



Upper Swan Primary School

Staff Information and

Induction Book

2018

Upper Swan Primary School Induction

Introductory Statement

This policy was devised by the Upper Swan leadership group after consultation with the School board and Staff. It is in accordance with the Plans and Policies of the Western Australian Department of Education and staff certified (industrial) agreements.

Procedure

- The Principal in consultation with the Administrative Team will plan and present an induction program for each new staff member (Inductee) relevant to their role and experience.
- The Principal or Line Manager will provide each Inductee with an Induction Handbook which will contain all relevant information about the school and its operation.
- The Principal and or delegated line manager will ensure the induction process addresses all the items contained within the Upper Swan Induction Handbook.
- Within the handbook will be a checklist which must be signed by the Principal/Line Manager and Inductee to ensure all relevant aspects of the induction process have been completed to the satisfaction of the Principal/Line Manager and Inductee.
- New staff members will be assigned a peer mentor to assist them with their induction.
- New staff members are expected to be proactive in the induction process and show initiative in seeking out information about the school and its students.

School Context and History

Upper Swan Primary is a level 5 primary school of approximately 480 students. The school has links to the history of the Swan Valley with many families having sent generations of children to the school. The school opened and closed many times in the early years of the Swan Valley settlement. It has run continuously since 1905, celebrating its centenary in 2005. The school's main entrance is through an avenue of deciduous pistachio trees and personalised paving bricks highlighting the family history of our school.

Although an historical school the buildings are all recent; consisting of five main buildings. The administration block, staffroom and library were built in 1992. The senior teaching block was built in the 1970's. It originally housed the administration and library plus three classrooms. It now has five classrooms used for upper primary. The junior block has seven classrooms, and a central area and purpose built Art Room and was built in 2003. It houses year 1 to 3 classes. In 2018, one Year 3 class and two Year 4 classes will be in transportable rooms.

The school's building program has continued into 2006 with an extension to the covered assembly area as well as a bitumen parking area for staff. Under the BER program (2009 to 2011) there was further extension of the undercover area and it was fully enclosed. Three transportable ECE rooms were removed and replaced with one block of three permanent rooms. There is one remaining transportable room in the ECE area. The ECE grounds were reconstructed in 2012. Since then there has been additional development as we strive to address elements of the *National Quality Standards*.

Although the school's physical site is away from any defined suburbs, student numbers have grown steadily for the last few years. We draw families from The Vines, Brigadoon, Millendon, Baskerville and Upper Swan. Approximately 20% of students come from outside our local intake area with most of these coming from the greater Ellenbrook area, Henley Brook and the Chittering Valley.

The parent body are presently involved in funding internal changes to the senior block and have assisted greatly with the acquisition of interactive whiteboards and upgrades to our network infrastructure. In recent years they have funded the purchase of Reading series and Maths equipment. They also run the school canteen making sure it meets healthy eating guidelines as well as making a small profit. This profit is then put back into the upkeep of the canteen and also for the purchase of resources.

The school staff is made up of teachers who range in age and experience. There are three Level 3 teachers as well as a number of Senior Teachers.

There are programs focusing on pastoral care through the School Drug Education and Road Aware (SDERA) program: *Challenges and Choices*; and *You Can Do It* (in the early years).

Selected students participate in instrumental music through *SIM* plus our own Music specialist as well as Physical Education, Visual Arts, Drama and Mandarin.

Kagan Cooperative Learning

Many continuing teachers have completed at least two days of Kagan Cooperative Learning training, with some having completed all five days. It is an expectation that co-operative learning strategies are an integral part of teachers' instructional repertoire. There will be opportunities to access this professional learning.

iStar Connected Practice / Visible Learning

Continuing teachers have been trained in the use of iStar Connected Practice. iStar is grounded in visible learning principles, constructivist learning theory and the gradual release of responsibility teaching model (I do / We do / You do).

We have a Student Council that organises fundraising events and assemblies as well as special activities such as the term 3 Talent Quest and Chess Competition. Year 6's are trained as peer mediators and are rostered on playground duty at morning recess and lunchtimes.

The school's gardener, Lex Stowell, is an integral part of our school. He has assisted greatly with the establishment of our nature play areas and environmental programs including the construction of our chicken coop, worm farm, re-cycling shed and vegetable gardens. He has put a lot of work into the development of our grounds and has helped many teachers with small improvements to their classrooms.

Ethos

Upper Swan Primary strives for excellence in education while providing a well ordered, happy and secure atmosphere where the academic, emotional, physical, moral and cultural needs of the pupils are identified and addressed. The school supports the principles of inclusiveness, equality of access and of participation in school life, with respect for diversity of tradition, values, beliefs, languages and ways of life in society.

Aim

To provide a clear structure to ensure the successful induction of all newly appointed staff members. This policy provides the broad directions on ethical responsibility and appropriate behaviours to ensure the professional and pedagogical needs of all newly appointed staff members are met. Whatever the specific role of staff members, all staff must work to achieve the goals listed below.

- To make every student a successful student
- To have sound teaching in every classroom
- To ensure every public school is a good school
- To provide practical support for our teachers and support staff
- To deliver meaningful accountability
- To build public confidence in our schools

Classroom and School Environment

The establishment of a quality learning environment based on continuous school improvement in terms of measureable student achievement will be enabled by the following:

1. Establishing a professional learning and performance culture based on a supportive team approach.
2. Emphasising the use of student achievement data to guide programs including Running Records, Diagnostic and Common Assessment tasks, NAPLAN and Standardised Testing.
3. Delivery of curriculum that is structured, sequential, explicit, reinforced and skills based.
4. An emphasis on letter sound relationships instruction through a sequential phonemic awareness and phonemic skills program.
5. Setting of NAPLAN improvement targets.
6. High expectations of student performance.
7. High intensity in which teachers deliver the curriculum.
8. An orderly school environment inside and outside of the classroom.
9. Developing a genuine understanding of all students' needs.
10. Reinforcing literacy and numeracy skills.
11. Building effective relationships with children and their parents.
12. A focus on intervention and teaching / learning in K – 3.

Teacher Actions

- In classrooms by 8.30am.
- Students fully engaged and on task with meaningful learning.
- Intentional teaching of literacy and numeracy skills.
- All student work is marked and corrected.
- Detailed specific feedback is given to children in all aspects of their development.
- Follow Code of Conduct and Conflict Resolution Process.
- Children display neat and attractive work standards, including setting out and handwriting.
- Planning is evident i.e. Documented plans for Learning Area and a Daily Work Pad.
- To develop in children a pride in their work where they are highly motivated and engaged.
- Automatic response is developed in number facts and retained.
- Work routines to be constantly emphasised and reinforced.
- Class building and team building activities (Kagan) are integral to your class routine.
- A focus on implementing school improvement plans.
- The iStar teaching model is reflected in Literacy and Numeracy blocks and these blocks of time are evident in timetables.
- Clear known goals for improvement are set academically and socially for students backed up by detailed data on student achievement.

Strategic and Operational Plans

You will receive a copy of our Strategic Plan (2017 to 2019) as well as our Operational (Curriculum Plans).

