Section 6: Medical

6.1 Medication Administration
6.2 First Aid Kits
6.3 Head Lice

Section 7: Appendices

7.1 School Plan
7.2 Infectious Diseases
7.3 Telephone Extension Numbers
7.4 Staff List
Welcome to Sunnybank Special School. We hope that you enjoy and learn from your time as a member of our school community and partner in our students’ learning and development.

SECTION 1 – SCHOOL INFORMATION

1.1 School Profile

Location

Sunnybank Special School is a small special school located in the Brisbane suburb of Sunnybank. The school is in close proximity to Sunnybank State Primary and Secondary School’s and St. Thomas More College.

Students

The students attending the school are verified intellectually impaired or with the dual disability of intellectual impairment and Autism. Some students are also verified with a physical, hearing or visual impairment. The school’s current enrolment is 32 students. The students range in age from 5 to 18 years old.

Community

The school has been part of the Sunnybank community since it first opened in 1978 as R.J. Andrews Special School. Enrolments are drawn from a small geographical area with the majority of students residing in Sunnybank, Sunnybank Hills, Runcorn, Robertson, Nathan, Moorooka, Rocklea, Salisbury, Acacia Ridge and Coopers Plains.

Pedagogy – The Art of Teaching

Teachers and teacher aides employ a variety of teaching styles and use a variety of learning environments suited to the individual student when providing educational programs. All students should be involved in intellectually challenging pursuits. When students of all backgrounds are expected to undertake work of high intellectual quality, overall academic performance improves and equity gaps diminish.

Classroom practices that engage students in solving problems of significance and relevance to their world provide the greatest opportunity for connectedness to the world beyond the classroom. Strategies that promote supportive social environments have high expectations for all students, make explicit what is required for success and foster high levels of student ownership and motivation. Strategies that recognise difference do so in ways that actively support individuals in participating, having their individual perspectives and experiences given status, and operating within embedded democratic values.

1.2 Statement of Purpose

Sunnybank Special School is committed to providing a safe, supportive and social learning environment where students engage in a range of high quality academic and personal development learning experiences, acknowledging individual student characteristics with an emphasis on the development of the whole person to support and facilitate lifelong learning.

We aim to:

- foster active parent participation
- foster wider community involvement
- foster staff professional and personal development
- Preserve and foster the attitudes about the level of care afforded to students
• foster knowledge and wider understanding of human behaviours and circumstances within the wider community, especially within families
• foster constructive communication, with consultation and collaboration
• promote tolerance and respect for others, having regard to individual differences and
• recognise the rights of others

Educationally, we will ...

• provide and review a wide range of inclusive activities and programs
• provide individual educational programs that are meaningful and relevant
• recognise the need to develop the whole student
• provide life skills programs
• provide appropriate academic programs based on the key learning areas
• encourage a variety of teaching styles
• encourage the student’s positive self-image
• provide a warm, supportive, non-threatening school environment which promotes risk taking
• encourage students to develop at their own rate of learning and to their full potential
• recognise the need to keep informed of developments in education and the needs of a changing society

SECTION 2 – GENERAL INFORMATION

2.1 Address and Telephone Numbers

The school is situated on the corner of Troughton Road and McCullough Street, Sunnybank. The school address is:

Sunnybank State Special School
79 Troughton Road,
Sunnybank Qld 4109

Telephone: (07) 3323 2888
Fax: (07) 3323 2800
Website: www.sunnybanspecs.eq.edu.au

The school is located in Metropolitan Region:

Metropolitan Regional Office
Level 2 Garden Square Building
MacGregor Street
Upper Mount Gravatt QLD 4122

Telephone: 3422 8655
Fax: 3422 8300

2.2 School Hours

The school operating hours are as follows:

Morning Buses Arrive from 8:45 a.m.

