

Darling Point State Special School

Prospectus

A guide for staff, parents, guardians, carers
and students at Darling Point Special School



**A state school where shared values and school culture
support educational outcomes and life quality**

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Principal

Charmaine Driver

M.Ed. (Sp. Ed.), B. App. Sc., Dip. Ed., P.H.F.

School Council Chair

Marco Rodella

P. and C. Association President

Tony Clark

Apple Computers Distinguished School - 1999 - 2003
State Schools Multicultural Award - 2000

Queensland State Showcase Winner - 2004

SHARED VALUES PROVIDE THE GLUE THAT BONDS PEOPLE TOGETHER.
Sergiovanni, 1995

Foreword

On behalf of the Darling Point Special School Council, Teaching and Support teams, Parents' and Citizens' Association and school community, we extend a warm welcome to our school. We are proud of our school and its values-based and inclusive culture. Our teams work in strong relationship where shared values guide all aspects of our work with families and community agencies to achieve positive outcomes and individual excellence for children and young people. Our school's shared values are **integrity**, **affirmation**, **mutual respect**, **relationship**, and **leadership and accountability**.

We value our partnership with you as parents, guardians and carers, team members and learners. Please embrace your role as a significant leader and mentor in children's education as you participate, guide, relate and encourage. Parents, as each child's first teacher, are vital to ongoing learning, happiness and life quality. Educators are facilitators of learning and advocates of life quality and inclusive, independent opportunities. Working together, we make a great team founded on mutual respect and supportive relationships.

The school has a positive history with significant contributions by three previous Principals – Miss Ruth Felsman, Mr. Lee Gilchrist and Mr. Warren Bushnell. Darling Point Opportunity School opened on the school site in 1958, was demolished in 1985 when classes were temporarily conducted on the campus of Wynnum Central State School. Darling Point Special School opened in the current premises in July 1986 and continues to provide authentic, educational programs based on strengths and interests for students with high support needs from years 1 to 12. Students who are enrolled in special schools within Education Queensland require specialised teaching. Individualised programs facilitate access to and participation in a wide range of educational and lifestyle opportunities, and maximise learning outcomes and life quality. Maximising students' life quality, potential and eventual transition to work and meaningful post-school options is our focus for all learners.

Aligned to the vision of Education Queensland, our school's mission is values-based service within mutual exchange of knowledge, skills, expertise, ideas and support to achieve excellence in educational outcomes and life quality. At the Darling Point Special School values and beliefs define all aspects of leadership, management, decision-making, programming, teaching, assessment and reporting. Our school community's choice of the most flexible option for school-based management promotes horizontal, innovative, responsive, and accountable leadership and management. To maximise educational outcomes and life quality for students with disabilities, our school implements and promotes coordinated wrap-around services with significant inter-agency cooperation, family involvement and community support. Strategic and operational planning aligns decision-making with the school's shared values, targets and performance indicators emphasise responsive budget processes to meet students' strengths and needs across all learning styles and curriculum areas.

The Darling Point Special Curriculum Framework addresses individual and group needs by integrating the Key Learning Areas – English, Mathematics, Science, Health and Physical Education, Technology, The Arts, Studies of Society and the Environment, Languages Other than English (for years 1 to 10) and Post-Compulsory Certificate Curriculum Organisers – Areas of Study and Learning, Communication and Technology, Community Citizenship and Environment, Leisure and Recreation, Personal and Living Dimensions and Vocational and Transition Activities (for year 11 and beyond).

Curriculum and teaching at Darling Point Special School emphasise relationships, communication, life skills, citizenship and community participation and active engagement. The emphasis on co-teaching amongst all teachers gives children and young people the opportunity to learn, to succeed, and to develop self-confidence and self-respect within inclusive, curriculum-based experiences. Students enjoy an eclectic educational experience with challenges and success linked to all aspects of their school life.

Transdisciplinary teams amongst the school's special education teachers, curriculum specialist teachers, therapists, teacher aides, Guidance Officer, ancillary staff, and the leadership team members – Principal, Deputy Principal and Registrar - work together to provide authentic learning experiences that respond to need. Consistent with Education Queensland policy, the team at Darling Point demonstrates commitment to the best interests of students, quality professional activity, capacity building, and personal accountability for work, outputs and outcomes.

We encourage a range of opportunities to enhance staff capabilities and capacity to meet the diverse range of student and team needs. Diverse professional resources, peer mentoring and coaching, self-monitoring, professional and clinical supervision, and work shadowing enable us to promote supportive team relationships and to foster a skilled and confident workforce that is up-to-date in aspects of curriculum, pedagogy, assessment, and inclusive as well as disability-specific interventions.

Our school values the integration of technology within the teaching learning process and school management and leadership. All classrooms are networked for Internet. Student learning is supported by individually relevant peripherals, adaptive technology and software linked to networked and stand-alone computers and tablets – iPad and android.

Timely and frequent communication between home, school and other agencies promote supportive relationships. Each classroom is equipped with telephone access. A suite of mobile telephones is available for staff and student use during off-campus activities to ensure ready communication with the school and emergency services. Each student at Darling Point Special School receives a Communication Diary. These strategies, together with face-to-face dialogue, e-mail, and letters, support communication processes, enhance family engagement with the school, and foster confidence in the educative processes for students at the school. A revitalised school website is being developed to enhance marketing, awareness and communication about the school.

The team is available to discuss each student's progress and achievement. Close co-operation between home and school assists us work together to achieve our shared goals for each member of the school community.



Charmaine Driver M. Ed. (Sp. Ed.), B. App. Sc., Dip. Ed., P.H.F.
PRINCIPAL

Office Hours

Office Hours

The General Office is open from 7.45 am until 3.45 pm Monday to Friday.

Hours of Instruction

Students should arrive at school ready for class at 8.45am. Parents and students wait at the students' gate for their teaching team.

Lessons commence at 8.45 am.

Morning Break is between 10.30am and 11.00am (juniors and middles) or
11.00am and 11.30am (seniors).

Lunch is between 12.30 and 1.00pm (juniors and middles) or 1.00pm and 1.30pm (seniors).

Structured play, leisure and recreation programs occur between
1.00 and 1.30pm (juniors and middles) or 1.30 and 2.00pm (seniors).

Lessons cease at 2.45pm
when students attend home-time parade in the undercover area.

Staff are on duty to receive students from 8.45a.m. and students will not be admitted to the campus before that time. The Schools Officer waits at the students' gate from 8.40 am to ensure that students do not enter prior to their teachers arriving at the gate at 8.45 am. Parents/carers with exceptional circumstances requiring the school to admit students prior to 8.45am advise the Principal so that staff can be provided for student supervision and support or so that arrangements can be made for the student to attend before school care (OSHC). Should an emergency occur, contact should be via the Principal's mobile telephone.

Student attendance is recorded on arrival, in class - morning and afternoon - and on departure. Parents who transport their students to school are requested to walk in the morning, with the student to the students' gate in the Upper Esplanade and in the afternoon, to collect the student from the car park. At these times, the parent/carer supports their child to approach the staff member who marks the roll to ensure that the student is marked present in the morning and as having left in the afternoon.

Students who travel by bus or taxi are met at the students' gate by staff and escorted to the vehicle in the afternoon. Those students who travel to and from school independently are required to report to their teacher or the office to sign on and off at the start and end of the day. When students arrive with parents/carers later than 8.45am, it is essential for the parent/carer to escort the student to the school office, where the student is marked on the roll, the class teacher advised by phone. The parent/carer walks with the student to the class area. This procedure is essential for the school to meet duty of care obligations.

Specific recording in the school day book of student and staff attendance at off-campus activities ensures high quality safety and accountability.

School Profile

Darling Point Special School was opened in 1958 as the Darling Point Opportunity School and subsequently re-constructed in 1986 as the Darling Point Special School.

Darling Point Special School is located in a modern complex on the waterfront in Manly within the Bayside District of Education Queensland. The school serves the geographic communities of Manly, Wynnum, Lota, Ransome, Wakerley, Tingalpa, Murarrie, Hemmant, Lindum, Gumdale, Cannon Hill, Chandler, Thorneside, and parts of Bulimba, Birkdale and Wellington Point. The school's programs cater for needs across a wide range of socio-economic and socio-cultural groups based on equitable educational provision directly related to individual student needs.

Since 2001 the school community has engaged in triennial Strategic Planning processes which continue to endorse the school as a social creation, highly valued by students, parents, staff and the wider community for evidence-based practice in special education and school leadership. All aspects of the school uphold shared values of integrity, affirmation, mutual respect, relationship, and leadership and accountability.

