



Redland District Special School

2026

Redland District Special School Parent/Caregiver Handbook



Redland District Special School

51-53 Panorama Drive, Thornlands, 4164

Phone: (07) 3488 6333

admin@redlanddistrictspecs.eq.edu.au

1/1/2026

PRINCIPAL'S WELCOME

"Parents, families, and caregivers are a child's first and most important teachers.

When families and schools work together children's learning is enhanced."

<https://www.education.gov.au/supporting-family-school-community-partnerships-learning>

Dear Parents and Caregivers,

It is with great pleasure that I welcome you and your child as valued members of our school community. On behalf of all our staff, I am delighted to introduce you to our school's Parent and Caregiver Handbook.

This handbook serves as a comprehensive guide to our school's policies, procedures, and expectations. It is designed to provide you with essential information about our curriculum, programs, extracurricular activities, student support services, and more. Whether you are new to our school or have been part of our community for many years, I encourage you to familiarise yourself with its contents.

At Redland District Special School, we are committed to creating a safe and supportive learning environment where every student can thrive academically, socially, and emotionally. We believe that a strong partnership between home and school is essential for the success of our students. As parents and caregivers, your involvement, support, and feedback are invaluable, and we are grateful for your partnership in your child's educational journey.

As you navigate through the pages of this handbook, please do not hesitate to reach out to us if you have any questions, concerns, or suggestions. We are here to support you and your child every step of the way.

Thank you for entrusting us with the education and well-being of your child. Together, let's work towards a successful and fulfilling school year.

Kind regards

Megan Cameron

Principal



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SCHOOL PROFILE

Welcome to Redland District Special School which is located in Thornlands and close to beautiful Moreton Bay. Thornlands is about 40 minutes from the heart of Brisbane and surrounded by koala bushland and the sea.

Redland District Special School provides educational programs for students aged between 5-18 years who meet the criteria for special school enrolment. The Redlands Early Childhood Development Program (ECDP), also on campus, supports children from birth to 5 years who have been identified with high support needs in one or more of the following areas: Autism Spectrum Disorder, Intellectual Impairment, Physical Impairment, Speech Language Impairment, Visual Impairment and Hearing Impairment.

Our school provides a safe and supportive environment for students with disabilities to learn. Students access the Australian Curriculum which is differentiated to their learning needs via an Individual Curriculum Plan. All students have Personalised Learning Plans that articulate individualised supports designed in partnership with parents and caregivers and appropriate to the student's learning needs.

Our school is divided into Early Years, Middle Years, Junior Secondary, and Senior Secondary sectors. Class groups are developed based on factors such as age, maturity, social compatibility and developmental level. Class groups are approximately 5-8 students. All classes have a teacher and teacher aide. Some classes may have additional aide time to suit student need or program requirements.

Students at Redland District Special School access the Australian Curriculum through units of work designed to meet their individual learning needs. All students receive end of Semester Report cards.

Students in the Senior School aged 16 years and above access curriculum to support the achievement of the Queensland Curriculum Individual Achievement (QCIA) and have a Senior Education Training (SET) Plan outlining the pathways available to the student to assist post school transition.

All students have an intellectual disability, and a high percentage of students have additional disabilities. Our school is designed and resourced to cater for our student population.

Our school accesses Regional services such as occupational therapy, physiotherapy, speech language therapy, guidance services and specialist nursing services to support student access, engagement, behaviour, and learning.

Our school is committed to ensuring high quality educational outcomes for students with disabilities. This work is guided by our vision and values.



SCHOOL INFORMATION

Address:	51-53 Panorama Drive, Thornlands, QLD, 4164
Phone:	(07) 3488 6333
Administration Email:	Admin@redlanddistrictspecs.eq.edu.au
Principal Email:	principal@redlanddistrictspecs.eq.edu.au
Website:	https://redlanddistrictspecs.eq.edu.au/
Facebook:	https://www.facebook.com/RedlandDistrictSS/
Office Hours:	Monday-Friday 8:00am – 3:30pm

SCHOOL TIMES

8:30am-8:45am *staff on duty	Gates open for students being dropped off by parents/caregivers. Students are supervised in the Early Years Playground or Undercover Area. *Arrivals after 8:45am please report to Administration as students will need to transition directly to class.
8:45am	Buses unload and students transition to classrooms with staff
8:45am-10:45am	Teaching Session 1
10:45am-11:15am	Morning Tea
11:15am-11:45am	First Play Break
11:45am-12:45pm	Teaching Session 2
12:45pm-1:15pm	Lunch
1:15pm-1:45pm	Second Play Break
1.45-2:40pm	Teaching Session 3
2:40-2:45pm	Students transition to parent/caregiver pick-up areas or bus lines.
2:45-3pm *staff on duty	School finishes. Buses load. Student being collected by parents/caregivers picked-up from the either the top gate or the home economics room (access via South St).
3pm onwards	After 3pm students will be moved to Administration for collection. Parents will be contacted.

STUDENT DROP-OFF PROCEDURES

- Students are to be dropped off at the gate, accessed via the Panorama Drive entrance to the school.
- Supervision for student drop-off is provided between 8:30am and 8:45am. Arrivals after 8:45am please report to Administration as students will need to transition directly to class.
- Dedicated parent/caregiver carparks are available.
 - Accessible carparks are reserved for students who require mobility devices such as wheelchairs. Please ensure these spaces are kept available for those in need.

Late Arrival Procedure

If your child arrives at school after 8:45am, they must be signed in at Administration. Class staff or a member of the Leadership Team will collect your child from the office and transition them to class. This process ensures that student's that arrive late are marked as in attendance supporting our monitoring of unexplained absences. Where practicable, advise the school of the late arrival via phone (07) 3488 6333 or email (Admin@redlanddistrictspecs.eq.edu.au).

STUDENT PICK-UP PROCEDURES

- The school day ends at 2:45pm, so if possible, please arrange to collect your child between 2:45pm and 3:00pm from the location specified below. If you prefer to collect from a different location than the one specified below, kindly inform us in advance to ensure your child is in the correct location upon your arrival. If you need to collect your child before 2:45pm, please see Administration.
 - **Prep to Year 6 students**, as well as students being collected by support workers, are to be picked up from the **front gate**.
 - **Students in Years 7-12** are to be collected from the **Home Economics room, accessed via the South Street Gate** after the buses have departed at approximately 2:50pm. If your child is primary school aged but you would like to collect from this location, please talk to your child's teacher and sector Deputy Principal.
- If someone other than the regular caregiver is collecting your child, authorisation is required. This can be done by emailing Administration (Admin@redlanddistrictspecs.eq.edu.au) regarding the change of arrangement. Prior notice to the school is essential.
- For new support workers, friends, or neighbours collecting your child for the first time, the school will verify their identity before releasing your child into their care. Kindly advise them to bring identification to Administration before picking up your child.

Early Departure Procedure Including Appointments

It is essential that we are aware when students leave the school grounds. If your child has an appointment during the day that cannot be scheduled for out-of-school hours or must leave school during the day, parents/caregivers must:

- Where practicable, advise the school of the early departure or appointment via phone (07) 3488 6333 or email (Admin@redlanddistrictspecs.eq.edu.au).
- For security and safety reasons, **students must be signed out and collected from the office** if they must leave for any reason (includes events of illness, accident and appointments).

We recommend parents avoid picking students up during eating and play break times as the students can be more difficult to locate in a timely manner and they are frequently much less willing to leave. Our break times are:

Morning Tea: 10:45am – 11:15am

First Play Break: 11:15am – 11:45am

Lunch: 12:45pm – 1:15pm

Second Play Break: 1:15pm – 1:45pm

2026

School calendar

Queensland state schools

DECEMBER 2025 S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	JANUARY S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	FEBRUARY S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28	MARCH S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	APRIL S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
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-  School holidays
 Public holidays
 Staff professional development/student free days
-  Part public holiday after 6 pm

There are 195 school days in 2026.

Semester 1, 2026 commences for teachers on 22 January and for students on 27 January.

Staff professional development days

Staff professional development days for teachers are 22 and 23 January, 16 and 17 April and 4 September 2026. Schools are able to decide when they undertake the required hours for professional development for the flexible days, as long as they are on the flexible days, in the school holidays or out of school hours.

Public holidays

Queensland public holidays are set by the Minister for Industrial Relations.

Public holidays for local show days are not shown due to diversity of dates across the state.

Final dates for student attendance

20 November is the final date for Year 12 attendance for receipt of a Senior Statement. 27 November is the final date for student attendance in Years 10 and 11.

Some schools in regional, rural and remote areas will close for the summer holidays on 4 December.

The information in this calendar was correct at the time of publication but may be subject to change.

For more information and the latest version of this calendar, visit

www.education.qld.gov.au

LEADERSHIP TEAM

Principal	Megan Cameron
Deputy Principal (Early Years)	Maxine Maynard
Deputy Principal (ECDP & Middle Years)	Annalise Taylor
Deputy Principal (Junior Secondary)	Mel Johnson
Deputy Principal (Senior Secondary)	Simone Dhu
Head of Department – Curriculum (Primary)	Deborah Gerber
Head of Department – Curriculum (Secondary)	Lyndell Pascoe

Parents and caregivers are encouraged to discuss their child's education including any concerns as well as other school related matters with the Principal or their delegate. Please phone the office on (07) 3488 6333 or email (principal@redlanddistrictspecs.eq.edu.au) to make an appointment.

