries should be made through the Business Services Manager. (see *Pay*)
3. Letters / notices to parents must be discussed and countersigned by the relevant Administrator and forwarded home on school letterhead in a professional manner. Typed letters on letterhead are preferred.

<b>COMMUNITY LIAISON OFFICER</b> <b>(Wendy Chandler)</b>	The school employs a Community Liaison Officer on a casual basis to support parents and act as a conduit between school and home. The CLO is part of the Wellbeing Team and is available on Monday and Friday.
<b>CURRICULUM PROGRAM</b>	<p>It is the responsibility of individual teachers to maintain Individual Communication Plans, current curriculum programs and IEPs/ Personal Future Action Plans and meet current Curriculum Framework timelines provided at the commencement of the school year and term by administration.</p> <p>There is an expectation that all Teachers adhere to the Professional Standards for Teachers, Productive Pedagogies and systemic and school curriculum documents.</p> <p>Clear and appropriate documentation of on-going monitoring, assessment and evaluation of student progress and teaching programs is a professional requirement. Administration will discuss various planning aspects with teachers throughout the year.</p>
<b>CHILD SAFETY- Dept of Communities</b>	There are a growing number of students in the care of the department and supported by Child Safety Case Managers. On occasion the school receives contact from such agencies. It is recommended that staff initially direct all correspondence through the Administration team preferably the Principal. The Principal chairs all such meetings and Education Support Plans.
<b>CUSTODY</b>	<p>Teachers need to be aware of the custodial arrangements for students in their class. These students are usually identified at the beginning of the year or when the student enrolls during the year. Information is kept on the students' files and may be accessed by Teachers (<i>see Student Files</i>).</p> <p>Proper Duty of Care should be exercised by staff in relation to such students. Teachers should be able to identify the parent / caregiver in these situations, and if in doubt should contact the Office immediately.</p>
<b>DOOR SECURITY</b>	Staff must ensure that all doors and gates are closed securely (variety of locks, latches, high handles etc) as they move around the school. These doors are vital in keeping all of our students safe. Staff should be aware of checking that parents, volunteers and visitors also close these doors and gates. Supervision by staff is paramount at all times. We all take responsibility for the students enrolled in our school to ensure their safety.
<b>DRESS CODE</b>	While there is not an official dress code for employees working in a professional field. It is recommended that staff consider the following: low cut attire, exposing midriffs, length of shorts or skirts, suitable footwear, sun safety; hats, sunscreen, rashie, swimming attire. At all times we are modelling to our students, families and the wider community.
<b>DUTY OF CARE</b>	Teachers and Teacher Aides have a Duty Of Care to every student who attends the school - not only to their own class students or during their specific duties. This includes in all Classrooms, the Playground, Camps and Excursions. ( <i>See HR-07-01: Code of Conduct.</i> )



<b>EARLY DEPARTURE</b>	<p>Parents / caregivers are required to notify the Office of a student departing early from school. Parents who go directly to the classroom for student collection, should be directed to the Office, and the Office notified by the Classroom staff. Be aware of custody issues and if unsure contact Administration immediately. (See Transport Policy)</p> <p>Staff who need to leave the school grounds early for any reason must first see the Principal or Deputy Principal to gain consent and complete Off Campus Register.</p>
<b>EMAILS</b>	<p>Much of the internal school correspondence will be sent via email or One Portal – Mudgee Hub. All Education Queensland employees are issued with an email address and password. Staff should see the Deputy if they have not been issued an email address or they are having difficulties with their email. Staff should be familiar with the Departments Policy on Internet/Email usage (<i>see Appendix D for extract</i>).</p>
<b>ELECTRICAL EQUIPMENT- Personal equipment used at school</b>	<p>Any personal electrical equipment brought from home for school use needs to be approved through the Principal. Please complete a Request for use of Personal Electrical Equipment form (available at the office) prior to using equipment at school. Such practices should be avoided.</p>
<b>EMERGENCY EVACUATION PROCEDURES/</b>	<p>An Emergency Evacuation Plan and Evacuation map and booklet are advised to all staff at the beginning of the school year. The Master copy is located in the Prep Room and Office. The map is displayed prominently near each blocks' exits and procedures must be regularly brought to the attention of all staff (including volunteers).</p>
<b>LOCKDOWN &amp; CRITICAL INCIDENCE</b>	<p>A Warden is assigned to each block (the Teacher or Teacher Aide Team Leadership Representative). The Warden is responsible for collecting the Warden Vest and Team Roll (located in the block hallway) and accounts for all staff and students at the assembly area when an Evacuation occurs.</p>
<b><u>APPENDIX D- EVACUATION MAP</u></b>	<p>In the event of a Lockdown an announcement will be made <b><i>“It is extreme quiet reading time”</i></b> to signal that all staff and students should remain in their classrooms quietly until an All Clear is announced by Administration.</p> <p>All staff should familiarise themselves with the school Emergency &amp; Critical Incidence Policy at the beginning of the school year, or when they first commence duty. A register must be signed to demonstrate this has been undertaken. The register is audited regularly by the Education Queensland Auditor. Evacuation or Lockdown drills occur once per term. Please see Appendix D for the Evacuation Map.</p>
<b>EMERGENCY MEDICAL SITUATIONS</b>	<p>A number of students enrolled at the school may require emergency medical intervention due to an existing condition, most commonly epilepsy. All staff should ensure that they have a good understanding of each child's medical needs and where necessary should consult the EQ Registered Nurse to develop an Emergency Action Plan. A copy of this plan is located in the Student Individual Folder as well as a copy in</p>

Administration.

Any concerns in this area should immediately be brought to the attention of the Administration.

**EMPLOYEE ADVISOR  
SERVICE  
(Steve Packer)**

This service is a confidential service to assist staff with personal concerns and issues. An adviser is located at the Gold Coast Regional Office (phone contact 55624852). Staff may contact the Employee Advisor directly or, if desired, may seek the assistance of Administration to make contact.

**ENGLISH SECOND  
LANGUAGE**

Some students, parents and professional staff are likely to have English as a second language. Where necessary the Administration can organise for the involvement of interpreters at parent-teacher meetings.

**FACILITIES OFFICER /  
GROUNDSMAN**

**All requests for maintenance or assistance from the Facilities Officer should be made through Administration.** A maintenance register can be found on One Portal – Mudgee Hub and in the office for this purpose. (see *Requests / Registers*)

**ETHICS**

Mudgeeraba Special School has a strong commitment to setting high standards of student educational and social development. The Queensland Teachers' Union Professional Magazine, published periodically, has a *Code of Ethics for Teachers* on the back cover. It highlights the following issues:

- professional responsibility for the welfare of all students within teachers' care
- promotion of school - home relationships
- standards of professional conduct and mutual respects for colleagues
- professional, industrial and civil rights of teachers
- enhancement of the profession by fulfilling responsibilities

**FIRE DRILL**

*See Emergency Evacuation Procedures.*

**FIRST AID**

Teachers and Teacher Aides will be supported through the school to maintain current CPR certificates. First Aid will be supported as part of TAOO2 moving to TAOO3 teacher aides enterprise bargaining and further staff will be managed if ratio for the school is not met. Staff should ensure that they follow good hygiene practice at all times, with particular regard to washing hands and wearing gloves.

First Aid Cabinets are located in each classroom with the minimum requirements. A First Aid Box is located in each team with further supplies as well as on the 4 school buses. Staff are responsible for notifying administration via a request form for stocking of cabinets. Furthermore, all classrooms are supplied with a bum bag for playground duty and community based program in the event of an incident requiring first aid.

