



**PORT AUGUSTA SPECIAL SCHOOL**

**STAFF HANDBOOK**

**2021**

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## **SECTION ONE - GENERAL INFORMATION**

### **SCHOOL STATEMENT**

***Our purpose is to provide the best possible education for our students.***

The Port Augusta Special School provides a broad and balanced education to students with an intellectual disability.

***Our commitment to students is*** to provide a high quality education for all students to equip them to be life long learners.

***Our commitment to parents is*** to provide a collaborative approach to ensure the best possible learning outcomes for the students.

#### **Our Vision:**

At Port Augusta Special School we value:

- All people's contributions
- Trust, respect and tolerance
- Honesty
- Innovation, individuality and flexibility
- Cooperation and mutual support
- Achievement

#### **Our learning environment:**

- Is safe, secure and encouraging
- Meets the individuals educational and therapeutic needs
- Is enjoyable and exciting
- Extends beyond the school and incorporates the wider community
- Is student centred
- Supports inclusion
- Is enhanced by networking with support agencies

#### **Everyone can expect to:**

- Feel welcome
- Be consulted and fully informed
- Have their needs met
- Have opportunities for professional development
- Receive cooperation and support
- Have their efforts recognised.

#### **Our school provides:**

- Members of the school community with clear expectations and direction
- Students with educational and social life skills
- A curriculum consistent with current educational thinking, meeting mandated requirements
- IT including computers and iPads are used as a tool across the curriculum
- Equitable distribution of resources
- Expertise and support service to other schools
- Students with opportunities to investigate future pathways and develop a transition plan.

### **TEACHING & LEARNING**

#### **1. CURRICULUM DELIVERY**

The curriculum at Port Augusta Special School is broad and balanced and prepares students for independence and participation in their local community.

Australian Curriculum is the mandated curriculum and is the basis for curriculum design and modification to meet student needs. The Early Years Framework is a resource document to support learning for Reception/Year 1 students. SACE students access curriculum largely shaped by the requirements of the *SACE Modified Subjects*.

The One Plan developed for each student describes the adjustments and supports required for success. Parents are invited to participate in the negotiation of individual education programs for their child. It is the responsibility of the class teacher to implement and monitor this process.

The class teacher will be responsible for planning, implementing, evaluating and reporting on student learning assisted by ancillary staff.

## 2. ASSESSMENT & REPORTING

Assessment and reporting practices are integral to improving student learning outcomes. The practices need to inform students about their progress and achievement and to assist them to take responsibility for aspects of their own learning.

Parents and caregivers need to be well informed about student progress and achievement, so they are better placed to support their child's learning. They are informed of progress towards the One Plan. Goals by the teacher. Parents are encouraged to request interviews regarding their child's progress at any time.

Staff have a responsibility to be well informed about the development of students' knowledge, competencies, skills and understandings. They can evaluate and modify their programmes on the basis of the assessment information. In line with the whole school agreement every class has a folder containing a range of assessment tools to assist with the collection of student learning data. A range of other inclusive assessment strategies can be utilised to inform teaching and learning programs. Student self assessment is encouraged whenever possible.

Assessment is based on demonstrated progress towards the goals identified in the One Plan. These will have been framed using the Australian Curriculum. The curriculum statements for each area of study provide the breadth and depth of what is to be taught and assessed and teachers identify the criteria for assessment as part of programming.

At SACE level, learning and assessment plans record the assessment tasks for students to complete a SACE unit of work. The criteria that are used by teachers to assess each task are derived from the subject framework for each subject and need to be clearly articulated to students so that they know what is expected of them.

With parental written consent, students at Port Augusta Special School students are exempt from the NAPLAN.

### Reporting

Planned reporting by teachers to students and parents will occur twice a year. In Term 2 and 4 a written report will detail student progress supported by a Student Learning Portfolio.

Ongoing evidence of learning will be maintained by teachers that will best support their programs.

A copy of all written reports is included in the students' school file.