SCHOOL SUPPORT TEAM

Business Manager	Melissa Bath
Administration Officer	Julez Lynch
Administration Officer	Karen Cawthorne
Administration Officer	TBC
Schools Officer	Craig Burton
WH&S	Koby Edwards

STUDENT SUPPORT TEAM

Guidance Officer	Hayley Sergent
Guidance Officer	Keri-Ann Bennett
Social Worker	Sarah-Jane Davies
Nurse	Belinda Allard
Nurse	Candice Gray



Parent and Community Code of Conduct

Supporting learning, wellbeing and safety in every Queensland state school

We welcome parents¹ and other members of our diverse community into schools across Queensland.

Working together with their school community², school staff support the learning and wellbeing of every student, and are entitled to a safe work environment.

Parents and other visitors to schools support safety by ensuring their communications and conduct at the school and school activities is respectful.

Elements of engagement	It is expected that parents and visitors to our school communities will:	Parents and visitors to our school communities demonstrate this by:
Communication 	• be polite to others • act as positive role models • recognise and respect personal differences • use the school's communication process to address concerns	• using polite spoken and written language • speaking and behaving respectfully at all times • being compassionate when interacting with others • informing staff if the behaviour of others is negatively impacting them or their family • respecting staff time by accepting they will respond to appropriate communication when they are able • requesting a meeting to discuss any concerns about their child's education — allowing staff time to prepare and appreciating their time may be limited
Collaboration 	• (parents) ensure their child attends school ready to learn • support the Student Code of Conduct	• taking responsibility for their child arriving and departing school safely on time every day • reading and encouraging their child to understand and follow the Student Code of Conduct
School Culture 	• recognise every student is important to us • contribute to a positive school culture • work together with staff to resolve issues or concerns • respect people's privacy	• valuing each child's education • acknowledging staff are responsible for supporting the whole school community • speaking positively about the school and its staff • not making negative comments or gossiping about other school community members, including students — in person, in writing or on social media • understanding, at times, compromises may be necessary • considering the privacy of all school community members at all times, and understanding that the school cannot share confidential information

¹The term 'parent' refers to parents, carers, guardians and people who exercise parental responsibility for a child.

²The term 'school community' refers to staff, students, parents, local business and community organisations and visitors to the school.

POSITIVE BEHAVIOUR FOR LEARNING (PBL)

Redland District Special School is a Positive Behaviour for Learning (PBL) school. PBL is a whole-school framework that promotes positive behaviour across the school and helps us develop safe and supportive learning environments. It is a Multi-Tiered System of Support (MTSS) framework which can be used to improve academic, wellbeing and behavioural outcomes. PBL uses a problem-solving model to examine relevant data, determine desired outcomes, and establish systems and practices to achieve identified goals. It is supported by 10 core elements that are evident in all supports and interventions that are implemented here at Redlands.

PBL core elements



Tier 1 Support

PBL provides a model of support for all students, consisting of three tiers of intervention. The tiers represent levels of intervention and do not represent students. Tier 1, or universal interventions, are the critical foundation for PBL. Interventions are at the whole-school level and are provided to all students across academic, emotional and behavioural domains. This approach sees all staff supporting each student's engagement by:

- acknowledging the uniqueness of each student
- placing significant emphasis on the development of socially appropriate behaviour
- recognising that students who feel safe, accepted, supported and valued are more likely to reflect these qualities in their own behaviour
- emphasising the importance of using teaching strategies which incorporate positive preventive actions;
- recognising that some students need more help than other students to achieve success academically and regulating both emotionally and behaviourally.



The cornerstone of our positive approach to behaviour support is our school expectations: **Be Safe, Be Respectful, Be a Learner**. Expectations are required to ensure the safe and harmonious operation of the school. These rules define the boundaries for appropriate behaviour. They help students recognise that in any environment there are social expectations and a need to consider the rules when making behaviour choices.

Our expectations provide the reference point for behavioural expectations, recognition and correction. Our expectations are spoken about constantly on parade, in the playground and in the classroom. Students are assisted to understand and make meaning of these expectations through a series of micro-lessons that are taught in each class. Posters of the expectations are in all areas of the school.

A range of proactive actions designed to encourage students to make positive behavioural choices are used in our school. The deliberate use of these strategies assists to establish a learning environment that encourages each student to be as independent as they possibly can be in making positive behavioural choices.

Staff are skilled at taking the opportunity to recognise when students are safe, respectful learners and make choices that work for them and others. We utilise a range of strategies that recognise good choices and encourage students to exhibit developmentally appropriate and socially acceptable behaviours. These strategies range from those that are free and frequent like Gotchas to weekly student awards and PBL Gotcha prizes.

Tier 2 Support

Tier 2, or targeted, interventions support approximately 15% of students in a typical school who are not responding to Tier 1 and who have moderate, ongoing behaviours of concern (emotional, behavioural and academic). Support is provided through additional interventions. The focus of Tier 2 is to reduce the number of students requiring additional support by moving them back to Tier 1.

Tier 3 Support

Tier 3, or intensive interventions, support approximately 5% of students who have not responded to Tier 1 and Tier 2 interventions. Students may require Tier 3 supports involving highly individualised interventions to support a tailored learning program. The focus of Tier 3 is to reduce the intensity and complexity of existing concerns using an Individual Behaviour Support Plan along with other individually specific supports and interventions.

Person centred planning is a strength-based approach to individual behaviour support planning which aims to improve quality of life and empowers individuals to set their own goals. A commitment to person-centred planning is a key component of effective Tier 3 intervention. General principles of person-centred planning are: (a) the individual is the focus of the planning process; (b) the individual has input into the make-up of the planning team; (c) the team identifies natural supports such as family, friends, and/or community; (d) the team explores formal and informal supports to meet the expressed needs of the individual; (e) the individual has the opportunity to express his/her needs and desires with appropriate accommodations being made to support meaningful participation of the individual; and, (f) some individuals may need assistance in making choices about their plans.

The aim of behaviour support planning is to develop an Individual Behaviour Support Plan (IBSP) which sets out the strategies and necessary supports which will enable the student to be successful at school. An IBSP is developed by the student support team formed for an individual student. It is important that the teacher, parent/caregiver and other adults directly involved with teaching the student are involved in the development of the IBSP. Students should also have input wherever possible.

Confidentiality

Our teachers are obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parent/caregivers to know what consequences another student might have received, we will not disclose or discuss this information with anyone but the student's family. This applies even if the behavioural incident, such as bullying, involves your child. You can be assured that school staff take all matters, such as bullying, very seriously and will address them appropriately. We expect that parent/caregivers and students will respect the privacy of other students and families. If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the Principal to discuss the matter.

REBOOT

Reboot is a brain-based program that works with the whole school to help us all become more calm, happy and productive.

Our teachers are using Whole Brain Teaching and Learning to help students feel valued, connected and motivated in class. We know that every single one of our students is capable of learning and growing and making a great contribution. With Reboot we are helping everyone to recognise that learning can sometimes feel hard or uncomfortable, but with effort and persistence we will all learn and grow.

You might hear about the Wild or Emotional Brain and ways to stay up in Smart Brain. You might see the 5 Faces or witness your children using Strategies to overcome Speedbumps and Roadblocks. These are all Reboot terms we are using to help our children become more powerful and independent learners.

We know how valuable education can be and we thank you for giving us the chance to work with your children. Reboot is helping both the students and staff in our school to thrive.

With the support of **Reboot**, we are:

- Developing a shared language and understanding between students and school adults
- Improving student understanding and capacity to manage their emotions
- Improving sense of belonging and safety at school
- Improving relationships at school
- Improving student enthusiasm and engagement at school
- Increasing staff knowledge and capacity to engage students
- Decreasing incident reports and suspensions
- Improving the happiness and wellbeing of our staff

Our Three Brains



Smart Brain
(Neocortex)



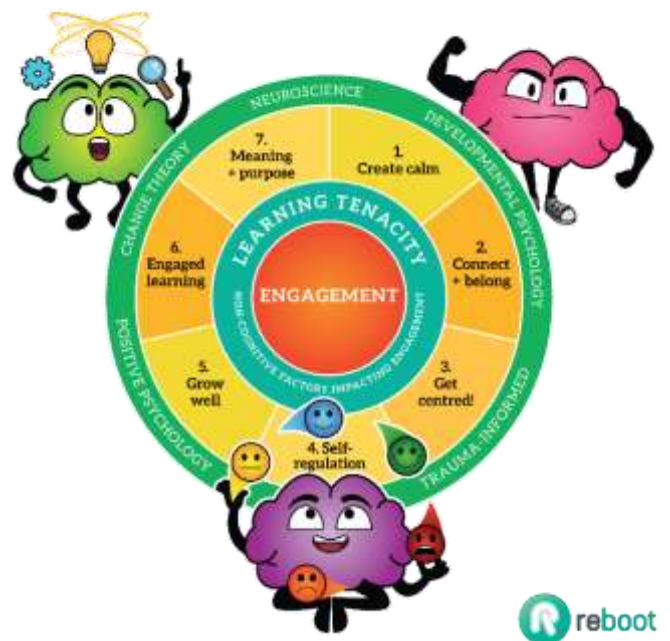
Emotional Brain
(Limbic System)



Wild Brain
(Brain Stem + Cerebellum)

Our Brain can be broken down into three main parts – Smart, Emotional and Wild.

The **Wild Brain** is responsible for all our automated functions – heart rate, breathing, body temperature control, movement, and our fight / flight / freeze (survival) response.