If required, an *Accident / Incident Report* is to be completed. (see *Accident / Injury*)

<b>FLAG</b>	The Australian flag is flown each day at the school in the assembly area. Senior students – as part of On Campus Work Experience- are currently responsible for raising and lowering the flag.
<b>FURNITURE</b>	<p>Please advise the Deputy or Head of Curriculum of any concerns with furniture.</p> <p>Furniture is rationalised at the beginning and end of each school year as required. To assist with stock take staff should ensure that they obtain <b>Administrative approval prior to moving furniture/ resources from one area of the school to another. Furniture is stored under B Block but must not be stored or removed without authorisation.</b></p>
<b>GUIDANCE OFFICER</b>	The school has a fulltime Guidance Officer. The role supports Education Adjustment Program assessments, counselling for students, families and staff and classroom support. Referrals should go through Wellbeing Team Process.
<b>HATS</b>	Students and staff are encouraged to wear hats in the playground and on excursions as endorsed by the P&C Association as part of the Sunsafes policy.
<b>HOISTS</b>	The school has a number of hoists in bathrooms, as well as in the wheelchair bus. Staff should be trained in proper hoist procedure before they operate any hoists.
<b>HOMEWORK</b>	As no formal homework policy exists, parents are encouraged through the IEP/ PFAP process to implement the agreed goals as per parent / caregiver responsibilities. Reading and Library books can be loaned via the library.
<b>HOUSE SYSTEM (SPORT)</b>	Each class competes with other members of their block and respective age category.
<b>HYGIENE &amp; INFECTION CONTROL</b> <b>Extract- Appendix B</b>	<p>High-level hygiene procedures must be followed to ensure the safety and well-being of all stakeholders. All staff are expected to, in particular, wear gloves when assisting students with personal care and hygiene activities, use thorough hand washing and drying techniques (refer to posters in hand washing areas) and carefully dispose of/manage nappies and soiled clothing.</p> <p>All items of equipment such as toys, wooden puzzles, etc which are handled regularly by students should be the subject of a regular cleaning procedure. These items should be cleaned at least at the end of each term, and before any item is returned to the Library.</p>
<b>ICTs</b> <b>Extract Appendix D</b>	<p>Staff are encouraged to incorporate ICTs into class programming to enhance student learning and to increase their access to the curriculum. Software and ICT assistive technology can be borrowed through the library to support programming. Teachers need to exercise their duty of care in the provision of student access and usage of the schools ICT facilities.</p> <p>Teachers and Aides have access to computers in the classroom as well as the Prep Room located in the Administration Block. Furthermore, Teachers receive a laptop on loan from the Department which must be signed off</p>

once per year for stock take purposes. Teachers are expected to be familiar with the Departments Policy on Using the Departments Network (see Appendix D for extract).

<b>INDUCTION OF STAFF</b>	There is an Induction Program for all new staff members undertaken in the school. It is important that new staff are introduced and oriented to the culture and routines of the School and Dept of Education. This policy covers Teachers, Teachers Aides, Therapists and any student staff (ie student Teachers / Teacher Aides, Cleaners, Facilities Officers and Administrative Staff).
<b>INTERNET USAGE/ACCESS</b>	All staff have access and full use of the internet. As per EQ guidelines, it is expected that staff are familiar with the departments and government policy on usage of departmental networks and make limited personal use of departmental network services. See <i>ICT-PR-004: Using the Department's Corporate ICT Network</i> .
<b>LEAVE</b>	There is a detailed Dept of Education Policy regarding staff leave. Details of this policy may be obtained from the Administration. Application for Leave forms are available from the office or on One Portal – Mudgee Hub, and must be submitted to the Principal for consideration.
<b>LITTER</b>	At all times, teachers should actively encourage students to maintain clean, tidy grounds. Teachers and Aides should be proactive in keeping the grounds clean of litter. As a general rule no food or drink (except water) should be consumed in the playground areas.
<b>LOST PROPERTY</b>	<p>All lost property should be placed in the large box located in the office. Parents (and students where appropriate) are to be directed to this area to retrieve necessary items.</p> <p>Note! Any item of value (eg. watches etc.) should be sent to the Office and not placed in the Lost Property Box.</p>
<b>MANUAL HANDLING</b>	All staff should be aware of correct manual handling principles. A refresher session is held each year for benefit of staff. Any staff with concerns regarding manual handling should have discussions with Administration and the Workplace Health & Safety Officer. Where necessary the Class Teacher should develop a Manual Handling Plan for individual students. For further information, refer to <a href="http://www.qed.qld.gov.au/strategic/eppr/health/hlspro10/">http://www.qed.qld.gov.au/strategic/eppr/health/hlspro10/</a>
<b>MEDICATION, GASTROSTOMY FEEDS &amp; MEDICAL PROCEDURES</b>	<p>Education Queensland has clear guidelines regarding the administration of medication with schools. These guidelines must be strictly adhered to.</p> <p>Following the provision by parents of the appropriate permission forms (the original of which must be kept in the Office); the administration of medicine to a student is the responsibility of the Class Teacher. In the event that another staff member must administer the medication clear instruction must be available from the Class Teacher. (see <i>Relief Teacher Folder</i>)</p>

Gastrostomy feeds and other approved medical procedures (eg catheterization etc) should only be completed by authorised and trained personnel. (See EQ Nurse)

## MEETINGS

A meeting roster is distributed at the beginning of each term via One Portal – Mudgee Hub and a main copy in the prep room.

Teacher meetings are held once a week at 8 – 9 am as per QTU. These meetings alternate between a Teacher staff meeting held in the staffroom and Team meetings, held in classrooms. Items for the Teacher meeting agenda should be given to the Administration Team prior to the meeting start.

Teacher Aide and Leadership Teacher Aide meetings are held throughout the term as proposed upon the meeting roster. As part of the requirements of accruing ADO, Teacher Aides are requested to attend 1 Teacher Aide Meeting and 1 Team Meeting per fortnight.

Committee meetings are also listed on the meeting roster. No ADO is accrued for these meetings. (*see Committees*)

## MOBILE PHONES

1. Staff have access to school mobile phones for off campus activities if staff do not wish to use their own phone. During off campus activities, staff need to be contactable in case of emergencies via the Off Campus Register. See the office for access to phones.
2. Personal mobile phones should not be used during class programming time unless URGENT. Staff are asked to discourage non-urgent personal phone calls during work hours.

## MUSIC / MOTOR PROGRAMS

The school employs two Teacher Aides to provide support to Teachers in the areas of music and motor development. Access to this support must be negotiated with the Administration. The programs used at this time remain the responsibility of the Class Teacher and should enhance Individual Communication Plans, IEP/ PFAPs and Curriculum. This is cooperative teaching programming model with these staff supporting class teachers it is **not** a Non-Contact Time for Teachers.

## MUSICAL INSTRUMENTS

Teachers are to liaise with the Teacher Aide - music concerning the use, storage and borrowing of musical instruments.

## NEWSLETTER

The newsletter is issued each Thursday to the eldest child in each family. It is suggested that Teachers read the newsletter to familiarise themselves with the contents.