Teaching plans are the daily representation of these plans. The use of agreed strategies and resources is non-negotiable.

Attached to these plans is information about those strategies and resources along with statements about our beliefs about learning, our assessment schedule and reporting to parents schedule.

Scope and Sequence

We have simplified versions of SCASAs *Scope and Sequence* in year level booklets that enable you to track your planning throughout the year. Of course we subscribe to differentiation; meaning you will most likely need to have a *Scope and Sequence* booklet for more than one year level.

General School Information

Address: 1204 Great Northern Highway, Upper Swan 6069

School Code: 5427

Courier Number

Phone: 9296 4622

Fax: 9296 4775

Website: upperswanps.wa.edu.au

Board Members: Parent Representatives: Jenelle Booth (Chair); Charlotte Gosatti (Secretary); Karen Corica, Colin Brown, David Jeffs, Ange Johnson, Melissa Lynn.
Community: Heather Hunt and Val Long
Staff: Louise Cepo and Belinda Condo

Parents and Citizens (2017): President - Jess Staggard; Secretary – Donna Stewart; Treasurer – Natalie Gasson; Vice President – Mandy Wilson, Uniform Shop – Jenelle Booth, Fundraising – Dorothy Haggett, Jolene Crosswell, Misty Geddis.

Initial Key Contact Information

Principal: Stephen Green **Home:** 9247 1959 **Mobile:** 0477 308 591 **School:** 9296 4622

Deputy Principals: Beth Kerry **0427711449** and Pam Hahnel

Manager, Corporate Services: Alicia Peden

School Officers: Karen Lee, Lisa Jones, Rebecca Pedrotti.

OHS Officer: Nicole Skehan (works Wed / Thurs / Fri) and Belinda Condo

Union: Brian Anthony

IT Support Desk 9264 5555 **Dept of Education** 92644111

Personnel and Payroll 9264 8383 **Employee Support Bureau** 92648651

Staff and Class Organisation

Kindergarten Room 14: Marina Harrington – Tighe and Amy Jefferies
EA's: Jane Liddle and Diane Lyon

K / PP Room 13: Marsha Adlam and Konnie Green
EA's Jane Spencer and Vicki Brooks

PP Room 15: Amanda Casilli and Robyn Melican
EA is Kim Myers

PP Room 16: Emily Costly and Amie McGowan
EAs – Margaret Power and

Special Needs EA's: Tracy Holman, Jan Stewart, Suzanne Fenton-Bodis, Merische Harkins, Kelly Neal, Bernie Burghall, Linda Hampshire.

Year 1: Room 5 Amanda Lack

Year 1: Room 6 Jess Black

Year 1: Room 7 Noelene Hocking

Year 2: Room 3 Belinda Condo

Year 2: Room 4 Tiziana Shambrook and Nicole Skehan

Year 2/3: Room 2 Niki Zakarias

Year 3: Room 1 Julia Spence and Jade Poulter

Year 3: Room 17 Brian Anthony

Year 4: Room 18 Roxanne Reichenberg

Year 4: Room 19 Tania Lorschy and Barry Johnston

Year 4/5: Room 9 Claire Slater

Year 5: Room 8 Nicole Whittle

Year 5: Room 12 Peta Holmes

Year 6: Room 10 Sharinna Ireland

Year 6: Room 11 Sharon Kongras

Junior Primary EAs: Diane Lyon and Maureen Campbell

Specialist Teachers:

Physical Education and Music – Andrew Taylor Physical Education (0.2) Mark Probert

LOTE / Mandarin: Anna Li Visual Arts: Louise Cepo Drama: Kylie Church

Mathematics: Jess Munro

Library Officer: Cherry Arnold (W, Th, Fri)

Gardener: Lex Stowell (Mon / Wed / Fri)

Chaplain: Mrs Noelene Mercer

Cleaners: Thip Drage (Head Cleaner), Nena, Suwan and Ari

School Times (ECE Run a separate timetable)

Before 8:30 All preparation completed

8:30 Teachers in classrooms and doors open for students to enter

8:45 to 10:55 = session 1

10:55 to 11:15 = recess

11:15 to 1:15 = session 2

1:15 to 1:50 = lunch

1:50 to 2:50 = session 3

Start of the Year Organisation

- Find the Student Profiles that have data and information about your class. Skim through it and familiarise yourself with it.
- Know who your SAER, TAGS and Target Students are.
- Check the Student Assessment Information System (SAIS) on the Portal for system performance data and previous grade allocations.
- Ensure you have a class details such as a class checklist, medical conditions, access restrictions list, birthday report and parent/guardian contact details. See a School Officer if any of this information is required.
- Check there is a First Aid Box in your room. Write a list of items needed.
- Check for Health Office Referral Forms and Behaviour Referral Forms in your room. See Beth Kerry if you need some.
- Display your class list on your door / window / noticeboard ready for Day 1.
- Make your classroom inviting and welcoming for the first day.
- Integris/Lesson Attendance – check your logon (Username and Password).
- Check furniture matches number of students.
- On the first day for students, send to the office the names of absent students.
- Send a timetable to the office when ready then any time it is updated.
- Check your stationery requirements and place orders asap. Alicia Peden (MCS) can help you with ordering.
- We don't have money books. Parents and children know the money / payment system.
- Begin setting up classroom behavioural rules, rewards and consequences in the first week (see BMIS policy). Throughout term 1 continuously develop understanding of what rules "look like / feel like / sound like".
- Write an explanation of how your class system links to the green / yellow / red card system.
- Return the details of the class system and the links to the whole school card system to Beth by the end of week 3.
- Make sure you know about current medical information and custody details.
- Contact parents early with concerns.
- Reinforce the wearing of school uniform.
- Make sure you know when you have duty and where that is. Beth does the roster.
- Set standards in relation to how students store bags, how they line up and how they move around the school.
- Reinforce students wearing hats.
- Determine who will be your buddy teacher for BMIS.
- Make sure you are in your classroom by 8.30am and the door is open for students and that you don't leave students unsupervised in classrooms.
- Check the status of computers in your classroom. See Beth if there is an issue and she will sort things out when she can.
- Organise a time for use of the library.
- Make sure you know the Reporting to Parents Schedule.
- Ensure your class has at least two hours of timetabled physical activity. This includes senior sport and phys ed lessons.
- Work out exactly where Literacy and Numeracy blocks will be placed in your timetable.
- Be aware of the timetable for our Literacy and Numeracy Specialist Teachers.
- Reporting to parents meetings are held around week 9 or 10.
- Familiarise yourself with the Evacuation Policy.

Start of the Year Organisation

- Ensure you have a paper recycling and food scrap bins in your classroom. Please see Peta if you don't.
- Please ensure you read the weekly news that is distributed each week. The first set of usually comes out in Week 2.
- Welcome to our new staff: Emily Costley,
- Welcome back
- A focus for Term 1 on NAPLAN preparation according to need for students in Years 3 and 5.
- Reinforce the routines and procedures you will be using in the class room
- Familiarise yourself with our Operational Plans.
- Be aware of the Staff Code of Conduct and our Conflict Resolution process.