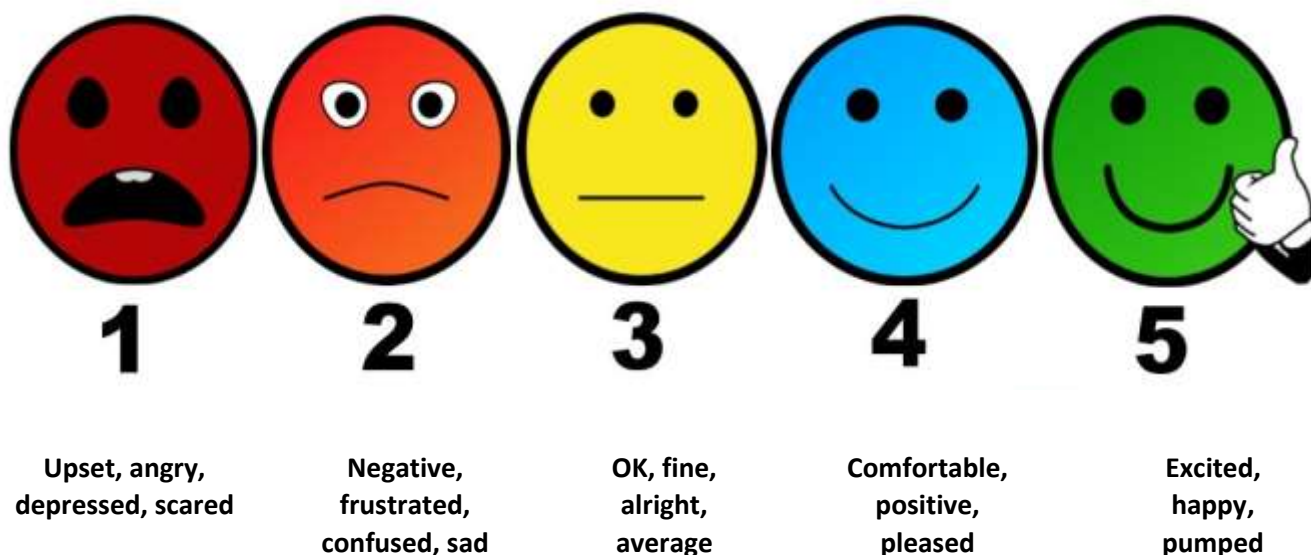
The **Emotional Brain** is responsible for our feelings and emotions (both positive and negative) and memory. It also houses the Amygdala which constantly scans like a smoke detection and picks up on any stress or perceived threat to our wellbeing or survival.

The **Smart Brain** is responsible for higher order thinking – complex thought, problem solving, language, reasoning, creativity and decision making.

When the amygdala perceives a threat, it will set off an alarm that sends us into **Wild Brain** and activates our Fight / Flight / Freeze response. The **Wild Brain** then hijacks the rest of our brain, shutting down all other non-essential functions, meaning it's really hard for us to make a smart decision or to be reasoned with when we're in Fight, Flight or Freeze.

With the support of **Reboot**, we are teaching students how to 'feed' their **Wild Brain** with things like breathing and movement so they can move up into **Emotional** and **Smart Brains**. We are making sure our learning environments address the physical (**Wild Brain**), emotional (**Emotional Brain**) and cognitive (**Smart Brain**) elements so that all students can effectively engage in learning.

5 Faces & Self-Regulation



Self-regulation is one of the most important skills a child can develop. The capacity to know what you are feeling, what you need to feel better and respond appropriately to a life situation is a key determinant in outcomes socially, personally and at school. Self-regulatory ability is a stronger predictor of long-term school and life success than talent or nature ability. **Reboot's** 5 Faces are helping our staff to co-regulate with students to build their ability to self-regulate.

Co-regulation is the act of supporting a person to self-regulate. Everyone requires this support to develop basic skills in self-regulation, and at challenging times we all require the support of another person to self-regulate. **Reboot's** 5 Faces are a simple visual tool to support young people to identify where they are at and what they need to feel better.

It is possible to feel all 5 levels of emotion in 5 minutes if enough stimulating things are happening. There is nothing wrong with being a number 1 or 2, sometimes you can't help it (e.g. when someone you love leaves or dies, when someone betrays and upsets you) – it is acting out on it that is the problem.

With the support of **Reboot**, we are building skills in all our students so that they can self-regulate their behaviours and remain engaged in life and learning.

Communicating with your child's school

We value open and respectful communication with parents and carers, to support student learning.



You can expect schools to:

- recognise and celebrate your child's achievements
- report on your child's academic progress
- communicate about your child's learning, wellbeing and development
- inform you of any serious issues concerning your child
- alert you on the same day if your child is absent without a reason
- forward requests needing your consent or payment
- provide regular school updates and notify you of school events
- offer opportunities and ways to give feedback
- offer parent/carer-teacher interviews twice per year.



You should not expect:

- an immediate response to non-urgent inquiries - it may take a minimum of 2 or more business days
- staff to return calls or reply to emails outside standard business hours (including evenings and weekends)
- a response from staff to social media messages from their personal account
- access to teachers' personal phone numbers or emails
- teachers to discuss school matters when not at work (e.g. if you see a teacher outside of school hours in the community)
- meetings with staff during the school day without an appointment
- to be allowed on school grounds if you have been aggressive or harassed staff or students.



Contact your child's school if:

- your child will be absent, providing the reason
- you are concerned about your child's learning, social progress or wellbeing

- there are changes to your child's medical information
- there are changes in family circumstances
- you notice safety issues or behaviour changes at home
- issues arise that may affect student and/or staff safety at school
- you need to make or change an appointment.



When contacting your child's school:

- contact the school administration for general inquiries
- follow the school's processes for requesting meetings or contact with teachers
- for more complex or sensitive issues, request a face-to-face meeting to give the matter the attention it needs
- allow staff time to respond to your inquiry, remembering that teachers' priorities during the day are in the classroom.



How you can help your child's school:

- keep your contact details up-to-date
- read school communications
- use polite language in all spoken and written messages
- be open to ideas and willing to compromise if needed to reach an agreement.



If you are unhappy about something that has happened at school, you can make a complaint:

- first raise your concern with the school by making an appointment or sending an email
- if you're not happy with the outcome, you can speak with the principal or take your [complaint](#) to the school's [Regional Office](#). All complaints about staff or school operations are handled fairly.



Queensland
Government

SCHOOL-HOME COMMUNICATIONS AND CONTACTS

Our school welcomes and encourages parent/caregiver-teacher contact. The school believes that the partnership of a close working relationship is the best and most efficient way for learning to occur. This encourages the exchange of information and generates ideas from both home and school for the overall development of our students. Such contacts ensure educational programs are matched to priorities and help reinforce learning in the home and school environments. All students have Home-School Communication processes used on a regular, usually daily basis, through negotiation with the class teacher. These processes could include:

- **Communication Book** – a message book that travels between home and school each day.
- **Phone Call** – messages will be taken by Administration and teachers will return phone calls when practicable.
- **Email** – parents/caregivers can contact the school by email (Admin@redlanddistrictspecs.eq.edu.au) or email their child's class teacher directly. Each teacher has a school email address that they check daily, usually at the start/end of each day. **For non-urgent matters, emailing is the most efficient means of communication.**
- **Class Dojo** – as organised between the teacher and parent/caregiver. Please note that the relevant consent forms will also need to be signed prior to the use of Class Dojo.
- **Meetings** are held with the teacher and /or therapists to discuss your child's individual curriculum plans, programs, and progress. Parent/caregivers are encouraged to meet with teachers, to do so please arrange a suitable time with your classroom teacher. Please note that when you come to the school for any purpose, you are required to report and sign in at the office on arrival.

Classroom Visits

To ensure a focused and supportive learning environment for all students, our school requests that parent and caregivers do not remain in the classroom during lesson times. The presence of unfamiliar individuals can be disruptive, causing students to become unsettled and reducing their ability to focus on learning. This can impact the entire class, as maintaining a calm and predictable environment is essential for effective teaching and learning.

If you wish to observe or visit the classroom, we can arrange a time when only your child is present, and alternative activities will be provided for the other students to avoid any disruption.

We appreciate your understanding and cooperation in helping us create the best possible learning environment for all students.

Information Sharing

From time to time, you may wish for your child's teacher to provide information on your child's learning and behaviour at school to external professionals such as paediatricians or therapist. If you would like for this to occur, please advise your child's teacher and they will provide you with a *Consent to Share Information* form to complete. You can also request a copy of this form from the Office. You may also wish for a letter to take to your child's doctor or for their NDIS review, when requesting a letter please allow a fortnight for it to be written and approved. Letters and requests to provide information should occur no more than four times per year, however, we can provide behaviour records if requested, however, two weeks notification is required.

School Newsletter

A newsletter is emailed home in Weeks 2, 5, and 10 on a Friday to keep parents and caregivers informed of important information and celebrate learning. To subscribe please email admin@redlanddistrictspecs.eq.edu.au.

Social Media

The school has a Facebook page (<https://www.facebook.com/RedlandDistrictSS/>) where student learning is celebrated and information shared. We encourage you to follow the page. Please note student photos are only shared on the Facebook page if media permission has been provided (if you would like to check/update your child's media permissions please contact the school office).

QParents

- All parent/caregivers will receive an invitation to QParents via email. This email will include a code and the child's Education Queensland ID number.

What is QParents? QParents is a user-friendly portal accessible via app or web browser, providing parents with secure online access to information about their child's schooling.

