

DPSS STAFF INDUCTION BROADSHEET P. 4

Private devices
Personal phones and devices are off during work hours. Only teachers and guidance officers use phones to photograph students. Images are transferred/deleted daily to OneSchool or the teacher's department laptop.

Keys and PINS
Business Manager issues keys as needed. Not all staff require or are issued keys. All staff requiring access to the Manly Campus are issued with gate PINS. Personnel sign for keys and PINS, undertake to keep PINS confidential, and retain keys for their own use. **KEYS ARE NEVER SHARED BETWEEN STAFF. NEVER LET NON-STAFF ONTO CAMPUS – SEND TO THE OFFICE!**

State Special School Students
Enrolment is for students with verified intellectual disability, or likely to meet criteria.

School Attendance and Rolls
Teachers mark student rolls on OneSchool twice daily by 9.30am and 1.30pm. Class staff must always know the location of each student. Teachers or Teacher Aides must sign students in and out of school at the office if they are leaving on a school activity or with a parent/carer. **THE PRINCIPAL IS NOTIFIED IMMEDIATELY IF A STUDENT CANNOT BE LOCATED.**
Students arriving early or picked up late:
Students are not admitted to the school grounds prior to school start time. In an emergency, early arrival or later pickup students go to OSHC and parents are advised of fees. No student goes home early except with parent/carer through Front Office with Principal or delegate approval. Be aware of insurance implications!
Start and End of day protocol:
Teachers and aides must wait at arrival points as per the published schedule as students cannot disembark vehicles until their class staff are present.
Students are greeted from buses and parents/carers by rostered teachers, and drop-off/pick-up rolls marked. Once a class group is gathered, class staff escort students to their classroom.
Students are escorted to home time parade. Students wait in bus, parent pick-up or after school program groups. Students are dismissed one group at a time by a designated teacher. Additional teachers provide safety support especially at bus arrivals and departures.
For safety, students are escorted to their bus. Afternoon dismissals are timed for students to leave school grounds close to the official end of school. Students must not leave classrooms until 2.40 pm for 2.45 departure!
For safety and legal reasons, parents are informed that only in exceptional circumstances should students go home early. Parents/guardians submit the school form for Principal approval for their child to routinely have school day variations., e.g., arrive late, leave early, therapy, etc. When students arrive late, they attend the general office with their carer, the roll is marked, and they are collected by class staff. If a parent/carer wishes to collect their student early, the adult comes to the office, who phone the class. The roll is marked at the office, and the parent collects the student at the administration gate once the student arrives with a class staff member.
Drop off and pick up rolls are returned morning and afternoon to the office.

Mandatory Training
All members of our School community adhere to the Department of Education Code of Practice. We complete Code of Conduct and Student Protection training annually, and other modules as required by our roles and responsibilities. A summary document is provided to reinforce the high expectations held for all adults across our community. Staff ensure professional relationships with students. Staff have NIL social media contact with students. Additional employment must be approved by Principal. Staff do not provide unauthorised childcare or disability support to students out of hours and meet code of conduct requirements regarding students and care after leaving the school's employ. Staff complete induction sessions with senior teacher or leader prior to commencement and PBS and AAC training early in employment.

Licencing and Certification to Work
Teachers hold current registration with Qld College of Teachers. All other personnel hold a current child suitability blue card and a police clearance prior to commencing work.

Staff arrival and departure
A digital sign-in/out device is available in the Manly staff room for wages staff. At Lindum, paper sign-on sheets are used. Wages staff are reminded of the legal obligation to sign on and off, and to check timesheets for accuracy. Be aware of the implications of fraud. Teachers sign in/out for WHS purposes only. Be on time ready to start work at your allocated time. All staff are required to fill in the Day Book if leaving or returning to campus throughout the day, whether with students, or on a break.

Roles and Responsibilities
Official details of roles and responsibilities are provided on appointment and are available on OnePortal.
Key Responsibilities
Teacher – class programming and planning, class management, teaching, student support, school-parent communication, assessment, data analysis, reporting
Teacher aide – student support under teacher direction – ask questions, show initiative, be a team player, be professional
Administration officer – front office, telephones, student medication support, data base and filing, administration duties as delegated by business manager
Schools officer – grounds, facilities, equipment management and stocktake, vehicles, mail, errands
Cleaner – cleaning classrooms and all internal spaces within reason, but not where materials require moving or kitchen or refrigerator cleaning
Chaplain – family and student support, counselling
Business manager – human resources, finances, WHS advisor, ordering and receipting of goods, ICT oversight
Senior Teacher etc. – additional responsibilities as negotiated annually with Principal, aligned to AIP
Guidance Officer – enrolments, verifications, student wellbeing, family support, case management support
Head of Department – Curriculum – curriculum leadership and teacher support for three levels of curriculum planning.
Deputy Principal – delegation responsibilities and school management in absence of the Principal
Principal – strategic leadership and oversight
Familiarise yourself with the DPSS Leadership Delegation Matrix.