Reinforce Routines to Students

- Lining up outside room.
- Where bags are to be located.
- Going to the toilet.
- Work presentation standards: cursive writing, printing, what to do when an error is made, ruling up.
- Distribution of materials.
- Moving around in the classroom.
- Before school routine between 8:30 and 8:45
- Leaving the classroom.
- How the classroom is to be left at the end of the day.
- Movement around the school to assemblies, library, art room , music room etc.
- Signals for quiet time.
- What to do when a student needs assistance.
- On task behaviours (what they look like)
- Working individually / Working in a group situation.
- Lunch time eating and disposal of rubbish.
- Expected behaviours at assembly.
- Entering the classroom when late.
- Walking around the school.
- Where to sit if arriving prior to 8.30am (undercover area)

Deputy Principal Responsibilities (to be confirmed after review)

Pam Hahnel	Beth White
English / Literacy Leadership and Coaching Manager of Reading Intervention programs Learning Support / SAER Coordinator Schools Plus Allocation of Special Needs Assistants Liaison with School Psychologist, Nurse and other agencies. English Cost Centre Management Behaviour Management K to 2 Learning Team Liaison Assembly set up Lesson attendance / parent liaison Performance Management Assist with Year 6 Graduation	Science Admin Team Leader Year 3 to 6 Learning Team Liaison ICT Admin Team Leader / Maintenance coordinator ICT Cost Centre Management with Jess B DOTT Timetable Duty Roster Behaviour Management Leader PEAC / JETS / TAGS ECU Student Teachers TAFE Certificate 3 and 4 Students Work Experience students System Reports / Semester Reports Assist with Year 6 Graduation Assemblies Teacher Relief Swimming Lessons

Leadership Structure

The leadership structure is set out in the introductory pages of the *2018 Operational Plans* booklet.

Professional Growth Plans

The line management structure for performance development is not strictly set along learning team lines.

Pam Hahnel (Assoc. P) oversees most, but not all, teachers in the Kindergarten to Year 2 Learning Team.

Beth Kerry (Assoc. P) oversees most, but not all, teachers in the Year 3 to 6 Learning Team.

Stephen Green (P) oversees most, but not all, Learning Team Leaders and some specialist teachers.

Pam Hahnel	Beth	Stephen
Marsha Adlam Konnie Green Amanda Casilli Robyn Melican Emily Costley Amie McGowan Noelene Hocking Amanda Lack Jess Black Tiziana Shambrook Nicole Skehan Niki Zakarias	Sharon Kongras Sharinna Ireland Peta Holmes Nicole Whittle Roxanne Reichenberg Louise Cepo Julia Spencer Jade Poulter Brian Anthony Mark Probert	Marina Harrington-Tighe Amy Jefferies Belinda Condo Barry Johnston Tania Lorsch Claire Slater Kylie Church Anna Li Andrew Taylor Beth Kerry Pam Hahnel Alicia Peden

For teachers the planning cycle begins in term 1. Teachers need to use various methods to identify their professional learning needs including:

- AITSL Standards for Teachers and Adminsitrators
- Numeracy Practices Guide
- Literacy Practices Guide
- Operational and Strategic Plans

General Staff Matters

Staff Meetings

At the end of 2017 staff agreed to trade off half of the last day of term 4. That is approximately 155 minutes. The 155 minutes is spread across four terms and is incorporated in to our staff five hours of staff meetings each term. Generally our staff meetings run as follows:

Week 2: One hour

Weeks 4, 6 and 8: 1½ hours

This equals 5 ½ hours per term. Five hours of regular meeting time plus 30 minutes of trade off per term.

Meetings alternate between Tuesday and Wednesday afternoons. The purpose of meetings varies and includes:

- General staff meetings for information exchange.
- Learning Team professional and curriculum development.
- Common assessment tasks and moderation
- Whole staff professional learning.
- Swan Valley Network Meetings

DOTT and Collaboration

From time to time teachers may be prescribed duties to perform during DOTT. At least once per week you will have a 'common DOTT' with teachers that have the same year level as you. This is your chance to do some collaboration in learning, teaching and assessment.

More often than not, DOTT is self directed. DOTT is not for private business or an extra meal break. It is your professional responsibility to ensure you use your DOTT productively.

LEAVE

Short Leave

Short leave is for matters that arise unexpectedly and at short notice. Almost by definition, short leave can not be planned as it is for urgent unexpected matters. Full time teachers are entitled to three non-cumulative days per year.

Sick Leave

Teachers are entitled to 12½ days per year that can be accumulated from year to year. It is the employee's responsibility to provide evidence for all classifications of sick leave. At the moment teaching and support staff continue using a paper based system.

Relief Teachers

It is a great help to Beth Kerry if you can organise your own relief. She will provide a list of available people. When you do organise your own relief, please contact Beth as soon as possible so she knows that you will be away and who will be coming in your place. If you are unable to organise your own relief, please contact Beth as early as possible.

Applying for Leave

Currently we use a paper based system. If you know you would like leave before taking it (Eg Long Service, Leave Without Pay and Parental Leave) you must apply to the principal before the leave is taken. If taking sick leave, you must complete the application form and attach your evidence at your earliest convenience.

School keys

Keys are available from either registrar. They must be signed for and recorded on the key register. Staff are responsible for replacing keys they lose.

Security of Personal Items

It is easy to get complacent at Upper Swan as our school is isolated from general passers by. It still pays to keep personal valuables and belongings out of sight and, if possible, locked in your desk drawer or cupboard. It is advisable to keep classrooms locked during break times.

Staffroom Cleanliness

Everyone is responsible for cleaning their own mess. At the moment we do not have a dish washer. This means you are responsible to washing, drying and putting away your own mess. The kitchen and sink areas need the most attention. Please be considerate of fellow staff in maintaining a clean and presentable area.

Year Planner

Generally we plan term by term, but we have Term Planners for each of the four terms. This planners include after hours meetings, professional learning days, year 6 camp, carnivals, assemblies and other special events.

North Metropolitan Regional Office

We are in the North Metropolitan Education Region. Mr James (Jim) Webb is our Regional Executive Director with Mrs Diane Trezise being our Coordinator of Regional Operations. The regional office is located in Stirling.

Education Assistants

There are a number of students who attract time from Schools Plus. Factors such as student need, the number of special needs students in particular classes, school programs and timetable requirements are considered when allocating EA time. Education Assistants are a valuable resource and must be deployed to meet the educational needs of the students in the classes they are allocated to. Their main work must be working directly with students, particularly individual and small group work. Teachers must optimise the use of their EA's or may risk having them re-allocated.

Early Childhood EA's are allocated in line with the staffing formula while the Junior Primary EA is mostly engaged in running the *Support a Reader* and *Multi-Lit* programs.

Photocopying

It would be fair to say that photocopying is overused in our school. Too often *black line masters* are relied upon to keep students busy rather than teach them what they need to know. Falling into the trap of picking a random page from a Black Line Master to give students something to do is to be avoided at all costs. Whilst most students at Upper Swan can cope with the boredom without becoming disruptive, *BLM's* will drain enthusiasm for learning.