What information is available in QParents? You can access information about:

- attendance details
- timetables and upcoming events
- report cards and permissions
- invoices and payment history

What are the benefits of using QParents? You will benefit from:

- greater transparency with online access to your child's information
- ease of viewing and updating your child's details including address and medical conditions
- anytime, anywhere access on a smart phone, tablet or computer
- access to the latest information in one centralised place
- improved administration efficiencies and reduced printing and mail outs

How do I register for QParents? Your child's school will send you a letter or email inviting you to register for QParents. You will then be able to register via the secure QParents website: www.qparents.qld.edu.au.

To register, you will need:

1. your unique invitation code sent to you by your child's school
2. an active email account
3. each child's EQ ID number
4. 100 points of ID to verify your identity.

You must verify your identity by providing 100 points of ID. If you cannot verify your identity online, you should contact your child's school for assistance. To verify your identity online, you must provide at least 100 points from the online documents list:

Document	Points	Document	Points
Australian passport	50 pts	Australian marriage certificate	40 pts
Australian driver licence	50 pts	Australian change of name certificate	40 pts
Australian birth certificate	50 pts	Australian visa (foreign passport)	20 pts
Australian citizenship certificate	40 pts	Medicare card	20pts

The school will review your registration and approve your account. You will then be able to access the QParents app and delegate read-only access to another parent, carer or family member, known as a 'Delegated Viewer'.

The following details are securely stored on your QParents account:

- your full name
- your email address
- your mobile phone number (if provided)
- basic details of any delegated viewers you have invited
- the types of documents you provided during registration (but not the actual documents)
- details of any payments you have made (but not credit card details)

PARENT/CAREGIVER PARTICIPATION

Parents/Caregivers are welcomed into the school as an integral part of the education program. The school encourages parent/caregiver participation in all forms. This can include:

- Assisting in school excursions including camps
- Membership in the P&C
- Assistance with fundraising activities
- Participation in celebration days

The school holds an event for parents/caregivers at the commencement of each year so that you can see your child's classroom and meet the staff as well as other parents and caregivers.

In addition, the school runs parent/caregiver information sessions on topics of interest to families. If you have any suggestions for topics that would best meet your needs, please let us know.

PARENTS AND CITIZENS (P&C) ASSOCIATION

The P&C is an integral part of the school community and has an important and responsible role. All parents and caregivers are encouraged to be actively involved in our P&C. The P&C meets twice a term at 7pm on Monday of Week 3 and 7. Our P&C aims to:

- Enhance educational resources by fundraising
- Foster community engagement
- Advocate for students and families
- Support school improvement

If you would like to know more about the P&C please email (PandC@redlanddistrictspecs.eq.edu.au) or check out the P&C Facebook page (<https://www.facebook.com/rdsspandc/>).

PARADES

A School Parade (assembly) is held weekly on Friday afternoon in the Undercover Area. The *Primary Parade* is held at 11:50am, and the *Secondary Parade* is held at 2:20pm. Parades run for approximately 15-20 minutes. It is a time of celebration, with individual and group achievements being celebrated through the giving of awards.

Parents/Caregivers are welcome to attend their child's school parade. If attending, please sign-in at Administration before going to the Undercover Area.

ATTENDANCE POLICY

Being at school every day counts. If your child is absent one day per week, this quickly adds up to two months of missed school in a year. "Every day counts" is an initiative aiming to improve attendance at school. The initiative promotes four key messages:

- all children should be enrolled at school and attend on every school day
- schools should monitor, communicate and implement strategies to improve regular school attendance
- truanting can place a student in unsafe situations and impact on their future employability and life choices
- attendance at school is the responsibility of everyone in the community

Find out more about the "Every day counts" initiative here (<https://education.qld.gov.au/initiatives-and-strategies/initiatives/every-day-counts>).

Attendance Monitoring

Redland District Special School uses the OneSchool attendance system to monitor student attendance. All students are expected to be in full attendance all day every day of the school year except when they are absent for a valid reason, e.g. illness, appointment.

The school attendance record is the most valuable data source available for early detection of students experiencing personal, social and educational difficulties at school. However, for it to be useful, the data must be accurate and current. In this school, it is the responsibility of parents/caregivers to ensure that when their child is absent from school, the absence is notified using established school attendance procedures (detailed below).

If your child is away for **10 days or more consecutively** you will need to apply for an exemption from schooling.

Absence Procedure

If a student is going to be absent the parent/caregiver must notify the school on the day of the absence via either the absentee line (see below) or email (see below) with a brief explanation for the absence. You can also notify in advance.

Student absence number: (07) 3488 6333

Student absence email: Admin@redlanddistrictspecs.eq.edu.au

If your child catches the bus, please contact Townsend Buses so that they will not call by to pick up your child. Note, we cannot take absence notification from the bus driver or bus escort. We must have the information from you as the parent or caregiver.

Unexplained Absence Notifications

If your child is away from school and you have not notified the school formally either by texting, phoning or emailing Administration, you will receive a text message to alert you of your child's unexplained absence, with the option to reply via text message. If you are advised by the school that your child is away without a reason, please contact us via a reply text or phone call as soon as possible to let us know where your child is. We will follow up with parent/caregivers if no response is received.

Gifts

From time-to-time families may want to give a gift to staff. However, it is important you are aware of the following points:

- There is no obligation to provide staff with a gift for any reason. Gifts are a personal decision.
- Staff cannot accept gifts valued over \$150.00 or comprised of cash, or items that can be converted to cash, such as lottery tickets, scratchies, shares or Mastercard / Visa prepaid cards.

COMPLAINTS POLICY

Parents/Caregivers and members of the wider community have the right to make a complaint or raise any concerns at any time about the decisions or actions of a school. The complaints management process is available to students, parent/caregivers, staff, teachers and the broader community via the school website and in the Parent and Caregiver Handbook.

Complaints will be managed and stored electronically by the school, particularly when the request is for the review of a decision or action of the school. Complaints should be dealt with in a timely and fair manner. If the Principal is unable to resolve the complaint to the complainant's satisfaction and either party may refer the complainant to the regional office.

You can find more information on the Department of Education's [customer complaints page](#) or their [customer complaints management procedure](#).

Complaints Procedure

If you are unhappy about something that has occurred at Redland District Special School:

Raise your issue with the School's Principal by:

- phoning the office on (07) 3488 6333, or
- emailing the Principal (principal@redlanddistrictspecs.eq.edu.au).

If you are not comfortable raising the issue with the school, you can make a complaint by contacting Queensland Government on 13 74 68 or via the [contact us page](#).

ACCIDENTS AND ILLNESS

While the care and protection of your child at school is a priority, accidents may still occur. In the case of an accident or illness, first aid will be administered. Parents/caregivers will be contacted as soon as possible and advised of the circumstances. If there is a serious incident, emergency services will be contacted.

Sometimes, students and adults need to be away from school for their own well-being and for the well-being of others. Students and adults who are physically unwell, or who have symptoms that interfere with their ability to learn, participate in the school day, cause them distress, and/or are potentially infectious, should stay home from school.

When a child becomes unwell at school or appears to be unwell during the school day, parents/caregivers will be contacted and advised to take their child home. The decision to send a child home due to ill health will be at the discretion of the Principal, in consultation with the classroom teacher and in accordance with the Department of Education's policy, infection control, through the link below:

<http://ppr.det.qld.gov.au/corp/hr/workplace/pages/infection-control.aspx>

Some illnesses/medical conditions have a specific exclusion period, requiring exclusion from school to prevent the spread of infectious diseases among staff and children. Recommended exclusion periods are enforced to prevent the introduction or reduce the spread of a particular illness within the school. These periods are usually based on the time that a person might be infectious to others.

The exclusion period is the minimum period that is required for the student or adult to be away from school. However, it may be necessary for the student or adult to stay away from school longer than the minimum exclusion period to recover from an illness.

The following link will take you to the Queensland Health, which provides information on the recommended minimum exclusion periods for infectious conditions and will assist schools to meet the requirements of the public health act 2005:

https://www.health.qld.gov.au/_data/assets/pdf_file/0022/426820/timeout_poster.pdf

Time Out

Keeping your child and other kids healthy!



- Information for a number of infectious conditions that may require¹ exclusion of children from school, education and care services.
- Additional public health recommendations that apply to children and adults.
- To assist medical practitioners, schools, preschools and childcare facilities to meet the public health requirements¹ and recommendations.

*Refers to contagious conditions as per the Public Health Regulation 2018.

1. Observing the exclusion period meets the intent of the Public Health Act 2005 for a person to be non-infectious. See schedule 4 of the Public Health Regulation 2018 for a complete list of contagious conditions and their exclusion criteria.

2. Doctors should notify the local Public Health Unit as soon as possible if children or staff are diagnosed with these conditions. Refer to page 2 for Public Health Unit contact details.