Staff are referred to:

- [DECD: Curriculum, Pedagogy, Assessment and Reporting Policy for Reception Year 10 – 2013](#)
- [DECD: Children and Students with a Disability Policy - 2014](#)

## 3. ONE PLANS

It is mandated that all students who attend this school will have a One Plan. It is the responsibility of the classroom teacher to complete the One Plan in consultation with parents/carers and carry out reviews each term as a minimum requirement.

A copy of the One Plan is to be placed in the student's school file and to be referred to as a planning document.

The Principal is the manager of the One Plan planning process, and may be present at the students' first One Plan meeting. After this the Principal/Deputy Principal will attend at the request of the teachers or parents/carers. Participants in the process may include::

- Parents/carer, who may request an advocate to attend as well
- student - as appropriate
- staff - as appropriate
- support services personnel, as appropriate e.g. speech pathologist.
- other agencies, as appropriate e.g. Autism SA, Novita.

The One Plan records the agreements necessary for student's participation in the curriculum. It will outline priority goals in the required areas of study for R-10 and SACE Modified for SACE students. The One Plan is also used in planning transition from school to post-school options. The One Plan will also document behaviour development strategies for individual students.

- Student One Plans focussing on literacy, numeracy, information technology and personal development goals are to be set for each student using SMARTAR goal setting strategies. Learning goals for each student are to be displayed in classrooms using the agreed format. (see Assessment Folder)
- At any time a review of the One Plan may be initiated by parents, students, staff or the other agencies involved in the formulation of the plan.

## DUTY OF CARE

ALL staff at ALL times will exercise their duty of care for students. Students must not be left alone with support staff. Line of sight from a teacher or the presence of a teacher is mandatory.

### Reference documents:

- DECD : Duty of Care

## 1 MEDICAL EMERGENCIES

Staff will:

- Stay with the student and call for assistance from the First Aid Officer or a staff member with “First Aid in Centres and School” training.
- Call an ambulance, or enlist another staff member to call, if required and inform the Principal.
- Not move the student unless absolutely necessary. Comfort them and try to keep them warm, conscious and relaxed.
- Contact parents/carers as soon as possible.

An accident report form (ED155) must be completed by the duty teacher in consultation with any adults present. If an ambulance is called, the incident will be recorded in IRMS (DfE online response system) by the Principal.

## 2 MEDICATION

It is the responsibility of the class teacher to ensure medication is given and appropriately recorded. It will be administered in line with the DfE “Medication Management” procedures in accordance with the ‘Health Care Plan’ provided by the medical practitioner and recorded in the student’s individual ‘Medication log’. Medication is to be stored in a locked medication cupboard in the classroom and only to be administered if it is in the correct container, clearly labelled with dosage instructions.

Information relating to students (with serious allergies/Asthma/epilepsy) will be maintained in the classroom information folder.

### Reference documents:

- DECD “Medication Management” frequently asked questions - 2014
- Site : Medication Incident Report

## CONFIDENTIALITY

All student information is confidential. This will include information about parents or caregivers. It will be shared within school only on a need-to-know basis. No information will be passed out of school unless specific parent / caregiver approval is given in writing.

Staff are expected to exercise a high degree of professional judgement and ethical practice when providing information from or about, the school.

Staff must exercise extreme caution in the use of social media sites to ensure that confidentiality about the worksite, colleagues and students is maintained.

### Reference documents:

- “Code of Conduct for Public Sector Employees “
- “Protective Practices for staff in their interactions with children and young people”

## SECTION TWO - ADMINISTRATION & DAILY ROUTINES

### ADMIN FOLDER

Each class has an Admin Folder (one is also kept in the staffroom) which contains all forms required by the site and DfE. These forms are:

- VL158 - Long Service Leave form
- VL 197 – Special Leave form

- ED155 - Injury Report form)
- Requisition form
- Hazard/Miss form
- ED 169: Application to Conduct an Excursion form
- ED 170 - Student parent consent form
- Risk Assessment form
- "Leaving School" Information slips
- Headlice notice
- Permission to Travel (for PD purposes)

Electronic copies of all forms can be found on:-  
School Data (S:) Resources/ADMIN folder forms

## ATTENDANCE

The Roll Book is a LEGAL document. Classroom teachers record attendance by completing the daily roll book, using the appropriate codes of non-attendance. If a student has an unexplained absence, then the teacher will follow up the next day with a phone call. The Attendance team consisting of the Principal/Deputy Principal, AET and ACEO, along with Class Teachers will monitor student attendance on a weekly basis. Information around absences is collected and documented by the Administration Officer, who then cross references it with Class Roll Books.