Both copiers are in the administration block. At the moment there is no limit on photocopying, so please exercise the responsibility you have been given. You will need a PIN code from the registrar to be able to use the copiers. Use is monitored.

Education Assistants are not photocopy slaves.

Classroom Allocations

Allocating teachers and education assistants to years levels and the physical classroom itself is done by the principal in consultation with the associate principals.

Ordering Materials

The Financial Regulations schools operate under make it essential to follow all rules related to the purchase of goods and services. Almost always you will need to consult with the relevant cost centre manager and place the order through them, unless of course it is your own cost centre. **The yellow covered order book and order numbers must be used at all times.** Cost Centre managers must also make sure that purchases are made that comply with common usage agreements (CUA's). Where a CUA exists, we have no option but to use it. CUA's exist for a wide range of resources from basic cheap stationery items right up to expensive ICT infrastructure.

Some cost centre managers have ***purchasing cards*** that are allowed to be used without using the yellow order book. However, people using these cards must still comply with CUA's.

School Payment Vouchers

Occasionally people may use **School Payment Vouchers** to recover the cost of items purchased with their own **cash**. Single items must be less than \$50. Items purchased where a CUA exists may not result in a refund. Items must always be cheaper than what is listed on the CUA. Use of the refund system should be a rare event and mostly limited to items linked to cooking.

If you're not sure about how to go about ordering or purchasing an item, please talk to the Manager, Corporate Services, about the rules.

Staff Counselling / People Sense

Counselling is available through the Education Department Contract with People Sense. They have offices in Midland, Subiaco and Joondalup. Each employee gets up to six free consultations per year. Family members are also able to access the service.

We have a school chaplain, Noelene Mercer, who works two days per week.

Reporting Faults

Report them to Lisa Jones or Karen Lee (School Officers) or to the MCS (Alicia) if Karen is not available. Remember we are not in control of when contractors turn up for jobs.

Reporting OHS Issues

Report OHS matters to Nicole Skehan or Belinda Condo. Nicole works in room 4 on Wednesdays, Thursdays and Fridays. Belinda works full time in Room 3. Reports may also be made directly to the principal, especially if the OHS representative is not available. Whenever possible, and within financial limitations, OHS concerns will be addressed as a priority.

Brian Anthony (Year 3, Room 17) is the **staff union representative**.

Staff Parking

Enter the staff car park at the first gate. Parking is at the front of the school or on the northern side. The Kiss 'n' Drop car park is for parents only. Be early to get a spot. If you need to double park, please inform office reception staff.

Roll Marking – Twice per day

Your roll must be completed daily on Integris (SIS) before 9:30am and you go home. SMS absence alerts are sent out at 10:00am every morning, so please make sure your roll is always up to date.

Integris

Access to Integris (SIS) is managed by the MCS (Alicia). Please sort out any issues with either one of them. Teach yourself how to do some basic things such as look up student details, staff details, attendance records, sports faction lists and how to create checklists for your class.

HRMIS – SELF SERVICE

All leave **applications** are to be submitted directly in to HRMIS. In the first and final instance, the principal and associate principals must know about your leave as soon as possible. It is not acceptable to know you are absent when a relief teacher turns up without prior notice.

If you have trouble with your pay, see the principal first to ensure your absence has been properly recorded. The MCS (Alicia) will assist with leave transactions.

Punctuality

It is essential to give yourself enough time to be fully prepared for the day. Classrooms are opened to students at 8:30. From that time you need to be in your classroom interacting with students and parents as they come into class to ready themselves for the day. There is much positive interaction that takes place between teachers, students and parents in the 8:30 to 8:45 timeslot. It goes a long way to helping our school have a positive image in our community and sets a welcoming tone.

Being punctual after recess, lunch and DOTT is also essential to the maintaining good order in our school.

Teachers' Award and Being in Your Room at 8:30

The hours a teacher is required to work is not clearly defined in the Award or Agreement. There is a **normal school day** or **normal operating hours** derived from the Agreement which provides the authority for the principal to determine the start and finish time of the school day based on. This is commonly referred to as the "**bell to bell**" time.

Teachers are required to be in attendance during the normal operating hours, however, the Award acknowledges that the supervision of students is one of the duties and responsibilities of a teacher as outlined in clause 12(1) (b) of the Award. In addition clause 12(4) states that teachers are required to undertake supervision of students, outside of student instruction hours. Supervision of students does not form part of face to face instruction. The Award at clause 12 (2) also acknowledges that a proportion of teachers' work is undertaken outside the normal school day or normal operating hours. **It is agreed that supervision is required outside of instruction hours to fulfil duty of care obligations. It is necessary for teachers to be present prior to the commencement of school for to ensure the duty of care of the students.**

Historically it has been custom and practice for teachers to be present at school at least 15 minutes before the start of class, however, **the amount of time required could be more or less depending on a number of variables such as bus timetables, the number of students arriving at specific times and characteristics of the school etc and as per the direction of the Principal.** Teachers should be informed that **by arriving at work with plenty of time to prepare for the first class in the morning, to ensure the classroom is ready and even allow students into the classroom prior to the bell will all naturally assist in the efficient management of the school, as per clause 12(1).**

Being punctual for playground duty will be greatly appreciated by those you share duty with.

Staff Email

All staff should be using the @education.wa.edu.au email address. The MCS (Alicia) will help you get on to the system. The weekly staff email is sent out using this address.

School Computer Network

The MCS will also help you sort out access to the curriculum and administration networks. During school time, including DOTT, all activity must be work related.

Social Committee / Morning Tea / Gifts

Up until 2013 the school had an active social committee. It fell in a heap around then as nobody volunteered to run it. Occasionally people such as Peta Holmes (room 12) and Jan Stewart (EA) try to drum up enthusiasm for staff gatherings.

Jan Stewart manages money collection for morning tea and contributions for people having special birthdays and for those who may be leaving Upper Swan.

Staff Leaving School Grounds

For OHS and Workers Compensation reasons, staff are advised not to leave school grounds unless they are on school business or an urgent situation has arisen. You must speak to the principal to outline the reasons for needing to leave. Once permission has been gained, there is a sign in / sign out book in reception that must be completed.

Grievance Procedures

Clearly the quality of a school and the education it provides is closely linked to how effectively staff work as a team. A functional, harmonious staff will lead to a happy and safe work environment for everyone and enable us to do our best for students.

In 2013 and 2014 staff worked on a revised conflict resolution process. A flow chart has been produced to assist you in working out your differences when they arise. **The golden rule is to never say anything about someone that you're not prepared to say in their presence.**

Workload Committee

The committee is largely inactive due to other priorities and a lack of interest. Let me know if you want to be on the committee.

Curriculum

Curriculum Coaches

In 2018 we are committing resources to re-establish coaching positions in English and Maths.

English: Pam Hahnel (Associate P)

Mathematics: Jess Munro (Level 3 Teacher)

They will use the *Gradual Release of Responsibility model* to support your professional growth.