The socio-economic factors of the school catchment area are mixed reflecting the full range of 21st century Australia. The community consists of some semi-rural homes, established residential areas and those of rapid growth. The school community generally identifies typically as a suburban area that has developed from considerable rural attributes to an increasing urban mix.

Students' primary needs generally relate to intellectual disability or developmental delay with students presenting a range of additional support issues in hearing, vision, physical, or speech language impairment or autistic spectrum disorder, as well as medical issues.

This Band 10 Special School has an active, enthusiastic, special education qualified and experienced Leadership Team and staff of special education and specialist curriculum teachers, teacher aides, physio and occupational therapists and speech language pathologist, transition and vocational education teachers, chaplain, nurse and guidance officer. A team of business services manager, administrative officers, schools officer and cleaners support the effective and efficient management and maintenance of the school and its programs.

The School Council provides positive, supportive leadership, advice and oversight. The school active Parents' and Citizens' Association raises funds for special projects and resources, provides operational support and a familiar, welcome parent/carer presence in the school. Mr. Arthur Haynes-Lovell AOM is the Patron of the Parents' and Citizens' Association. Bunnings Warehouse at Capalaba, Masters at Tingalpa, Moreton Bay Lions Club and Leo Club Mentor Mr John Wearne, the Wynnum Manly Leagues Club, James Hardie Pty Ltd, provide significant support and assistance for our school. A recent partnership with HELP Enterprises has facilitated a successful school-community partnership achieving an inclusive post-school service that models the American STEP Employment Service operated by the Institute of Applied Behaviour Analysis (IABA) on which the school's own STEP UP to Employment program is based.

Individual student strengths and needs are the focus of the school's curriculum planning and teaching. All student priority programs goals are documented through Individual Education Plans or Senior Education and Training Plans that are developed collaboratively within a transdisciplinary framework. These plans focus on achieving each student's hopes, goals and aspirations.

This school has adopted school-wide and student-centred positive behaviour support with systems and processes to achieve functional, contextual and communicative goals and promote safety, relationships and learning. Dr Gary LaVigna, Director, IABA, is a valued scholar-in-residence and positive presence in the school at least annually. Our aim is to continually refine the processes used already and to enhance the quality and rigour of data gathering and analysis processes to inform reflection and evaluation. In particular, the school's development, in partnership with IABA, of a generic multi-element plan is proving adaptive in educators' support of students' well-being, life quality, knowledge, skills and behaviour.

Functional curriculum including academic work and social literacy including social and coping skill development and relaxation training, enhancement of communication skills including augmentative and alternative systems and multi-cultural studies assist students and staff in all aspects of positive, supportive relationships. These processes are incorporated within the school's integrated curriculum that is based on the Australian Curriculum and the school's interpretation of an evidence-based Canadian Curriculum for students with disabilities, learning and teaching processes.

Programs clearly reflect local leisure pursuits related to Moreton Bay, 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 towards maximised independence, self-esteem and life quality. Funded by the Australian Sports Commission, the Sports Ability Kit that forms an integral part of the school's Health and Physical Education Program, and the Active School Communities After-School program that commenced in October 2006 foster fitness and social interactions amongst students. The school anticipates ongoing success from these initiatives which are in some ways at least, dependent on continued government funding.

The enrolment as at February 2014 was of students aged five to eighteen is one hundred and seventeen students, which represents a continued upwards trend and recently, a positive skew in enrolments in the junior and middle phases.

One distinctive feature of the school is the annual Darling Point Fun Run that attracts participants from schools located across the greater metropolitan area, the Gold Coast and southern districts of the Sunshine Coast. Since the inaugural event organised by the school in 1977, numbers increased to in excess of 1200 students, plus support staff, parents and friends in 2001.

In response to the needs of the student population, and submissions from the school and its Parents' and Citizens' (P and C) Association, Resourcing support has been received from groups including the Viertel Foundation, Variety Club, Gaming Fund, MacDonald's Foundation, Lions Club, Rotary Club and Wynnum Manly Leagues Club / Bognor Road Workers' Club. These groups together with significant fund raising by the Parents and Citizens' Association have provided the school with vehicles that enable community-based learning for students. Ongoing applications to various philanthropic and government agencies aim to acquire up-to-date vehicles, playground equipment and adaptive technology. The Australian Government Investing in our Schools program provided finances to air-condition most of the school's classrooms and to install an exciting sensory room or Snoezelen. Subsequent Australian government funding achieved building enhancement through the Building Education Revolution program and most significantly, funding to the P and C Association of the Outside School Hours Care for Teenagers with a Disability that enables the school to operate its successful and most necessary outside school hours care and vacation care service.

To develop vocational skills in retailing, food preparation and hospitality, middle and senior phase learners operate the Coffee Shop, *Coffee on the Point*, which is patronised by members of the school and local communities on Thursdays.

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

- ✓ Automotive detailing
- ✓ Catering and Hospitality - Coffee Shop, Certificate 1
- ✓ Domestic and Industrial Cleaning
- ✓ Horticulture/Agri-Foods – Certificate 1
- ✓ Manual Arts and Manufacturing
- ✓ Vocational Pathways - Certificate 1.

Additional courses are offered in

- ✓ Art
- ✓ Asian and Pacific Studies
- ✓ Craft
- ✓ Drama
- ✓ Health and Fitness
- ✓ Laundry
- ✓ Leo Club
- ✓ Manual Handling
- ✓ Music and drumming
- ✓ Occupational Health and Safety
- ✓ Pottery
- ✓ Science
- ✓ Scouts
- ✓ Sports, Leisure and Recreation.

Students progress to a range of post-school options including further study, open and supported employment, and activity programs. For those students with very high support needs, the school supports families who wish to apply to the Department of Disability Services (Queensland) and Department of Social Services (Australia) for funding packages for adults and for children. The school liaises with other agencies so that students and families are informed of the full range of available choices of post-school options.

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 senior education and training plans. These goals include linkages to support agencies and employers including Competitive Employment Training and Placement Agencies, private providers of training for open and supported employment via organisations such as Endeavour, Red Cross, HELP Enterprises, The Tertiary Place, and Clear Horizons. Graduating students are encouraged to transition to open employment, supported employment or activity and leisure programs. More recently, a significant proportion of students have transitioned to the ROAD program that operates as a service managed by HELP Enterprises and which enjoys oversight by a management group of school parents and staff.

The school has progressed wrap-around 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. Well-established cooperative networks with paediatricians, psychiatrists, psychologists and social workers from Community and Child Health, Child and Adolescent Mental Health services, the Redlands, Mater and Royal Children's Hospitals, the Queensland Centre for Intellectual and Developmental Disability (QCIDD), and a range of private practices facilitate effective co-planning for students. Positive inter-agency networks which support and enhance school activities exist with the Department of Communities - Child Safety and Disability Services, the Queensland Police Service, and various other government agencies at local, state and national level.

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The purpose of our work at Darling Point Special School

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

Our mission at Darling Point Special School

Our mission is quality of life for students with disabilities through educational programs and families and interagency collaboration.

We orient our work to enhance social and economic capital through a focus on individual student achievements and life quality for all members of our school community.

Our values and beliefs

Values are a benchmark for all members of our school community to evaluate and enhance their behaviour and interactions to achieve respectful, dignified relationships and decision. ***Once internalised, a value becomes a standard or criterion for guiding actions and thoughts, for influencing the actions and thoughts of others, for judging oneself and others*** (Leithwood, 1992).

Our values encompass attitudes and work and focus on

- ♥ Integrity
- ♥ Mutual Respect
- ♥ Affirmation
- ♥ Relationship
- ♥ Leadership and Accountability.

Our culture

Our school culture is values-based. The following behaviours and motivators are derived directly from our shared values.

Our focus

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

Leadership at Darling Point Special School

Leadership at Darling Point Special School emphasises values-based decision-making whilst attending to strategic development through horizontal, transformational leadership structures and deliberate action that promotes best practice. Shared, collaborative leadership facilitates broad ownership of all aspects of our school. Responsibilities at all levels of the school ensure that the values and goals of the school are upheld and achieved.

At all levels of our school community, shared leadership achieves

- ✓ alignment between values and action
- ✓ creative thought
- ✓ cultural and program change and consolidation
- ✓ efficient, effective management with monitoring and evaluation
- ✓ engagement and interest
- ✓ enthusiastic, committed relationships and work
- ✓ futures orientation
- ✓ high morale
- ✓ individualized and group focus – interdependence and independence
- ✓ networks
- ✓ reinforcement, feedback and celebration
- ✓ supported risk-taking and initiative.