Staff who would like any articles included in the newsletter should notify the Principal and ensure the completed article is handed to the Office by Tuesday. Each newsletter includes **Stars of the Week/ Achievers of the Week**, as a celebration of student progress and success. Each Teacher should submit the name and details of their Star before Wednesday via One

<b>NON-CONTACT TIME (NCT)</b>	Non-Contact Time (NCT) is timetabled by Administration on a term allocation. The amount of Non-Contact received is dependent upon the number of days a Teacher is rostered to work within a fortnight pay period. A full time (10 days per fortnight worked) Teacher is currently entitled to 2 hours of NCT per week.
<b>Non Violent Crisis Intervention (NVCi)</b>	Nonviolent Crisis Intervention consists of a 12 hour course and annual refresher program. Jean Stevens is our school's facilitator and will offer these courses periodically to support Positive Behaviour Support and NVCi Practices.
<b>NORMS AND VALUES</b>	The school has adopted an agreed set of Norms and Values to provide a protocol for staff operations. (See Team Charters and MSS Pledge) Student values are outlined in the Code of Responsible Behaviour.
<b>NURSE (EQ REGISTERED NURSE) Grant Keats</b>	The school has access to a Clinical Nurse based at our school. This role provides professional support and training only. The nurse is available to liaise with families.
<b>OFFICE</b>	<p>The Office staff consists of the Business Services Manager and the Administration Officer. The Office is the first point of contact for parents and Teachers - inquiries or concerns will be then directed to the relevant personnel.</p> <p>Equipment in the Office is not available for staff use. <b>Access to this area is restricted to Administration staff.</b> Staff who require faxes sent, mail posted, keys etc should request this of the Administration Assistant, who will respond to their request as soon as possible.</p>
<b>ONE PORTAL</b>	One Portal is the shared online resource used by EQ and our school to enhance communication beyond email. All staff can log on from home or school to gain information or share appropriately as per Internet Usage agreements.
<b>PAGE / TELEPHONE SYSTEM</b>	<p>The phone page may be used by staff to report a missing student, call for emergency assistance or alert school staff to an issue of importance.</p> <p><b>Paging should be kept to a minimum during class time</b> in an attempt to limit disruptions to class programs. One Portal- Mudgee Hub can be used as a valuable sourcing resource.</p>
<b>PARENT &amp; CITIZENS ASSOCIATIONS</b>	The school has an active Parent and Citizen Committee and all parents / caregivers and interested parties are invited to attend. This group meets on the first Tuesday of every month at 9.15 am in the Parent Room/ A Block.
<b>PARENTAL INQUIRIES / CONCERNS</b>	<p>All parental / classroom inquiries and concerns are to be dealt with in the first instance by the classroom teacher.</p> <p>Any general inquiries are dealt with by Office staff. Any unresolved issues may require Administration support and mediation.</p>

<b>PAY</b>	Teacher and Teacher Aide pays are processed and Regional and Central Offices. Any changes to personal details (eg bank account) should be communicated immediately to the Business Services Manager to be passed on to the appropriate area. Concerns regarding pay should be directed to the Business Services Manager.
<b>PERMISSION SLIPS</b>	Permission for school outings and activities will be forwarded through Prospectus annually. These are to be forwarded to AO2 for SMS/ One School recording and then kept in student files in the office.
<b>PERSONAL APPOINTMENTS</b>	Staff are requested to schedule personal appointments where possible preferably outside of school working hours. The school budget does not allow for relief staff to be employed to cover staff for personal appointments and leave affects the whole team.
<b>PLAYGROUND DUTY</b>	It is the responsibility of each Teacher to ensure that their class is adequately supervised by familiar staff during lunch play. Play time should be a safe, purposeful time with a set time period. Teacher Aides support playground duty in the mornings and is included in their work hours as part of their ADO agreement.
<b>PHOTOCOPYING</b>	The school provides a photocopier in the Prep room and Office Area of K Block for Teacher and Teacher Aide use. Each class through team budgeting is responsible for their own photocopying and the purchase of any paper used for photocopying.
<b>PURCHASE OF RESOURCES</b>	Teachers can order stock or resources through their Team Leaders. A requisition book is available for this purpose. Teachers should also check with Team Leaders for budget allocations each term. Any purchase must gain final approval from the Administration. If such resources are supported by the team budget they must be on debit cards. Personal Credit Cards cannot be reimbursed.
<b>QUEENSLAND TEACHER'S UNION (QTU)</b>	<p>The Teaching staff elects school QTU representatives/s whose job it is to disseminate information to the QTU members on staff. Liaise with Administration. Impartiality is the key to this role. The school receives occasional visits from the local area QTU organiser and other members of the Union executive. School representatives contacts will be visible in the staffroom.</p> <p>The Union urges Teachers to be members of the QTU and to attend regular branch meetings.</p>
<b>REIMBURSEMENTS</b>	Staff reimbursements for incidents where personal equipment need to understand that any personal resource, vehicles etc are not covered by our organisation and we bring them into the school at employees own risk. Any reimbursements to staff for damage is made on an individual basis and at the discretion of the principal and cannot be assumed to be covered.
<b>RESOURCE CENTRE/ LIBRARY</b>	The resource centre is available to staff for professional and teaching resources as well as for access by classes. Teachers may use this resource to introduce the students to 'library behaviour'. It is preferred that staff

borrow resources from the library before school when the library assistants are available to support your borrowing and returns electronically through the system. The library continues to be reorganised and developed. Parents should also be encouraged to borrow these resources through the borrowing system.

## RESOURCE MANAGEMENT

Resource management in the school continues to be adapted to suit the schools growing needs. The school's resources are stored in various locations around the school. Teams have a high level of responsibility for ensuring that resources are effectively and appropriately managed as per Asset Management processes. All team resources are in fact school resources and can be accessed where needed. Resource management ensures efficiency of these assets. Assets are labelled via SMS or the Library ALICE system.

## RESPITE

Parents must notify the Office of their child's respite arrangements as soon as possible to discuss transport arrangements.

Students returning from Respite care must be collected by their parent / caregiver. Teachers should confirm transport arrangements with the parent and direct any concerns to the Deputy Principal.

Parents requiring respite can be directed to the Parent Liaison Officer.

## REQUESTS / REGISTERS

A number of registers are maintained on One Portal – Mudgee Hub and in the School Office to assist with effective management of school resources. These include requests for services (Facility Officers assistance, Technology assistance, Teacher Aide assistance, programs (music / motor therapy) and facility use (buses, trampolines etc). Staff should approach Office staff for access to these.

## ROLLS

Rolls are official documents and can be required as evidence in a Court of Law, and therefore, must be accurately and neatly maintained. **Only black or blue pen is permitted.** No pencil, red pen or whiteout is permitted.

Directions for maintaining and presenting rolls are outlined in the front of each roll. Please use the correct code for students not attending school. Failure to comply with these directions affects the Teachers' and the schools accountability.

Rolls are to be marked twice daily at 9:30 am and 1:30 pm. They are distributed and collected daily. Evacuation Rolls are to be taken by the Teacher in the event of an Emergency Evacuation or Drill. These are stored in plastic sleeve in room entry.

## SCHOOL BUSES

*Use of any bus must be negotiated with the Administration and will be rostered on a term basis. (see Requests / Registers)*  
*A Light Rigid licence is required to drive the "New" bus but the other 3 buses may be driven on a normal Open Licence. Any staff who will drive the buses should submit a photocopy of their licence to be kept on their confidential files. The acquisition of a Light Rigid licence is the personal responsibility of each staff member although the school encourages this process with the use*



*of the bus and negotiated lessons free of charge.*

*No eating or drinking is allowed on any of the buses. Following an outing staff should ensure that the bus is clean, has no less than half a tank of fuel, has the logbook completed and, in the case of the wheelchair bus, is prepared for the loading of a wheelchair. It is your responsibility to leave the bus in a clean manner and ensure the fuel does not drop below half full.*

*Keys, mobile phones and sign out book can all be found in the Office.*

*Staff wanting to obtain support. The school cannot cover the expense of the LR Licence or specialist lessons but will assist after hours with our staff supporting lessons using our vehicle.*

*The Seniors assist the Facility Officer with cleaning of the vehicles on a roster system.*

## **SCHOOL COUNCIL**

The school has an active School Council which consists of equal numbers of Administration, staff, parent and P&C representation. Current members: Dan Kearns, Betty Rosenblatt, Colleen Hope, Wendy Chandler, Wayne Jenks and Aletia Gray.

## **SNOEZELEN**

A Snoezelen Room is available for use by Teachers to support specific goals in the areas of sensory development and integration, language development and personal emotional management.

A timetable for the use of the Snoezelen Room is designed on a semester basis, (see Requests / Registers) by the Deputy.

## **SOCIAL CLUB**

The Social Club Committee organises staff functions or get togethers. Staff members are encouraged to join this committee at the beginning of the year. This team aims to support the wellbeing and morale of our team. We all need to support our wellbeing.