Condition	Person with the infection	Those in contact with the infected person (The definition of 'contact' will vary between diseases)
*Chickenpox (varicella)	EXCLUDE until all blisters have dried, and at least 5 days after the onset of symptoms. ¹	EXCLUSION MAY APPLY EXCLUDE non-immune pregnant women and any child with immune deficiency or receiving chemotherapy. Advise to seek urgent medical assessment. <i>Contact your Public Health Unit for specialist advice.</i> Also see Shingles information below.
Cold sores (herpes simplex)	NOT EXCLUDED if the person can maintain hygiene practices to minimise the risk of transmission. Young children unable to comply with good hygiene practices should be excluded while sores are weeping. Sores should be covered with a dressing where possible.	NOT EXCLUDED
Conjunctivitis	EXCLUDE until discharge from eyes has ceased unless a doctor has diagnosed non-infectious conjunctivitis.	NOT EXCLUDED
*COVID-19	EXCLUDE until symptoms have resolved, normally 5–7 days.	NOT EXCLUDED
Cytomegalovirus (CMV)	NOT EXCLUDED pregnant women should consult with their doctor.	NOT EXCLUDED pregnant women should consult with their doctor.
Diarrhoea and/or Vomiting including: • amoebiasis • campylobacter • cryptosporidium • giardia • rotavirus • salmonella • *gastroenteritis but excluding: • *norovirus • shigellosis • toxin-producing forms of E.coli (STEC)	Exclusion periods may vary depending on the cause. EXCLUDE a single case until the person, has no symptoms ¹ (includes vomiting if applicable), is feeling well and they have not had any loose bowel motions for at least 24 hours or if the person has confirmed norovirus exclude for at least 48 hours. ¹ EXCLUDE all persons who prepare or serve food until they have not had any diarrhoea or vomiting for 48 hours. NOTE: If there are 2 or more cases with diarrhoea and/or vomiting in the same location, which may indicate a potential outbreak OR a single case in a food handler, notify your Public Health Unit. Diarrhoea: 3 or more loose stools or bowel movements in a 24 hour period that are different from normal and/or escapes a child's nappy. <i>See information below if norovirus is confirmed or considered likely as the cause of diarrhoea and vomiting.</i>	NOT EXCLUDED
See advice for these specific conditions below		
*Enterovirus 71 (EV71 neurological disease)	EXCLUDE until written medical clearance is received confirming the virus is no longer present in the person's bowel motions. ³	NOT EXCLUDED
Fungal infections of the skin and nails (ringworm/tinea)	EXCLUDE until the day after antifungal treatment has commenced. (No exclusion for thrush).	NOT EXCLUDED
Glandular fever (mononucleosis, Epstein-Barr virus)	NOT EXCLUDED	NOT EXCLUDED
*German measles (rubella) ²	EXCLUDE for 4 days after the onset of rash ¹ or until fully recovered, whichever is longer. Pregnant women should consult with their doctor.	NOT EXCLUDED pregnant women should consult with their doctor.
*Haemophilus influenzae type b (Hib)	EXCLUDE until the doctor confirms the person is not infectious and has completed 4 days of appropriate antibiotic treatment. ¹ <i>Contact your Public Health Unit for specialist advice.</i>	EXCLUSION MAY APPLY <i>Contact your Public Health Unit for specialist advice.</i>
Hand, foot and mouth disease	EXCLUDE until all blisters have dried.	NOT EXCLUDED
Head lice	Exclusion is not necessary if effective treatment is commenced before next attendance day (i.e. the child does not need to be sent home immediately if head lice are detected).	NOT EXCLUDED
*Hepatitis A ²	EXCLUDE until at least 7 days after the onset of jaundice, ¹ OR for 2 weeks after onset of first symptoms, including dark urine if there is no jaundice. If a person is asymptomatic <i>contact your Public Health Unit for Specialist advice.</i>	NOT EXCLUDED <i>Contact your Public Health Unit for specialist advice about vaccination or treatment for children and staff in the same room or group, children transferring to another centre and new enrolments.</i>

Condition	Person with the infection	Those in contact with the infected person*
Hepatitis B and C	NOT EXCLUDED cover open wounds with waterproof dressing.	NOT EXCLUDED
Hepatitis E	EXCLUDE until at least 2 weeks after the onset of jaundice.	NOT EXCLUDED
Human immunodeficiency virus (HIV/AIDS)	NOT EXCLUDED cover open wounds with waterproof dressing.	NOT EXCLUDED
Influenza and influenza-like illness	EXCLUDE until symptoms have resolved, normally 5–7 days.	NOT EXCLUDED
*Measles ²	EXCLUDE until the doctor confirms the person is not infectious but not earlier than 4 days after the onset of the rash. ¹ <i>Contact your Public Health Unit for specialist advice.</i>	EXCLUSION MAY APPLY NOT EXCLUDED vaccinated or immune contacts. EXCLUDE immuno-compromised contacts (including those receiving chemotherapy) until 14 days after the appearance of the rash in the last case. EXCLUDE non-or incompletely vaccinated contacts, without evidence of immunity. <i>Contact your Public Health Unit for specialist advice.</i>
Meningitis (bacterial)	EXCLUDE until well and has received appropriate antibiotics.	NOT EXCLUDED
Meningitis (viral)	EXCLUDE until well.	NOT EXCLUDED
*Meningococcal infection ²	EXCLUDE until the treating doctor confirms the child is not infectious and at least 24 hours of appropriate antibiotics have been completed. ¹ <i>Contact your Public Health Unit for specialist advice.</i>	NOT EXCLUDED <i>Contact your Public Health Unit for specialist advice about antibiotics and/or vaccination for close contacts.</i>
Molluscum contagiosum	NOT EXCLUDED	NOT EXCLUDED
Mumps	EXCLUDE for 5 days after onset of swelling. Pregnant women should consult with their doctor.	NOT EXCLUDED pregnant women should consult with their doctor.
*Norovirus	EXCLUDE until no symptoms and no loose bowel motions for 48 hours. ¹	NOT EXCLUDED
Roseola, sixth disease	NOT EXCLUDED	NOT EXCLUDED
Scabies	EXCLUDE until the day after treatment has commenced.	NOT EXCLUDED
School sores (impetigo)	EXCLUDE until 24 hours of appropriate antibiotics have been completed. Cover sores on exposed areas with a waterproof dressing until sores are dry, and encourage handwashing.	NOT EXCLUDED
Shiga toxin-producing E.coli (STEC)	EXCLUDE until diarrhoea has stopped and 2 samples have tested negative. <i>Contact your Public Health Unit for specialist advice.</i>	EXCLUSION MAY APPLY <i>Contact your Public Health Unit for specialist advice.</i>
Slapped cheek syndrome, fifth disease (parvovirus B19, erythema infectiosum)	NOT EXCLUDED pregnant women should consult with their doctor. Note: Children are contagious until 24 hours after the fever resolves. Rashes generally occur after the infectious period has passed.	NOT EXCLUDED pregnant women should consult with their doctor.
Shigellosis	EXCLUDE until there has been no diarrhoea or vomiting for 48 hours. <i>Contact your Public Health Unit for specialist advice.</i>	EXCLUSION MAY APPLY <i>Contact your Public Health Unit for specialist advice.</i>
Shingles (herpes zoster)	EXCLUDE all children until blisters have dried and crusted. EXCLUDE adults if blisters are unable to be covered. NOT EXCLUDED in adults if blisters can be covered with a waterproof dressing until they have dried.	EXCLUSION MAY APPLY <i>Contact your Public Health Unit for specialist advice, including advice for pregnant women and any person who is immuno-compromised (including receiving chemotherapy).</i>
Streptococcal sore throat (including scarlet fever)	EXCLUDE until 24 hours of appropriate antibiotics have been completed.	NOT EXCLUDED
*Tuberculosis (TB) ²	EXCLUDE until written medical clearance is received from the relevant Tuberculosis Control Unit.	NOT EXCLUDED
*Typhoid ² and paratyphoid fever ²	EXCLUDE until appropriate antibiotics have been completed. ¹ Stool sample clearance will be required, <i>contact your Public Health Unit for specialist advice.</i>	EXCLUSION MAY APPLY <i>Contact your Public Health Unit for specialist advice.</i>
*Whooping cough (pertussis) ²	EXCLUDE until 5 days after starting appropriate antibiotics or for 21 days from onset of cough AND confirmed that they are not infectious. ¹ <i>Contact your Public Health Unit for specialist advice.</i>	EXCLUSION MAY APPLY for contacts of an infected person. <i>Contact your Public Health Unit for specialist advice regarding exclusion of non-or incompletely vaccinated contacts.</i>
Worms	EXCLUDE until diarrhoea has stopped for 24 hours and treatment has occurred.	NOT EXCLUDED

This is an assistive tool, it is not intended to replace clinical assessment, management or judgment.

If you have any medical concerns, contact your healthcare provider or 13 HEALTH (13432584)

For further advice on the information within this poster, contact your nearest Public Health Unit via 13Health or at www.health.qld.gov.au/system-governance/contact-us/contact-public-health-units

Further information on recommendations:

- Communicable Diseases Network Australia (CDNA) guidelines <https://www1.health.gov.au/internet/main/publishing.nsf/Content/cdnasongs.htm>
- National Health and Medical Research Council publication: infectious diseases in early childhood and education and care services, 5th edition www.nhmrc.gov.au/guidelines-publications/ch55
- Queensland Department of Health Communicable Disease Control Guidance <http://disease-control.health.qld.gov.au>



Use this QR Code to access a digital copy of this poster or visit www.health.qld.gov.au/public-health/schools/prevention



MEDICATION ADMINISTRATION PROCEDURE

Procedures are in place where students are given medication at school ([Administration of medications in schools procedure](#)). **All medication taken at school must be sent in the original packaging with a pharmacy label containing the prescribing practitioner and student names and prescribed dosage and specific administration route and times (see image below), including paracetamol and antihistamines, along with forms which have been signed by parents or caregivers.**

Medication forms are available from the office. It is important that you advise the school of any changes to medication or new medication prescribed by a doctor. All medications and forms are to be handed to Administration. Parents/Caregivers have the following responsibilities regarding the provision of medication to their child at school:

The diagram shows a sample pharmacy label with the following fields: BRAND NAME OF MEDICATION (Name of medication), <strength and quantity/volume of dispensed medication>, <Directions for use including specific times when medication is to be taken>, <NAME OF STUDENT>, <Date dispensed>, <Name of prescribing health practitioner>, <Price>, and <Pharmacist business details>. A red line separates the top section from the bottom section, with the text 'KEEP OUT OF REACH OF CHILDREN' in red. Two blue callout boxes with arrows point to the label: one points to the 'BRAND NAME OF MEDICATION' field with the text 'Check that the name on the label is the student to whom it is to be administered.', and the other points to the '<strength and quantity/volume of dispensed medication>' field with the text 'Check that the name of the medication and dosage matches the written advice from parent/carer and health practitioner.'

