



MUDGEERABA STATE SPECIAL SCHOOL



Prospectus

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A to Z of Mudgeeraba Special School

Welcome to Mudgeeraba State Special School.

We hope this booklet will help you to understand the role of the school community in providing an education for your child.

If at any stage you have queries please feel free to come and visit the school and talk with our staff.

Articulating a Motto/ Developing a Vision

Mudgeeraba Special School



“Happiness through Achievement”

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FOREWARD

On behalf of the Mudgeeraba Special School Council, Staff, Parents' and Citizens' Association and school community, I extend a warm welcome to the school to all staff, parents, carers, families, students and volunteers of the school. We have a school to be proud of, an inclusive culture, and an important role as we aim for positive outcomes and individual excellence for the young people with whom we work.

We value you and our partnership together. Please embrace your role as a significant leader and mentor in your children's education as you participate, guide, relate and encourage. Parents, as each child's first teacher, you are vital to ongoing learning, happiness and life quality. As we work together, we make a great team founded on mutual respect and supportive relationships.

Mudgeeraba Special School, previously the Mudgeeraba State School originally and then Opportunity School, opened in the current premises in 1985 and provides a needs-based education for students with high support needs and disabilities from Prep to year 12. Students who are enrolled in special schools within Department of Education require specialised teaching with individualised programs to facilitate access to and participation in the wide range of educational and lifestyle opportunities and to maximise learning outcomes.

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

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

Aligned to the vision of Department of Education, our focus is to foster a sense of community and to achieve excellence and accountability in all that we do. The Mudgeeraba Special Curriculum Framework addresses individual and group needs by integrating the Early Years Curriculum organisers and Board of Senior Secondary School Studies (BSSSS) and Vocational Education and Training registered courses rebadged The Learning Framework. Our curriculum and pedagogy aim to achieve the best possible student outcomes and to contribute to students becoming as independent and responsible as possible within society. Our curriculum emphasises relationships, communication, functional academics, therapy and activity orientations, life skills within the community, senior secondary schooling and vocational education and inclusion. Our school gives children the opportunity to learn, to succeed, and to develop self-confidence and self-respect. Students enjoy an eclectic educational experience with challenges and success forming part of all aspects of their school life.

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

Our school values the integration of technology within the teaching learning process. Strategic and operational planning and management emphasise resourcing to meet needs of students across all learning styles. All classrooms are connected to the Internet for access to the World Wide Web and e-mail services as well as the school intranet for access to school files and student learning data. Student learning is supported by provision of individually relevant peripherals and software linked to a networked bank of computers and interactive whiteboards. Adaptive peripherals including switches, intelli-keys, and communication devices support communication and learning. Networked and stand-alone printers support learning and teaching programs.

Each classroom is equipped with telephone access via three landlines. 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 Mudgeeraba Special School receives a Communication Diary. These strategies, together with e-mail, support communication processes, enhance family engagement with the school and foster notions of confidence in the educative processes for students at the school.

The team is available by contacting the school office to discuss each student's progress and achievement or any concerns or problems that may arise. We look forward to close co-operation between home and school for the benefit of each member of our school community.

Colleen Hope

PRINCIPAL since 2004

Office Hours

Office Hours

The General Office is attended from 8.00 am until 4.00 pm Monday to Friday.

Hours of Instruction

Students should arrive at school between 8.30 and 9.00 am and are supervised by our Teacher Aides in designated play areas.

Lessons commence at 9.00 am.

Morning and lunch Breaks are managed in classes.
There is no formal playground supervision of the whole school.

Lessons cease at 2.40 pm
at which time students and staff meet at the front of the school
for conclusion at 2.45 pm.

Staff are on duty to receive students from 8.30 a.m. and students will not usually be admitted to the campus before that time. Parents / carers requiring the school to admit students prior to 8.30 am must advise the Principal, in advance, where possible at least one day in advance, so staff can be provided for student supervision and support. 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 with the student to the teacher aide on duty and to collect the student from the front of the school in the afternoon. Students who travel by bus or taxi are met at the 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 the staff person on duty on arrival and prior to departure.

Our School

The Mudgeeraba Special School comprises a combination of modern and older style buildings spanning more than 100 years of technology, which are now used to provide an appropriate education for 147 intellectually and multiply impaired students.

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

In 2000 a new purpose built four classroom building was officially opened by the Minister for Education (constructed 107 years later at a cost of more than \$1,000,000 with examples of the very latest technology connecting us with the internet and with special features and design to provide the very best education for students with intellectual, physical, and visual impairments as well as Autistic Spectrum Disorders). In 2005 two new purpose build four classroom buildings were erected to develop our senior school precinct and three more since that time.