Their work with you involves the following:

- Collaborative planning
- Observation of lessons
- Feedback / Coaching based on observations.

For the most part, their focus will be on the NAPLAN years.

English		Mathematics	
Semester 1	Semester 2	Semester 1	Semester 2
Year 3 and Year 5	Year 2 and Year 4	Year 2 and Year 4	Pre Primary and Year 1
Niki Zakarias Brian Anthony Jade Poulter Julia Spencer Peta Holmes Newbie	Belinda Condo Nicole Skehan Tiziana Shambrook Roxanne Reichenberg Barry Johnston Tania Lorsch Claire Slater	Belinda Condo Nicole Skehan Tiziana Shambrook Roxanne Reichenberg Barry Johnston Tania Lorsch Claire Slater	Amanda Casilli Robyn ,Melican Marsha Adlam Konnie Green Emily Costley Dianne O'Brien Amanda Lack Jess Black Noelene Hocking

English

The following points outline the main non-negotiable strategies we are focussing on in English.

- Literacy block with a clearly defined structure and time allocation.
- Structure is linked to iStar Visible Learning that must include:
 - WALT – *We are learning to*
 - Differentiated WILF's: *What I am looking for...* All will.....Most will.....Some will.....
- Use of the *gradual release of responsibility* model of learning and teaching advocated by *First Steps*.
- Modelled, shared and guided reading as essential components of the teaching of Reading.
- Intentional explicit teaching of Phonics; mainly through PLD (Diana Rigg) (K to 4) and Words Their Way (Year 5 & 6).
- Running Records / Miscue analysis as they main assessment tool.
- Maintaining student records on the Excel based Literacy Profile.
- Using mandated teacher and student resources that include:
- Use of Spelling Journals
- Intentional explicit teaching of spelling, grammar, punctuation and word study skills.
- Intentional explicit teaching of Writing formats.
- A range of Kagan Cooperative Learning Strategies are frequently used throughout the Literacy Block.

Reading resources are stored in the Library, as are Teacher resources (for all learning areas).

Mathematics

The following points outline the main non-negotiable strategies we are focussing on in Mathematics.

- *First Steps* is used as the primary teacher resource.
- Use of the *Numeracy Practices Guide* as a self-reflection tool to pinpoint areas for professional learning.
- *Numeracy Block* structure for lessons linked to iStar connected practice as mentioned on the previous page for English. .
- Having a *unit of work approach* to curriculum delivery.
- There is a focus on students explaining their understanding mathematical ideas and concepts.
- Intentional explicit teaching of number facts (not just daily practice, actual teaching of strategies).
- Use of Mathletics as a consolidation and enrichment resource; completed mainly for homework and on allocated times during the week.

We are able to arrange subscription to *Peter Nowland's MTS online* resources. It is not currently mandated, but it is the recommended resource.

We do not use text books and *black line masters* should generally be consigned to the scrap heap if they are given as *busy work* and *time fillers*.

Maths equipment is stored in the Junior Block. Each classroom is supposed to have its own supply of frequently used equipment. See Jess Munro if you have any resource requests.

Science

We are well resourced with *Primary Connections* teachers' books and resource kits. It is strongly recommended that this is the main resource you use for teaching the investigation process and the concepts in each content strand. At the moment it is not essential to use the *Australian Curriculum* to plan your Science program. However, it is strongly recommended.

Resource kits are located in the Junior Block. Teacher resources are in the library.

H.A.S.S.

An integrated approach is advocated, rather than teaching each content area as a discrete section. Learning is more effective when areas such as History and Geography are taught together as an integrated topic. When we report student progress, it is done via H.A.S.S. – not as separate areas.

Planning Document Expectations

There should be nothing new here. Teachers are expected to have documented plans for all learning areas. Your plans need to identify intended outcomes, content and assessment methods. At this point, it is up to you to decide what format you want to use.

For all phase 1 areas of the ***Australian Curriculum*** we want people to use the planning documents available from the ***Queensland Studies Authority***. If you google QSA, you will find them. Copies are available from Specialist Teachers and the administration team. Other pro-formas are available for you to use if you want them.

In *English* and *Mathematics* we are using the ***Australian Curriculum*** as our primary resource for planning. Using the ***Australian Curriculum*** to plan units of work in *Science* and *History* is highly recommended, but not essential until 2014. We are well resourced to use *Primary Connections* for the learning and teaching of *Science*.

The W.A. Scope and Sequence Curriculum is still applicable and should be used for learning areas where the *Australian Curriculum* is not yet in use.

Units of Work Approach to Planning

You are encouraged to explore the *units of work approach* to planning. Instead of battling to fit *Science, Technologies, Health and HASS* into your timetable every week; you could try blocking in weeks of time. So perhaps for 5 weeks you might only focus on Science and Technologies. For the next five weeks you might focus only on HASS and Health. How you do it is up to you.

The unit of work approach is strongly recommended for Mathematics; even if you're working in a tandem class. This means getting firmly away from the idea of spending a two to three days per week every week for Number and Algebra then also trying to squeeze in Measurement and Geometry and Statistics and Probability every week. It is highly probable that student learning, and your teaching, will be more effective if you completed a unit of work in one main aspect over a one to three week period instead of jumping from one aspect to another then back again in the same week or fortnight.

Daily Procedures

Visitors to the School (Including friends of staff)

All visitors who are staying need to first come to the office reception area to sign in. This does not apply to morning drop off and afternoon pick up times. It's more about parents, community members and friends who are helping out in classrooms and / or working with children. Class helpers who are not parents and are aged 8 or over must have a *Working With Children Check* that needs to be sighted and copied for our records.

Students Leaving School Early

Parents wishing to take their children home early must come to the office and talk to a member of the executive team. If the request is reasonable, a note will be issued enabling that parent to come to your room to collect their child. You need to sight the note. If they do not have one, then please direct them to the office.

Duty Rosters

Beth White (Deputy Principal) sets up the duty roster. Be mindful that it can be a difficult and thankless task. Trying to balance the number of duties along with a number of part-time staff is an added complexity. We also have more duty times than many primary schools as we have to monitor the car park and buses in the afternoon.

If you have any concerns please approach Beth in a spirit of cooperation. It's even better if you come with a solution already worked out.

Duty Areas

It is very important to the students and your colleagues to be punctual for duty. When it is your duty time to need to do everything you can to pack your class up a moment early so you can be out there as soon as possible.

Recess: Area 1: Undercover Area, Junior Playground.
Area 2: Spida and basketball court and the oval up to the cricket pitch.
Area 3: Nature Play and eastern half of the oval.
Area 2: Oval, large Adventure Playground and Courts

Lunch: Everyone in Years 1 to 6 has the first 10 minutes of lunch time with their class. That is 1:15 to 1:25. This can be inside in your room or outside under the trees between Rooms 8 and 9 and the administration block.

Lunch Duty is 1:25 to 1:50

Duty areas are the same as recess.

Play Zones

K and PP have their own fenced playground.

Years 1, 2 and 3 have their own adventure playground next to the undercover area and the patch of grass on the northern and eastern sides of the staff room.