Communication with the School

Notify the school if your child requires medication during school or school-based activities (including camps and excursions). A [request to administer medication at school or occasional administration of medication](#) (e.g. antibiotics) form needs to be completed and signed by the parent/caregiver.

If your child has a chronic (long term) medical condition and requires routine or emergency medications such as Midazolam, the following process will need to be followed:

- referral by the school to the school nurse
- notify the school in writing of any requests and/or guidelines provided by the students' prescribing health practitioner concerning medication administration
- complete a [request to administer medication at school](#)
- consult with the school and school nurse to develop an Emergency Health Plan if emergency medication is required for the student
- notify the school in writing (with an accompanying letter from the prescribing health practitioner) when changes occur to the students' routine or emergency medication
- notify the school **in advance (in writing)** if medication is being transported with the student for purposes other than administration at school (respite, shared parental arrangements)
- advise the school in writing and collect medication when it is no longer required at school.

Communication with Health Practitioners and Pharmacists

- Where possible, ask the prescribing health practitioner if the required medication is available in a form which minimises or eliminates the need to administer medication at school.
- Discuss the option with the dispensing pharmacist to supply the medication in a multi-dose pack with clear administration directions (particularly when multiple medications are prescribed).
- Obtain written advice from the prescribing health practitioner if the dose is to be varied in response to specific criteria (e.g. blood glucose level, behaviour).

Supplying Medication and Written Advice

- Provide the medication in person or via a delegated adult in a safe manner to the school and in the original container (rather than send medication with the student) with the medical authority attached.
- Provide an up-to-date Action Plan for Anaphylaxis or Asthma completed by the student's *medical practitioner*, when medication is prescribed to manage emergency health conditions/situations for these health conditions;
- Ensure the medication supply has not expired and is adequate for the agreed time period and replenished, as required (school may notify).

Requirements for Using Formula or Pureed foods for a Gastrostomy or Nasogastric Feed at School
Each student will have been prescribed a specific feeding regime based on their caloric and hydration needs by their dietician.

To ensure safe and consistent feeding of your child, parents and caregivers are required to:

- **Provide a letter from your child's dietician** specifying:
 - prescribed formula
 - correct amount of formula or pureed food and water flushes
 - type of gastrostomy tubing and equipment to be used
 - method of administration and delivery including rate and dose
 - times formula and flushes should be given (e.g. 10am, 12pm)
 - Any other pertinent information.
- **Provide unopened and unexpired formula.** Please do not pre-make formula as class staff are unable to follow the Formula Preparation Guidelines when this occurs.
- **If pureed foods are being provided, it must be suitable for the method of delivery.**

The following Formula Storage guidelines are followed at Redland District Special School:

- Packaged formula that has been opened or formula made-up at school is refrigerated when not in use, and unused contents are discarded after 24 hours.
- Opened formula is stored according to the manufacturer's product information.
- Unopened formula is stored in a cool, dry place out of direct sunlight.

STATE SCHOOLS NURSING SERVICES

State Schools Nursing Services are available to students who have a health support need at school and are enrolled in a Queensland state school, or registered and attending an Early Childhood Development Program. Nursing services include:

- development of Individual Health Plans (IHP) and Emergency Health Plans (EHP)
- Education and training for school staff supporting students with long-term health conditions and/or requiring health support procedures at school
- Ongoing direct and indirect support and supervision for staff members who deliver student health support procedures
- Support with school activity risk management for students with long term health conditions.

A referral requesting the service must be signed by the Principal of the school prior to seeking parental/caregiver consent. After receiving the completed referral form and ensuring the student is eligible, the State Schools Registered Nurse (SSRN) will contact the nominated school contact person to discuss the support required and when that service may be available.

Students with medical conditions such as Epilepsy, Asthma, Anaphylaxis, etc require an individual plan to be developed in consultation with the student's medical practitioner.

STATE SCHOOLS OCCUPATIONAL THERAPISTS AND PHYSIOTHERAPISTS

Occupational therapy and physiotherapy services can be accessed by students with disabilities enrolled in state schools. The focus of these services is to enhance students' education programs and outcomes.

There are Occupational Therapists and Physiotherapists who support Redland District Special School, and their role is:

- To provide a service to any eligible students at state schools in the Redlands.
- To work as part of the educational team to assist children with disabilities achieve the best educational outcomes.

- To look at the reasons these students find it difficult to access the curriculum and participate in education programs offered.
- To assist the team to adapt school activities for students.
- To consult with and provide resources to staff and parent/caregivers.
- To liaise with other agencies working with the students.
- To develop specific programs to enhance or support students' educational goals.

Occupational Therapists and Physiotherapists share some common areas of expertise such as posture, seating and manual handling. Occupational Therapists work more on sensory awareness and processing, cognitive skills, psychosocial skills, fine motor skills, play skills, student/work skills and activities of daily living. Physiotherapists work more on the skeletal system, movement, mobility, gross motor skills, fitness, pain and provision of specialised equipment.

To access the support of an Occupational Therapist or Physiotherapist for your child, your child's teacher will need to submit a Request for Service form through the Principal. This can be done either through their identification of a need for therapy or through your request for therapy to the teacher.

STATE SCHOOLS SPEECH-LANGUAGE PATHOLOGISTS

Speech-language therapy services for students with special needs in communication enrolled in state schools or Early Childhood Development Programs (ECDPs) can be accessed. The focus of these services is to enhance students' educational programs and outcomes. There are Speech-Language Pathologists who support Redland District Special School whose role is:

- To provide a service to any eligible and prioritised student enrolled in a state school or Early Childhood Development Service in the Redlands.
- To work as part of the educational team to determine the educational needs of students with special needs in communication and/or eating and drinking difficulties.
- To assist in developing and delivering programs that enhance or support students' communication skills necessary for access and participation within the curriculum.
- To assist the education team to adjust communication demands of the curriculum to ensure student participation and achievement of educational goals.
- To provide professional development activities for teachers, teacher aides, parent/caregivers and other support staff.
- Provide advice on the use of technology and/or AAC systems and strategies to support communication.
- Provide support and strategies for students with oromotor difficulties, including those with eating and drinking difficulties and swallowing disabilities.
- To consult with and provide resources to school staff, parent/caregivers and the school community
- To liaise with other agencies working with students.

To assist students in achieving their educational outcomes, speech-language pathologists use specialised knowledge of speech, language, social interaction skills, communication strategies, voice, fluency, eating, drinking and swallowing.

To access the direct support of a Speech-Language Pathologist for your child, your child's class teacher will need to submit a Request for Service form together with a Parent/Caregiver Permission form through the Principal. This can be done either through their identification of a need for therapy or through your request for therapy to the teacher.

STUDENT SUPPORT

Our school is supported by Guidance Officers. The role of the Guidance Officer is diverse in that they undertake a range of cognitive and adaptive behaviour assessments, provide advice to teachers and information to parent/caregivers. Guidance Officers also play a significant role in assisting students and families with the enrolment processes.

Our school is also supported by a Social Worker, a wellbeing professional based at Redland District Special School. Their focus of support is student wellbeing and parent/caregiver support. Reasons for referrals include – supporting the wellbeing of students through 1-1 sessions, supporting parents in person or over the phone, working collaboratively with external stakeholders, or connecting families with NDIS supports in the community. You can access the support provided by the Social Worker through your child's Sector Deputy.

SCHOOL UNIFORM POLICY

A school uniform has been adopted by the school community. All students are encouraged to wear it as it instils school pride and is an important safety mechanism for 'off campus' learning experiences. Redland District Special School has a compulsory school uniform. It comprises a sun safe red and black printed polo shirt and black printed shorts or skirt. Students in Years 11 and 12 can wear a seniors black printed polo shirt. Reversible bucket hats in sporting house colours are available. Caps are available for secondary students only. The wearing of hats is compulsory for all outside activities. During winter, embroidered long sleeve polos and jumpers, and printed hoodies are available. Students who are selected for a Redlands Sports Representative Team will be given the opportunity to purchase a rep polo shirt that can be worn to celebrate their sporting achievements. All printed/embroidered school uniform items (shirts, hoodies, hats) are only available for purchase via the Qkr! App while the black shorts, skirts and track pants can be purchased. The school P&C operates the uniform shop, and all purchases are made via the Qkr! App. You can try on sample uniforms in Administration.

SUN SAFETY

Redland District Special School is a sun safe school, to read the Sun Safe Policy please [click here](#).

USE OF PERSONAL SMART DEVICES INCL PHONES, WATCHES, AND TABLETS POLICY

To ensure the appropriate use of personal smart devices (such as mobile phones, smart watches, and non-communication tablets), the safety and dignity of students and staff, and to minimise interruptions to the learning process, the following guidelines apply to their use:

- All Queensland state school students must keep their mobile phones switched off and 'away for the day' during school hours.
- Smart devices are to be handed into Administration for the duration of the school day or left at home.
- Should a student not adhere to these guidelines, parents/caregivers will be contacted to come and collect the device. In the circumstance that a student repeatedly does not follow these rules, they will lose the right to bring their device to school.

Student's communication devices, such as iPads with Proloquo2go, PDD or Tobii Eye Gaze are welcomed at school and will remain with the student so they have access to their voice.