The Goals of Darling Point Special School

Our school fosters a positive, supportive, secure, safe environment where difference and risk-taking are openly valued and supported. Student independence is encouraged and inclusive practices are fostered. Student learning is nurtured in a wide range of contexts. 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 cater for all learners and value the capacity of all students at the school to learn. We promote success and encourage high expectations for all learners. Our overall focus is learning for living.

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

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

Ongoing and integrated school reform at all levels of our school community is empowered by our understanding and belief in the relevance and power of

- ✓ **academic intelligence** - achievement and excellence
- ✓ **collegial intelligence** - staff viewed as learners who improve practice by working together
- ✓ **contextual intelligence** - our school as it relates to the wider community
- ✓ **emotional intelligence** - motivation for all through all domains
- ✓ **ethical intelligence** - a sense of moral purpose grounded in shared values and beliefs
- ✓ **pedagogical intelligence** - learning about learning for students, staff, families including understanding and respect for cultural perspectives on learning
- ✓ **reflective intelligence** - a culture of regular monitoring and reflection of all aspects of our work
- ✓ **spiritual intelligence** - a perspective of compassion and valuing the contributions of all community members from a wide variety of backgrounds and cultures
- ✓ **strategic intelligence** - clear, shared goals across members of our wider community including all cultural and interest groups.

Rights and responsibilities at this school are grounded in legislation and policy, confirmed through our school values-clarification processes, and achieved through all levels of planning and action.

In particular, we emphasise the rights of students, families, and workers at all levels, to

- ✓ **access** to quality education services for students, staff and families
- ✓ **best practice** educational programs and interventions
- ✓ **contribution** to planning and decision-making processes and strategic, operational levels regarding the school, classes, and individual students
- ✓ **evidence-based decision-making** that informs planning, teaching, and reporting
- ✓ **freedom** to express compliments, ideas, and concerns in a positive, supportive and constructive way
- ✓ **high quality** resources and technologies within budget constraints
- ✓ **informed choice**
- ✓ **open, transparent communication** that respects individuals, choice, confidentiality and privacy
- ✓ **representation and advocacy**
- ✓ **support** to access other services such as respite, benefits, allowances, medical, therapy and equipment professionals and providers, counsellors, coaches and mentors.

Our school team acknowledges our responsibilities to

- ✓ **celebrate** success and risk-taking
- ✓ **collaborate** to design, document and implement school programs and achieve school goals
- ✓ **comply** with the values and protocols of Education Queensland and school policies and guidelines
- ✓ **implement** programs, interventions, supports and outcomes
- ✓ **reflect** the values of the school
- ✓ **respect** others.

We base effective teaching and learning processes on

- ✓ accountability for outcomes
- ✓ continuous, developmental learning sequences
- ✓ holistic development of each learner - intellectually, emotionally, socially, physically and spiritually
- ✓ individual preferred learning styles
- ✓ in-school learning linked to learners' out-of-school experiences
- ✓ learners' aspirations
- ✓ learners' attitudes about themselves, others and the learning task
- ✓ prior knowledge and experience
- ✓ relevant, meaningful learning
- ✓ success.

Working together in a positive, supportive environment that focuses on continual improvement, the needs of staff, students, families and community members are met and positive outcomes are achieved.

The School's Strategic Plan

Our School's Strategic Plan is an agreement in partnership between our School Council, Principal, and Deputy Director General (as the Principal's professional supervisor) on behalf of all members of staff, students and parent. It was initially developed through collaborative consultation across all groups within our school community in 1998, revised in 2001, 2004, 2008, 2011 and will be reviewed again in 2015. As the basis for meaningful partnerships between students, parents, staff, leadership team, School Council 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 quantum of resources available to us. It guides our work and gives a powerful frame of reference for workers and families who are new to the school whilst also providing a rigorous accountability basis for school leadership and the wider school team. Such is particularly important since the school's selection at the end of 2012 as an Independent Public School.

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

The opportunities of Independent Public School status empower us to focus on 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 School's Strategic Plan is published on the school website. A paper copy can be requested through the school office.

The Annual Implementation Plan and Budget

Each Annual Implementation Plan and Budget is aligned to the school's Strategic Plan and that of the Department of Education and the Queensland Government. It responds to issues identified in the previous school 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 school annual 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.

Our school's 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. The School Annual Report is published on the school's website. A paper copy can be requested through the school office.

Workforce

Our school is staffed by a Principal, Deputy Principal, Registrar, Special Education teachers, teacher aides, part-time curriculum specialists in English and Literacy, Visual Arts, Asian and Pacific Studies, Craft, Health and Physical Education, Hydrotherapy, Horticulture and Agri-foods, Manual Arts/Machining, Music and drumming, Vocational Education, Speech Language Pathologist, Physio- and Occupational Therapists, Guidance Officer, Chaplain and Nurse. Our school has a full-time Business Services Manager, two Administration Officers, a Schools Officer and two cleaners. Several volunteers support school programs.

Leadership Team

Principal

Charmaine Driver M. Ed. (Sp. Ed. - Beh, ASD, II, Multi. Dis.) B. Sc. Dip. Ed. P.H.F.

Deputy Principal

Robert McDowall B. A. (Psych), B. Ed.

Business Manager

Alice Trowse

Relief Staff

A register of approved relief teachers and teacher aides with expertise in the programs taught at Darling Point is maintained. In many cases, these same people work within the school on a voluntary basis. All of these people have been interviewed by the leadership team and may work with your student's class if the regular personnel are absent. We encourage the wider school community to welcome volunteers and relief staff to the school community. They carry the authority and responsibilities of the staff they replace.

International undergraduates and interns

International visitors support our programs from time to time. Since 1998, we have welcomed teachers from Japan to engage in mutual programs of sharing, advancement and professional development as well as assisting in enhancing the adult: student ratio available for implementing programs. Likewise, we engage within a form Memorandum of Understanding Agreement with University Colleges in Denmark, in practicum programs for under-graduate social educators, and with various similar internship and volunteer programs that assist professional educators and therapists from countries such as Germany and Korea to participate in and benefit from our programs whilst assisting our school in many ways.

Volunteers

A number of parents, carers, relatives, friends and community members enjoy helping as volunteers. These people assist with preparation of teaching materials, covering and shelving library materials, working with groups of students and sharing their special skills and abilities. Community members who would like to assist are encouraged to contact the Principal to discuss how you might like to help. Family and community members are always welcome to assist and participate in the shared responsibility of educating our young people.

School Governance and Management

School Council

The School Council provides strategic advice and support to the Principal and responds to government and department strategic agendas. The Council reserves the right to invite particular community representatives to join council for all or some meetings. Members are comprised of the P. and C. President as the Official Member, the Principal, and three parent and staff representatives elected for three-year terms. Meetings are held at least once per term from 6pm to 8.30pm or from 7.30 am to 9 am, depending on members' availability and the focus of the meeting. Additional meetings are called to address specific strategic issues that arise or to provide opportunities for working parties to address particular strategic tasks.

Parents' and Citizens' Association

The Darling Point Special School P and C Association has a social, educational, operational support, and fund raising role within the school community. This association works to support the activities and directions of the school. Historically, the school and its P and C Association has enjoyed significant support from various charitable organisations. Support is received from Wynnum-Manly Leagues Club, Bognor Road Workers' Club, Moreton Bay Lions Club, the Wynnum Rotary Club, Zonta, Variety Club, Sylvia and Charles Viertel Charitable Foundation in association with ANZ Trustees Pty. Ltd. and John Christopher Pascoe Memorial Trust in association with Perpetual Trustees Pty. Ltd.

The Association at our school aims to:

- ✓ **promote discussion** on educational provision at the school
- ✓ **improve educational facilities** by provision of extra materials and equipment not supplied by the Department of Education.
- ✓ **foster parent-teacher co-operation** by working with Principal and teachers
- ✓ **advise** the School Council and Education Queensland on building and ground requirements for the school
- ✓ **foster** a knowledgeable awareness of Special Education in Bayside District
- ✓ **collaborate** to develop the Annual Operational Plan and Budget and other school plans and documents
- ✓ **participate** with staff in the development of curriculum and management guidelines
- ✓ **advocate** for student needs to appropriate agencies and departments.

Meetings of the Parents and Citizens' Association are held monthly on the first Wednesday of most months at 6.30 pm in the multi-purpose area upstairs in F Block. Parents, staff and interested community members attend P. and C. meetings. Having signed the register, participants then have the right to vote. Members of the association are encouraged to inform the executive of subjects for the agenda of the next meeting. Meeting agendas are published prior to the meeting. The Executive is elected at the AGM held annually in February.