Where a pattern of non-attendance or lateness is identified then the teacher or member of the attendance team will contact the parent/caregiver and/or refer to the DfE Support Services Attendance Officer.

### Reference Documents

- Site : Attendance Policy

## BUSES, USE OF

Staff driving the school buses must have the appropriate driver accreditation and will ensure students are transported safely while on school programmes. Bus drivers must adhere to all legal requirements of the road safety codes and will be personally responsible for any breaches of the law.

A roster for the use of the school buses to support learning programmes is negotiated throughout the school year to ensure equitable access for all classes. Booking sheets are on the wall in the staff room.

Bus maintenance occurs monthly and during school holidays and is organised by administration staff.

Bus keys are available from Front Office staff. "Students Leaving School" Information slip is to be filled out before collecting keys.

## COMMUNICATION, EFFECTIVE

### **(a) Staff Communication**

All staff are expected to be familiar with and utilise the following forms of communication within the school. It is the responsibility of each individual to keep themselves and others informed. Effective teacher/SSO communication is vital to maximise individual learning experiences provided for students and assessment to inform future planning.

- **DAY BOOK**

This is the main form of communication to inform/notify/remind staff of the day's events, visitors to the school, staff absences, general business and is located in the front office.

Any staff member may make entries in the day book.

A sign in/out section is used for individual staff leaving and returning to school during the day.

All staff are to sign in and out at the beginning and end of the day in the day book.

- **YEAR PLANNER - Staff Room**

The board displays events for the year which will affect some or all groups within the school. It is the responsibility of individual staff members to update their own records.

- **STAFF PIGEON HOLES - located in Teacher Prep room**

Each staff member has a pigeon hole/box which is used for personal or classroom notes/messages. It is necessary to check these several times a day and to clear them regularly.

- **NOTICE BOARDS / STAFFROOM WHITEBOARD**

Noticeboards throughout Admin are used for display of staff information including: Rosters, SSO News, AEU News, Work Health and Safety, Professional Development and important notices/decisions.

- **DfE INFORMATION**

DfE sends important information to staff via (LearnLink) email. This includes payslips.

Staff are reminded to regularly check emails and use the DfE website and Employee Information Kiosk. Absences must be loaded online in EIK.

### **(b) Parent/Carer Communication**

Teachers are expected to develop an effective partnership with parents/carers to support student learning. Communication with each student's family may be through a diary, verbal or phone messages. We encourage verbal comments in the form of phone calls, informal chats and/or formal meetings to keep parents up to date with their child's development and review the One Plan for their child.

It is advised that staff keep a log of communications with parents/carers for future reference.

### **NEWSLETTERS**

Are published and distributed in weeks 3, 6, 9 of each term.

Classes are encouraged to contribute to the newsletters.

### **OTHER NOTES**

Classroom notes (that are sent to each family) must be sighted by the Principal or Deputy before distribution and a copy supplied.

### **(c) Student Communication**

Positive working relationships with students are based on communication. We have a whole school approach towards staff/student communication recognising the importance of communicating with each student according to their skills and abilities, utilising visual aids and tools such as PODD. Staff need to maximise opportunities for students to voice their needs and wants, assisting them to develop their skills to communicate accurately and appropriately. This can be effective through use of the PODD.

When students are using inappropriate behaviour to communicate, staff are expected to consider the purpose of the behaviour first before responding to the behaviour itself. E.g. a non-verbal student may be agitated and becoming angry because they need the toilet whilst a teacher insists they complete a task.

Students who are late or leave school early must be signed in or out in the "Student Book" at the Front Office.