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

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

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

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

The School Council provides positive and supportive leadership and strategic planning and oversight for the school. The school has an active Parents' and Citizens' Association, which raises funds for special projects and resources and provides a familiar and welcome parent presence in the school.

Students present with intellectual as a primary support and sensory or physical disability or autistic spectrum disorders as additional needs focus. Several students

present with secondary disabilities in hearing, vision, physical, intellectual or speech language impairment or autistic spectrum disorders.

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

This school fosters positive behaviour support and encourages individual, group and whole of school behaviour management planning to achieve functional, contextual and communicative needs.

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

Group programs clearly reflect local leisure pursuits related to the Gold Coast area, local parks, sporting and recreation venues and alignment to the school's Curriculum Framework. Programs emphasise functional and developmental skills, independent living skills, vocational and recreational pursuits. These pursuits also link strongly to the Duke of Edinburgh Awards program in our Senior Team.

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

Students enjoy life skills programs via on-campus activities and at an off-campus house provided to the school through a generous gratis arrangement with the Independent Fuel Suppliers. In response to the needs of the student population, the Variety Club along with the Parents and Citizens' Association have provided the school with three buses, equipped with wheelchair hoist. These vehicles enable all students to effectively access the community.

The Coffee Shop is patronised by members of the school and local communities. The Seniors are part of Young Achievers being adopted as the first special school to have a business. The business manufactures markets and sells mosaic products under the label "Ya Mosaics". Vocational Education programs are aligned to the Broad Industry Areas of Tourism and Hospitality, Primary Industries (Horticulture and Permaculture), Manufacturing and the Arts. Specifically, VET registered and school-based courses offered are:

- ✓ Horticulture
- ✓ Domestic Cleaning and Tourism
- ✓ Work Readiness
- ✓ Catering and Hospitality - Coffee shop
- ✓ Manual Arts at Clover Hill SS

- ✓ Packaging
- ✓ Photography
- ✓ Automotive and Tourism

Additional electives courses are offered in:

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

The Post-school options program administered by the Department of Disability Services Queensland (DSQ) access and participation for students from the age of 18 years who have high support needs. The school liaises with families to ensure that students and families are informed of the full range of available choices of [post-school options]. The school also assists families in accessing support through DSQ and other agencies at all stages of the young person's school life.

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

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

During 2005 the school has commenced a community hub approach to service delivery processes to support professional networking and collaborative, unified planning amongst all members of individual student's teams - students, family members and key stakeholders from other agencies. The school plans significant enhancement of the approach through its current 2010 – 2014 Quadrennial Strategic Plan.

Corporate Mission of Education Queensland

Achieving the best educational outcomes for every student in our schools

Education Queensland Policy - Educational Provision for Students with Disabilities

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

As a system, we focus on seven goals:

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

The purpose of our work at Mudgeeraba Special School

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

Our mission at Mudgeeraba Special School

The Mudgeeraba Special School is ultimately striving to create a safe environment and caring, supportive community that provides positive meaningful outcomes for all, reinforcing our motto, 'Happiness through achievement'.

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

Our Vision

“Happiness through Achievement”

Our Logo

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

Our 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.

We value:

- Innovation
- Sense of Community
- Commitment
- Continuity in programming
- Post school pathways
- Freedom of expression
- An innovative approach
- A happy environment
- Team membership
- The recognition of each individual's efforts
- Recognition of social and cultural differences
- Fostering self esteem & self belief
- Honesty & integrity
- Sense of well being
- Confidence & self esteem
- Sense of Achievement
- Individuality & flexibility
- A supportive school environment
- Equity of access to a quality education
- Trendsetting
- Cooperation
- Acceptance of change
- Safe learning environments
- Creativity

We believe in:

- Doing the best that we can
- Respect for all
- Maintaining all aspects of dignity for our students
- The expression of Pride in our school
- Acknowledging differences & individuality
- Developing students to the greatest potential of their highest ability
- Learning for life after school
- Community Partnerships & interaction
- Community recognition of the value of people with disabilities
- Curriculum that is appropriate
- The celebration of school life.

Our culture

We emphasise

- | | |
|-------------------|--------------|
| * belonging | * self worth |
| * interdependence | * empathy |
| * dignity | * justice |
| * equity | * integrity |
| * flexibility | * courage. |

Our focus

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

Leadership at Mudgeeraba Special School

Leadership at Mudgeeraba Special School emphasises values-based decision-making whilst attending to strategic development through parallel and stewardship leadership structures. Leadership is shared and collaborative through our team structure to facilitate broad engagement with, and ownership of all aspects of our school. We consult through our Leadership Team Teachers and Teacher Aides who meet fortnightly, P&C Association who meet once per month and School Council once per term

Our school engages in values-based decision leadership, decision- making and management at all levels of our organisation.