<table>
<thead>
<tr>
<th>Session</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>9:00 a.m. – 11:00 a.m.</td>
</tr>
<tr>
<td>Morning Tea</td>
<td>11:00 a.m. – 11:30 a.m.</td>
</tr>
<tr>
<td>Session 2</td>
<td>11:30 a.m. – 1:30 p.m.</td>
</tr>
<tr>
<td>Lunch</td>
<td>1:30 p.m. – 2:00 p.m.</td>
</tr>
<tr>
<td>Session 3</td>
<td>2:00 p.m. – 2:45 p.m.</td>
</tr>
</tbody>
</table>

Afternoon Buses Depart from 2:45 p.m.
2.3 Use of the School and Mobile Telephones

The school has a protocol for the use of the school telephones.

Staff should always ensure that they have access to a mobile phone when on excursions or away from the school. The school has a mobile phone that is available for loan from the Principal. The mobile telephone is for use in an emergency and for contacting the school only.

Staff should refrain from making or receiving personal calls on mobile phones during in-class periods.

Staff may use telephone or fax machine located in the administration area to make personal calls. Any calls made should be recorded in the phone book located on the blue desk next to the reception area. Alternatively, staff can pay immediately by placing money in the blue money box in the reception area.

2.4 Use of Internal Telephone System

All rooms within the school can be contacted via the Internal Telephone System. A list of extension numbers is available in each room.

2.5 Forms of Communication

The following forms of communication are commonly used for all staff:

Staff pigeon holes are located in the staff room, please check daily

Two information boards are located in the staff room:

- **Notice Board** – contains information on professional development, unions, job opportunities etc.
- **White Board** – contains information on staff absences, class whereabouts, and school activities/visitors

**Intranet** – contains messages to all/individual staff on the school computer network

**Staff Meetings:** Teachers – Every second Monday afternoon from 3:00 p.m. in the staffroom.

Teacher Aides – Every second Monday morning from 9:00 a.m. in the staffroom.

Communication Books/Diaries are the main form of interaction between the school and parents and should be sent home each day.

2.6 Staff Identification Badges

All staff are issued with Staff Identification Badges which must be worn at all times while on school premises.

Parent helpers, volunteers and other visitors to the school should report to the office on arrival to sign in. They will be issued with a visitors badge which must be worn while they are in the school grounds. The one exception are tradesmen and contractors who are not required to wear a visitors badge.

If staff notice any persons in the school grounds who are not wearing a visitors badge they should:

- Approach the person and ask for an explanation
- If their explanation is reasonable, accompany them to the office for sign in
• If their explanation is not convincing, ask the person to report to the office or leave the grounds. Ensure the person remains in your sight and ask someone to report their presence to the office immediately.

2.7 Specialist Support Staff

Therapists

The school has access to an Occupational Therapist, Speech Language Pathologist, Physiotherapist and Nurse who form part of the school’s transdisciplinary team. Their role is to:

• Initially assess and review individual student needs
• Assist in prioritising student needs into programs
• Design programs for individuals or groups of students
• Assist with the implementation of an integrated program by either direct individual work with a student or group of students or by teaching other staff to manage the program
• Liaising with parents and teachers regarding specific therapy needs for individuals
  o Occupational Therapist – Yogi
  o Physiotherapist – Elodi
  o Speech Therapist – Jennifer Stebbins
  o School Nurse – Caitlin O’Keefe

Guidance Officer

The Guidance Officer is available to not only assist the students and parents, but also teachers, the administration and the ancillary staff. The Guidance Officer is trained in dealing with educational and personal concerns through counselling and guidance. Areas addressed include:

• improving self-esteem and assisting with relaxation techniques
• behaviour management
• conducting staff learning and development programs
• counselling
• self-esteem workshops
• Referral to other service providers
  o Guidance Officer – Donna Riches

2.8 School Committees and Key Personnel

Local Consultative Committee – Nicole Finch
Parents and Citizens Association – Joy Hagan
Workplace Health and Safety Officer – Sam Leigh-Cooper
Teacher Union Representatives – Steve Morish
Teacher Aide Union Representatives – Sylvia Sandall
Information Technology Technician – Rob Codognotto
One School Coordinator – Nicole Finch
Head of Curriculum – Sam Leigh-Cooper
SWPBS Coach – Vicky King
GRTW Coordinator – Jenny Sayer/Nicole Finch