IT Service Centre
1800 648 679

DARLING POINT SPECIAL SCHOOL BROADHSEET

A Queensland Independent Public School
STAFF INDUCTION BROADSHEET P. 1

STAFF ABSENCE: TEXT by 7am.0404 057 264
STUDENT ABSENCE: TEXT 0404 057 259
Apply for leave via MyHR on OneSchool

Office Hours
Manly: 7 am to 4 pm; Lindum: 9.15 am to 2.30 pm.

Student hours: 8.45 am to 2.45 pm.

Grounds personnel arm and disarm Manly campus. No alarms at Lindum. Other personnel access the school facilities only as required, and no earlier than 7 am or later than 5.00 pm except with prior Principal approval.

Find your way: campus maps available at the office.

368 UPPER ESPLANADE, MANLY.
Ph: 07 3348 0111;
85 NORTH ROAD, LINDUM. 30261444
PRINCIPAL: M: 0414 298 494;
Email: cdriv4@eq.edu.au

School Profile

Darling Point Special School is where 'teamwork makes the DREAM work' and where 'Whatever it Takes' encourages flexible and quality practice. Our students are happy, engaged contributors to the learning environment that works best for them. Shared, embedded values, professional expertise, and compassionate attitudes lead a strong culture that retains dedicated staff. Everyone takes pride in high quality, student-focussed teaching, grounded in the theory and principles of neuroscience, positive behaviour support, and evidence from research. We believe 'learning can occur anywhere, anyhow, anytime' and appreciate students at all stages of the learning journey. We recognise that we are not all the same and believe that teaching for learning needs a range of contexts, strategies and ways of working.

The school promotes a culture of open communication, celebration, and mutual support where parents, families and advocates are empowered and engaged as equal partners in education. By explicitly creating an inclusive, welcoming, fun environment, we prioritise students' strengths, interests, and needs, and break down barriers. We responsibly promote wellbeing and self-determination, enable progress and achievement, and celebrate success.

We maximise productivity, potential, and improvement through refined systems, collaboration, and continuous development of knowledge and skills. A positive community reputation across academic, professional, community, and business partners maximises our school's opportunities that have been further supported by Iona College during extensive facilities enhancement. Transparent school governance is grounded in logical systems that promote trust, accountability, and credibility, support succession planning, and resonate with our values, priorities, and aspirations.

Vision

For each student to realise their positive future.

Shared School Values and Rules

Diligence — We do our best work.

Resilience — We keep trying, We don't give up.

Ethics — We do the right thing, even when no one is looking.

Audacity — We try new things.

Mateship — We look after each other.

These values and rules provide the basis for explicit teaching in all classes and for weekly awards on assembly.

Guiding Principles

Daily, we enact the school's shared values. Underpinned by hope and joy, we go above and beyond, within a culture of mutual respect, innovation, creativity, and flexibility, to inspire, engage, and educate.

Through collaboration, professionalism, differentiated, student-centred teaching, wellbeing, and needs-based resourcing, we demonstrate shared responsibility for each student's achievement.

We use evidence and data to clarify perceptions and support wise decision making within effective systems.

School Strategic and Operational Plans:

Available in hard copy from the office, and website.

Our Mission

As a proud state special school, we respect, protect, and promote human rights to foster educational excellence for students' life quality.

Through expertise and commitment, we guide each student into their potential and to find satisfaction through learning and life experiences.

We thrive in creating new opportunities for excellence and being ready to navigate change or disruption.

Passions

We are passionate about effective communication options and positive behaviour supports for each student, so they enjoy learning progress, friendships, social and personal opportunities, health, life skills, community connections, self-determination, wellbeing, and life quality, leading to hope and joy, and each student's positive future.

Core competencies

We develop and demonstrate best practice, strong dispositions to teach, collaborative partnerships, responsibly supported wellbeing, and a mutually agreed continuous improvement agenda.

We work towards being the best we can be, individually and together. Our pedagogy is grounded in the theory and practice of positive behaviour support.

Employee Assistance Scheme: Lifeworks,
Phone: 1800 604 640.
Injury Hotline: 1800930993.