Parent Contribution Scheme

Families have the opportunity to contribute to the voluntary contribution scheme at the rate of \$200.00 per year. Options for payment are outlined to families. This contribution assists the P. and C. Association in maintaining the school vans that are used for curriculum and community access activities, and in providing additional support for the school. As a result, impacts on school families via excessive fund raising activities are kept at an acceptable level.

Education Adjustment Program

Until the end of 2004, a process known as ascertainment provided a moderated process to determine the impact on educational access and participation for students and the extent to which support is required to facilitate positive learning outcomes. The ascertainment process focused on six disability specific categories - Autistic Spectrum Disorder, Hearing Impairment, Intellectual Impairment, Physical Impairment, Speech Language Impairment, and Vision Impairment. An allocative formula linked to ascertainment levels provided the amount of teacher and teacher aide staffing provided to schools and districts to support students with disabilities. In the case of special schools, the total staffing allocation was derived from student ascertainment levels in both higher and other ascertainment categories i.e. the main disability category and other disability categories.

Progressively since the start of 2005, the Education Adjustment Program (EAP) replaced Ascertainment. Students with additional learning needs who have diagnostic reports that confirm their eligibility for one of the six disability categories – the same as for Ascertainment – are eligible for teachers to complete the EAP profile. This profile rates the frequency of educational adjustments that are performed by the teacher and school to meet the student's educational support requirements. Student profiles are entered on-line and verified by state-wide validators. A sampling process including either a desk or on-site audit is included to ensure comparability and reliability of ratings on the EAP. A departmental resource allocation formula derived from students' disability categories is used at Central Office level determine staffing to special schools for teacher and teacher aide time.

Since becoming an Independent Public School, there is the opportunity to operate within a one-line staffing budget but to date this facility has only been used intermittently at Darling Point Special School, but then with positive outcomes for students and staff, as well as the wider school community.

Enrolment

Enrolment at Darling Point Special School is by approval of the Assistant Regional Director (Special and Special Purpose Schools) or his representative. Students approved for enrolment have

- Intellectual disability or strong suspicion of this disability, at a level requiring individualised and specialist support
- Perhaps a diagnosis in an additional disability categories, or very occasionally
- Very high support needs in another disability category such that impacts and needs are best met in an alternative setting and specifically through the programs offered at this school.

Enrolment at a special school is recommended to the student's closest special education program that provides programs aligned to the student's disability specific needs. It is important for parents/guardians/carers to note that where there is a change of home address, parents/carers must immediately advise the Principal in writing so that

- the necessary meeting can be held to determine eligibility for continued enrolment
- the required documentation can be completed
- enrolment authorisation can be confirmed with the District Office and
- transport assistance eligibility considered.

Enrolment and transport are not necessarily ongoing when a family transfers residence, or when student strengths, capabilities and needs change. Parents/guardians/carers should note however, that enrolment at the school can be approved, without transport assistance, provided the student meets enrolment criteria regarding intellectual disability, if the student resides closer to a different special school and where the family specifically request that enrolment.

Duration of schooling

As with all Queensland state schools, students may attend Darling Point Special School until the completion of twenty-four semesters of formal schooling plus the Prep year. Subsequently, dependent on confirmed and reasonable educational need and validated likely benefit, a written request may be made by parents/carers to the Principal for extension of enrolment up to and including two additional semesters with a total of 26 semesters.

Class Groups

Students at Darling Point Special School are organised into class groups based on age and individual curriculum and social/emotional needs to facilitate learning and development. Chronological age, level of maturity, achievement levels, and social, emotional and physical development are carefully considered when determining group placement. The number of students per teacher varies and depends upon age, strengths, needs, and issues amongst students in the class. Some groups work with one teacher and some with two or more, especially in the middle phase of learning. All classes are organised into work teams to provide consistency and focused work. Co-teaching forms an integral part of work at the school, where specialist special educators and curriculum specialist teachers work together to maximise program relevance and teaching effectiveness for students.

Essentially, students in the senior phase operate a timetabling methodology akin to that in regular secondary schools, with each student having a pastoral care and key teacher, and then learning within subjects and programs with a range of teachers and teacher aides. The variety of adults with whom a given student relates and learns is determined in consideration of each student's individual needs and strengths.

Code of Conduct

The Code of Conduct for staff and students at Darling Point Special School is aligned to the school's shared values and the Queensland Government Code of Conduct. It provides a clear basis for mutually supportive interactions amongst all members of our school community. The Code of Conduct provides an interface between values, beliefs, and actions within our school strategic and operational plans and values-based decision making protocols. The code emphasises

- ✓ integrity – we are honest
- ✓ mutual respect – we value and respect ourselves, others and the environment
- ✓ affirmation – we stay safe and positive
- ✓ relationship – we are friendly, caring and helpful
- ✓ leadership and accountability – we complete our professional and personal obligations cheerfully and to a high standard.

Staff and volunteers respect and adhere to the Education Queensland Code of Conduct and socially accepted standards of professional behaviour. Community members acknowledge and fulfil legislated and socially accepted standards of behaviour.

Students are supported and encouraged through meaningful, respectful relationships to make positive and socially responsible choices in their daily activities and interactions with others. Consistency, positive models and mood, meaningful relationships and trust form the basis for our school environment. We acknowledge the significance of students modelling their behaviour and social skills on those demonstrated by staff and parents in formal and informal interactions.

Responsible Behaviour Plan

Leadership and management at all levels within Darling Point Special School focus on shared values – Integrity, Mutual Respect, Affirmation, Relationship, and Leadership and Accountability. The school's Responsible Behaviour Plan focuses on developing a supportive school environment and responsible, positive behaviour so that all students are able to learn and enjoy quality life experiences at school.

Positive relationships and a safe, supportive environment assist positive, beneficial learning and working experiences for all members of the Darling Point Special School community. Expectations are high, inclusive practices and positive outcomes are emphasised and the educational impact of disadvantage is reduced. Consistent with best practice, the school community fosters the approach of continual monitoring and review of our school environment to foster quality of life for all members of our wider community. Schoolwide positive behaviour support is embedded within all behaviour support processes and activities and in the light of research findings, only non-aversive consequences are used to manage behaviour challenges.

The school's Responsible Behaviour Plan is explained to all families when their child is enrolled at the school and a copy is provided so that parents/guardians/carers are able to understand the philosophy and evidence that grounds the plan and make an informed decision to sign off on it as it applies generally, and individually to their particular child.

School-wide Positive Behaviour Support

Aligned to our curriculum framework, behaviour support at Darling Point Special School mirrors the principles and philosophy of School-wide Positive Behaviour Support (PBS) and utilises functional analysis and multi-elemental programming to encourage mutual respect and appropriate interactions with support for students to develop skills so that they are equipped and supported to operate in socially acceptable ways. These approaches assist in the development of emotional literacy through aspects such as healthy relationships, problem solving, communication skills, making informed and responsible decisions, conflict resolution, recognising and validating feelings, coping with change and challenging sensory or environmental factors, and fostering positive self-esteem.

Communication protocols

Communication protocols to meet the needs of individuals and groups, positive interactions, active listening and mutually supportive relationships are fostered at all times. Discrimination, feelings of compromised self-worth, needs to challenge authority, bullying, harassment and intimidation by students, staff and other members of the community are overtly addressed and remedied.