### **CONSENT FORMS**

Parental consent is required for all excursions. Three types of consent forms are used

- The standard DfE forms, ED169 and ED170 are required for all excursions where a student leaves the school grounds. The forms must be completed and endorsed by leadership PRIOR to the excursion. A student CANNOT leave the school grounds without parental consent. Copies of all necessary forms are in the class ADMINISTRATION folder.
- Additional forms for swimming or camps, or when additional information (medical etc.) is sought.
- Students involved in work experience placements will also be required to complete appropriate consent forms.

Staff will also need to be aware of and follow custodial orders where they are applicable.

### **CORRESPONDENCE**

Mail is received and sorted by office staff. The relevant mail is forwarded to staff pigeon holes. Information to staff may be distributed via email or staff pigeon holes. Staff are requested to check these regularly.

### **ENROLMENTS**

This school provides a learning environment for students with an intellectual disability. Prior to any enrolment, appropriateness of the program is determined for each child in discussion with the Principal,

school staff, parents and others associated with the child's development. Students must be assessed and verified by the DfE Psychologist before enrolment.

## FIRST AID KITS

First Aid kits are located in the classroom block, in the staff room and in each bus.

Kits can be replenished from stocks held in the Admin Office and the contents of each kit are reviewed regularly.

There is an Asthma Kit in each bus as well as in the front office and classroom block.

A Burns Kit is located in the Student kitchen and Staffroom.

## INCLEMENT WEATHER (hot/cold weather)

- **Wet Weather** – regular outside play suspended for that playtime and students to be directed to undercover play areas or supervised by rostered on staff for inside play.
- **Hot Weather** - When the forecast temperature is 37°, a risk assessment based on current weather conditions will be undertaken by the Principal/Deputy and the decision relayed to all classes, usually via intercom.

## Reference documents

- Sun Smart policy
- Site Inclement Weather procedure
- DECD Inclement Weather Procedure

## KEYS

All staff are issued with a fob to open 4 main access doors, a key for doors, a key for all internal gates and a key for some external gates. The key register must be signed for all keys.

It is the responsibility of the staff member to ensure the safe keeping of keys. They are not to have any marks or identification that could link them to the school.

The key safe contains the original copy of every key used within the school and shared keys including the bus keys. The key safe is the responsibility of Leadership and Admin staff.

## MEDIA

The Principal has sole responsibility for all media management.

## MOBILE PHONES - school mobiles/personal mobiles

1. A mobile phone (0458 692 058) is allocated to a bus when on excursion. It is a requirement that a mobile phone is taken whenever a group leaves the school site. The mobile phone is located in the Front Office. Mobile telephone use when driving the bus is illegal. The driver will be responsible for any legal action if apprehended in breach of the law.
  - The Principal has a mobile phone (0439 768 178)
2. Personal mobiles – are not to be used whilst on duty with students. They are to be switched off or on silent. Staff are expected to respond to personal calls during their recess or lunch breaks.

## MONEY

Any money collected is to be handed to the finance officer and a receipt will be issued.

## NEWSLETTER

The Newsletter is sent out to the school community three times a term. A copy is sent to all local schools, every student and is also placed on the school website.



## PHOTOCOPYING / PRINTING

All staff have access to the Admin photocopier and Computer Room printers for curriculum/ classroom purposes. Private copying must be recorded and paid for. All staff are asked to adhere to copyright regulations.

## PURCHASING

An "Internal Requisition Form" must be completed for all purchases. Refer to the "risk assessment" to determine the need for an MSDS. Should an MSDS be required your WHS rep can assist. All requisition forms need to be lodged with the Finance Officer. Staff are not authorized to use school accounts at local businesses. Teachers are responsible for purchases that relate to classroom consumables budgets. Any low value non hazardous goods bought by staff can only be reimbursed on approval by the Principal prior to purchase. Purchases must not include any rewards scheme, discount card or private membership card ie Flybuys, Spotlight card, Woolies card. Dockets need to be retained for reimbursement. Expensive items will require a requisition form (e.g. items that cost \$20 and above)

## SCHOOL TIMES

Taxis deliver students to school between 8.30am and 8.45am.