Year 3's who play football, soccer or cricket are allowed to use the main oval.

Year 4 to 6 students are allowed to use the courts for netball or basketball. No soccer or cricket is allowed. They use the adventure playground equipment called *The Sipda* as well as the main oval and large adventure playground.

All years groups are allowed to use the nature play area.

The undercover area and the paving under the trees between the administration block and senior block is for quiet activities. No ball games or running is allowed.

Out of Bounds Areas

At recess and lunch time children are not allowed in the following areas:

- Junior block verandah
- Behind the Music Room, Rooms 18 and 19 and the storage sheds
- The area around the gardener's shed, shade house, worm farm, chicken coop, recycling shed, recycling area and the herb garden
- Around the south side of the senior block.

Playground Hot Spots

The hotspots for potential issues are:

- Junior and senior block toilets.
- Nature play area
- Students playing chasey around the admin block and staffroom
- The junior and senior adventure playgrounds
- The out of bounds areas on the southern side of the school.

Playground Rules

- No hat, no play all year round. Children with no hat stay in the undercover area.
- Hats need to be sun smart.
- Don't run on verandahs and the paved areas around buildings.
- Stay seated when eating and drinking.
- At lunch *eating* time, students remain seated until dismissed by their classroom teacher.
- No ball games or running games in the undercover area or around school buildings.

Assemblies

Assemblies are held fortnightly on Friday mornings from 8:45. We aim to have everyone back in class by 9:30. Each class from Year 1 to 6 hosts one assembly per year where you are expected to *put on* some kind of performance: skits, song, poem, short play etc. A roster will be drawn up early in term 1. Parents are invited to attend and to come back to your classroom for 15 minutes afterwards to share in some activities with their children. The principal then takes the parents to the staff room for a light morning tea.

Our undercover area is well set up for assemblies with a permanent PA system set up.

There is no daily fitness allowed on assembly Fridays as allocating time to Literacy and Numeracy is a priority.

Timetables

Once the DOTT Timetable has been completed, you then have the challenge of fitting in the other learning areas. English and Maths must make up at least 50% of your allocated time. That is a minimum of at least 100 minutes per day for English and at least 60 minutes per day for Maths.

Look for ways to integrate learning areas and think seriously about the *unit of work* approach.

All timetables need to be submitted to the principal as well as your line manager.

Collection of Money and Money Book Procedures

- Ensure monies are sent to the Registrars' office in the morning, prior to 10:30am.
- Fill out accurately the date, details of the activity, amounts of money in each column and total at the bottom of the column.
- Do not leave money in classrooms overnight.
- Money books should be dated for all entries.
- Do not use liquid paper or pencil.
- All entries must be in pen.

Canteen

We do not have a canteen, although our P & C occasionally organises Subway for Fridays (3 times per term) and *Toastie Tuesdays* (Toasted ham and cheese).

Use of PA System in to Classrooms

Overuse of the PA, especially in the middle of sessions, can be most annoying. Where possible; PA messages will only be given at the very beginning or the end of sessions. Children are not to use the PA unless they have a well rehearsed script. They must also ask permission from the office staff before using it.

General Communications

Most communication is done by email. Most of the time there is weekly staff news plus occasional daily notes and information about professional learning opportunities. Nearly all are sent by the principal. If you're not receiving them, then see *the boss* to sort it out.

Disposal of Rubbish

Our school has a heavy emphasis on recycling. We have different bins for general rubbish, paper and cardboard, chooks and worms and food scraps. Immediately after lunch you need to you're your chicken and worm food scraps over to the recycling area so they can be emptied by members of the *Green Team*.

Green Team

The *Green Team* is run by Peta Holmes (room 12). They are involved in the promotion and running of our environmental and healthy living initiatives that include: worm farm, chicken coop, vegetable garden, paper recycling, *Waste Free Wednesday* and *Crunch 'n' Sip*.

School Events

Year 6 Camp

Our camp is for all year 6's only. It is usually held at Point Peron at the beginning of term 4. This

Graduation Events

The Year 6 Graduation event is held at the beginning of December. The Graduation dinner is attended by students, family members, sponsors and any staff who would like to go. It is held at a local Swan Valley venue. Awards and graduation certificates are presented.

Awards Assembly – Years 1 to 5

Awards are presented to all classes from year 1 to year 6. If you have a single stream class to awards are:

- Academic Achievement
- Endeavour
- Virtues

If you have a double stream class you present two Academic Awards; one for each year level.

Kindergarten and Pre Primary

These classes sometimes hold a small learning celebration event to round off the year. It can be a simple class item with a Christmas theme and a class party held during class time.

Room 11 Play

Also in December room 11 (Sharon Kongras) presents a spectacular extravaganza, also known as her class play. It is an epic that is enjoyed by all and usually runs for 70 to 90 minutes.

December Concert

For the last eight years Andrew Taylor, our Music / Phys Ed specialist, has organised an annual concert. In term 4 Andrew's program is committed to doing just about everything your class will need to be ready for the concert including coming up with an item, working with your class to develop the idea and doing all the grunt work involved in rehearsing it. It is usually held at an off site venue in school hours and is packed to overflowing by parents and family members.

Class Parties

These should be kept to a minimum and should be for significant reasons. Celebrating the end of the year, as a special reward for a major achievement or to acknowledge special responsibilities children have successfully carried out.

Our rubbish collection day is Thursday, so all parties must be done before the last Thursday of term 4.

End of Term / End of Year Procedures

We do our best to conserve energy. At the end of every term you are asked to completed shut down all electrical equipment, turn it off at the wall and unplug it. It's amazing how much money this saves.

At the end of the year you must ensure your room is clean and tidy; that all equipment that belongs to the room is there (basic stationery items); that desks, trays, trolley trays and chairs are all clean and in place for the following year.

If your leaving the fine shores of Upper Swan, be sure to return all resources and you keys.

Athletics Carnivals

Our marvellous sports cell lines to throw surprises. In 2017 our faction cross country was held at the end of term 2; with the interschool cross country staged at the beginning of term 3. For the traditional athletics carnival; our faction carnival was at the end of term 3 with the interschool held at the beginning of term 4.

Year 5 and 6 students (and sometimes some year 4's) participate in the summer team games carnival in term 1 and the winter team games carnival in term 3.

Thankfully we do not have swimming carnivals.

Social/Discos

Two to three times per year the P & C organise a student disco that is usually held in the undercover area from ~ 5:15 to 7:30. It culminates with the Christmas disco that is sometimes held a few kilometres away at the Baskerville Hall. Staff are not obliged to attend discos, but it does help to show your face if at all possible. It shows an interest in our students and support for the fundraising our P & C does. And, believe me, it is noticed.

School / Parent Communication

Newsletter

Our newsletter is published every second Wednesday. It is sent out by email, Facebook and on the school website. If you would like to contribute, please see Karen Lee or Lisa Jones (school officers) by the Monday prior to newsletter day.