At all levels of our school community, our leadership achieves

- ✓ cultural and program change and consolidation
- ✓ alignment between values and action
- ✓ willing engagement and interest

A to Z of Mudgeeraba Special School

- ✓ enthusiastic, committed relationships and work
- ✓ creative thought
- ✓ a futures orientation
- ✓ individualised and group focus
- ✓ support risk-taking and initiative
- ✓ efficient, effective management with monitoring and evaluation
- ✓ reinforcement feedback and celebration
- ✓ high morale
- ✓ networks.

The Goals of Mudgeeraba Special School

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

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

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

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

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

- ✓ informed choice,
- ✓ privacy and confidentiality,
- ✓ access information about students attending our school,
- ✓ open participation and contribution to planning and decision-making processes and strategic, operational levels regarding the school, classes, and individual students,
- ✓ open, transparent communication,
- ✓ freedom to express ideas, concerns and compliments,
- ✓ representation and advocacy,
- ✓ access to quality education services through our school,
- ✓ support to access other services such as respite, benefits, allowances, medical, therapy and equipment professionals and providers,
- ✓ high quality resources and technologies,
- ✓ best practice educational programs and interventions,
- ✓ evidence-based decision-making that informs planning, teaching, and reporting.

Our school team emphasises our responsibilities to

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

We base our effective teaching and learning processes on

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

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

The School's Quadrennial Strategic Plan

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

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

The opportunities of school based management empower us to focus on achieving professional results through organised professional activity with balance between systemic requirements and local community-based decision making. We are excited and challenged by the ongoing opportunity to work together to achieve shared goals for our students and our school community.

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

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

KEY STRATEGIC DIRECTIONS 2004 - 2007:

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- Holistic Individualised Planning Framework to Localise Curriculum and Assessment Framework comparable with State Primary and Secondary schools
- Inclusive Model linking with cluster state and private schools in area to provide pathways
- Commitment to Communication as key for student success
- Commitment to Education Training Reforms for the Future and Middle Schooling Actions to ensure successful transition beyond MSSS

The School Annual Report, Operational Plan and Budget (SAR/OP)

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

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

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

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

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

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

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

ABSENTEEISM

If your child is going to be away from school for a length of time because of sickness or family requirements please let the school know. Absences do affect your child's learning and it is a legal requirement that your child attends school. If your child has been away for more than 2 days, the class teacher or school personnel will follow up your child's absence. More than 3 weeks and your child's name must be legally removed from the school system.

ACCIDENTS ILLNESSES

& In the event of an accident or illness involving a student during school hours, all reasonable effort will be made to ensure that parents are contacted. An ambulance will be called if considered necessary. In the event that the parent/carer cannot be contacted, the student will be treated locally and/or as deemed necessary and accompanied by the Principal or staff member.

Students who are unwell with head lice, contagious illnesses, tummy upsets, colds and other forms of illness should not attend school until well. The school uses the guidelines of exclusion as per Qld Health and Dept of Education. Rest provides a suitable form of treatment and by keeping children at home; parents assist us in stemming the transmission of illness and disease.

In the event of a significant illness that may be contagious, parents should be advised by the relevant clinician, Child Medical Officer or Medical Officer of Health. 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.

ADOPT A COP

Our school is supported by the Qld Police Service by the School Based Police Officer attached to Mudgeeraba Station based at Robina State High School.

ALLIANCES

Our school connects with local state and private schools, community organizations and businesses to support our school's curriculum. These strong partnerships have proven to be of great benefit to our school and students.

ALLOWANCES

Students are likely to be eligible for one of various allowances through Centrelink. The Guidance Officer, Deputy Principal and Principal are able to assist you in this regard. Centrelink publications that define the range of allowances and criteria are provided to families on a regular basis.

Similarly, families and /or students may be eligible for support through the Queensland Department of Disability Services (DSQ). The school provides information when available. Families are encouraged to keep apprised of the various government funding and support opportunities as advertised in the media.

Qld Transport offers conveyancing allowance to students' whose families

drive them to school. Applications can be made through the Deputy Principal/ Transport Assessor.

ASSEMBLIES

Whole School assembly occurs on Monday morning at 9.10am in the undercover area at the rear of the school. 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, notices from the Principal and staff, announcements of sporting and other achievements, opportunities 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. Junior School assembly is held on Friday mornings at 9.15 am in 'D' Block Senior Assembly on Tuesday afternoons.