2.9 Teacher Non-Contact and Curriculum Co-ordination Time

Non-contact time (N.C.T.) is allocated during rostered duty time. Negotiation of N.C.T. may include a range of time periods from which teachers may choose, taking into consideration that the Award specifies that a half-hour block is the minimum time allocated for N.C.T. Please see the Head of Curriculum if you have any questions about non-contact or if you wish to make changes to times you have been allocated.
2.10 Confidential Files

All student files are confidential and are kept in the Administration Office in a locked filing cabinet. The key for the file cabinet is available from the Business Services Manager. Staff may access student files. Information may be removed from the files for the purposes of photocopying, but must be returned immediately. Student files cannot be removed from the school premises.

2.11 School Bus

The school owns two buses which are available for use by all students. The school also has access to the Government 22 seat bus each day. The Government bus is also available for use by other local schools.

The booking calendar for each of the buses can be located in the BSM’s office. There is a separate booking calendar for each of the buses.

The Government (22 seat) bus require an LR class license. All staff are encouraged to obtain an LR license. The Ford and Toyota (12 seat) bus is doesn’t require a special license. All staff with a current driving license are able to drive this bus.

Students pay a small fee to help cover the running costs of the bus. Please ensure this bus component is added to the cost of any outing you organise.

SECTION 3 – EDUCATIONAL PROGRAM AND PRACTICES

3.1 Curriculum

The school implements the Australian Curriculum and utilises the C2C SWD unit plans and resources available on OneSchool. All unit plans are recorded in OneSchool.

The Senior School planning focuses on the Queensland Certificate of Individual Achievement areas.

Students attending Sunnybank Special School are diverse in abilities and needs. It is understood that the curriculum will be adapted to meet the needs of each individual. Some students may not access all of the outcomes while others may be able to participate in extension activities that are beyond the scope of our written curriculum.

3.2 Individual Education Plan (IEP)

Every student in our school has an Individual Education Plan (IEP) that specifies priority goals for a six month period and must include one Literacy, one Numeracy and one Personal Development goal. While the I.E.P. is only part of the student’s overall education program, the goals provide a major focus for the student’s behaviour and learning within the school curriculum being taught in the class.

All student IEP goals and goal amendments are to be recorded in One School.

3.3 Senior Education and Transition Plan (SETP)

Senior students aged 15 – 18 years of age have an Individual Transition Plan which complements their Individual Education Plan. The aim of the SETP is to assist a student to make a smooth transition from school to post school life. Areas of transition planning may include employment, education, accommodation and leisure options.

A proforma of the SETP is available on the network.

3.4 Student Assessment and Reporting

The student report is produced at the end of Term 2 and Term 4. This report is completed on One School and reports on student achievement in relation to curriculum outcomes, effort and behaviour. IEP goals are also included in the OneSchool report.
3.5 Class Program and Planning

Unit Plans are developed each term in year level groups (Junior, Lower Middle, Upper Middle and Senior), each class teacher is then responsible for individualising the Unit Plan to meet the needs of their class.

All Junior and Middle school Unit Planning is to be completed on OneSchool. Teachers must notify the Head of Curriculum on completion of their Unit Plan.

3.6 Community Based Learning

All classes in the school are encouraged to access the community as part of their educational programs. The programs are developed across the school, with older students spending more of their time in these activities than younger students.

Prior to a class engaging in Community Based Learning, the teacher must complete a Curriculum Activity Risk Assessment, Variation to School Routine and permission letter. All of these documents must be approved by the school Principal prior to the activity taking place.