## **SPORT**

Teachers are strongly encouraged to provide regular sports activities.

The school has a Sports Committee, which organises an annual Sports Day as well as an annual Fun Run. Opportunities exist for students to attend other sporting carnivals held on the Gold Coast and Regional areas.

Once per week school sports occurs on Thursday. An interschool sports program operated in 2010 across the three Gold Coast Special Schools.

## **SUPPORT STAFF**

The school has a variety of part-time support staff whose role it is to support student educational programs and staff professional development. This staff includes: Communication Teacher, MOVE Teacher, Music Teacher Aide, Motor Therapy Teacher Aide, ICT Teacher Aide, Library Volunteer, EQ Nurse, School Chaplain, Community Liaison Officer, a Guidance Officer, Education Queensland Therapists and the Non Contact Team.

## **STAFF HEALTH**

Staff should ensure that good hygiene procedures are followed at all times. Any open cuts should always be covered by appropriate waterproof

bandaids and gloves should be worn while completing any medical procedures, particularly those involving blood. Strict and consistent hand-washing should always be observed. (See Nurse- EQ Registered Nurse) General wellbeing following manual handling practices, schoolwide positive behaviour support, nonviolent crisis intervention and using school and EQ Resources eg Wellbeing Team, WPH&S Officer, Rehabilitation Officer and Employee Advisor.

#### **STOCK AND ASSET MANAGEMENT**

Stock and asset management is stored on a database administered by the Business Services Manager and Librarian Teacher Aide through Head of Curriculum. All team purchases must adhere to asset management processes.

#### **STUDENT ELECTRONIC EQUIPMENT**

Students are requested to leave all personal electronic equipment at home that is not directly linked to school programs. This includes mobile phones, iPods, MP3 players etc. If a student's family and teacher agree for this equipment to accompany them to school, there must be specific curriculum goals set that are focussed on the use of this equipment and a signed agreement for its use and no risk policy on behalf of EQ.

#### **STUDENT RECORDS**

Student Individual Folders are maintained in the classroom and electronically on g drive/coredata/curriculum/student files and One School. Confidential student files are located in the Office. Teachers have access to these files, but should not remove them from the Office. Archived files can be accessed through administration.

#### **STUDENT SAFETY & PROTECTION** **Extract Appendix C**

Staff are encouraged to be proactive in the area of student support. Teachers should immediately page across the school if a student is missing from their class (if the student is known to wander or run away). A whole school class list is available in every classroom and identifies codes to alert staff to particular health and safety concerns pertaining to each student. This includes H for health, B for behaviour, An for anaphylaxis etc.

Physical management of students should only be used if there is the likelihood of injury or if it is documented and forms part of a formally agreed upon Behaviour Support Plan for an individual student. All staff should be familiar with Ed Qld's Student Protection Policy & Code of Conduct.

#### **STUDENT TRANSPORT ARRANGEMENTS**

It is vital due to safety considerations that office staff and Teachers clearly communicate any daily changes to the students' transport arrangements (Transport Policy) Teachers who are unsure of a students' transport arrangements should notify the office staff or Deputy Principal immediately.

It is recommended that Class Teachers prominently display each students transport arrangements near the classroom exit for the information of relief staff.

Applications for or amendments to Contract Transport (bus) must be directed through the Deputy Principal. (*see Travel List*)

## TEACHER RELIEF SCHEME

Relief Teachers are employed for the following reasons:

- Teacher Absence
- Professional Development of Staff
- Curriculum Co-ordination Time

Organisation of Relief Teachers is the responsibility of Administration and is managed by the school budget as per allocation from EQ.

All Teachers must have a clearly marked and easily accessible folder in their classroom for the Relief Teacher. This folder must contain a current timetable and pertinent student information to ensure that safe and active learning may continue in their absence.

## TEAMING

The school has a team approach to meeting outcomes of students. There are currently six classroom teams – Gumnuts (Junior), Star (Middle School), Rainbow (Middle School), Diamond (Middle School) and Senior. The Team manages directly their budget and resources and accountable for students' learning through the Curriculum Framework and operationalise this through Team Charters.

## TELEPHONE / FAXES

Staff may make local calls on any of the school's telephones. All STD and mobile calls are to be paid for at the Office. If a member of staff wishes to use one of the phones in an office within the Administration area, permission should be sought first. Telephone accounts/ reports are reviewed by administration regularly for monitoring purposes.

Classrooms will be contacted in case of an incoming phone call. Calls to classrooms will be limited from 9am- 12.00 pm each morning to increase focussed learning time. In the event that the required staff is not in the room, a phone message process will be held at the office or a return number displayed on the phone system. **Only urgent phone messages** received throughout the day are announced over the paging system.

Staff are asked to discourage non-urgent personal phone calls during work hours.

All outgoing faxes should be passed to the Administration Assistant. Incoming faxes will be placed in staff pigeon-holes at the end of the day.

## THERAPISTS

Education Queensland allocates part time support which includes; Speech Language Pathologist, Physiotherapist and Occupational Therapist. Referrals for students need to go through Deputy Principal.

## TIMETABLES

All timetables are to be handed to the Administration Team upon completion early each Term. Class timetables should be displayed prominently in the classroom for visitors, volunteers etc.

School facility / program timetables (eg Snoezelen, NCT, buses, Foyer, Living Skills) will be distributed to teachers via One Portal – Mudgee Hub.

## TRAVEL LIST

A whole school Travel List (a.m. & p.m.) is maintained and archived for accountability purposes. It is of great importance that all staff support the

maintenance of this list, by notifying the Office of student absence, late arrival, early departure and transport changes. The marking of this roll is part of the morning duty roster and is completed by Administration (or a delegate) each afternoon.

## **UNATTENDED CLASSROOMS**

Students are not to enter or remain in a classroom unless there is Teacher or Teacher Aide present. Teachers are encouraged to reinforce this rule with their own class and be proactive in removing students from unattended rooms.

## **UNIFORMS**

Uniforms are available through the P & C. Details for the purchase of uniforms can be directed to the Office.

## **VOLUNTEERS (including TAFE & Uni Placements)**

Volunteers play a vital role in assisting Teachers to provide safe, individualised programs. An induction program for volunteers is established and held during the year. All volunteers are organised through the Head of Curriculum/ Deputy Principal and School Chaplain.

It is important to remember that volunteers must not supervise students alone and should not be involved in the toileting or manual handling of students, unless under the direction of the Class Teacher. Volunteers must hold a current Criminal Check card through Childrens' Commission.

Requests for volunteers should be made through the Head of Curriculum / and School Chaplain.

## **WELLBEING TEAM**

The school has created a Wellbeing Team comprising of Guidance Officer, School Chaplain, Parent Liaison Officer, EQ Nurse and Rehabilitation Officer/ Principal to support students, families and staff. (See Wellbeing Policy)

## **WET WEATHER**

Access to outside areas on wet weather days is at the discretion of the Class Teacher. Morning supervision is moved indoors during wet weather.

## **WORKPLACE HEALTH AND SAFETY**

MSSS has an active Workplace Health and Safety Committee. This important issue affects all staff, students and visitors.

When unsafe conditions or equipment are identified, they should immediately be reported to the Administration, who will take steps to ensure the hazard is dealt with. A Hazard Register is maintained in the Office. All personal electrical equipment brought on to the school grounds needs to be authorised by the school Principal and a register of items completed.

Equipment, grounds and facilities are regularly checked to ensure they are in satisfactory condition.

## **WORKPLACE HEALTH SAFETY OFFICER (Nicky Belous & Belinda Chisnall)**

The role of a WHSO is to assist the Principal and management team by providing advice on the overall state of health and safety at the workplace. The Workplace Health and Safety Act 1995 requires workplaces (eg. schools) with 30 or more workers to have a trained Workplace Health and Safety Officer (WHSO).