EMERGENCY PROCEDURES INCLUDING FIRE AND LOCKDOWN

The school participates in termly emergency evacuation and lock down drills.

LOST PROPERTY

It is important that all items of clothing are labelled. Lunch and drink containers also should be named to avoid loss. Lost property is collected, and every endeavour is made to return items to their owners. Lost property is kept in Administration and can be checked between 8am and 3:30pm.

MORNING TEA/LUNCH

All classrooms are equipped with a fridge.

Please send your child's food in a lunchbox and ensure all containers are named. Please do not send food that requires preparation. If your child eats warm food please pack in a thermos.

Please send a plastic water bottle to school for your child. Metal or glass water bottles are not permitted for safety reasons.

If your child has dietary requirements and/or requires specific supports when eating and drinking, please discuss this with your child's teacher so they can support your child with eating and drinking what they need to be ready to learn.

PERSONAL CARE AND HYGIENE

Your child may require support with their personal care, which will be provided by your child's classroom team. To assist staff with the provision of this care please provide:

- Nappies/pull-ups and wipes (you can provide on a daily, weekly, or monthly basis)
- Spare set of clothing
- Any other items required to meet your child's personal care needs.

NDIS PROVIDER ACCESS

Your child may receive support from professionals, non-government agencies, and other government agencies such as Health and Hospital Services and the NDIS. In some instances, you may request that NDIS providers deliver supports included in your child's NDIS Plans (NDIS supports) at school during school time. These NDIS providers may be engaged either by the parent/caregiver or NDIS plan managers. The Principal will consider these requests on a case-by-case basis.

If you would like your child's NDIS provider to come on-site to provide services, please email admin@redlanddistrictspecs.eq.edu.au to request a *NDIS Access Request Form* that once completed must be provided to the Principal via email (Principal@redlanddistrictspecs.eq.edu.au) for approval.

Approval for NDIS Providers to access the school site is granted for the current school year only. You will need to reapply at the beginning of the next school year. **Due to the complexities of supervision, space, and impact on the school day, these requests will only be approved for exceptional circumstances.** The school is willing to be flexible regarding early and late arrivals/departures to support students accessing therapy off-site during school hours.

One off visits by NDIS providers to support student access and participation (e.g., Eye Gaze set up, use of specialised therapy equipment) is at principal discretion and must be approved prior.

OUTSIDE SCHOOL HOURS AND VACATION CARE

OSHC and vacation care is not currently operating at Redland District Special School.

SCHOOL PHOTOS

Individual photographs by a professional photographer will be organised in Term 3 of each year. If you do not consent to your child's photo being used in school publications, or for promotional purposes of newsletter articles, please ensure you have specified this via the relevant consent form (see Administration for a copy if you would like to update).

STUDENT CODE OF CONDUCT

The Student Code of Conduct is available on the school website under support and resources, forms, and documents ([RDSS Student Code of Conduct](#)).

The Code of Conduct clearly sets out the expectations for students at our school with respect to behaviour and consideration of others. Consequences for breaches of the Student Code of Conduct are also contained in this document.

STUDENT INFORMATION MANAGEMENT

Legal Orders / Custody Agreements

It is imperative that the Principal is advised in writing as to the custody and access arrangements of students involved in any formal custody agreements. If a court order has been issued, please provide a copy of the court order to include in student files. You can email these documents to Admin@redlanddistrictspecs.eq.edu.au or hand a physical copy to Administration.

This is to ensure that school personnel comply with requests in relation to: granting or refusing access to children during school hours and providing appropriate information to other parties.

STUDENT RESOURCE SCHEME

To provide parents/caregivers with a cost-effective alternative to purchasing textbooks and/or resources elsewhere (i.e., book lists), Redland District Special School operates Student Resource Scheme (SRS).

The scheme ensures that students have the resources required for them to engage with the curriculum and saves parent/caregivers time and money in sourcing the prescribed materials elsewhere. Savings are gained through the school's bulk purchasing practices and hiring arrangements. The scheme is not used to raise funds for other purposes, and revenue collected through the scheme is applied only to the resources and operation of the scheme.

For Year 7 to 12 students the Department of Education provides a Textbook and Resource Allowance (TRA) to assist parent/caregivers with the cost of textbooks and other education resources. For those students who are eligible to receive the TRA, the TRA will be applied to reduce the cost of participation in the SRS.

SRS Category	SRS Fee Payable
Prep – Year 6 Curriculum Resources	\$100 *can be paid as a lump sum or in instalments.
Years 7 – 10 Curriculum Resources	\$0 *The cost of the SRS is equal to the TRA rate meaning there is no SRS Fee.
Years 11 and 12 Curriculum Resources	\$0 *The cost of the SRS is equal to the TRA rate meaning there is no SRS Fee.

For more information including resources provided, please see the relevant *SRS Information Packages*.

TRANSPORT ASSISTANCE

All parents/caregivers have a responsibility to assist with ensuring their child travels safely to and from school. Due to their specific needs and in recognition of the fact that many students are not able to travel independently, students attending Redland District Special School **may** be eligible for assistance with transport.

An online application needs to be completed by the school transport assessor and parent/caregivers to ensure that transport is meeting the needs of both the student and the system that provides it. A Deputy Principal is responsible for arranging transport assistance. The bus contractor is Townsend Buses.

The school is the middleman for transport managing applications and amendments. All other communication must be directly with Townsend Buses, usually via your child's bus driver and carer.

Applying for Transport Assistance

Step 1: Transport Assistance Distance Check- address/new address

- The completed distance check identifies the nearest school
- Yes, nearest school - step 2 can be completed
- No, not nearest school – not eligible for transport assistance.

Step 2: Distance Check Meets Transport Criteria

- Transport Assistant Application to be completed.
- Parent/caregiver to sign and return to Administration.
- Application submitted (2-3 weeks processing time).
- Approved- letter goes home to parent/caregivers informing them of approval and responsibilities. **Many of the bus routes are at capacity meaning your child may be placed on a wait list once approved. Townsend Buses will work to make space for your child as quickly as possible, however, there may be a substantial wait for a seat.**

Changing Pick-up Address, Cancelling Transport, or Varying Due to Respite

Any changes of address or cancellations of transport need to go through the school. Parent/caregivers should inform Administration as soon as possible by email or phone. Please remember that the process may take 2-3 weeks to complete. If your new address is part of a different bus route it is also possible your child will be placed on a wait list until a seat on that route becomes available.

Some students are eligible to access respite care. Parent/caregivers should inform the school administration as soon as possible by email or phone when they become aware of the dates that their child will be going to **respite care**. Early notification will enable administration and transport operators to make the necessary transport adjustments.

Parent and Caregiver Responsibilities

It is the responsibility of the parents/caregivers to:

- ensure that only the eligible child travels via contract transport. Siblings may not travel with the eligible child on contract transport even though they may travel the same or similar route to school.
- ensure that you, or another responsible adult (over 18), are present with your child ready to meet the transport driver at the specified time and place in the morning.
- ensure that you, or another responsible adult (over 18), are present in the afternoon to meet the transport driver at the specified time and place.
- support the transport operators in their responsibilities by discussing good travel practices with your child at home.
- **immediately contact Townsend Buses about any concerns you have about transport.**
- tell the school if there are changes in your child's health status.
- immediately contact your child's bus and the school if your child is going to be absent from school due to illness etc.
- provide any car seats or specialised equipment (e.g. harness or other specialised seating) that your child requires to travel safely.
- advise the school if you are considering a change of address as soon as possible as this may affect your child's transport arrangements.

Parents/Caregivers are also requested to assist with reinforcing that correct behaviour is required on buses. The right to travel on a bus can be withdrawn by Townsend Buses for unsatisfactory behaviour.

Parent/caregivers who use their private car to bring their child to school can apply for a conveyance allowance to cover the costs (over 3.2 km).

TUCKSHOP (MUFFIN & MILKSHAKE PROGRAM)

Our Senior Secondary students provide a small menu comprising of muffins, milkshakes and toasted sandwiches on a fortnightly basis according to the sector. Order forms will be sent home on the relevant week. If you do not want the order form sent home please advise your classroom teacher.

VOLUNTEERS

The school uses volunteers to assist with programs or for general classroom help. All volunteers are required to:

- Have a current Working with Children Check (Blue Card) from the Commission for Children and Young People and Child Guardia

- Participate in the school volunteer induction program.
- Work under the direct instruction and supervision of a professional staff member
- Wear a volunteer name tag.
- Volunteer in a sector and class other than their child's.

Redland District Special School values the work of our volunteers, many of whom have and continue to donate their services over a long period of time.

CURRICULUM AT REDLAND DISTRICT SPECIAL SCHOOL

Teachers at Redland District Special School collaborate to design units that align with the Australian Curriculum. These units ensure our students engage in purposeful and age equivalent curriculum and cater for their individual needs and skills. This approach addresses all Learning Areas across sectors, promoting a well-rounded education.

Students in Prep to Year 10 have an Individual Curriculum Plan (ICP) which specifies the level the students are accessing the curriculum. Students access the curriculum at a level that caters for their individual needs. Some students require a Highly Individualised Curriculum Plan (HICP), while other students access the curriculum through a Different Year Level – Partial Individual Curriculum Plan (DYL-P) with a focus on differentiated academics.

The focus for students in Years 11 & 12 is to deliver individualised curriculum using the Guide for Individual Learning (GIL) as a framework that leads to a Queensland Certificate of Individual Achievement (QCIA). These students engage in various post school preparation programs, both on and offsite, to acquire skills outlined in the GIL, with a focus on Communication and Literacy foundation tools for overall learning improvement.