The guidelines and principles for Community Based Learning include:

- The complexity of activities will be greater for older students than for younger ones
- The activity must relate to the current classes unit of work/curriculum focus
- The structure and sequence of activities should be developmental in the same way that other educational activities are
- The activity must be able to be transferred to a real activity in the student’s present and future life
- The activities must be socially valid and take place in instructional settings

The safety and management of students in the community is most important. The safety margins in the community are less, as there is not the back up of the school setting. All precautions must be taken to ensure the safety of students and staff. The following suggestions may assist with this:

A student becoming separated from the group and becoming lost.

- Ring the school and advise Administration of the situation
- Contact the police (or Centre Management) and advise them of the situation
- Ensure supervision of other students
- If the situation is not resolved in a short time then one of the administrative team and/or another member of staff may join you on site to help to return the other staff member and students
- Administration may contact the parents if it seems appropriate to do so

A student walking off in an act of temper or defiance, an act of non-compliance or misbehaviour.

- Remove the student or remove the other students from the vicinity (whichever is the most practical).
- Have a staff member remain in sight or in the vicinity of the student
- Telephone the school to advise of the situation and request help if necessary
- Another staff member will join you on site or advise on how to deal with the situation
- Arrange to meet with the Principal or Deputy on return to school to discuss the situation and decide on consequences for the student and future strategies

A medical problem. Precautions include:

- Following individual student Health Care/Emergency Plan
- Ensuring that younger students have their nametags on which include the student’s name, name of school and school’s telephone numbers (including the mobile)
- Ensuring that middle and senior students have an ID card in their wallet with the above information
3.7 School Wide Positive Behaviour Support

We actively follow the principles of School Wide Positive Behaviour Support and are currently in Tier 1 of the program. We aim to teach students, within their ability level, to accept responsibility for their own behaviour and to promote socially appropriate behaviour while seeking to reduce the occurrence of socially inappropriate behaviour. Our School Wide Expectations are:

**WE ARE:**

1. Safe
2. Social
3. Successful Learners

These are the three expectations that we are focusing on across the school day and across all settings. We believe in reinforcing positive behaviours (reward systems implemented within the classroom and playground) and responding systematically to inappropriate behaviour. As a staff, we attempt to respond consistently to behaviour in order to maintain a safe and supportive learning environment, to maintain constructive relationships with our students and develop effective skills in self-management.

Student behaviour is also addressed in accordance with the policy SMS-PR-021: Safe, Supportive and Disciplined School Environment which emphasises the following points:

- A planned continuum of strategies is used to promote appropriate behaviour - positive and preventative actions are used to maintain desired behaviour; other strategies are called upon to deal safely with behaviour which challenges the safety of others.
- Non-violent, non-coercive and non-discriminatory language and practices are defined, modelled and reinforced by all members of the school community.
- Suspension and exclusion procedures are considered only when all other approaches have been exhausted or rejected, but are then implemented in accordance with the process specified in SM-16: School Disciplinary Absences.

**SECTION 4 – PROCEDURES**

4.1 Morning Tea and Lunch Duties

Prior to Morning Tea and Lunch, all students are in their classroom under the supervision of their teacher and teacher aide.

All staff are rostered to do Playground duties. The times of these duties are as follows:

**Morning Tea Duty:** 11:00 a.m. – 11:30 a.m.
**Lunch:** 1:30 p.m. – 2:00 p.m.

For the purpose of Playground Duty, the school grounds are divided into the following areas:

**Junior School** – All Junior students play in the Junior School Playground which is located outside of their classroom.

**Middle School/Seniors** - Students have access to the oval, Middle School Playground, Gym, Recreation Room. Students are divided into groups to access these areas.

Some points to remember about Playground Duty:

- All staff are expected to be punctual for playground duty
- If you are unable to perform a duty please make alternative arrangements by swapping with another member of staff
- In the case of extreme behaviour issues contact administration for support
- All staff are to wear a hat on playground duty
- SWPBS tokens are to be issued to students exhibiting the expectations
**Wet weather** – In wet weather the staff on duty should ensure students are moved to undercover play areas or other dry areas of the school.