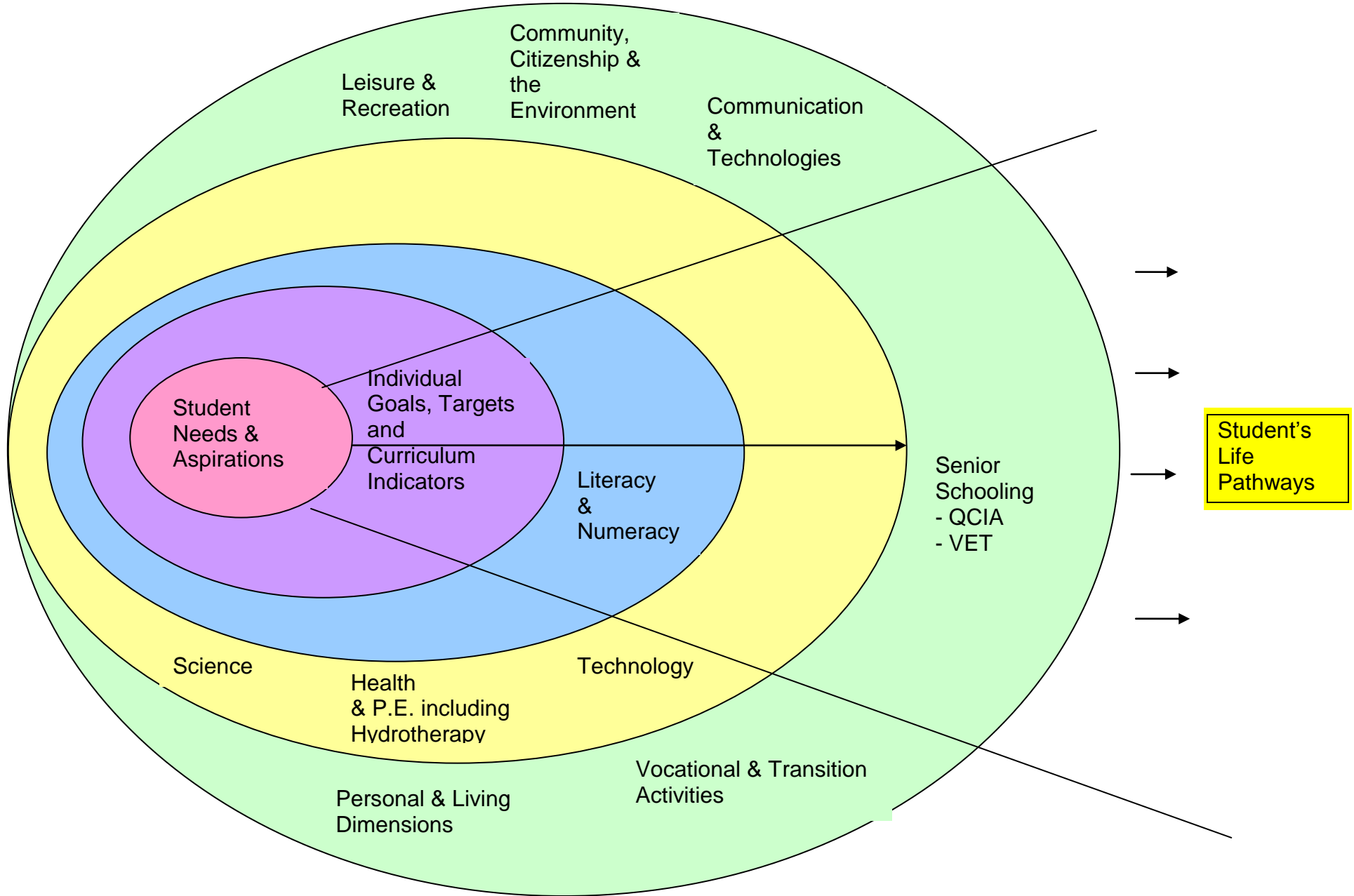
Curriculum and pedagogy

Relevant, interesting curriculum and resources, professional school leadership, management and organisation promote life quality for all members of the school community, through social development, life skills, and academic and vocational learning for students and lifelong learning for staff and community members. The leadership team manages responsive provision of human, financial and material resources.

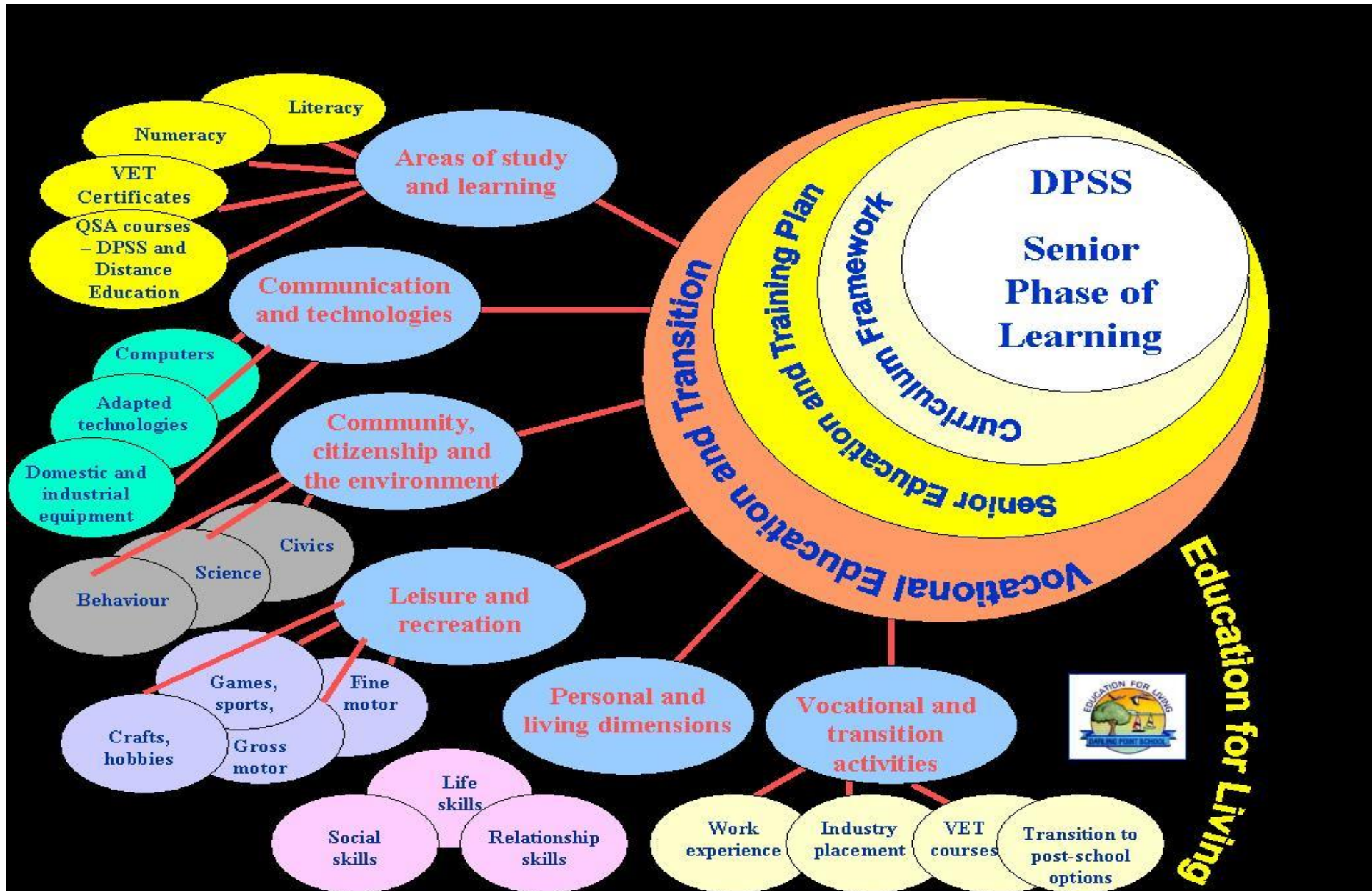
Curriculum

Our Curriculum Framework, which integrates the Australian curriculum with an evidence-based Canadian Curriculum for students with disabilities, together with vocational education and training registered courses, designed collaboratively between staff and parents, represents a solid foundation for educational outcomes, quality of life and independence for our students.

CURRICULUM FRAMEWORK



CURRICULUM FRAMEWORK – SENIOR PHASE OF LEARNING



The Senior Education and Training Plan – SETP

What is a Senior Education and Training Plan?

The Senior Education and Training Plan is an individual plan of action completed by all Year 10 students including students in special schools. The plan maps out a young person's learning program that is expected to lead towards achievement of a Certificate of Post-Compulsory School Education, a Senior Certificate, a vocational qualification, two years full time learning, and/or employment options. .

Who is responsible for ensuring that each student has a Senior Education and Training Plan?

The main learning provider – in this case Darling Point Special School - is responsible for ensuring that all Year 10 students have a SET Plan. For most young people, this will be finalised during Year 10 at school.

What is the role of parents or guardians in developing the Senior Education and Training Plan?

Parents or guardians are encouraged to support their children in developing the plan in Year 10 and supporting their children over the next two years during the Senior Phase of Learning.

What does the registration of young people with the Queensland Studies Authority in Year 10 mean for young people?

During Year 10, all schools including special schools are required by legislation to register all students and their intended options for the Senior Phase of Learning with the QSA. For students in the Senior Phase of Learning, the registration opens a learning account for them to bank learning credits. Also, the registration process enables the QSA to extract statistical information about learning options in the senior phase that departments and learning providers can use for better planning and evaluation of the options and needs of young people.

Home visits

Darling Point Special School fosters teamwork amongst families, staff, other agencies and students. Cooperative planning forms the basis of student planning and goal setting aligned to individual curriculum goals and targets. Meetings, discussions and other forms of communication assist in a strong team approach that assists students to achieve their goals and for the teaching team to understand the perspective, hopes and aspirations of families.