School times are as follows:

8.50am	Class time begins
10.30am – 11.00am	Recess
12.30pm – 1.00pm	Lunch
3pm	Students Dismissed

During all breaks and before and after school, there will be staff on duty. Before school, staff will be on duty from 8.30 am and after school, staff will be on duty until 3.30pm or until the students have safely left.

Teaching staff are required to be in the classrooms before 8.30am to receive students.

School crossing on McSporran Crescent will be monitored after school Tuesday-Friday by a rostered teacher.

## SECURITY / SECURITY ALARMS

The classroom teacher is responsible for securing all property in their classroom. Doors and windows must be locked when there is no staff member on campus. The last staff member to leave will have the responsibility for locking up and must ensure alarms are on. School equipment in transit must be left in a locked vehicle.

## SIGN IN / SIGN OUT

All staff must sign in and out at the beginning and end of each day.

Should staff leave the school site during the day, they are to record their absence in the day book and notify the office as to their whereabouts, and approximate return time.

## SMOKING

It is DfE policy that all sites are non-smoking areas. Accordingly all areas of Port Augusta Special School are non-smoking areas including the school buses. Smoking in view of students is prohibited.

## STAFF MEETINGS

- Meetings are held weekly at 3.15pm
- Attendance for teachers is compulsory.
- Ancillary Staff attend on a voluntary basis
- Teacher absence from staff meeting needs to be negotiated with the Principal.
- An agenda for the meeting will be in the Staff room prior to the meeting and all staff can add items to the agenda for consideration.
- Minutes are to be recorded and left in the Staff Meeting folder located in the staff room.
- This meeting will aim for decision making by consensus.

- Part time staff, staff not present at staff meetings are expected to have read the staff minutes allocated in the folder in the staffroom, in a timely fashion

### **Ancillary Staff Meetings**

- Meetings will occur twice a term or as required.
- Minutes are to be recorded and left in the Ancillary Meeting folder located in the staff room.
- Meetings are usually held in school time

### **WHS Meetings**

- WHS Committee to meet twice a term

Minutes from all meetings (including WHS & PAC) are placed in the appropriate folders in the staff room and it is the responsibility of individual staff to read the minutes.

### **TIMETABLES**

Teaching staff are to prepare timetables of their planned programmes.

The timetables are to be on display in the classroom. A copy of class timetables is to be provided to Admin.

## **SECTION THREE - POLICIES AND PROCEDURES**

### **BEHAVIOUR DEVELOPMENT**

The policy is provided in class admin folders.

We have a Positive Behaviour Support Approach.

#### **Reference document**

- site policy - "Responses to the levels of Behaviour"

### **CAMPS AND EXCURSIONS**

At the start of each term an excursion meeting takes place to approve excursions for that term.

Teachers provide the necessary completed forms to the committee and discuss the excursion and intended learning. All Excursions and Camps will adhere to DfE Guidelines. The necessary forms include:

- an ED169 is to be completed for any event that occurs beyond Pt Augusta.
- an ED170 must be completed and signed by the parent/carer for each student that is attending the excursion.
- a Risk Assessment must be completed.

One staff member will nominate as co-ordinator and take responsibility for the arrangements and required documentation and medication.

The co-ordinator is responsible for security of and giving medication, but may delegate this duty if required. Photocopies of emergency information relevant to each student must be taken and returned to the office afterwards.

Staff to student ratio will be negotiated with the Principal and be based on WHS (Risk Assessment) criteria. At least one member of staff will have current first aid or basic casualty care certificate.

#### **Reference documents**

- ED169, ED170, Risk Assessment
- site policy: "Managing an off-site incident"
- DECD Camps and Excursions Guidelines

### **COPYRIGHT**

Any material that is not COPYRIGHT may be freely copied. FREE COPYING: = NO RECORDING

Allowable is - One copy of: one chapter or 10% of a book (whichever is more), one article from a periodical and multiple copies of: 1% or 2 pages (whichever is more) once every 15 days.