A copy of the Playground Duty Roster is located in each classroom and building of the school.

### 4.2 Bus Duties

All staff are rostered to do Bus duties. Students wait for buses outside of the Administration Office. Students collected by their parents also wait in this area.

The times of these duties are as follows:

- **Morning Bus Duty:** 8:45 a.m. – 9:00 a.m.
- **Afternoon Bus Duty:** 2:45 p.m. until all students leave school grounds

Some points to remember about Bus Duty:

- All teachers are to accompany their class to the bus in the afternoon.
- If you are unable to perform a duty please make alternative arrangements by swapping with another member of staff. Please mark this change on the roster in the staff room.
- Bus lists are found on the Reception Desk in office
- Duty person to be responsible for marking off, and waiting with, all students on the bus list whether they travel by bus, taxi or are picked up by parents.
- When duty is complete return bus list to the box on the Reception Desk.

A copy of the Bus Duty Roster is located in each classroom and on the Timetable Board in the staff room.

### 4.3 Curriculum Risk Assessment

Teachers are required to use OneSchool to complete a Curriculum Activity Risk Assessment, Variation to School Routine and permission note for all Community Based Learning. The purpose of the assessment is to determine if the educational value is worth the risk the activity is likely to bring. Risk Assessments must be submitted to the Principal for approval at least two weeks prior to the activity occurring.

### 4.4 Finance Procedures

**Class Expenses**

At the start of each year, each class is allocated an amount of money from the budget for incidental class expenses. This is not to be used for the purchasing of school assets – assets should be purchased out of the appropriate cost centre in consultation with the Principal or HOC, depending on what is required.

Class funds should be used to purchase consumables for class programs – i.e. specific art materials, coloured paper/card, staff stationery requirements, extra tissues, gloves, laminating film etc.

At the beginning of the year, class teachers should provide a list to parents of consumables that students will be expected to provide. This could include tissues, wipes, stationery, books, sunscreen, copy paper etc.

**Staff Reimbursements**

- All docket[s provided to claim reimbursement must show the name of the supplier, ABN, item(s) purchased and GST if applicable. EFTPOS slips are not sufficient (as per audit requirements) as they don’t provide the detail required and aren’t considered to be tax invoice/receipts. Handwritten receipts are not acceptable for audit requirements – at the very least the receipt should have a business stamp showing the company name, address and ABN number.
- Dockets should be attached to a claim for reimbursement which is available from the office; please make sure you stamp the docket[s with the goods received stamp detailing the required information and give to the BSM so your reimbursement can be processed.
- Items purchased for personal use should NOT be shown on docket[s – petrol docket[s need to remain on the docket.
• Items should be paid for with cash/debit card i.e. do not use personal credit cards and do not use personal customer club cards, discount cards, rewards cards, flybys, etc.

**Corporate Cards:**

• Staff with corporate cards should only make purchases from suppliers who are able to provide a tax invoice/receipt. Please circle your card number, the total, any GST paid, and make sure you stamp the docket with the goods received stamp detailing the required information.

• Purchases should only be made for goods for which you have control of the cost centre – i.e., your class/students cost centre. Please ensure you have sufficient funds in your cost centre to cover any purchases you make. You are not able to make purchases from a cost centre which you aren’t responsible for – i.e. Literacy, Library, Equipment Purchases, PE, etc.

**Camps**

Teachers should consider early in Term One their plans for camp activities. This information is required in the calculation of teacher aide ADO’s.

Teachers must complete a Community Activity Risk Assessment, Variation to School Routine and permission note prior to engaging in a camp. The Variation to School Routine assists in calculating the cost of the school camp and generates the invoice to be issued to parents for payment.

Please make sure that parents and carers are aware that students can only attend camp if the camp fee has been paid in full prior to the camp date.

**Bus Fuel**

If you are driving the bus and it need to be filled up please use the Caltex fuel card provided (not your corporate card), collect the docket from the petrol station and give to the Business Services Manager after you have stamped the docket with the goods received stamp completed.