Whilst home visits are sometimes essential for members of the school teaching team to develop a positive understanding of student needs and strengths, the school is very aware of the privacy of families and students and the need to ensure dignity and safety for all members of the school community. Hence home visits are arranged in consultation between the teacher, family members and the Principal and only when co-planning cannot be achieved in other settings. Well-being, safety, dignity and choice of all participants is always assured.

Inclusion

To support inclusive educational opportunities, the school focuses on strengths within a 'can do' climate. We encourage interactions for students and staff with local Schools, Colleges of Technical and Further Education (TAFE) and work venues.

Effective Teaching and Learning

Children learn best when they ...

- ✓ enjoy the task
- ✓ feel confident
- ✓ are expected to learn
- ✓ have their natural curiosity aroused
- ✓ are active and involved
- ✓ feel safe
- ✓ feel challenged
- ✓ are mature enough to master the task
- ✓ interested in the task
- ✓ make sense of the task
- ✓ have opportunity to observe and imitate positive behaviours
- ✓ have plenty of opportunities to practise new skills.

To have a positive influence on our students, we . . .

- ✓ ensure interesting, engaging activities that are not boring or frustrating
- ✓ spend time with them, read, play games, share activities, express feelings and talk about successes, difficulties, uncertainties or plans
- ✓ provide a safe environment where change is structured and where routines and relationships help people to be calm and relaxed
- ✓ provide challenges and open opportunities to learn new skills, to collect, to play, to cultivate, to relate, to help and to make
- ✓ praise specifically, recognise strengths and achievements and celebrate success and risk taking.

Assessment

Teachers develop a range of processes to ensure that relevant and rigorous data is gathered on each student's progress through the curriculum.

Data and a range of evidence supports ongoing formative information that assists teachers and therapists in refining interventions and supports, providing feedback and reporting to students and parents, setting new goals, and establishing revised targets for students during the year. Also, various uses for Goal Attainment Scaling have provided, over many years, a succinct, rigorous system through which the school Leadership team is able to track achievements of individual students, classes, cohorts and the entire school. Annually, amalgamation of individual student scores to reflect the extent to which the school has achieved student learning targets.

Reporting

Evidence and data inform reporting to parents in accordance with the government requirement of twice-yearly reporting of student achievement in each curriculum area, on a five-point scale – A to E. Reports include a range of evidence including photographs, video, work samples and checklists

Teachers report to parents within the context of the March and October planning cycle when plans are reviewed at conferences with parents/carers, and at other times, as needed.

Communication

Parent-Teacher contact is the over-riding factor in enabling the most advantageous use to be made of the features and facilities outlined above. Students attend school for only thirty hours a week. As such, it is essential to the overall development of your child that close liaison between home and school be maintained.

A wide range of written communications is forwarded between school and home during the course of the school year. Communication such as notes, letters, reports and messages other than the daily communication diary, is counter-signed by the Principal to ensure necessary information sharing, transfer and filing. Emails are sent to the Principal's email address and forwarded to teachers, therapists and others as needed.

Communication Diary

The Communication Diary is provided for all students to emphasise the importance placed by the school on ready and effective communication between home and school. Other processes to facilitate communication include

- ✓ newsletters
- ✓ interviews
- ✓ parent information sessions
- ✓ e-mails
- ✓ website
- ✓ Annual School Report
- ✓ Quadrennial School Review
- ✓ telephone conversations
- ✓ informal social gatherings
- ✓ Principal reports to the P. and C. Association and School Council
- ✓ student report cards
- ✓ planning conferences
- ✓ review meetings
- ✓ visits to the classroom and school
- ✓ the school's Facebook page.

Parents/guardians/carers are encouraged to keep in frequent contact with their child's teacher and with the school so that shared planning and service delivery can be achieved. If frustrations or difficulties are experienced, parents/carers are urged to contact the Principal so that resolution can be achieved at the earliest opportunity. The open-door policy is strongly encouraged.

Telephones are provided in all classrooms to facilitate ready contact between home and school at break times and before and after school. Teachers should not be contacted at home and personal numbers for land lines and mobile phones are not provided to families. Educators need their personal time so that they are invigorated and ready for the busy school day each morning. The Principal can be contacted at most times either on the general telephone number or on her mobile telephone. This telephone has a voice-mail service and is regularly monitored between 7am and 8pm daily. Likewise, the Principal can be contacted via email.

Problem resolution

The positive school climate at Darling Point Special School limits interpersonal difficulties or conflicts. However, we are realistic enough to know that from time to time, misunderstandings, difficulties and conflict do arise. If there is a difficult situation or concern, school families are encouraged to promptly write to the class teacher and/or telephone the school office to make a time to discuss the issue. If the issue is still of concern, an appointment should be made to discuss the matter with the Deputy Principal or Principal. Similarly, students and members of staff endeavour to rectify misunderstandings and conflict simply and calmly and where needed, support from mentors is provided. We aim to do everything possible to preserve a healthy, positive culture amongst students, parents, families, staff and the wider community.

School Assembly

School assembly occurs on Friday mornings at 8.45am in the undercover area. Parents and members of the school community are welcome to attend these assemblies and to participate with their children. Assemblies include

- the singing of the National Anthem and the School Song, *Keep a Dream in your Pocket*,
- notices from the Principal and staff,
- announcements of achievements and students of the week,
- opportunity for students to share events from their class and family as a vehicle for encouraging communication, social and leadership skills, and enhancing confidence and self-esteem.

Transport

Transport to and from school

Some parents transport their children to school, or students are independent in community access. Where at all possible, these options are encouraged in preference to either mini-bus or taxi transport through the Transport Assistance Scheme. Dependent on need and each student's goals, parents may receive transport assistance for children attending our school. In this event, Education Queensland provides conveyance allowance, mini-bus or taxi transport. Pick-up is usually at the student's home.

The Guidance Officer, Deputy Principal and Principal are able to assist with details of the types of assistance that might be available. Where there has been a change of address, parents must formally advise the Principal in writing so that

- a meeting is held to determine eligibility for continued enrolment
- required documentation is completed
- ongoing enrolment or school transfer is confirmed with the District Office
- transport assistance is considered and confirmed where eligible and necessary.

Enrolment at Darling Point Special School and transport assistance to and from school are not necessarily ongoing so when a family transfers residence. Hence, it is imperative to discuss possible residence changes with the Principal for advice about implications for enrolment and transport should the family change address.

The current contract for transport assistance is with Townsend's School Bus Service. Parents/guardians/carers are provided with the landline and mobile telephone for their student's bus supervisor and with the number for the transport coordinator. The Deputy Principal coordinates student travel arrangements and monitors student travel for safety, behaviour management and to ensure that student, family, bus company and school needs are met.

Transport can be provided from school to and from respite and application should be made to the Deputy Principal in good time (at least one week in advance) for application and arrangements to be made.

Parents/guardians/carers are responsible to ensure that students are accompanied to and from the bus at home. In situations where parents/guardians/carers believe that their student is capable of self-monitoring before and after school and as such, a responsible adult will not be present either before or after school to supervise the student, then negotiations with the Principal, and written approvals are needed.

Where possible, adolescent students are assisted to achieve community access independence and may travel to and from school by public transport, bicycle or walking. Students accessing the Step Up to Employment program do not usually receive transport assistance.

Parents/guardians/carers who have concerns regarding their child's safety during transport to and from school should raise these issues with the Principal as soon as they arise so that satisfactory solutions can be found.

Some students require additional, individualised supports such as a car seat or harness to ensure safe travel to and from school and during the school day for excursions and camps.

When an individual supervisor or support person is required to ensure a student's safety and well-being during travel to and from school, the cost of this support is met through the Transport contract.

Transport for school activities, excursions and camps - Vehicles owned by the school P. and C. Association

The school owns two vehicles which are acquired through the efforts of the school and the P. and C. Association. The vehicles are not those used to transport students to and from school by Townsend's School Bus Service and are maintained by the P. and C. Association. To support this necessary expense of about \$12 000.00 to \$15 000.00 per year, it is encouraged that families contribute to the fund raising and levy activities of the P. and C. Association in order for the school's vehicles to be maintained. The vehicles transport students to a wide range of community based activities that form a key role in the life skills based curriculum at this school.

These activities include visits to mainstream schools for inclusion activities, vocational educational programs, work experience, sport and recreation activities, shopping and banking activities and excursions to shows, displays, museums, cultural and sporting events.