Website

Our website can be found at <http://www.upperswanps.wa.edu.au/>

General information about upcoming events can also be found on the site as well as some school policies and procedures. At the moment the site is managed by a poorly skilled principal. If you think you might like to help or to take it on, let the principal know.

Class Notes Home

As a courtesy, all notes and class newsletters should be run past the principal before they are sent home. For notes that don't need a reply; getting a list of parent email addresses will help cut down on the use of paper.

Complaints Management At The School Level

In the first instance, parents are encouraged to speak to the staff directly involved. If this has not happened yet, parents will be asked to do that first. If the matter is not resolved, then it will be referred to one of the deputy principals for their assistance. If a resolution is not reached the matter is then referred to the principal. The key to complaints management is to be proactive if you think a complaint is likely to occur. Don't wait for the child to get home and have a whinge. Make a phone call, let the administration know and be prepared to acknowledge a stuff up if that is what has happened.

School Plans Policies

How to Access Plans Policies

You will be given hard copies of our Strategic and Operational Plans. As far as policies go, this is an area under development. For the most part our policies will soon be placed in a folder on the administration shared drive. This is mostly to save printing documents that may only be occasionally read. You are then free to print the ones you need.

Computer Use

Students and their families receive the standard DoE contract that indicated whether or not they are allowed to access the internet and email. It includes the usual detail about the commitment to not access inappropriate material. The key is vigilance and supervision, as well as knowing your students.

Staff are not necessarily provided with a workstation solely for their own use. We are not funded to provide you with your own computer. You may need to use a student computer to complete reporting and Integris (SIS) requirements as well as accessing the internet. You are welcome to set up your personally owned laptop or workstation if you choose. As for students, all computer use during normal work hours must be work related and no attempts made to access inappropriate material.

Neither students nor staff should be accessing social media unless it is for an educational purpose that is clearly linked to documented plans.

Mobile Phones

Students are allowed mobile phones at school as long as they are not seen or used on school grounds. Students have the option of handing their phones into the office for safe keeping until the end of the day. At Upper Swan, children tend to keep their phones in their bags and can be trusted to keep them there. In the last four years we have had one incident of theft and one of photos being taken. Both matters were quickly resolved.

Students who feel the need to contact parents must do so through the office.

Staff Phones

At Upper Swan we appreciate that many staff use their personal phone for work related matters, particularly on excursions. During lessons your phone should be switched off or kept on silent. Unless there is an emergency there is no excuse for using your phone for private calls and messages.

Facebook and Twitter

Staff are also expected to use social media such as Facebook only for educational purposes throughout the entire school day. Please do not access Facebook or Twitter at any time while you are at work. That includes recess, lunch time and DOTT.

There is an official Upper Swan Primary School Facebook page that you may post school business on. The principal and deputies are site administrators.

Homework

There is a homework policy. In basic terms homework should be for practise and consolidation of what has been taught in class. Obviously we can not expect parents to teach children new material or those concepts that certain children find most difficult. That is our job. Homework tasks vary from year level to year level. Whatever you choose to set as homework, your class should have a routine. Some suggested activities are:

- Mathletics
- Sight words / Phonics / Spelling
- Home reading
- Class novel and library books as home readers for older students that is monitored.
- Consolidation of content linked to IEP's.
- Small research tasks for young students through to the more complex for older students.

LOTE Mandarin

Anna Li is our Mandarin teacher. She first started at Upper Swan in 2017. She takes classes from years 1 to 6. She doesn't have her own room, so lessons take place in your classroom.

Music and the School of Instrumental Music

Andrew Taylor is our talented and motivated Music Specialist. He provides one hour of Music DOTT per week for all classes from Years 1 to 7. Andrew organises our choir and is the key driver of our end of year concert. Andrew is also our main Physical Education specialist.

The School of Instrumental Music provides lessons to selected students from year 3 upwards. Our students are fortunate to be offered lessons in violin, cello, brass, clarinet and classical guitar. The number of instruments we offer comes with the disruption involved, but we are providing students with a worthwhile opportunity.

Drama

In 2017 we added Drama to our list of specialist learning areas. Most classes have one semester of Drama per year and one semester of Music.

JETS and PEAC

JETS = Junior Extension and Challenge

PEAC = Primary Extension and Challenge

Both are district programs that take place off site, mostly at Clayton View Primary. Student identification and course selection is managed by one of the deputy principals. Selection for JETS is teacher based whereas PEAC is for year 5 to 7 students who are generally identified through aptitude tests.

Talented and Gifted Students

Do not make the mistake of thinking students who attend JETS and PEAC are having their needs to be motivated and challenged met. The most purposeful challenges these students can be set are the ones you present them with on a daily basis. Even though it should be the same for all students, it is absolutely essential you know who these students are and what their special interests, skills and talents are. The most important step is the one that follows – have a program that maximises their potential.

Sun Smart,

To a certain degree we are a sun smart school. Throughout the year children are required to wear hats for all outdoor activities and class breaks. However, the hats do not have to be sun smart. Children are allowed to wear any hat they like including caps. That is how the parents want it, so that is the way it is right now.

Each class should have a tub of sunscreen for student use.

Environmental Education

We have a number of opportunities for you to integrate environmental education into your learning program. These include:

- Monitoring the output from our solar panels.
- Growing herbs, fruit and vegetables.
- Recycling paper and food scraps
- Reducing the use of, and reusing, various items
- Minimising use of electricity
- We have a worm farm and chicken coop.

Stock and Resources

Procedures for ordering are outlined elsewhere in this document.

Each classroom and specialist teacher has their own budget for purchase of items needed for your own class. Examples of what the money is for includes all stationery items you need for students and yourself, art material for your own class, stamps and stickers. Specialist teachers purchase the resources they need for their learning area.

Cost Centre Managers

Each shared cost centre has a manager who oversees the budget for that area. They are responsible for placing and receiving all orders, not just their own. If you want something from a shared cost centre you must discuss it with the relevant CCM to see if it fits in with school plans and if enough money is available. A list of managers will be made available early in term 1.

No more than 50% of each cost centre budget can be spent in first semester. The rest should be spent in term 3.

A policy on Cost Centre Management and Ordering procedures is available.

Storing Resources

Teacher Material	Library	English / Reading	Library
Mathematics	Junior Block	Science	Junior Block

Most senior block classes have their own storeroom. The junior block has a shared storeroom where each of the seven classes has its own space that you are responsible for maintaining.

Resource Management

Invariably we humans often do not like taking the extra 30 seconds it takes to record the resources we take from shared store rooms. It is essential that everything you take from **the library** is recorded against your name on the computer system.

In the **Maths storeroom** there is a book people are meant to complete when resources are checked in and out.

When you use **Science Consumables** you need to write a list of what needs to be replaced then give it to the cost centre manager. The order will be placed so the next teacher who needs those resources can go ahead with their program.

Please, no students in storerooms without direct teacher supervision.

Assessment and Reporting

Policy: At this time there is no written policy.