ASSESSMENT REPORTING

- & Teachers report orally to parents within the context of the April and October Individual Education Plan/ Personal Future Action Plan reviews and planning conferences at this time and at others, as needed. Teachers also report annually with written school reports in June and December. These are forwarded to families/ carers at the end of the school year. Parents are encouraged to discuss any aspect of their student's education program and progress on a needs basis.

ATTENDANCE

It is important that your children attend school regularly and punctually. However, children who are ill and unable to work satisfactory at school, we do not expect them to attend under these circumstances. Please contact the school or class teacher by phone or send a note of absences to be recorded in the class roll.

BEHAVIOUR MANAGEMENT

At all times self discipline is encouraged and developed within a supportive school environment adopting the positive behaviour support model to modify behaviour. We believe in the partnership of student, family and school to support students' social skilling learning. Individual programs are developed with families and the school to support individual progress. We all need to work collaboratively to ensure a safe learning environment for each child, other students and staff. Please refer to Code of School Responsible Behaviour Plan.

BELL TIMES

Your child should be ready to attend classes at these times. Punctuality is crucial to the learning of individual students and the whole class.

8.30 am Supervised arrival

9.00 am School starts

2.40 pm Move to departure points

2.45 pm Buses Depart/ Families collect students from front gate

BOOKLIST

The school budget provides your child with human and material resources. However, we ask families to contribute to a voluntary offer so that we provide each child with a base book/ resource to support the school's curriculum offering.

BUS SERVICE (Qld Transport)

Qld Transport provides bus services to the children attending our school. Application is made through the school office and directed to District Office. Amendments are made through the same process. This service is only provided to students in the designated geographical area for each of the 3 special schools on the Gold Coast. This process can take up to 10 days from the initial application. All changes must be made by reapplying. Qld Transport manages this process. Coachtrans manages the bus service not Mudgeeraba Special School.

The school has 3 Hiace Buses and 1 Tarago Van for school community programs. We ask through the Voluntary Offer your support to keep the buses operational: maintenance, inspections, insurance, registration and fuel.

CAMPS

We encourage annual camping activities across the school, either as day or overnight activities. Camps relate to particular age groups and vary accordingly with regards venue, time allocation and staffing. Camps relate to educational programs linked to the school curriculum framework and/or student IEP/PFAPs. Annually our senior students attend the Bribie Island Camp, School Chaplain Sept Camp.

COLLECTING STUDENTS DURING SCHOOL DAY

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 him / her
- ✓ proceed to the General Office to sign the visitor's register and collect a visitor's badge
- ✓ proceed to the classroom or other venue as arranged with front office staff and collect the student being sure to speak with the student's class teacher
- ✓ return to the front office to return visitor's badge and ensure student is marked off the roll.

COMMUNITY LIASON OFFICER (Wendy Chandler)

In 2004 the school established a community Liaison Position using a combination of district and school resources. This position supports students, families and staff with resourcing, settling into our school community and day to day operations. The position is based in the Parent Room established in A Block.

CONFLICT RESOLUTION

The positive school climate at Mudgeeraba 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 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 attitude between students, parents, families, staff and the wider community.

COMMUNITY ACCESS

All students engage in Community Access Programs linked to the Individual Education Plan and class curriculum plan. Teachers inform parents and carers of the nature of these programs and of the venues visited regularly and for special occasions. Adolescent students may leave the school with teacher permission, and with or without staff supervision as part of Community Access Training. Parents/carers would have prior knowledge of the program 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 also discuss the 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. 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.

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. We have your child at school for only thirty hours a week. It is essential to the overall development of your child that close liaison between home and school be maintained.

Communication Diary

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

- ✓ newsletters,
- ✓ interviews,
- ✓ parent information sessions,
- ✓ e-mails,
- ✓ Web site,
- ✓ Annual School Report,
- ✓ telephone conversations,
- ✓ informal social gatherings,
- ✓ Principal reports to the P. and C. and School Council,
- ✓ student report cards,
- ✓ IEP/ PFAP planning conferences,
- ✓ IEP/PFAP review meetings,
- ✓ visits to the classroom and school.

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. The Principal can be contacted at most times either

on the general telephone number or in an emergency on the Principal's mobile telephone. This telephone has a voice-mail service and is regularly monitored.

COMPUTERS/ Technology

The school has at present a computer 1:5 ratio. Information Technology is paramount for our children to become familiar with the keyboard for activities such as educational games, problem solving and word processing, internet and e-mail.

Adaptive Technology is explored to ensure access to all students. Programs cover a wide range of activities linked to the school's curriculum framework and student's communication needs.

We have 1:2 Interactive Whiteboards between classes and 2 communal IWB: staffroom and D Block Foyer.