From time to time, consistent with the emphases of student targets and goals, community access is also via public buses, ferries and trains. Occasionally, students travel by private motor vehicle. In this event, the Principal ensures that vehicle roadworthiness, comprehensive insurance and indemnity requirements and driver expertise are met. All staff who drive vehicles carrying students have unrestricted motor vehicle licences and comply with school and departmental certification protocols. Written parent approval is obtained.

Excursions

Excursions relate to individual and group programs and as such, occur on a class, group, or learning phase basis. Occasionally, a whole-of-school excursion is undertaken. Excursions relate to educational programs linked to the school curriculum framework and/or student goals.

Camps

Darling Point Special School encourages annual camping activities across the school, at age appropriate levels, either as day or overnight activities. Camps relate to particular age groups and vary accordingly with regards venue, time allocation and staffing. Camps have clear links to educational programs linked to the school curriculum framework and/or student goals.

Bicycles

Students riding bicycles to and from school or during school activities must meet assessment criteria to ensure safety and these student are required to adhere to the following points

- ✓ helmets must be worn
- ✓ bicycles must be roadworthy
- ✓ bikes must be walked by the rider whilst in school grounds, on pedestrian crossings and footpaths
- ✓ riders must ride in single file
- ✓ riders must be considerate of pedestrians
- ✓ road rules must be obeyed.

With the exception of wheelchairs and other prescribed mobility devices, no other wheeled vehicles, toys or equipment such as skateboards, scooters or roller-blades are to be used by students en route to or from school or during the school day.

Student attendance

Students should attend school daily from 8.45 am until 2.45 pm unless absence is indicated due to medical appointments, illness or special circumstances.

In the event of unusual or special circumstances, parents/carers should contact the Deputy Principal or Principal. Staff always advise the leadership team of staff or student onset of illness during the course of the school day so that shared decision making can be made, care assured, and parents/carers notified. This advice is provided through the dedicated mobile number issues to all school families with texts or voice message being left where possible by 7 am. Infection control and life quality for all members of the school community are considered and students and staff with infectious illnesses and conditions are asked to not remain at school.

Collecting students during school hours

It is essential that the school knows which students are on campus at any time.

When parents, carers or authorised persons collect a student during school hours, the following procedures must be followed

- ✓ send a note or phone the school advising your student's teacher of the time you wish to collect your child
- ✓ proceed to the school office to request your child and wait there to greet them
- ✓ sign your child out of school for the day.

Student Absence

When a student is absent from school, a note of explanation or telephone call to the dedicated mobile or the school office is required. In the event of an absence for more than three consecutive days, a note must be provided. To facilitate efficient forward planning of group events and to reduce the incidence of students missing significant activities, parents are asked to notify the school in advance should a student have an appointment or commitment which will require absence from school. Families of students not present and with no reason given will receive a telephone call from the school office so that the student's whereabouts are confirmed.

Students Arriving Late for Class

A student arriving independently to school but late proceeds to the school office and the register on the front counter is signed.

Students delivered to school late by parents/guardians/carers are delivered to the school office. The office staff phone the classroom to advise the teacher that the student has arrived and to request that the student be collected from the office.

Students Leaving the School Grounds

All students engage in Community Access Programs linked to the curriculum and individual goals and targets. Teachers inform parents/guardians/carers of the nature of these programs, the venues visited regularly and for special occasions. An Activity Consent is provided by parents/guardians/carers prior to a student participating.

Adolescent students may leave the school with teacher permission, and with or without staff supervision as part of Community Access Training. Parents/carers have prior knowledge of the goals associated with such outings. For safety reasons, only students who have consistently demonstrated safe, independent community access and travel skills are allowed to leave the school grounds without staff supervision.

Parents may discuss this matter with the class teacher and provide written permission to the Principal should they wish their student to leave the school unaccompanied, for a specific purpose on a particular day or generally – such as to travel to and from school independently. The Principal will make the best decision at the time, for that student and the group as a whole, having considered relevant risks and benefits. Such arrangements are rare.

Workplace Health and Safety

This school has a Workplace Health and Safety Officer, Joanne Burgess. Regular site inspections are conducted, risk assessments conducted, and risk management plans certified prior to activities involving students or staff. Risk assessments and risk management plans are completed by teachers for all curriculum activities and authorised by the Workplace Health and Safety Officer and Principal

The school has a published Workplace Health and Safety policy which complies with legislated obligations and which forms the basis of staff development opportunities.

Security

High levels of security and safety on campus are achieved. All visitors report to the General Office to sign the Visitor's Book and collect a visitor's vest to be worn whilst on campus. Visitors return to the General Office to return the vest and sign out when leaving the campus.

All equipment except consumables is labelled, accessioned and catalogued prior to use and borrowed following established procedures.

The Campus has signage in accordance with government Policy.

Members of the community are encouraged to be observant in the vicinity of the campus, especially on weekends and vacations and to report any suspicious activity to the **Wynnum Police**.

Evacuation and Stay-In Drills

In accordance with policy and legislation, Evacuation and Stay-In Drills are held once per term. Prompt sheets and maps are provided in all work and leisure venues on campus.

Parking

Private vehicles other than those of the Principal and adults delivering or collecting students to or from OSHC are not permitted in the school grounds. Street parking is used at all other times. The car-park off the Lower Esplanade is kept clear at all times for safe and ready access of emergency vehicles.

Health and Wellbeing

Accidents and Illness

In the event of an accident or illness involving a student during school hours, all reasonable effort is made to ensure that parents/guardians/carers are contacted. An ambulance is called if considered at all necessary. In the event that the parent/guardian/carer cannot be contacted, the student will be treated locally and/or as deemed necessary and accompanied by the Principal or staff member to hospital. A form is provided for staff to record details for parents/guardian/carers of any illness or accident affecting a student during the day. This form is signed by the Deputy Principal or Principal and a copy retained in school files.

Students who are unwell with head lice, contagious illnesses, tummy upsets, colds and other forms of illness must not attend school. Guidelines developed by the National Health and Medical Research Council provide criteria for return to school based on the student having fully recovered. Rest provides a suitable form of treatment and by keeping children at home parents assist the school in stemming the transmission of illness and disease.

In the event of a significant illness that may be contagious, parents should seek the advice of a medical practitioner or the local hospital. The General Office at school holds details of periods of exclusion from school for specific illnesses. Likewise, accidents involving staff and volunteers are reported to the Deputy Principal or Principal immediately and supportive action is taken.

Medical issues

Owing to some students' fragile health status, families are requested to assist the school in caring for all students by advising the Principal when a child has any contagious illness such as chicken pox, measles, school sores, and so on. Our school adheres strictly to recognised requirements for absence from school for childhood illnesses and advice can be provided by the school leadership team as required.

Upper respiratory tract and gastrointestinal infections and conditions are often highly contagious. Parents/carers are asked to keep their children at home until symptoms of these illnesses have passed and the child/young person has received a medical clearance. Where learners develop symptoms of illness during the school day, parents/carers are contacted to collect the child for rest at home and perhaps medical review.

Head Lice

We recognise that outbreaks of head lice occur from time to time. School provides strategies to reduce occurrence of head lice. Students are encouraged to wear hair plaited or tied up once it becomes shoulder length. Regular weekly checks should be conducted at home for all students. Families are advised of significant instances of head lice within the school.

Dental Clinic

All students are offered free dental treatment. A Medical History Form is forwarded for completion by parents /carers from the Dental Clinic to facilitate annual dental health checks and treatment is needed and parentally approved.

Medication

Students are not permitted to self-administer medication with the exception of Ventolin and similar asthma medications. It is policy that staff only administer medication that is

- prescribed by a medical practitioner
- presented in the named, pharmaceutically labelled and dispensed container, and for which
- written approval on the necessary forms has been completed by the student's parent/guardian or carer.

Students who have been prescribed medication must take that medication according to the medical practitioner's specific instructions. Parents with concerns should raise these directly with the treating doctor. School personnel do not provide medical advice, comment or opinion.

The school's Medical and Medication Protocols are provided for parents to complete as necessary and forward to the school office so that medication can be administered to students. These protocols include a Medication record which is completed for all students informing the school of all medications taken by each student, whether it be at school or out of school hours. This information is essential for the school to properly advise ambulance staff and medical personnel should a medical emergency arise during the school day.

Students requiring emergency support through PRN medication administration or other supports have an individual emergency medical plan that is signed off by the student's parent/guardian/carer, medical specialist, the nurse and the Principal, as well as all staff involved in that student's support.

Sun Block

Whilst every care is taken by staff to ensure that students wear hats when outdoors and outdoor activities are limited where possible to the early and later parts of the school day, the Queensland sun can often present a sunburn risk. Sun Block is provided for student use and in addition, parents/guardian/carers are requested to provide sun block for student use during outdoor activities. Those parents/carers who do not wish their child to use the school provided sun block are advised to advise the school in writing of their child's needs regarding sun protection.