The above must not include - Artistic work - Music - Poems - Any whole works

ANY OTHER COPYING MUST BE PAID FOR, THEREFORE IT MUST BE RECORDED.

COPYING ALLOWED IF RECORDED

- One copy of: a poem or words to a song if it is not available in that form.

- Multiple copies of: one chapter or 10% of a book.

- Each page copied MUST have - the date - the school number

## **ELECTRONIC MAIL AND INTERNET - USER AGREEMENT**

It is important for all staff to realise that using electronic mail (e-mail) and the Internet as an employee of this department requires them to comply with the DfE IT Policy and sign a User Agreement. This must be renewed at the beginning of each year.

### **Reference documents**

- DECD IT Policy and User Agreement

## **GRIEVANCE PROCEDURES**

It is expected that staff, parents/carers and students will adhere to standard grievance procedures.

- 1) Discuss grievance with the individual concerned,
- 2) If unresolved discuss it with the Principal confidentially.
- 3) If still no resolution external measures are taken to resolve the issue/concern. This can mean involvement of staff from the Education Office

All staff have the right to discuss any issue with the Principal at any time. If the matter is serious, for example, contravention of regulations or school policy, then concerns need to be immediately discussed with the principal, the matter documented and appropriate action immediately taken.

### **Reference documents**

- DECD Grievance procedure
- site policies

## **MANDATORY NOTIFICATION**

It is an expectation of DfE that all staff are trained in Mandatory Reporting. The DfE policy: Child Protection - is available for further information. RAN online training is available.

If a mandated report is made a notification form must be completed and handed to the Principal. These are available on the board in the staffroom.

## **PERSONNEL ADVISORY COMMITTEE (PAC)**

A Personnel Advisory Committee (PAC) has the following membership

- The principal (or nominee)
- An AEU (SA Branch) nominee elected by the financial members at the school
- An equal opportunity representative elected by the staff.
- Where matters are to be discussed which will have an impact or potential impact on non-teaching staff, a non-teaching staff member is also to be included on the PAC.

## **PLAYGROUND SUPERVISION**

All staff will provide supervision in the playground as required. If they are unable to carry out playground support duty it is their responsibility to negotiate a replacement. The Play Support Roster is displayed in the staffroom and a copy provided for staff. Staff are required to be on time at the start of play and follow up students who need support to return to their class. Structured Play activities need to be organised before the duty particularly if resources are required.

### **Reference document**

- site policy - "Playground Supervision"

## **SUN SMART POLICY**

Staff should be aware of the risks they are exposing themselves, when outdoors, particularly Terms 1 & 4.

- Schedule outdoor activities before 10.00 am (11.00 am at Daylight Saving Time).
- Outdoor activities to be held in the shade whenever possible.
- Staff and students are to wear hats when outdoors, especially in terms 1 & 4.

### Reference documents

- site policy - “ Sun Protection”

## WORKING IN ISOLATION

Staff working at the school, when alone, at whatever time of the day should, in addition to the safe work practices normally followed, take precautions to ensure that they are safe (i.e. lock all doors). The principal must be informed when staff are working on site at weekends and evenings.

### Reference document

- site - Working in Isolation” guidelines

## SECTION FOUR - ROLES & RESPONSIBILITIES

### PRINCIPAL

The Principal is responsible and accountable to DfE and the Educational Director for the day to day operations of the school. The Principal has the responsibility to lead teaching and learning by:

- Developing self and others
- Leading improvement, innovation and change
- Leading the management of the school
- Engaging and working with the community.

### TEACHERS

The role of teachers is to facilitate student learning in a safe environment. Teachers are responsible to the Principal for the effective and efficient implementation of these tasks.

**Teaching Practice** The teacher should apply curriculum knowledge and teaching methods that facilitate successful student learning in line with the National Professional Standards for Teachers, Whole School Agreements and the Site Improvement Plan.

**Student Needs** The teacher should respond to the needs, rights and contributions of all students and take into account their gender, abilities and geographical, cultural, linguistic and social-economic backgrounds in order to promote inclusivity.