**WORKPLACE  
REHABILITATION  
OFFICER (Colleen Hope)**

The role of the Rehabilitation Officer is to be a conduit between the school, regional office and Workcover Qld to support the injured worker. The Act requires workplaces with 30 or more workers to have a trained Workplace Rehabilitation Officer.

# Education Queensland

## CODE OF CONDUCT

Updated 2009

## CODE OF CONDUCT (EXTRACT)

### Principle 1: Respect for the Law and the System of Government

**1.1.1** Our system of Government is a parliamentary democracy consisting of three related components, the legislature, the executive, and the judiciary. Each component, (including the public service which is the administrative arm of the executive government), is established and operates in accordance with the rule of law.

**1.1.2** As public officials, we are required to faithfully serve the elected Government of the day by:

- implementing Government policy;
- providing impartial and accurate advice to the Government of the day;
- administering laws passed by the Parliament; and
- providing responsive service to the community in accordance with Government policy.

#### **1.2 Obligations**

**1.2.1** Each of us has an obligation to:

- respect the rule of law and our system of parliamentary democracy by upholding:
  - a. Commonwealth, State and Local laws and regulations:-
  - b. applicable professional standards and codes of practice that do not conflict with government or departmental policy:-
  - c. Department of Education and whole-of-government directives, policies and procedures:-
  - d. applicable industrial awards and agreements.
- respond prudently to known breaches of the law, departmental policies, whole-of-government policies and directives, as well as misconduct and maladministration (Refer to the glossary for definitions of misconduct and maladministration):-
- impartially administer legislation on behalf of the Minister for Education:-
- faithfully implement the policies and mandate of the elected government, particularly with reference to the education portfolio:-
- provide responsive service to the community and impartial advice to the government of the day:-
- adhere to caretaker conventions when a Queensland state election is called:-
- observe the convention of political neutrality in the performance of our duties:-
- respect the principle of equality before the law and extend due and fair process to individuals and organizations:-
- comply with lawful and reasonable directions from your supervisor, a delegated authority, or your employing authority:-
- make decisions and give reasonable and lawful directions within our delegated authority:-
- strive to create and implement high quality education services that are consistent with government policy:-
- advance student learning and the public interest:-
- be familiar with legislation, regulations, (professional) codes or standards that are relevant to our work role.

**1.2.2** These obligations do not detract from your duty to act independently of the government of the day, if that independence is required by legislation or government policy, or is a customary feature of your work.

#### **1.3 Standards**

The following sections outline the standards you must adopt in your daily work for the department:

##### **1.3.1 Giving and carrying out lawful and reasonable directions**

- Employees should promptly, conscientiously and effectively comply with all lawful and reasonable decisions and directions from their supervisor, a delegated authority, or employing authority. An employee shall not knowingly or deliberately by overt or covert acts or omissions impede compliance or implementation of a lawful and reasonable decision or direction.
- A supervisor shall make competent decisions and give guidance and directions to an employee that are fair and reasonable, having regard to their legal and organizational responsibilities and delegations.

### Principle 2: Respect for Persons

**2.1.1** We all come into contact with a range of people such as students, work colleagues, parents/guardians and members of the general public while performing our work duties. These people have a diverse range of views, aspirations, expectations and behaviour. It is vitally important that we extend and demonstrate respect for others in all our communications and interactions. In turn, we can expect to be treated with respect and dignity by others. The positive relationships we build with others both internal and external to the Department will influence how well we achieve our individual work goals and the Department's mission and objectives.

**2.2.2** Our daily interactions with others reflect on the Department and on us as individuals. It is therefore important to our individual and collective reputation that we conduct our relationships in a professional and respectful way. Employees whose work involves communicating with students, have a special responsibility in providing an appropriate role model for those students. Modelling effective leadership in our interactions with students can have a profoundly positive influence on a student's personal and social development.

**2.2.3** Demonstrating respect for persons can be achieved by adopting a consultative approach to decision-making, informing people of their rights, entitlements and responsibilities, and fulfilling a duty of care to others.

#### **2.2 Obligations**

**2.2.1** Each of us has an obligation to:

- Treat all people with dignity and respect at all times
- Respect and be sensitive to an individual's cultural and ethnic background
- Be responsive, engaging and helpful to the reasonable requests of students, parents/guardians, work colleagues and members of the general public

- Be familiar with and uphold the department's *Student Protection Policy*
- Actively discourage any form of harassment or unlawful discrimination
- Ensure decisions that adversely affect the rights or interests of others are procedurally fair, reasonable, honest, and impartial
- Ensure our personal appearance and presentation is clean, tidy and appropriate for the work role performed.

### **2.3 Standards**

The following sections outline the standards you must adopt in your daily work for the department in a number of areas.

#### **2.3.1 Respecting the dignity, rights and views of others**

Employees must respect the dignity, rights and views of others by:

- listening to and seeking to understand different points of view (This does not necessarily mean agreeing with the point of view)
- respecting cultural, ethnic and religious differences
- valuing and acknowledging the genuine contributions of others make in meeting the department's mission and objectives
- expressing constructive feedback that is considered and moderate in its tone
- being courteous, sensitive, and honest in communications, and being considerate to the needs of others
- actively managing workplace conflict involving yourself or employees in your supervision to create positive and constructive outcomes
- informing people of their rights and entitlements where appropriate
- working co-operatively and collaboratively with others to achieve common goals and a harmonious work environment
- supporting the personal and professional development of others.

Demonstrated failure to respect the dignity, rights and views of others will amount to a breach of this Code.

## **Principle 3: Integrity**

**3.1.1** Upholding the ethical principle of integrity is central to maintaining the probity of our conduct in our dealings with others, in the exercise of public powers, and in the proper use of public resources. An employee's integrity is highly valued by the Department because it reflects positively on them as a person and the Department as a whole. Observing the ethical principle of integrity supports the reciprocal relationship of trust that must exist between an employer and an employee.

**3.1.2** As custodians of public powers and resources, we must adhere to the highest standards of integrity if we are to enhance public confidence and trust in the Department and the whole of the public service. We must avoid any conduct that would amount to a breach of trust of the position that each of us holds.

**3.1.3** School based employees hold special positions of trust because of the relationships they form with vulnerable students in their care. The professional relationships formed with students play a significant part in the educational and social development of the future citizens of Queensland. Maintaining integrity in all dealings with students is fundamental if the department's mission is to be attained.

### **3.2 Obligations**

**3.2.1** Each of us has an obligation to:

- ensure that our official our official powers or position are not used improperly
- ensure that any public comment made as a representative of the department, or where we might reasonably be perceived to be a representative of the department, is authorised by the department and accurately reflects the department's position
- identify, declare, and avoid any apparent or actual conflict of interests or resolve conflicts in favour of the public interest. (Refer to the glossary for a definition of conflict of interests)
- report knowledge of matters relating to public service conduct or administration that seriously and adversely affect the public interest to a public sector entity authorised to receive that type of information;
- manage official information and records in a manner consistent with the law, information standards, and departmental policy.

### **3.3 Standards**

The following sections outline the standards you must adopt in your daily work for the department in a number of areas.

#### **3.3.1 Conflict of interests**

Employees should understand what is meant by an apparent or actual conflict of interests (refer to the definition in the glossary). An undeclared and unresolved apparent or actual conflict of interests can seriously undermine the impartiality of departmental operations and decision-making, and reduce public confidence in the public service.

Employees should be aware that an apparent or actual conflict of interest may arise between:

- o their private financial and business interests, or personal/familial relationships and
- o the impartial and proper performance of their work duties.

Employees must immediately identify any apparent or actual conflict between their private interests and work duties, and resolve the conflict in favour of the public interest. Resolution of the conflict includes either:

- o altering one's private interests to resolve the conflict; or
- o declaring the conflict to the Director-General or delegate, and in conjunction with the department, making alternative organisational arrangements to remove the conflict.