Shared Values **D**ream **R**esilience **E**thics **A**udacity **M**ateship

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DPSS STAFF INDUCTION BROADSHEET P. 2

Staff dress code

Professional dress with modesty, safety and suitability for the special school context are expected. NB Minimal jewellery – no rings or bracelets worn during personal cares for students; closed flat shoes for fast movement/running and toe protection; trousers or long shorts; polo or t-shirts or similar; long hair tied up for safety; hats worn outside; precious things left at home; no long or artificial nails for safety reasons. Expectations are modelled by our choices.

Department and Personal property

School property remains on campus unless EQ11 is signed. Staff bring to campus only items required for work that day. Do not store personal items at school or bring electrical items or anything that could be considered a weapon or present a safety or reputational risk. Staff should ensure that students follow this requirement. Unsafe items are confiscated. Principal written approval is needed for driving students and school vehicles.

Mobile phones and digital devices

From the start of 2024, Queensland schools instigated the 'Away for the Day' phone and device policy. This means that for school, only students travelling on public transport will need a mobile phone. Those phones need to be switched off and be handed to the office at the start of the day and collected at home time. There is NO flexibility regarding students and phones unless a student provides a medical certificate or therapy plan for requiring the phone in school hours. This applies also during breaks.

Students with devices with internet connectivity to use as adapted or augmentative communication devices are considered on an individual basis.

Risk assessment and management

Be safe, think about risks. Parent activity consent is in writing. Principal approves activities with more than low risk before teachers advertise to students or families an activity. If in doubt, seek advice. A formal risk assessment is completed on OneSchool, or where applicable using other recognised WHS tools. Program leaders complete generic risk assessments that consider individual needs and risks, to minimise red tape. All participating staff must sign the safety plan before undertaking an activity. Before a new student joins an activity, risk assessments are revised. This is the responsibility of the teacher or therapist undertaking the activity. In compliance with WHS legislation, all staff must be vigilant for hazards and act to minimise any risk. Repairs needed must be reported to the Business Manager, on the same day, or immediately where there is medium to high risk. Teachers and therapists, where applicable, need to complete the Curriculum Risk Assessment training annually. Evacuation and lockdown drills occur each term.

Medication, medical procedures, and medical rescue

Student medication except on doctor's orders, e.g. EpiPen, Ventolin, is stored securely in the office. Staff bring students for medication administered by two staff. Staff complete on-line and face-to-face training as needed with the DoE registered nurse, and complete CPR and first aid training. Make sure you know what you are doing for medication and procedures. Do training and follow medical orders. Wear PPE. **In an emergency, phone Principal or duty officer for advice; if in doubt, phone 000 first.**

Student dress code

School uniform is expected to be worn, including school hat, not baseball caps or non-uniform clothing. Students not in uniform are assisted to work out a way forward. Spare uniforms are provided through the office for off-campus activities. Teachers and aides are expected to support and encourage students to wear the uniform. This aspect has become an increasing challenge owing to cost-of-living imposts and needs work and support. By comparison, STEP-UP and VET students wear clothing suited to the activity of the day and unlike other students, do not wear uniform.

Finances

Teachers and therapists requiring equipment and consumable items for their work have these funded by the school within the annual budget. Teachers and therapists have an endorsed WINC account for ordering. Orders transfer to the Principal for approval.

Where items are required from other suppliers, the Business Manager can provide guidance and assistance. Green order forms are available in the file drawers outside the office at Manly and at the Lindum office in Rosies.

Teachers who have purchased items for class use, can apply for reimbursement. To ensure credibility, photographic evidence of low-cost items should be provided, or items valued at more than \$100.00 presented to the Business Manager for sign off. Teachers should exercise discretion with such purchases and seek advice if unsure.

Home visits and off campus meetings

Home visits or meetings off campus can be important. Home visits would rarely be conducted by a single staff member and should be pre-approved by the Principal or delegate. Protocols include having clear objectives, parking towards exit especially in a one-way street or cul de sac, taking minimal items into the venue and where possible, holding those by hand or in pockets, only entering public areas of the residence, considering safety and wellbeing, never drinking alcohol or smoking during a home visit or off-campus meeting with parents and advising the school once the visit has concluded. For vehicle use, see the relevant protocol.

Staff wellbeing and support

Because staff must not take calls, texts or social media messages during work hours, ensure that family members know the school office and Principal mobile numbers for emergency contact during teaching hours. **All staff make sure their personal details are current on My HR and OneSchool.** For wellbeing and safety, staff are encouraged to confidentially advise the Principal of any medical or other matters that may result in rescue or emergency supports during work hours. The Chaplain is available for emergency personal support for staff. School leaders and staff provide kind, caring support. **Guidance officers are charged with wellbeing support for students but not for staff.** Staff may access the confidential, free Employee Assistance Scheme, Lifeworks, **1800604640**. Injury Hotline: **1800930993**.