### ANCILLARY STAFF

Ancillary staff – Admin and Classroom SSO’s, HSO’s, ACEO and ICT SSO have agreed role statements to support their work.

### HEALTH SUPPORT OFFICER (HSO)

The primary role of the HSO is to provide invasive and personal care (such as management of naso-gastric feeds or feeding by gastronomy) under the delegation of health care professionals. They must follow the student’s personal health care plan without deviation. We presently do not have any HSO staff employed.

### GOVERNING COUNCIL

- An elected body of parents, teachers and community people who meet twice per term, in weeks 4 and 8.
- Members are elected at the AGM., generally held in March. The Principal is an ex-officio member.
- Any person can attend and contribute to school governing council meetings. Only members have voting rights.
- School Governing Council's roles include:
  - informing the school about community needs
  - representing the needs of the whole school community
  - informing the community about the school
  - managing school finances

- fundraising
- overseeing school facilities
- informing DfE of any improvements needed to the facilities

## **SECTION FIVE - WORK HEALTH SAFETY**

### **WHS POLICY**

Under the WHS Policy, all members of staff have a responsibility to be familiar with the directives of the policy and implement them in a way to ensure their own and others safety.

SPECIFICALLY Principals have a responsibility to meet the requirements of the legislation and the objectives of this policy at the local level by:

- Identifying and monitoring hazards in their location.
- Assessing the degree of risk associated with hazards.
- Designing safe work practices to eliminate or reduce risk.
- Ensure that the staff profile includes trained OHS&W representatives and log date of training.
- Consultation with and encouragement of the health and safety representative and staff to participate in preventative measures.
- Consideration of health and safety issues when making changes to work practices or commissioning new equipment.
- Ensuring the prompt and accurate reporting of accidents.

**WHS Representatives are elected by their work groups to represent the interest of the group in matters affecting health and safety.**

**The Representative may:**

- Carry out inspection of the work place as a routine or preventative measure.
- In case of an accident or dangerous occurrence, immediately inspect the location to assess risk to any person.
- Where a dangerous situation persists, issue default notices and / or direct work to cease.
- Accompany an inspector during a visit of the work place.
- Investigate complaints relating to health and safety made by employees.
- Accompany employees if requested by them to interviews or employers about health and safety issues.
- Make recommendations to the management on any matter that relates to the health, safety or welfare at the work place.

**Employees have a responsibility to:**

- Act in a manner which protects their own safety and that of other employees and students.
- Use with care, equipment supplied for health and safety purposes.
- Promptly report to the Principal/Deputy Principal/WHS Representative accidents, injuries and dangerous occurrences at the work place.
- Comply with reasonable instructions from Principal/Deputy Principal, regarding health and safety measures.
- Be aware of policies and practices which affect health and safety at their work place.
- Support the role of their elected Health and Safety Representative.

**Election of WHS Representatives:**

The WHS representative is to be elected from the staff at the beginning of each year.

**WHS Committee**

A Work Health Safety Committee will consist of a member of the leadership group, WHS Representative and representatives from the work groups within the school.

The Committee meets a minimum of twice a term at a mutually agreed day and time.

Minutes are kept for each meeting.

WHS is a standing item on the agenda of all meetings.

### **ACCIDENT & INJURY MANAGEMENT (for staff)**

An Accident / Injury report form (ED155) must be completed when a staff member has an injury/accident at school or on an excursion. On completion of the ED155, it should be passed to a member of the school leadership team ASAP .

Staff need to complete appropriate "Work Cover Injury" forms if medical treatment is sought as part of an injury / accident that occurs on site or during an excursion.

### Reference documents

- ED155
- Work Cover Injury Management Folder (in WHS cupboard)

### ASBESTOS REGISTER

Not applicable at this site.

### ELECTRICAL EQUIPMENT

All electrical equipment must be inspected by the user before it is used to check for the tag verifying its safety and a visual check for frayed/damaged cord, signs of damage, loose connections. If any faults are noticed the equipment is to be removed from service and the Principal notified. Damaged equipment will be repaired or replaced.

Electrical safety testing is carried out annually.