26 Digital Cameras for class use.

1 Video camera for class use.

1 IPAD for class use.

CELEBRATIONS OR CONCERNS

If you have any celebrations, worries or concerns about any aspect of the school and its operations or about your child's education please feel free to discuss this with your child's teacher or Administration.

CHANGE ADDRESS

OF To ensure efficient and effective communication with the family and teacher and leadership team awareness of other personal factors, it is vital that we maintain a correct student database. Parents are requested to 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, medication or
- other factors where knowledge will assist us in ensuring care and attention for your child.

Change of address necessitates a repeat Program meeting to identify the nearest appropriate school placement and review of transport provision and availability. It is possible that a change of student residential address could require a change of school for your student should there be movement beyond the stipulated catchment area for the school. A map detailing the usual residential areas for students approved to attend this school is available on request from the school office. Queries regarding school placement / enrolment should be referred to the Principal.

CLASSES

Students 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 physical development are carefully considered when determining group placement. Some groups work with one teacher and one teacher aide. All classes are organised into work teams to provide consistency and focused work. The number of students per teacher varies and depends upon age, disability and spread of disabling conditions in the class.

CODE CONDUCT

- OF** The Code of Conduct for staff and students at Mudgeeraba Special School is aligned to the Queensland Government Code of Conduct and 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 action which form the basis of our school Strategic Plan and values-based decision making protocols. It emphasises
- ✓ respect for yourself, others and the environment
 - ✓ displaying a willingness to cooperate with others and to follow directions of adults who are from the school
 - ✓ caring for property
 - ✓ being in the correct place
 - ✓ engaging in socially acceptable interactions, showing respect for the needs and feeling of others
 - ✓ hygiene
 - ✓ common sense and safety in all activities and situations.

Supportive School Environment

A Supportive School Environment forms the basis for positive, beneficial learning and working experiences for all members of the Mudgeeraba Special School community where expectations are high 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.

The environment at Mudgeeraba Special School is governed by guiding principles of

- ✓ care
- ✓ cooperation
- ✓ consideration
- ✓ courtesy
- ✓ commonsense.

These principles and the Code of Conduct for all persons on campus relates to the five ethics principles defined by the Public Sector Ethics Act 1994

- ✓ respect for the law and system of government
- ✓ respect for persons
- ✓ integrity
- ✓ diligence
- ✓ economy and efficiency. The Act guides activities and interactions of persons employed within the Public Service. These principles provide a sound basis for decision-making, interactions, relationships and behaviour for all members of this school's community.

CURRICULUM

Our Curriculum Framework, designed collaboratively between staff and parents, represents a link between the Early Years Curriculum Organisers and areas relevant for quality of life and independence for our students. The Framework is rebadged the Learning Framework and addresses the learning needs of all students at this school by providing learning experiences relevant

to individual contexts whilst valuing and responding to preferred learning styles. The Individual Education Planning and Review Process with active parent involvement, is the key aspect of curriculum development and delivery. For adolescent students, this includes planning to support the educative and networking process necessary to ensure a smooth transition from school to post-school options.

Learning Years Curriculum Organisers:

- Communicating
- Sense of Self and Others
- Creating and Designing
- Social Living and Learning
- Investigating and Understanding Environments
- Cultural Understanding
- Thinking Skills are embedded across these 5 organisers

as well as an emphasis on Vocational Education and Training.

CUSTODY OR 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 to the Principal. The school will then comply with the requirements of the order. Without a copy of the necessary legal documents, the school is powerless to enforce access requirements.

DENTAL CLINIC

All state Primary and Special Schools students are offered free dental treatment through the office at Investigator Drive, Robina. A Medical History Form will be forwarded for completion by parents /carers from the Dental Clinic to facilitate annual dental health checks and treatment is needed and parentally approved.

DURATION OF SCHOOL

Students may attend Mudgeeraba Special School until the completion of twenty-four semesters of formal schooling.

EFFECTIVE LEARNING TEACHING

- &** Children learn best when . . .
- ✓ they feel confident
 - ✓ they are expected to learn
 - ✓ their natural curiosity is aroused
 - ✓ they are active and involved
 - ✓ they feel safe
 - ✓ they feel challenged
 - ✓ they are mature enough to master the task
 - ✓ the task is interesting and makes sense
 - ✓ they have opportunity to observe and imitate desirable others
 - ✓ they have plenty of opportunities to practise new skills.

To have a positive influence on children and youth, we . . .

- ✓ spend time with them. Read, play games, share activities, express feelings and talk about successes, difficulties, uncertainties or plans
- ✓ provide a safe environment where life is predictable and where routines and relationships help people to be calm and relaxed
- ✓ provide challenges. 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.