Illness – what to do?

Staff or students who become ill at school isolate and go home as soon as possible. Isolation for respiratory illness is 24 hours without medication after symptoms cease, and 48 hours for gastro illness. Seek advice if in doubt. **PHONE and stay where you are if advice is required.**

DPSS STAFF INDUCTION BROADSHEET P. 3

Supervision and Governance

DPSS accountability is through Metropolitan South Region, to the Director General, Queensland Department of Education, which is our employer. The School Supervisor is Mr Ray Hack, who visits at least once per term. As well as strategic discussions and data review, the Supervisor visits classes to gain close appreciation of the successes, joys, and challenges experienced by the school. Staff are briefed about forthcoming visits and should feel at ease about sharing during these visits.

All staff complete professional development improvement plans. These plans, together with legislated and policy requirements of our roles, provide a basis for professional supervision, celebration and support.

Schools prepare a strategic plan to guide the school's explicit improvement agenda for the forthcoming four years, at the end of which period, the school has a whole school review. All staff need to be fully informed and engaged with our school's progressive improvement agenda and are encouraged to take part in POW WOW and other input opportunities. The current Strategic Plan is for 2024 to 2027, available in the Staff Handbook and on the school website. Our next whole school review is anticipated in 2027. Staff should familiarise themselves with the last review report, available on the school website. The strategic plan has detailed components that form the annual implementation plan (AIP). All staff need to contribute to achieving plan goals and targets. The AIP is available in the Staff Handbook and on the school website.

Because DPSS is an Independent Public School, we enjoy the support of our School Council. Council includes the Principal and P and C Association President or delegate as official members, up to three elected parent and three staff representatives, and where decided, up to two council appointed community members. Council meets at least once per term and provides strategic oversight and advice to the Principal regarding school development and improvement.

Teacher aides

Teachers manage the classroom environment and are responsible for day-to-day guidance, management and supervision of staff working in the class i.e.,, teacher aides, educational interpreter Auslan Language Model.

The **Business Manager** provides administrative and human resources supervision of teacher aides.

Deputy Principals and **Principal** supervise teachers as per the DPSS Leadership Delegation Matrix.

Parents' and Citizens' (P & C) Association

The P and C Association Meets once to twice per term, at night. The Association operates under the Queensland Education General Provisions Act (1986) for the purpose of supporting school activities and programs directly related to students and families of our school e.g., Harmony Day, Fun Run, Art Show; raising funds for the school, and in our school's case, supporting the Chaplain's Fathering Project initiative, Membership of the P and C is open to parents, family members, staff, and members of the wider community.

The School's P and C Association holds the licence to operate **DREAM Disability Support** that provides NDIS approved services for students of our school. These include social and community participation supports, speech, occupational and exercise therapy, group and centre-based programs and related disability supports. Participants opting to access those supports do so through funding for their NDIS plans.

Also, the P and C Association holds a licence to operate an Outside School Hours Care and Vacation Care service that is licenced for childcare subsidy. Both services operate separately from the school but service students from the school on campus and in the wider community.

Communication

As public servants, we serve the Government of the day and the people of Queensland. We remain apolitical and distance ourselves from political comment including on social media. Only the Principal provides comment or information to the public media and then only with DoE approval. The Principal or delegate ensures accurate and timely communication to the school community. All official communication must be counter-signed by the Principal. Any letter, report, notice etc. should be on letterhead and emailed to the Principal with at least two business days' notice, for signature, and distribution. Teachers are the key communication partner between the school and parents. Teachers are expected to provide at least a written comment to parents each day, via DoJo, and where possible, to include a photograph of the student's activity or work. Teachers do everything possible to engage parents via DoJo but where not possible, they establish a paper school-home communication diary system. Where difficulties are encountered in school-home communication, support from the Principal or Deputy Principals, should be sought. Twice yearly, teachers meet with parents, and twice yearly, report to students and parents using the standard Department of Education report, and detailed learning folios.

Teacher aides must ensure they make no comment or engage in information exchange with parents, except for polite greetings and interactions that demonstrate our school values and are consistent with policy and procedures. Common sense and professionalism will guide these interactions. Where a student is involved in the DREAM Disability Support Service or the Outside School Hours care service, then parents and DREAM/OSHC staff will be involved in information sharing and it might well be that the DREAM/OSHC staff may pass on information from the family to the school. By comparison, staff working for the Townsends School Transport Assistance Service should not be relied upon to transfer information between home and school or vice versa, but will from time to time, be asked to hand over a letter or package to the family from the school, or vice versa.