**Collection of Money**

At the start of each term, teachers are required to submit an itemised list of all funds required to cover the cost of activities such as cooking and Community Based Learning. Parents then receive an invoice for these amounts.

All money collected by teaching staff should be entered on the appropriate collections sheet for each student and placed in the secured box in the staffroom with the form so that receipts can be recorded. Money must not be kept in classrooms as this increases the risk of theft.

Payment must be made either in full at the start of term or on a weekly basis. It is the teacher's responsibility to ensure all students pay their fees for these additional activities.

Please ensure that you do not overspend, i.e. do not spend more money than you collect for the activity. Any shortfall of student contributions towards activities will be taken from your class funds budget unless a prior arrangement has been approved by the principal to subsidise the activity with school funds.

4.5 **Leave**

**Sick**

• In the case of sick leave please call the Principal on 0410 337 221 before 8:30pm on the previous night or between 6.00 a.m. – 7.00 a.m of the morning you will be away.

• Please give advanced notice of sick leave if you are able

• Departmental policy states that sick leave may be taken for up to three days without having a doctor’s medical certificate.

• Please give all medical certificates to Administration on return to work.
Long Service and Special

The Department requires notification of two terms for Long Service or Special Leave. See the Principal or Business Services Manager.

4.6 Security

Each classroom is equipped with computers and other valuable teaching tools. To ensure security, please make sure that storerooms and classrooms are locked when they are not being used. Staff bags should be kept in a locked area of your working space.

In most circumstances, it is the cleaners’ responsibility to ensure that the school is secure before they leave the premises. However, if a teacher remains in a classroom after the cleaner has cleaned the room, the responsibility of securing that room lies with the teacher.

4.7 Marking the Student Roll

The Student Roll must be marked each day. The rolls are delivered to classes on Monday mornings and collected on Friday afternoons.

4.8 Photocopying & Laminating

A photocopier and laminator are located in the workroom. All staff require a pin code to access the photocopier.

All photocopying is stored in the photocopier to help reduce unnecessary printing and costs. Please follow the instructions on the top of the photocopier to print your stored documents.

4.9 Student Absences

Parents should be encouraged to notify the school when their children are sick or not attending school for any other reason.

Teachers should use the communication book to enquire about the child’s health or reason for absence if the parents have not informed the school by the time the child has returned to class.

4.10 Borrowing School Equipment

Staff are permitted to borrow school equipment to assist in preparing lessons or familiarising themselves with the use of the equipment. Approval must be given by the BSM or Principal. The Equipment Loans Register must be completed before removing the equipment from the school.

4.11 Lost Property

Any unnamed items of clothing or student belongings that are found in the playground should be placed in the lost property box located in the shower room of the admin block. Items belonging to staff should be placed in the staffroom.

SECTION 5 – SAFETY

5.1 Workplace Health and Safety

The prevention of workplace related injuries and illness is a key component of making our school a safe, supportive and productive learning environment. Many of the injuries that occur in schools are preventable and it is our aim to help all staff minimise the risk of preventable injuries and accidents.

Training in key areas will be offered to staff from time to time and it is expected that all staff will avail themselves of this training. If you have a Workplace Health and Safety (WPHS) concern please notify the Workplace Health & Safety Officer.
5.2 First Aid and CPR

A number of staff have undertaken First Aid & CPR Training. All staff are encouraged to undertake such training with course fees being subsidised by the school. Staff members attending to an injury or accident:

- requiring only a band-aid or ice-pack must complete the “First Aid Report Form” which is located in the office
- requiring more than a band-aid or ice-pack must complete an “Accident / Incident or Dangerous Event Form” which is available from Administration. These incidents MUST also be reported to the WPHS officer who will investigate the incident and complete the appropriate investigation form.

5.3 Immunisations

All staff are encouraged to be immunised annually against the flu. This cost is covered by the school.