Trip testing of circuit board mounted RCDs is carried out at the beginning of each school year.

### EMERGENCY PROCEDURES

Emergency Procedures including a map displaying evacuation routes, Members of the Emergency Response Team and Emergency Phone numbers are displayed across the school and on the WHS Display board. Evacuation and Invacuation Drills occur randomly each term.

### FIRE WARDEN

The fire warden is elected annually. Opportunity will be provided for training.

The fire warden is responsible for organising random evacuations and invacuations each term.

### HAZARD AND NEAR MISS REPORTS

All staff are requested to complete Hazard and Near Miss reports. The proformas are in the class Administration folders. Hazard and Near Miss Reports are to be checked regularly by the WHS Rep and Principal and be addressed as part of the regular WHS meetings and discussed at staff meetings.

### HAZARDOUS SUBSTANCE STORAGE

Any unavoidable hazardous substances within the school are recorded. Their location and quantity is appropriate to their use and potential danger. All substances that carry a warning label should:

- Be eliminated from the workplace where possible.
- Be recorded in the Hazardous Substance Register.
- Have a MSDS (Material Safety Data Sheets) available
- Not be accessible to students.
- Be kept under lock and key. Flammables and corrosives stored separately.

Where such substances are to be used by students, they must be under continuous and strict supervision. READ the relevant MSDS information. This includes some commonly used cleaning agents, such as Spray and Wipe.

Further information is available from the Chemwatch Database accessible from the DfE Intranet

### INFECTION CONTROL

It is important that all staff are aware of and implement consistent practices to eliminate the spread of infectious diseases.

Staff should be aware of their own occupational health and safety needs, as well as being seen to be role models for parents and other people.

A fully maintained first aid kit is available in the administration and the classroom building. There is a First Aid kit in each bus. A staff member is responsible for maintaining kits - please refer queries or requests to nominated member.

All staff are expected to use standard hygiene and infection control at all times.

All staff to encourage and supervise handwashing activities with students, particularly in relation to eating food and preparing food for cooking.

## MANUAL HANDLING

Lifting and handling students with disabilities requires consideration of

- Lifting and carrying techniques
- The need to provide and use additional equipment
- The provision of adequate space
- The team work approach.

At Port Augusta Special School there are mechanical / portable lifters and hoists available.

All staff are required to use this equipment when repositioning or moving students.

Staff must be familiar with and adhere to students individual lifting and repositioning plans.

Staff **ARE NOT** to manually lift students unless absolutely necessary.

All manual handling tasks are to be performed in such a way as to eliminate or minimise risk of injury to staff and students. Any lifting or handling procedure must also respect the dignity of students. Staff can seek training in lifting and handling techniques as required.

## SAFE OPERATING PROCEDURES (SOP)

- Are clearly displayed across all areas of the school
- Equipment which is hazardous is supplied with a SOP sheet before use.
- SOPs are displayed in the shed for any High Risk equipment e.g. Lawn mower, whipper snipper.
- A register of such equipment is held in WHS management folder.

## WORKPLACE SAFETY INSPECTIONS

All staff will undertake a major, formal safety inspection once per year, in lieu of staff meeting. The safety inspection will look at all aspects of safety and risk management of

- Machinery and equipment (sharp edges, inappropriate equipment, poorly maintained equipment, hot surface, electricity).
- Material (toxicity, corrosiveness, flammability, appropriate storage, weight).
- Physical Work Environment (slippery or irregular floors, cluttered walkways, blocked exits, noise lighting, air quality, excessive cold and heat).
- People and Tasks (fatigue, stress, experience, morale, job design, excessive reaching, awkward posture, lifting).
- Organisational (policy, procedures, maintenance schedules, training, work schedules). Staff are expected to report any Hazard to the WHS Rep.

At the conclusion of the inspection the documentation is to be given to the Principal. The Principal will then initiate appropriate action, providing information to the WHS Rep, as to the action initiated. The WHS Rep/Principal will report to staff the outcomes of the inspection and the initiated actions, via staff meeting. In addition to the above the Principal and the WHS Rep will conduct a "walk through" inspection every term.