Redland District Special School places significant emphasis on literacy and numeracy, employing explicit teaching methods across all grades. Functional literacy and numeracy opportunities are integrated into class programs, while specialist lessons and other programs allow students to apply and generalise their developing skills in meaningful holistic contexts.

Early Childhood Development Program (ECDP)

Redland District Special School is privileged to have an Early Childhood Development Program (ECDP) as part of our school. The ECDP provides centre-based programs and outreach support for children aged birth to five years with a diagnosed disability. The programs offered include Playgroup, Transition, and Pre-prep. These programs support the transition to Kindy and Prep as well as complement children's NDIS plans. For further information regarding the ECDP including enrolments email (RedlandsECDP@redlanddistrictspecs.eq.edu.au).

Early Years (Prep to Year 2)

Our Early Years Sector programs of instruction are diverse and curriculum delivery is flexible to engage and motivate all students in learning. We use Age-Appropriate Pedagogies to provide access to the curriculum including play-based learning, explicit instruction, and schematic play.

Units of Work are differentiated within the sector to ensure the work is engaging. Students Highly Individual Curriculum Plans (HICPs) specify how the student is accessing the curriculum and captures the differentiation and pedagogy needed to maximise the learning of each individual learner. Teachers work in sector teams to ensure insightful differentiation occurs within unit planning so that learning is maximised.

Middle Years (Years 3 to Year 6)

Our Middle Years Sector programs similarly to Early Years Sector also offer units of instruction that are age-equivalent to same age peers but are highly differentiated, diverse and flexible to engage and motivate all students in learning.

Teachers work together to ensure units of work are authentic and engaging using students interests and ensuring the Australian Curriculum underpins all learning. Students access the learning via HICPs which provide individualised opportunities for success or Different Year Level – Partial which includes summative assessments at the end of each term that students can achieve.

Junior Secondary (Year 7 to Year 9)

We ensure that our Junior Secondary students are engaged in the learning by developing units that have age-equivalent contexts to their same age peers but also are engaging using student's interests and learning styles.

Teachers collaborate to write units that take into consideration the students age and curriculum levels. Students access the learning via HICPs or DYL-P which includes summative assessments at the end of each term.

Senior Secondary

Year 10

In Year 10 students access the Australian Curriculum while starting to engage in work programs to develop the attributes and skills that will set them up for success in Years 11 and 12. Individual needs are identified towards the end of Year 10 via the Planning Alternative Tomorrows with Hope (PATH) process.

Years 11 and 12

In Years 11 and 12, the school offers tailored individualised learning experiences leading to a Queensland Certificate of Individual Achievement (QCIA). Using students PATH plans and aligning the goals available in the Guide for Individual Learning (GIL), a Senior Education and Training Plan (SET Plan) is developed which outlines individual goals students will work towards throughout Years 11 and 12.

Students engage in a variety of post-school preparation programs, both on and offsite, serving as a platform to acquire skills outlined in their SET Plan and which hold particular significance for each individual that align with their PATH. The aim for these programs is to support our students to be active participants in the community post-school.

School-based work programs include the Coffee Shop, Muffin and Milkshakes, Op Shop, E-waste and Gardening, along with other enterprise projects that contribute to this suite of programs which all senior students can access. Students who identify work in their PATH plans are given further opportunities to develop their work skills through external community-based work experience. Our regular work experience providers include Makeables, Department of Primary Industries (DPI), Salvos Store, IGA and Jones Group.

OP SHOP OPEN TIMES – Open Wednesday and Friday – 9:00am – 11:00am. Donations can be made via Administration.

The Bridge Award Program

The Bridge Award Program supports students to build confidence, independence, and real-world life skills through a combination of structured learning and community participation. Grounded in the Duke of Edinburgh's Award framework, students develop their personal strengths through physical activity, skill-building, teamwork, and service.

A key feature of the program is our Life Skills curriculum, which includes communication, social skills, health and fitness, cooking, hygiene, and independent living routines. These hands-on experiences help students develop essential skills at their own level and pace.

We also partner with a range of local disability service providers, giving students the opportunity to visit their sites and actively participate in their programs. These community connections provide meaningful learning, broaden students' understanding of available supports, and help them explore future pathways in a supported, engaging environment.

The Bridge Award Program celebrates every student's progress and empowers them to take confident steps toward adulthood and life beyond school.

Certificate I Courses

Students may be enrolled in one or more VET certificate courses offered through Special Education Training Alliance (SETA) that are taught onsite by VET trained school staff. These courses are overseen and managed by the SETA central Registered Training Organisation (RTO) based at Western Suburbs Special School (RTO 41021). On successful completion of the course each student is awarded a nationally recognised qualification. If a student does not

complete the full qualification, they would then receive a Statement of Attainment outlining the units that have been successfully completed. The courses available at Redland District Special School in 2025 are:

- FSK10119 – Certificate I in Access to Vocational Pathways
- SIT10222 – Certificate I in Hospitality
- AHC10222 – Certificate I in Agriculture
- CHC14015 – Certificate I in Active Volunteering

For more information on SETA, specific certificate courses and copies of the complaints and appeals policy please visit www.seta.eq.edu.au

Reporting and Parent Teacher Interviews

From Prep to Year 12, students will receive two academic reports per year.

Parent Teacher Interviews which include a review of your child's learning for the semester including discussion of their ICP will occur twice a year at the beginning of Term 1 and the beginning of Term 3. Interviews are organised with your child's classroom teacher and can be done face-to-face or over the phone.

Incursions and Excursions

Students have many opportunities to participate in a variety of incursions and excursions throughout their schooling. Incursions occur on the school site, while excursions take place offsite, outside the school grounds. The purpose of these is to support and enhance learning by providing alternate settings for educational activities. All excursions require permission from parents/caregivers for student participation. While only incursions involving payment will require permission.

Permission forms for these activities will be sent home via class teachers. Please ensure these are returned by the date identified on the note. Once received, the office will send an invoice for payment, please do not make payment prior to receiving this invoice. Invoices must be paid for students to participate.

If you do not wish your child to participate in these events, please still return the permission form noting permission not give.

Physical Education, Inter-school, and Representative Sport

Each class will have access to a Physical Education program for one semester during the school year. Additionally, there are optional extra-curricular program on offer throughout the year.

Variety Sport Inclusion Days - Classes from all sectors may be invited to attend the Variety Sport Inclusion Days, held at different venues throughout Brisbane.

Inter-school Sport – Students of Secondary school age are encouraged to try-out for Inter-school sporting teams. 10 students each term will be selected to make up the team. Students selected must demonstrate knowledge of the game, some level of skill and excellent sportsmanship qualities. The team trains weekly and plays games at home or away at other special schools on Fridays. The sport changes per term; term 1 – Cricket, term 2 – Touch Football, term 3 – Soccer, term 4 – Basketball. The schools involved in the Inter-school competition are; Beenleigh SS, Calamvale SS, Kuraby SS, Southport SS, Logan City SS and St James College.

Inter-school Ten Pin Bowling is offered twice throughout the year. The students selected for this team will travel weekly on a Wednesday to compete against students from other special schools.

Students in Prep to Year 6 will participate in a Learn to Swim, Water Safety program as part of their Health and Physical Education curriculum once per year. Students in High School (Years 7-12) may have the opportunity to engage in water-based sports or activities, depending on program availabilities and offerings.

Squad swimming – Students aged 10 - 19yrs that can or are close to swimming 50m in freestyle, breaststroke, backstroke or butterfly are encouraged to join the swimming squad in term 1. The squad trains in the 50m pool at The Sleeman Centre once per week. Students that join this squad will have the opportunity to compete at Bayside District Carnival. This event is the trials for the MetEast Regional Competition. Students that reach qualifying times at

the District Carnival are invited to attend the MetEast Competition in term 1. The results of this competition will determine which students qualify and therefore are invited to the QLD State Competition held at the end of term 1. The school supports students up to State level competition by organising transport (Monday – Friday) and supervision at these three events. It is the expectation of parent/caregivers to organise transport and supervision for weekend events. Some students may be invited to attend Nationals, National level sport is the responsibility of the parent/caregivers to organise as it requires Inter-state travel.

Tennis Team – Students from the Secondary School are encouraged to join the Tennis Team. These students participate in weekly training sessions and finish the term with a mini-competition run by Redland District Special School with the support of Tennis QLD. Red Ball and Orange Ball competitions are held, and students compete for the tennis trophy. The tennis team is also invited to attend the Tennis Gala Day which is hosted by Tennis QLD.

Track and Field Team – All students aged 10 – 19 years are invited to join the athletics team. The events on offer are 100m, 200m, 400m, 800m, 1500m, Long Jump, Shot Put, Discus and Javelin. Students are split into two teams; Junior Team 10-12yrs and Senior Team 13-19yrs. All students train for their selected events during term 2 and 3. Students wishing to compete are invited to attend the Bayside District Track and Field Carnival in term 3. This carnival is split into two age groups; 10-12yrs and 13-19yrs. This event is the trials for the MetEast Regional Competition. Students that reach qualifying times and distances at the District Carnival are invited to attend the MetEast Competition held in term 3. The results of this competition will determine which students qualify and therefore are invited at the QLD State Competition held in term 4. The school supports students up to State level competition by organising transport (Monday – Friday) and supervision at these three events. It is the expectation of parent/caregivers to organise transport and supervision for weekend events. Some students may be invited to attend Nationals, National level sport is the responsibility of the parent/caregivers to organise as it may require Inter-state travel.