Employees may be directed by the department to resolve the conflict in a particular way. Failure to promptly identify and initiate resolution of the conflict in favour of the public interest is a breach of this code.

• A private relationship between employees must be managed in a manner that does not adversely impact on the work of the department, or create an apparent or actual conflict of interest between their private relationship and the proper performance of their work duties.

## **Principle 4: Diligence**



**4.1.1** The ethical principle of diligence requires us to perform our work duties to the best of our ability and provide a "fair day's work for a fair day's pay". By accepting employment with the department, we agree to perform our work duties diligently and professionally, and to demonstrate a high standard of stewardship over the responsibilities entrusted to us.

**4.1.2** We are expected to

- exercise proper application, care, and attention when carrying out our work duties;
- act responsibly and be accountable for our official decisions and actions;
- exercise a duty of care to those we have contact with in the course of our work duties, or who may reasonably be affected by the work we do.

**4.1.3** Together, we seek to:

- deliver a world-class public education system to the people of Queensland;
- instil an ethos that values life long learning;
- be a genuine learning organisation that develops its employees, its products and services, and their systems of delivery.

#### **4.2 Obligations**

All of us have an obligation to:

- Ensure that our work duties are performed with care, responsibility, accountability, attention to detail and diligence;
- Support or deliver high standards of teaching and student care while adhering to the strong ideal of excellence in public education and administration;
- Refrain from using alcohol, legal drugs or other substances in a way that could have an adverse effect on our work performance, our behaviour, or reputation;
- Maintain and enhance our competencies while remaining supportive of our colleague's similar efforts.

#### **4.3 Standards**

The following sections outline the standards you must adopt in the administration and stewardship of your duties.

##### **4.3.1 Performing your duties**

- An employee must perform their work duties competently and responsively, with a focus on delivering or supporting the delivery of high-quality educational services to students, and delivering high-quality services to other internal and external departmental clients.
- An employee has a responsibility to maintain the accuracy, integrity and appropriate confidentiality of all departmental information.
- An employee who is engaged by the department to work in a particular professional capacity shall observe any professional code of ethics applying to their work. If there is a conflict between the requirements of a professional code of ethics and this code, the employee should seek guidance from the Ethical Standards Unit. If guidance is not sought, the provisions of this code prevail.
- All employees are accountable for their official decisions and conduct.
- An employee must only take leave of absence from their work duties when authorised to do so.
- Employees who supervise students in the instruction of the department must take reasonable steps to protect them from foreseeable injury and harm.
- An employee should act in a way that enhances their personal and professional reputation and the reputation of the department.
- All employees must observe the principles of public service management and employment as prescribed in sections 23 and 24 of the [Public Service Act 1996](#)

### **Principle 5: Economy and Efficiency**

**5.1.1** The ethical principle of economy and efficiency in public administration seeks to obtain value for every public dollar spent by the Department. We possess stewardship of a range of valuable financial resources and public assets that are used to provide high quality educational services to the Queensland community.

**5.1.2** We must ensure that these public resources are not wasted, abused, or used improperly or extravagantly. These resources include financial and material resources as well as intellectual, information, system and knowledge reserves that underpin the work of the Department. Work time is also a valuable resource that must be managed effectively to create productive outcomes.

**5.1.3** The ethical principle of economy and efficiency must be applied in all our strategic planning for the future delivery of educational services to the Queensland community. We must constantly strive to:

- develop more effective and innovative ways of delivering educational services;
- find and create ways of using the department's existing resource allocation to add value;
- flexibly adapt to changing priorities.

**5.1.4** The principal of economy and efficiency does not necessarily mean doing more with less as there are obvious limits to such an approach. Rather, this principle challenges us to consider the question, 'How can I add value to the services that I deliver that ultimately benefit student education in Queensland?'

#### **5.2 Obligations**

Each of us has an obligation to:

- ensure that all departmental resources are used for official purposes (or approved limited exceptions) and not wasted or used extravagantly
- ensure that any claims for expense payments are made in accordance with whole- of-government and departmental policy and procedures, and only for costs incurred to conduct departmental business
- ensure that all electronic communication systems are used appropriately in accordance with government and departmental policy
- follow Departmental policies and procedures in respect to approved asset management and user charging policy where Departmental resources have been approved for use by the community or non-Government entities.

### 5.3 Standards

The following sections outline the standards you must adopt in your daily work for the department in a number of areas.

#### 5.3.1 Efficient resource management

- Employees whose work duties involve purchasing or managing resources on behalf of the department must act within their delegated authority and comply with the legal framework, policies and procedures for the purchase, use and disposal of any departmental resource.
- Employees responsible for purchasing, using and disposing of any departmental resource, employees should comply with the requirements of:
  - a. the government's [State Purchasing Policy](#);
  - b. the [Financial Administration and Audit Act 1977](#) and [Financial Management Standard 1997](#);
  - c. the departmental policies on Purchasing Procedures and Equipment Management accessible from the Department of Education Manual (DOEM).

#### 5.3.2 Using equipment and consumable resources

- An employee must ensure that all departmental equipment, resources, and consumable items are used only for the work and business of the department. The following limited and occasional private use of department equipment and resources may occur providing it does not adversely affect the performance of an employee's work duties, or the work duties of others, or the reputation of the department:
  - o limited, occasional and brief private telephone calls and faxes
  - o limited and occasional use of a photocopier

# Education Queensland

## INFECTION CONTROL

### HR-18

Uncontrolled copy. Refer to *HLS-PR-004: Infection Control* at <http://iwww.qed.qld.gov.au/strategic/eppr/health/hlsproo4/> for master.

## HS-18: INFECTION CONTROL (EXTRACT)

### Policy Statement

In accordance with the *Workplace Health and Safety Act 1995*, Education Queensland has an obligation to ensure the health and safety of all staff, students and others affected by Education Queensland workplaces and workplace activities.

### Accountabilities

(a) Central office must develop and disseminate infection control policy and procedures that reflect current legislation and practice.  
(b) Principals and managers must ensure implementation of the infection control policy and procedures.  
(c) Staff (including principals and managers), students and others must: follow instructions for infection control; use personal protective equipment provided; not wilfully or recklessly interfere with anything provided for infection control; and not place the health and safety of themselves or others at risk.

### 6. Transmission of infection, illness and disease

**6.1** The spread of illness and disease requires a source of infection, a route of transmission and a host-person capable of acquiring the illness or disease. Most infectious illnesses and diseases are spread by a single well-defined route. It is important to realise that while one disease may be spread by breathing infectious particles, another may be spread completely differently. Certain routes of transmission are well known and an understanding of these allows general principles of prevention to be applied.

**6.2** Routes of transmission include:

- (a) **Airborne droplets and saliva** - Sneezing and coughing by infected people allows germs to spread by way of tiny airborne droplets. Hands and other surfaces soiled with nasal and throat discharges are responsible for much spread of disease. Some infections passed in this way are the common cold, parvovirus, chickenpox, diphtheria, influenza, measles, meningitis (viral and bacterial), mumps, whooping cough, rubella and viral gastroenteritis.
- (b) **Faecal-oral** - Viruses, bacteria and parasites that are present in the faeces of people who are unwell or infected well people (carriers) may be passed directly from soiled hands to mouth. These viruses, bacteria and parasites may also be spread indirectly via objects, surfaces or food soiled with faeces. The sites most commonly contaminated with faeces are hands, floors, tap handles, toilet areas (e.g. flush handles) and tabletops. Germs that cause diarrhoea that are passed in this way include giardia, hepatitis A, salmonella, shigella and a variety of intestinal viruses, such as the virus that causes hand, foot and mouth disease.
- (c) **Skin contact** - Some conditions can be spread directly by skin-to-skin contact, especially by hands, or indirectly by contact with contaminated objects or surfaces. Such spread can occur with impetigo (school sores), head lice, lyssavirus, herpes (cold sores), ringworm and scabies.
- (d) **Urine** - The soiling of hands, objects, surfaces or food with urine can also contribute to the spread of infection, such as with mumps and cytomegalovirus (CMV).
- (e) **Blood or blood products** - Some diseases, such as AIDS, caused by the human immuno-deficiency virus (HIV) or hepatitis B and C are spread through blood or blood products. Transmission can occur through broken skin, sexual contact, sharing of needles or needle-stick injuries.
- (f) **Mosquitos** - Some viruses are spread by blood-to-blood contact through mosquito bites such as malaria and Ross River fever. Protection against being bitten can be achieved through the use of repellents and long-sleeved clothing.