Smoking

Consistent with legislation and policy, smoking is not permitted by any person in any school building, within the perimeter of the school grounds or at any location where the smoker might be observed by school students. Essentially, given the vulnerabilities of the students at our school, all members of the wider school community are requested to not smoke anywhere where they may be observed smoking by students during the course of the school day. Designated smoking areas are not permitted nor are smoking or adjustment breaks in any government buildings. The school leadership team is able to provide information of assistance to smokers.

Prohibited articles

Students are not permitted to bring knives, matches, boomerangs or other dangerous items to school. If students are found to have such items at school, they will be required to pass them to a staff member who will leave them in the care of the leadership team to arrange for them to be returned to the student's parent/carer.

Teachers determine whether other items are appropriate for students to have on the bus, en route to and from school, and/or at school. Staff look after any toys or other items that result in difficulties for the student or the group and a note is sent home asking that the item not be brought to school again. In the case of repeated possession of unsuitable items, a note will be sent home and the item will be held by the Principal, until collected by the parent/guardian/carer.

From time to time, toys and other special items are brought to school for news, show and tell, or other class activities. It is recommended that the student leave these in the care of the bus driver or supervisor while travelling to and from school, and with the teacher during the day. Students who require special toys or items to manage sensory or stress issues may keep the item with them following discussion between the parent/guardian/carer and the teacher.

Students travelling to and from school by public transport may carry personal mobile telephones. However, the parents of these students should make arrangements with the school office for suitable, safe storage of the mobile telephone in the school office area during the school day. Students would not be expected to need to make or receive mobile telephone calls or text messages during the school day.

Parents/guardians/carers are requested to ensure that students who have their own key card, pension card and other official documentation or identification, have adequate arrangements for safe storage during the day. Wallets should not be left in students' bags during the school day as the school is not responsible if valuable items are lost. Students are advised to not bring expensive items including jewellery or electronic equipment to school as the school has no capacity or insurance to cover the loss of these items.

Change of Student Address

To ensure efficient and effective communication with the family and teacher and leadership team awareness of other personal factors, it is vital that parents/carers advise the school immediately of any change to

- home address and/or
- home or work telephone numbers or e-mail address, or
- other matters such as medical conditions or medication, or
- other factors where knowledge will assist us in ensuring care and attention for your child.

Custody and Court Orders

In the event of a custody or court order applying to a student, the Court Order must be provided by the parent/guardian/carer to the Principal. The school will then comply with the requirements of the order. Without a copy of the legal documents Police are usually powerless to enforce access requirements or other legal issues.

Monies forwarded to school

From time to time, it is necessary for parents/carers to send money to school for banking, excursions, Arts Council performances and so on. Money should be placed in an envelope, labelled with:

- ✓ Child's name
- ✓ Class group
- ✓ Amount enclosed
- ✓ Purpose for the money.

A plastic pocket in the Communication Diary is an ideal mechanism for ensuring that monies arrive safely at school. Teachers receive monies and arrange for receipting and deposit in the School Account by forwarding all monies to the Registrar each morning.

Book Club

The school belongs to the Ashton Scholastic Book Club. Order forms are provided periodically to students, families and staff. Correct cash amounts or a cheque made payable to 'Darling Point Special School' are enclosed with the order form, placed in a labelled envelope and returned to the class teacher for processing.

Resource Centre

Darling Point Special School has a comprehensive collection of carefully selected professional resources and books, toys, DVDs, sporting equipment and software matched to curriculum areas and providing enjoyment for students and staff..

Meals

Lunches

We encourage healthy eating habits and the school requires that morning teas and lunches are made from suitable foods and drinks – water for preference. We recommend items such as fruit, yoghurt, sandwiches, juice and water. Students who bring 'junk food' will be requested to choose more wisely. Repeated unwise choices will be scaffolded with opportunities to prepare more suitable meals at school and the unhealthy food returned home. Owing to impacts on concentration and learning, cola and other caffeine or sugary products, and highly flavoured or preserved snacks, are not permitted for student consumption during the school day.

Special occasion cakes and festivities

Cakes are often brought to school for a student's birthday or other special occasion. The cake or party food should be shop-bought and if family members intend to home-bake, then this should be discussed with the teacher or leadership team. Food is usually left in the classroom to be ready for serving towards the end of the day. Families who wish their child to not participate in these sorts of celebrations should advise the class teacher so that alternative activities can be arranged.

Coffee on the Point

The school coffee shop is open to members of the school community including staff and students each Thursday for morning tea and lunch.

Uniforms

Students' uniforms

A students' school uniform has been designed and adopted by parents with the full cooperation of staff. To adopt a uniform is one thing to have it worn regularly requires the cooperation of parents/carers and students. The uniform represents acceptance of standards in manners, conduct and learning that have been set by the school and fosters a sense of identity and belonging.

The P and C Association supports the Principal and staff and we expect that students wear uniform. We appreciate that occasionally difficulties may arise with wearing the uniform. Then, students must wear clothing that is acceptable for school - clean, neat, modest and tidy. Clothing including tank tops and revealing or hazardous garments and clothing with advertising and printed statements is not permitted. Spare uniform items are kept at school to provide alternative clothing for students who attend school inappropriately attired.

For safety, students are not permitted to participate in off-campus activities without the uniform. Children must wear a hat for outside activities - the School Policy is "No hat, no play".

Students may wear jewellery limited to one wristwatch and one pair of simple stud or sleeper earrings. Other body piercing to eyebrows, ears, noses, tongues and so on are not permitted, owing to occupational health and safety risks at our school where several students are prone to tugging at these sorts of items, which can result in bleeding and skin damage.

The students' school uniforms are:

JUNIOR BOYS:

Summer.

- royal blue shorts,
- royal blue, teal and yellow polo shirt with collar and the school logo,
- bucket hat.

Winter - in addition to summer uniform

- dark blue pull-on trousers, or
- navy and gold microfibre track pants, and,
- navy and gold microfibre track top with school logo.

JUNIOR GIRLS:

Summer.

- royal blue, teal and yellow polo shirt with collar and the school logo,
- navy blue netball skirt with royal blue bike or running pants under,
OR
- navy blue shorts,
- bucket hat.

Winter - in addition to summer uniform

- dark blue slacks or track pants
- navy and gold micro-fibre track pants, and,
- navy and gold micro-fibre track top with school logo.

SENIOR BOYS:

The uniform is as for Junior boys with the optional addition of

- mid-blue tailored shirt
- black shorts or trousers instead of royal blue.

SENIOR GIRLS:

The uniform is as for Junior girls with the optional addition of

- mid-blue tailored shirt
- black shorts or skirt or skirt instead of royal blue shorts.

The polo shirt, tracksuit and cap are available from the uniform shop that is managed by the P. and C. Association Uniform Convenor. Other garments are readily available at local retail outlets.

Shoes

Students wear black shoes, sports shoes or sandals. Closed shoes are essential for vocational education programs and steel capped boots are required for manual arts programs.

Rainwear

A raincoat and rain hat should be carried in the school bag at all times.

Changing of clothing

Students may require changes of clothing to ensure comfort and hygiene. Students may opt to wear non-uniform clothing for horticulture and manual arts practical work.

Staff Uniforms

Uniform for staff is optional. However, polo shirts, and jerseys with the government logo are available as required.

Personal Property at School

Labelling of Property

It is essential that all possessions are clearly labelled with the owner's name.

Lost Property

Lost property is collected and every endeavour is made to return goods to their owners. This is simple when articles are named, but time-consuming and often futile when not labelled. Articles not claimed managed by the Schools Officer. Unlabelled and unclaimed items are forwarded to a charity at the end of each term. Families are encouraged to help staff in training children in caring for their belongings.

Departmental Property

Deliberate or accidental damage to Education Queensland property

All persons are required to exercise care of and respect for all equipment and facilities at the school. Loss and suspected theft of school equipment and damage to government facilities is investigated and reported to the Police for investigation and action.

Use of School Facilities for Commercial or Propaganda Purposes

In accordance with government policy, fair-trading and conflict of interest protocols, the Principal cannot permit the use of the school as an advertising medium.

Pamphlets, posters or any form of literature cannot be distributed or displayed on the school premises by any person without permission by the Principal to do so. The selling of raffle tickets or fund raising goods, advertising or the seeking of sponsorship by any person or organization needs specific permission from the Principal.

The use of school premises as a base for a person's livelihood other than employment by Education Queensland is not permitted.