EMAIL ADDRESS

the.principal@mudgeeraspecs.eq.edu.au

ENROLMENT

All students who are approved for placement / enrolment at Mudgeeraba Special School by the Principal Education Officer, Gold Coast District Office

- have received the highest Education Adjustment in Intellectual Impairment,
- may be awaiting Education Adjustment expected at this level, or
- present with very high support needs in another disability such that impacts and needs are best met in an alternative setting and specifically, through the programs offered at this school.

Students may also have secondary disabilities relating to physical, vision, hearing impairment or speech / language disorders.

Enrolment is to the educational program or school that provides the most appropriate, closest educational opportunities for the individual student. Where transport assistance is required for the family to achieve their child's school attendance, then the Principal supports the family in making an application for contract bus, or occasionally taxi, transport. In the event that a student's parents appeal against the recommended placement, then enrolment may be approved but without transport assistance.

Where there has been a change of home address, parents must formally advise the Principal in writing so that

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

Placement and transport are not necessarily ongoing when a family transfers residence, given the policy of students with disabilities being offered placement at the nearest most appropriate school.

EVACUATION POLICY

In accordance with Departmental Policy Evacuation and Stay-In Drills are held once per term as per our policy available in all classrooms.

EXCURSIONS

Children often go on excursions during the week and year. These excursions are related to the units of work. Some of these are only short journeys to the swimming pool, oval, and the park. At all times your permission will be sought.

FIRE DRILLS

An emergency evacuation plan is in operation for the whole school. Each term the evacuation procedures are practised as a reminder for the staff and children.

GENERAL HEALTH It is important that children begin the day with a healthy breakfast and come to school with morning tea and lunch. Sleep is also necessary to be prepared for learning at school.

When children are sick at school, his/her condition will be watched closely by the staff and a second opinion sort from Administration. If we consider that your child is sick enough to go home we will contact you immediately.

In the case of a minor accident, First Aid will be administered. If the accident is serious we will contact both you and the Ambulance.

Because of this we need to know where to contact you at all times. Please ensure that your current location and contact phone number is known by the school.

Head lice, scabies and school sores etc are contagious and therefore need to be attended to as soon as they are identified.

GUIDANCE OFFICER The school is supported by a fulltime Guidance Officer service. This service assists the school by collecting student data/ medical diagnosis for Education Adjustment program, in class support and family counselling and assistance. Appointments for the Guidance Officer can be made through the office.

HATS The school has been recognised as a Sun Smart School and encourages the wearing of hats by all students and staff.

HEADLICE We recognise that outbreaks of head lice occur from time to time. Our health education program focuses on education about and 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. Guidelines for treatment are available on request from the General Office. In cases of head lice, students are asked to undertake proper treatment before returning to school. (See Headlice Program in Prospectus)

HOMEWORK Homework is set at the digression of class teacher in consultation with families. It can provide opportunities for children to practise key skills and to revise or reinforce work done at school. It is also useful for developing study habits and self-discipline as well as helping parents to become more directly involved in their children's learning. Reading and Library books can be borrowed. Please request these resources through your class teacher.

INDIVIDUAL EDUCATION PLAN The IEP is developed through a shared decision-making process which brings parents / carers and professionals together as a team to assess the student's competencies and to determine needs and learning priorities. The outcome is

- an individual education plan stating agreed goals for the student for the next year,
- programs, interventions and supports to achieve progress towards the prioritised goals.

Within the planning and teaching process, teachers maintain detailed

documentation of the extent to which the student achieves short term and long term goals and the conditions and criteria applicable. By fostering a culture on continuous monitoring, assessment and review, the teaching at Mudgeeraba Special School remains goal oriented and focused on success within a positive, nurturing climate.

INSURANCE

Like all Queensland State Schools, Mudgeeraba Special School does not carry insurance policies against loss of property or injury to students. Insurance is a family responsibility.

LEVIES - Voluntary

Levies support the school's operations and students learning. All levy items will be forwarded as an offer to families and carers and reviewed annually through the P&C Association and endorsed by the School Council.

LOST PROPERTY

Any items lost and named will be returned to the owner. It is extremely helpful if parents/ carers can label all items belonging to their children. If an item is un-named it will be held for collection inside the office.

MEDICATION

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

- prescribed by a medical practitioner,
- presented in the named, officially, 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 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.

MOBILE PHONES

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 class teacher for suitable, safe storage of the mobile telephone during the school day. The school cannot take responsibility for such property.

MONEY ORDERS

From time to time, it is necessary for parents / carers to send money to school for banking, excursions, Arts Council performances etc. 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 banking in the student's account or for recording in the Class Cash Collection Book and deposit in the School Account.