### 7. Standard precautions

**7.1** Standard precautions are work practices that assume that all blood and body substances are potentially infectious. Standard precautions should be used as a first-line approach to preventing infection. Standard precautions include:

- (a) good hygiene practices;
- (b) use of personal protective equipment (PPE); and
- (c) appropriate handling and disposal of sharps and other infectious waste. These three aspects of standard precautions are detailed in procedures 8, 9 and 10.

### 8. Good hygiene practices

**8.1** Good hygiene practices include: hand washing, which is one of *the most important measures* in preventing transmission of infection; keeping wounds covered; and wearing appropriate footwear and clothing.

**8.2** The following procedures should be followed with regard to good hygiene:

- (a) A copy of the pictorial "Hand Washing Technique" (Section 2: Schedule 7) should be placed in a plastic sleeve on the wall above hand basins. Hands should be washed and dried using soap, water and paper towels:
  - (i) before handling, preparing or eating food,
  - (ii) before and after providing first aid or medication,
  - (iii) before and after contact with an ill or injured person,
  - (iv) before and after contact with blood or body substances,
  - (v) after removal of protective gloves,
  - (vi) after using the toilet, and
  - (vii) in emergency or field situations where hand washing facilities are limited or not available, an alcoholic chlorhexidine hand wash (available from pharmacies) or equivalent should be used.
- (b) Staff, students and others with cuts, burns, sores or other forms of open wounds must have the wounds covered, using *waterproof* dressings if necessary. If this is not possible, such as with weeping eczema, staff with such conditions should consider vaccination against hepatitis B.

(c) It is recommended that staff, students and others wear appropriate footwear unless an activity such as swimming requires otherwise.

## 9. Personal protective equipment (PPE), facilities and materials

**9.1** The use of personal protective equipment (PPE), facilities and materials is required to prevent or minimise the spread of infection, illness and disease.

**9.2** The following PPE, facilities and materials should be readily available in the school or workplace, particularly in food preparation, first aid, and special and physical education areas:

- (a) handbasins in or near toilets, first aid and food preparation areas;
- (b) disposable gloves and plastic aprons for first aid and cleaning up spills;
- (c) tongs or tweezers for handling potentially infectious waste;
- (d) leak-proof sealable plastic bags for disposing of potentially infectious waste;
- (e) sharps or other rigid-walled containers, like coffee tins or plastic drinks bottles for disposing of sharps such as used needles or syringes. Disposable sharps removal kits containing a small sharps container, disposable gloves and band-aids, plastic disposable tweezers, and an antiseptic cleaning tissue, may be purchased; and
- (f) refuse disposal bins.

**9.3** Refer to procedure 11.2 for cleaning and disinfection materials and equipment.

**9.4** Relevant PPE, facilities and materials should be used during the following:

- (a) handling or preparing food;
- (b) administering or assisting with first aid or medication. (First aid staff, facilities and equipment should be provided in accordance with HS-14 [First Aid for School and Non-school Locations](#));
- (c) assisting a student to change soiled or blood-stained clothing, use the toilet or change sanitary pads; (d) assisting a student in feeding involving potential contact with saliva;
- (e) administering a routine or emergency specialised health requirement such as gastrostomy tube feeding or rectal valium;
- (f) handling or disposing of potentially infectious waste such as when cleaning and disinfecting blood or body substances;
- (g) emptying or disposing of containers of potentially infectious waste such as rubbish or soiled dressings; and
- (h) on playground duty, it is recommended that teachers carry a pair of disposable gloves in case they need to attend to an ill or injured student.

## 10. Handling and disposing of infectious waste

**10.1** Appropriate handling and disposal of potentially infectious waste is very important in preventing or minimising the spread of infection, illness and disease.

**10.2** For detailed information on handling and disposal of used needles and syringes, refer to the [Fact Sheet on safe handling and disposal of needles and syringes](#) new window.

**10.3** For disposal of nappies, incontinence pads and sanitary disposal units, refer to [HS-09 Disposal of Nappies and Incontinence Pads](#) and [HS-02 Sanitary Disposal Units](#).

**10.4** When cleaning and disposing of potentially infectious waste such as blood or body substances, or items containing these products, such as used condoms, bloodstained items or soiled clothing, the following steps should be taken:

- (a) Wear disposable gloves, and a plastic apron if necessary.
- (b) For spills, soak up the waste with paper towels. Special care should be taken if waste contains sharp material such as broken glass. Sharp material should be picked up with several layers of paper towels, and wrapped securely in several layers of newspaper or put into a puncture-resistant rigid-walled container.
- (c) For items, pick them up with tongs, tweezers or sticks (if necessary).
- (d) Place the waste into a sealable plastic bag.
- (e) Dispose of the sealed plastic bag in general waste.
- (f) If possible, clean the area where the waste was found with warm water and detergent.
- (g) If possible, disinfect the area with a freshly prepared solution of 1:9 diluted household bleach. For smooth surfaces an alcohol wipe may be sufficient.
- (h) Remove and dispose of gloves into a sealable plastic bag. Refer to the pictorial "Removal of Gloves Technique" (Section 2: Schedule 7)
- (i) Wash and dry hands thoroughly with soap, water and paper towels. Refer to the pictorial "Hand Washing Technique" (Section 2: Schedule 7)

**10.5** If staff or students inadvertently find potentially infectious waste items, such as in school grounds, they should immediately advise relevant staff. Where possible, a responsible person should remain with the item while another retrieves appropriate handling and disposal equipment.

**10.6** If a needle-stick or other injury involving exposure to blood or body substances occurs during handling and disposal of potentially infectious waste, refer to procedure 18 for details of appropriate action to take.

**10.7** For details about cleaning and disinfection of utensils used for handling and disposal of potentially infectious waste, refer to procedure 11.

## 11. General cleaning and disinfection

**11.1** 'Cleaning' is the removal of soil and the reduction of the number of germs from a surface. 'Disinfection' is the inactivation of bacteria, viruses and fungi and can be achieved by boiling or by chemical means. All items should be thoroughly cleaned prior to disinfection, if disinfection is required.

**11.2** The following cleaning and disinfection materials and equipment should be readily available in the school or workplace, particularly in food preparation, first aid, special and physical education areas:

- (a) Soap should be available at handbasins. Germicidal soaps are not necessary and may irritate some skin types. Liquid soap dispensers may be fitted in preference to cakes of soap.
- (b) Paper towels should be available at handbasins for drying hands and in other relevant areas for general drying and cleaning. Clean fabric cloths, towels or rags may be used in place of paper towels for *single-use* drying or cleaning.
- (c) Sweeping equipment.
- (d) Detergent for general cleaning.
- (e) Alcohol wipes (isopropanol) for disinfection of mannequins and other smooth surfaces.
- (f) Household bleach (5% sodium hypochlorite) in a 1:9 dilution for general disinfection.

**11.3** Refer to procedure 9.2 for personal protective equipment (PPE), facilities and materials that may be required during cleaning and disinfection.

**11.4** The table in Section 2: Schedule 1 provides details of the cleaning and disinfection required for various school or workplace items.