5.4 Vehicle Accidents

The school owns two buses that are used for transporting staff and students for a variety of outings and community access programs. Staff should ensure that a mobile phone is always taken on all school outings. In the case of an accident:

- Telephone emergency services (if necessary)
- Provide whatever first aid is required
- Telephone the school and give the names & condition of all the people involved to allow Administration to contact parents and families

5.5 Lock Down Procedure

In the event that students and staff must remain in the classroom due to an external threat, staff will be notified over the intercom and by an alarm system that there is a lockdown situation occurring.

All students should remain in class, or if outside, should proceed to the nearest classroom to take refuge. If possible, all external doors/windows should be closed and locked. Administration staff will signal when all is clear by communicating via the intercom.

5.6 Evacuation Procedure

A site plan of the school is displayed in a prominent position in each classroom and details the actions for the evacuation of the premises for any emergency that may arise (eg. fire, bomb threat, gas leak, etc.).

The procedures are clearly defined and contain a plan of the school showing exit pathways and assembly points with fire fighting equipment and hydrants marked, along with main electrical switchboards. Regular drills are carried out, with a record of these being kept by Administration.

In the case of bomb threat the person answering the call should:

- Record the time of the call
- Write down what is said
- Try to keep the caller talking while someone else rings the police. (Questions such as “Where is the bomb?” “What is the bomb in?” “When is it timed to go off?”)
- Note any background noises, etc. that may assist in locating or identifying the caller
- Do NOT replace the receiver even though the caller may have done so
- Use another line if necessary to call the police, etc
SECTION 6 - MEDICAL

6.1 Medication Administration

DETE has a strict policy regarding the administration of any medications to students. The Administration Officer keeps a register of medications to be administered.

The Medication Register is to be used to record details of medication, prescribed by a student’s medical practitioner that has to be administered at school or at a school approved activity. The registry includes details such as:

- A written request from the parent/carer/guardian must be received before any medication is administered
- A letter from the doctor is required to indicate the reason medication is required and the prescribed dosage
- Clear, written instructions to be given by the pharmacist on the original container
- The pharmacist’s instructions are to be followed
- At no time should any medication provided for one student be administered to another
- Unless otherwise arranged with the Principal, all medications are to be administered at the office (exceptions include excursions, camps, etc.)

Please note:

- Teachers or any other person on the school staff should not administer non-prescribed medications. This includes analgesics and other over the counter medications
- Any other forms of administration (e.g.: rectal, injections, etc.) are to be conducted by a qualified nurse or trained staff members who have been assessed by the school nurse
- Replenishment of medications is to be transported in a pharmacy container showing all details of medication and its administration
- If a student requires medication whilst on camp, only sufficient medication to cover the period for which the camp is operating, should be accepted from the parents.

Some students with specialised health requirements are required to have a Specialised Health Plan which is written by the school nurse and approved by the student’s parents. These plans may include management for Epilepsy, Diabetes or Anaphylaxis and must be followed at all times.

6.2 First Aid Kits

First Aid Kits are located in the Administration Block and also in the school bus. For replenishment of stock, please see the Work Place Health & Safety Officer.

6.3 Head Lice & Other Infectious Diseases

If a student in the school is found to have head lice the student’s teacher is to write a note in the home communication book asking the parents to treat the condition. Attempt to minimise contact with other students. For information on Infectious Diseases and their exclusion periods please refer to section 7.3.
7.1 School Plan

[Diagram of school plan with labels for different areas such as Art Room, Class Block, Covered Play, etc.]

Multi Purpose Court
Below is a list of common infectious diseases and the requirements for medical attention for those illnesses.