MOTOR THERAPY

Our school has a motor therapy teacher aide who supports class physiotherapists, occupational therapists and teacher programs.

MUSIC

Our school has a music teacher aide. The program is responsible for the school choir, class lessons and assembly.

NEWSLETTER

The 'Newsletter' will be given out on Thursday. Please make sure your child delivers the newsletter to you and keep them if they contain information about the future events or items of note regarding school procedures.

Our newsletter is issued on a weekly basis. The 'Newsletter' contains important information with regards to school matters and is the major means of communication between the school and home.

OFFICE HOURS

The school administration office will be attended between the hours of 8.00am and 4.00pm.

The school phone number is 07 55593300

The school fax number is 07 55593300

The school e-mail the.principal@mudgeersecs.eq.edu.au

OCCUPATIONAL THERAPIST

Our school is serviced by an Education Queensland therapist based at Southport Special School. Current service is one day per week. Referrals are made through your child's class teacher and prioritised through the Social Justice Committee.

PARENT ROOM

The school established a room at the end of A Block in 2005. This room has an open door policy. Our school encourages families to use this room for formal meetings such as P&C Association but also as a quiet place to take some time. Our Community Liaison Officer is based in this room.

PARENTS AND CITIZENS And Other Parent Organisations

The P&C Association is an active body of concerned people who met on a regular basis. These people work and consult to help improve educational and employment opportunities for the children at this school. You are always welcome to become a member of this association and help whenever you can. The P&C Association depend on your involvement and support. The Association meets on the first Tuesday of the month at 9.15 am.

School Council is the strategic parent and staff body that meets each term to examine strategic directions of the council. These positions are for 2 year tenure and are elected positions.

PARKING

Private vehicles other than those of the school leadership team and the Facilities Officer are not permitted in school grounds between 7.45am and 4pm with the exemption of the two disabled bays in front of A Block. Please utilise street parking.

PARENTS & ASSOCIATION

CITIZENS

The P&C Association assists the schools operation as a non profit organization managed by a consitution.

Executive Positions elected annually:

President

Vice President

Treasurer

Secretary

PERMISSION TO LEAVE SCHOOL GROUNDS

Please advise class teacher or administration via the communication book for your child to leave the school. Or contact the office for informing bus schedule

PHYSIOTHERAPIST

Our school is serviced by an Education Queensland therapist based at Southport Special School. Current service is one day per week. Referrals are made through your child's class teacher and prioritised through the Social Justice Committee.

PLAYGROUND SUPERVISION

During school hours your child is supervised at all times. During the first 30 minutes of from 8.30 am – 9.00 am students are supervised in designated areas to play.

During the remainder of the day students are supervised in teaching teams for morning tea and lunch in their classroom.

PROHIBITED ARTICLES

Students are not permitted to bring potential weapons, flammable objects or other dangerous items eg skateboards 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 who will arrange for them to be returned to the student's parent / carer.

Teachers will determine whether other items are appropriate for students to have on the bus and/or at school. The teacher will care for any toys or other items that result in difficulties for the student or the group and a note 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 at the school, 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 such these in the care of the bus driver 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.

REPORTING TO PARENTS

Reporting to parents will include :

Electronic School Reports are sent at the end of each semester as part of our schools Internal school monitoring of student learning outcomes.

Individual Education Plan/ Personal Future Action Plans support this.

Parents are more than welcome to examine their student's portfolios at all times not just in the reporting period. Your involvement in your child's progress does make a difference to their learning.

RELIEF STAFF

A list of registered relief teachers and teacher aides with expertise in the programs taught at Mudgeeraba Special 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 Administration Team and may work with your student's class if the regular personnel are absent. We encourage you to welcome them to the school community. They carry the authority and responsibilities of the staff they replace.

SCHOOL BUSES

The school owns three 12-seater Toyota Hi-Ace Vans and 1 8-seater Tarago Van. One of the buses has wheel chair support and all vehicles are equipped with seat belts. The vehicles are maintained by the student levy. To support this activity, it is vital that families contribute to the fund raising and levy activities of the P. and C. in order for these vehicles to be maintained. These vehicles transport students to a wide range of community based activities that form a key role in the life skills based curriculum employed at this school.

From time to time, consistent with the emphases of student IEP/ PFAPs, community access will also be via public buses and trains. Occasionally, students travel by private motor vehicle. In this event, the Principal will have ensured that roadworthiness; comprehensive insurance and indemnity requirements have been met. All staff that drive vehicles carrying students have unrestricted motor vehicle licences and comply with school and departmental certification protocols.

SCHOOL COUNCIL

School Council is the strategic parent and staff body that meets each term to examine strategic directions of the council. These positions are for 2 year tenure and are elected positions. Made up of President P&C, Principal and 2 staff and parent representatives.