# **Education Queensland**

# **STUDENT PROTECTION**

Updated 2009

## HS-17: Student Protection (EXTRACT)

### Policy Statement

**All students have a right to be protected from harm. Protection from harm and the risk of harm, from whatever source, is fundamental to maximising each student's personal and academic potential.** Education Queensland is committed to providing a safe and supportive learning environment for its students and requires its employees to model and encourage behaviour that upholds the dignity and safety of students. Any behaviour that jeopardises that environment does not have a place in an organisation that is committed to creating optimal learning outcomes for all students in its care. Consistent with this commitment, Education Queensland will support students who are at risk or victims of harm, and support staff who act in accordance with this policy to prevent and respond to harmful situations.

Employees must:

- not cause harm to students in the department's care; and
- actively seek to prevent harm to a student in the department's care; and
- report suspected student harm in accordance with this policy; and
- inform themselves about the contents of this policy.

### Principles

1. The welfare and best interest of the child (student) are paramount\*.
2. Every child (student) has a right to protection from harm\*.
3. Education Queensland shall not expose a child (student) to an unacceptable risk of sexual abuse.
4. Education Queensland will co-operate and work in partnership with other statutory agencies that are involved in child (student) protection.
5. Employees must ensure that their behaviour towards, and relationships with students complies with the department's Code of Conduct and reflects the highest professional standards.
6. Failure by an employee to act in accordance with the requirements of this policy will constitute a breach of the department's Code of Conduct.
7. Education Queensland employees will report to an appropriate authority all instances where it is reasonably suspected that a child (student) has been harmed, or where it is reasonably suspected a child (student) is at genuine risk of being harmed.
8. School staff must immediately report sexual abuse or suspected sexual abuse of students at schools by school employees to their school principal or to the relevant Executive Director Schools in accordance with Section 146A of the Education General Provisions Act 1989.
9. Education Queensland will respond diligently to a report of suspected or actual harm, or risk of harm to a student.
10. Education Queensland shall support a student who is a victim of harm, or at risk of harm.
11. Education Queensland shall seek to ensure that a person who honestly reports a matter in good faith to an authority in accordance with this policy shall not be disadvantaged for doing so.
12. Education Queensland shall act fairly and reasonably towards an employee who is the subject of an allegation of improper conduct, and provide access to employee assistance services as required.
13. Education Queensland shall support an employee who is the subject of an unsubstantiated allegation of causing harm to a student. \* Section 5. *Child Protection Act 1999*.

### CONCEPTS RELATING TO STUDENT PROTECTION:

**1.6 Harassment, intimidation and bullying** involve the abuse of power with the intention of causing distress to the other person(s), or for personal gain or gratification of self or others. Behaviours may be social, psychological, verbal, physical and/or sexual in nature and may include repeated behaviour that can be covert and subtle.

**1.7 Harm** to a student is any detrimental effect of a significant nature on the student's physical, psychological or emotional wellbeing by any cause, other than confirmed accidental harm not involving negligence or misconduct. Harm to a student includes minor harm that is cumulative in nature that would result in a detrimental effect of a significant nature to the student if allowed to continue. Harm can be caused by amongst other things:

1. physical, psychological or emotional abuse or neglect; or
2. sexual abuse or exploitation; or
3. domestic or family violence; or
4. student bullying; or
5. self harm.

**1.8 Misconduct** means:

1. disgraceful or improper conduct in an official capacity; or
2. disgraceful or improper conduct in a private capacity that reflects seriously and adversely on the public service.

**Official misconduct** (as described in Sections 14 and 15 of the *Crime and Misconduct Act 2001*) is conduct that could, if proved, be –

1. a criminal offence; or
2. a disciplinary breach providing reasonable grounds for terminating the person's services, if the person is or were the holder of an appointment.



# Education Queensland

## ICT Corporate Network

### PR-004

**Refer to *ICT-PR-004: Using the Department's ICT Corporate Network* at**  
**<http://iwww.qed.qld.gov.au/strategic/eppr/ict/ictpr004> for master. Version 2.1.....**  
**15/04/2008**

## **INFORMATION FOR STAFF FOR USING THE DEPARTMENT'S ICT NETWORK – INCLUDING STATE SCHOOL NETWORKS**

### **APPROPRIATE USE:**

#### **WHY ARE STAFF PROVIDED ACCESS TO ICT FACILITIES IN THE WORKPLACE?**

Intranet, internet and network services are important teaching, learning and business tools that can enhance workflow, increase productivity and assist departmental staff to perform a variety of tasks.

#### **CAN A STAFF MEMBER USE THE DEPARTMENTAL NETWORK FOR PERSONAL USE?**

Staff can use the departmental network for “limited personal use”, which means infrequent and brief, generally occurring during personal time and not including: for private business, personal gain or profit; that impede the efficiency of intranet, internet or email services; that would violate or breach any State or Federal legislation and regulation; that would violate or breach the departmental Code of Conduct.

#### **DOES THE DEPARTMENT MONITOR INTRANET, INTERNET AND NETWORK USAGE BY STAFF?**

The Department reserves the right to monitor intranet, internet and network usage and to inspect email messages sent or received by Department officers using ICT resources to:

- Identify inappropriate use: meaning the intranet, internet or network can not be used in a way that defames, harasses, derogates, abuses or offends other intranet, internet or network users, individuals or organisations (for example, to disseminate offensive material based on gender, ethnicity or religious and political beliefs);
- Protect system security;
- Maintain system performance;
- Protect the rights and property of the Department;
- Determine compliance with State and Department policy; and
- Determine compliance with State and Federal legislation and regulation.

#### **WHAT ACTIVITIES WILL THE DEPARTMENT UNDERTAKE IN MONITORING INTRANET, INTERNET AND NETWORK SERVICES?**

The Department reserves the right to log usage and access of intranet, internet and network services with monitoring and investigation activities undertaken including, but not limited to the following:

- access to and examination of specific types of messages, such as large messages or messages containing executables, audio visual files, movie files, command files and/or pictures;
- access to and examination of messages in specific circumstances, such as at peak periods, where an individual's message volume is high, or on a random sampling basis;
- access to and examination of records for the purpose of complying with investigation requests received from authorities such as Internal Audit, Crime and Misconduct Commission, Freedom of Information, or Senior Management;
- introduction and use of content security software to protect Department officers and the Department's computer network, systems and services from viruses, offensive or libellous material and breaches of confidentiality; and
- conduct a security audit on any privately-owned information technology device used for departmental work purposes (meaning an audit of those sections relevant to the departmental work carried out), where that device is used on departmental premises (e.g. school, District Office, Central Office) and/or is connected to the Department's Wide Area Network (WAN) and a security breach has been detected or the device is suspected to have compromised the integrity of the network.

### **INAPPROPRIATE USE:**

#### **WHAT ACTION WILL BE TAKEN IN RELATION TO VIOLATIONS OF DEPARTMENTAL POLICIES OR MISUSE OF ICT FACILITIES?**

Violations of departmental policies may result in restriction of access to ICT facilities, departmental disciplinary action (including dismissal) and/or action by the relevant regulatory authorities. The State Government's position, described in the Cabinet endorsed [Use of Internet and Electronic Mail Policy and Principles Statement 2007](#) is that "employees may be disciplined or dismissed for the misuse of the internet or electronic mail in respect of material that is offensive or unlawful, although not pornographic. A pattern of behaviour (for example, repeated use) is a factor for consideration in determining disciplinary measures (including dismissal)".

### **PRIVATE DEVICE ACCESS:**

#### **WHAT TO CONSIDER WHEN APPROVAL HAS BEEN GIVEN TO CONNECT A PRIVATE DEVICE TO THE DEPARTMENTAL NETWORK?**

While operating private devices connected/connecting to the network:

- maintain availability, confidentiality and integrity of departmental information stored on these devices;
- use these devices in a lawful, responsible and ethical manner; secure passwords; have the required security applications installed before connecting to the departmental or school network;
- maintain the Department's required level and type of security and virus software;

# **MUDGEERABA SPECIAL SCHOOL**

## **Evacuation Map**