<table>
<thead>
<tr>
<th>Condition</th>
<th>Time Off and Treatment</th>
<th>Contacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chicken Pox</td>
<td>Exclude until fully recovered or at least 5 days after the eruption first appears. Note: some remaining scabs are not an indication for continued exclusion.</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Conjunctivitis</td>
<td>Exclude until discharge from eyes has ceased</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Glandular Fever</td>
<td>Exclusion is not necessary</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Hepatitis A</td>
<td>Exclude until receipt of a medical certificate of recovery, but not before 7 days after the onset of jaundice.</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Hepatitis B</td>
<td>Exclusion is not necessary</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Hepatitis C</td>
<td>Exclusion is not necessary</td>
<td>Not excluded</td>
</tr>
<tr>
<td>School Sores</td>
<td>Exclude until appropriate treatment has commenced and sores on exposed surfaces are covered with a dressing.</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Measles</td>
<td>Exclude for at least 4 days from the appearance of the rash.</td>
<td>Immunised contacts are not excluded. Non-immunised contacts should be excluded until 14 days after the first day of appearance of rash in the last case. If non-immunised contacts are vaccinated within 72 hours of their first contact with the original case, they may return to school.</td>
</tr>
<tr>
<td>Meningitis</td>
<td>Exclude until well</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Mumps</td>
<td>Exclude for at least 9 days after onset of symptoms.</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Ringworm, Head Lice</td>
<td>Exclude until day after the treatment has commenced.</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Rubella (German Measles)</td>
<td>Exclude until fully recovered or for at least 4 days after the onset of the rash.</td>
<td>Not excluded. Note: Female staff and students of child bearing age should ensure that their immune status against Rubella is adequate.</td>
</tr>
<tr>
<td>Whooping Cough</td>
<td>Exclude for 5 days after starting antibiotic treatment.</td>
<td>Exclude non-immunised household contacts aged less than 7 years for 14 days after the last exposure to infection or until they have received 5 days of a 14 day course of antibiotics.</td>
</tr>
</tbody>
</table>
7.3 Class Telephone Extension Numbers
### Staff List

<table>
<thead>
<tr>
<th>NAME</th>
<th>ROLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nicole Finch</td>
<td>Principal</td>
</tr>
<tr>
<td>Samantha-Leigh Cooper</td>
<td>Head of Curriculum</td>
</tr>
<tr>
<td>Sue Everett</td>
<td>Business Services Manager</td>
</tr>
<tr>
<td>Kerry Bellas</td>
<td>Administrative Assistant/Teacher Aide</td>
</tr>
<tr>
<td>Simon Purton</td>
<td>Schools Officer</td>
</tr>
<tr>
<td>Charlie Buckley</td>
<td>Cleaner</td>
</tr>
<tr>
<td>Bernadette Brown</td>
<td>Cleaner</td>
</tr>
<tr>
<td>Sonia Moyle</td>
<td>Teacher</td>
</tr>
<tr>
<td>Deb Tighe</td>
<td>Teacher</td>
</tr>
<tr>
<td>Courtney Smith</td>
<td>Teacher</td>
</tr>
<tr>
<td>Bianca Fuerst</td>
<td>Teacher</td>
</tr>
<tr>
<td>Lee Warwick</td>
<td>Teacher</td>
</tr>
<tr>
<td>Steve Morish</td>
<td>Teacher</td>
</tr>
<tr>
<td>Jessica Parker</td>
<td>Teacher</td>
</tr>
<tr>
<td>Debbie Weir</td>
<td>Teacher Aide</td>
</tr>
<tr>
<td>Cheryl Stephan</td>
<td>Teacher Aide</td>
</tr>
<tr>
<td>Penny Mourilyn</td>
<td>Teacher Aide</td>
</tr>
<tr>
<td>Kerri-Lee Dudgeon</td>
<td>Teacher Aide</td>
</tr>
<tr>
<td>Glenda Blyton</td>
<td>Teacher Aide</td>
</tr>
<tr>
<td>Siylva Sandall</td>
<td>Teacher Aide</td>
</tr>
<tr>
<td>Julie Kennedy</td>
<td>Teacher Aide</td>
</tr>
<tr>
<td>Robyn Forster</td>
<td>Teacher Aide</td>
</tr>
<tr>
<td>Zac Hillas</td>
<td>Teacher Aide</td>
</tr>
</tbody>
</table>