SCHOOL PHOTOS

School photos are taken annually. Usually in Term 2 so that photos can be enjoyed by the family. Photos are taken digitally as an individual head shot and imported to include all students

and staff directly supporting your child' class.

SCHOOL UNIFORM

The school has a unisex school uniform. The wearing of such a uniform by our students is preferred and regarded by the school community as being important in its role in encouraging a sense of self esteem, belonging and self discipline. Hats are a necessary part of the uniform and recommended by P&C Association for outside play. P&C manages the sale of these through the school.

SECURITY

Strategies are in place to ensure high levels of security and safety on campus. These include all members of staff wearing name badges and the requirement that all Visitors report to the General Office to sign the Visitor's Book and collect a Visitor's Badge to be worn whilst on campus. Visitors return to the General Office to return the badge and sign out when leaving the campus.

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

The Campus has signage in accordance with Education Queensland Policy.

Members of the community are encouraged to be observant when in the vicinity of the campus, especially on weekends and vacations and to report any suspicious activity to the Mudgeeraba Police who hold a school gate key to facilitate ready access to the property. School Watch number 131728.

SMOKING POLICY

Consistent with Government instruction, smoking is not permitted by any person in any school building or within the perimeter of the school grounds. Smoking is also not permitted at any location where the smoker – staff member, student or visitor – could be in the presence of students. This includes but is not limited to the car park, bathrooms, staff room, balconies, verandahs and footpaths and park areas adjacent to and visible from the school.

Designated smoking areas are not permitted nor are smoking or adjustment breaks.

The leadership team is able to provide information of assistance to smokers.

SPEECH PATHOLOGIST

LANGUAGE

Our school is serviced by an Education Queensland therapist based at Southport Special School. Current service is two days per week. Referrals are made through your child's class teacher and prioritised through the Social Justice Committee

SWIMMING

Swimming is included in class programs usually in term 1 and 4. The school uses both Mudgeeraba local pool in School Street and Pizzy Park at times for wheelchair access. Beach programs may be included. In all cases parent permission will be sort.

TRANSFERS

Children moving to another school within the State of Queensland notify the Principal and are supported by the District Office to confirm student placements.

TRANSPORT

Some parents are able to transport their children to school, or students are independent in community access. Where at all possible, there options are encouraged in preference to either mini-bus or taxi transport.

Dependent on need and each student's individual education plan, parents may receive transport assistance for children attending our school where the enrolment is the recommended placement. The Department of Education provides conveyance allowance, mini-bus and taxi transport. Pick-ups are usually at the student's home.

The Deputy Principal and Principal will be able to assist you with details of these types of assistance. Where there has been a change of address, parents must formally advise the Principal in writing so that

- the necessary program meeting can be held to determine eligibility for continued enrolment at our school,
- the required documentation can be completed,
- placement authorisation confirmed with the District Office, and
- transport provision considered and confirmed where eligible and necessary.

Placement and transport are not necessarily ongoing when a family transfers residence, given the policy of students with disabilities being offered placement at the nearest most appropriate school. Families are encouraged to discuss possible residence changes with the Principal so that we can advise of the outcome for placement, enrolment and transport should the family change address.

The current Transport Department contract for bus transport is with Coachtrans Bus Company. Parents 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 for application and arrangements to be made.

Where possible, adolescent students are assisted to achieve community access independence and may travel to and from school by public transport, bicycle or by walking.

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. All volunteers who work with children require a suitability card, known as the “blue card”. The forms are available through the school office and are forwarded to the Childrens’ Commission. The School Chaplain and Administration can support any community members interested in volunteering.

WEBSITE

www.mudgeeraspecs.eq.edu.au

WELLBEING TEAM

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

WORKFORCE

Our school is staffed by a Principal, Deputy Principal, Business Service Manager, Special Education teachers, teacher aides, Speech Language Pathologist, Physio- and Occupational Therapists, Guidance Officer and specialist: Communication, Move and Manual Arts teachers. Our school has a full-time Administrative Assistant, a Facilities Officer and five cleaners. Dozens of volunteers support school programs.

WORKPLACE HEALTH & SAFETY

This school has a qualified Occupational Health and Safety Officer – Nicky Belous & Belinda Chisnall. Representative staff and the Principal comprise the Workplace Health and Safety Committee.

Regular site inspections are conducted and risk assessments utilised prior to activities involving students or staff.

WORKPLACE REHABILITATION OFFICER

This school has a qualified Rehabilitation Officer – Colleen Hope.

Regular site inspections are conducted and risk assessments utilised prior to activities involving students or staff.