Reporting to Parents

Our practise is as follows:

- Near the end of term 1 we conduct parent / teacher meetings. Parents are informed of the interview times available and are responsible for making appointments. This is done through the office. School closes at 11:45 to enable interviews to be held throughout the afternoon and into the evening. You may need to make other times available if they are needed.
- In term 2 and term 4 we do formal reports.
- Learning Journey / Open Classrooms – Term 3, late August / early September
-

Teacher / Parent Interviews

Short informal meetings occur every day. When ever you have a concern about a child, whether is be about academic progress, behaviour or social skills; you need to be on the front foot and call parents in for a more formal meeting. The best thing you can do is keep parents fully informed of any concerns you may have. By the time it comes to completing formal reports, there should be no surprises for parents.

Class Meetings / Letter to Parents

At the beginning of term 1 many teachers choose to have class meetings. Some take place during DOTT and some after school. These meetings are not required, but help set you up for a positive start to the year.

If you're not having a meeting it is a good idea to send home a letter telling parents a little about your professional life. Points to consider addressing include:

- The term 1 learning program
- Your classroom behaviour management system
- Homework routine
- Offering the opportunity to be parent helpers
- Any special activities you may have planned.

NAPLAN

Whether we like it or not, NAPLAN is here well into the foreseeable future. Student progress and school performance is measured by it. That is the world we live in.

Year 3 and 5 teachers need to spend time in term 1 preparing students for NAPLAN. There is no prescribed way of doing this. The following strategies are recommendation and probably obvious.

- Practising previous tests
- Using selected elements from DoE's NAPLAN preparation plan. The elements selected should be the ones that have caused most problems in the past.
- Thorough modelled, shared and independent Writing of persuasive text.
- Examining individual test items in detail and working through each multiple choice answer.
- Teaching children how multiple choice tests are structured.

Student Record Files

Every classroom should have a lockable filing cabinet, cupboard or store room to keep record files.

Many elements of your English program are recorded on individual Literacy Profiles which are excel documents stored on the administration network S Drive. It needs to be updated regularly.

Assessment

Everything you need to know about assessment can be found in the *Curriculum Framework*. To be worthwhile assessment must be educative, explicit, valid, fair and comprehensive.

Formative assessment is Educative assessment. It is a major part of the continuous learning and teaching cycle. It's about assessment for learning rather than assessment of learning (summative). Although both have their place, formative assessment is more relevant in the primary school setting, particularly in the early years. Top quality summative assessment can also be used to shape the learning program. To get the most out of assessment, and with your support, students need to be actively engaged in reflecting on their work, knowing their strengths and weaknesses and setting personal goals. Students should be able to verbalise all of this.

Research has found that explicit assessment is the single most important strategy for improving student outcomes. To improve, students need much more than a few ticks, a well done and a sticker. They need specific information on what they have done well and what they need to focus on.

Students have the need and the right to know the criteria on which their work will be judged prior to the commencement of the task. As children progress through their primary years, you need to actively involve them in setting success criteria. Through the 1990's and into the 2000's; much work was done in developing assessment rubrics. The demise of portfolios has largely seen rubrics go by the wayside. It's time for a comeback.

The **Numeracy Practices Guide** has a section on assessment that is well worth reading.

Mentioned elsewhere in this document is information about the use of ***Running Records*** and the use of **Literacy Profiles** to record student progress.

In **Mathematics** we are progressing towards the use of common assessment tasks, ***First Steps*** diagnostic tasks and PAT Maths.

Student Welfare

School Psychologist

Upper Swan is allocated one day per week for school psychology services. We are waiting on information about who our psychologist will be and what day she will attend. See Melissa Guy to discuss any referrals you are thinking about.

School Nurse

For most of 2017 we did not have a school nurse. Our school nurse has no set days or times. Most of her work involves screening the sight and hearing of pre primary students. She is available to help out with class health programs such as Growth and Development and to conduct talks at parent information sessions. If you need support for your lessons, give our nurse fair warning.

Sick Students

It's can sometimes be a dilemma working out whether a child is genuinely sick. If you have a concern it is best to err on the side of caution. You need to complete the standard note then refer the child to the office. They may need to be accompanied by a friend. Office staff and the administration team will contact parents and determine a course of action.

Playground Injuries

Because duty tends to be demanding, with many things happening at any one time, it can sometimes be easy to overlook an injury. When on duty, unless the injury is serious, you are not expected to administer first aid. You should get some basic details of what has happened then send the child to the medical room. Another student can be sent to the deputies' office or staff room to ask for assistance.

Whenever first aid has been administered the action taken must be recorded on the standard form that is kept in a file in the medical room. The original is given to the child to take home and a copy is filed. Office staff make every attempt to inform parents when first aid has been given, even if it appears minor. This is particularly the case with head injuries. It's always best for parents to hear from us first.

Administration of Medication

Teacher may choose to, but are not required to, administer any form of medication. Whether it is a panadol, ritalin or prescription medication; parents are required to complete an *Administration of Medication* form. If parents approach you, please refer them to the office.

Staff Dress Code

There is no set dress code. Smart casual is the best way to go. It's best not to wear denim or revealing clothes and not active wear on a 'normal' school day. Body art and piercings in places that ought to be covered should stay that way when you are at work.

Student Dress Code

Nearly all students wear school uniform every day. Faction shirts are allowed. The basic rule of thumb is year 5 and 6 students should only wear faction shirts on Fridays when they have sport or when there is a faction carnival. Year 1 to 4 students should mostly wear their faction shirt on Phys Ed days and in term 3, when we are doing athletics practice.

In winter some students try to get away with wearing jumpers of various descriptions. This is to be discouraged. A standard parent note is available for those who habitually turn up out of uniform.

When going on excursions it is a non-negotiable condition for students to wear their uniform.

Learning Support Coordinator / Students at Educational Risk (SAER)

Deputy principal, Pam Hahnel, is both our LSC and SAER coordinator. If you have concerns about and area of development in your students, then see Pam. This means academic, social, emotional, behavioural and extends to any suspicions you may have about a child possibly having a yet to be diagnosed disability. Melissa can provide you with advice, arrange referrals and liaise with parents and external agencies.

Pam provides support with the development of Individual Education Plans, Group Education Plans and Individual Behaviour Management Plans.

When you work with Specialist Teachers through our partnerships project, you will also get planning support for students who have been targeted for accelerated improvement.

Special Needs EA Time

In consultation with the principal, Pam and Beth coordinate the allocation of Special Needs Education Assistant time. Allocation of special needs assistants is a school based decision. There is no set time allocation for students. The school gets the resources for having special needs students in a mainstream setting. We decide how the resources are allocated. Several factors are considered including the size of the class, the nature of the disability and trying to give as much support as possible during Literacy and Numeracy Block time.

EA's are a vital resource and must be used to support student learning. Their job is not to do endless mindless tasks such as photocopying and cleaning.

Evacuation Policy

We endeavour to practice evacuation once per year. You will receive a copy of the plan that needs to be on display in your room or office. You also need to keep a hard copy of a current class list in a readily accessible place. Roles and responsibilities are outlined in the policy.

The continuous sounding of the siren and / or ringing of a bell and / or PA messages are used to raise the alarm. We aim to get every class to a meeting point on the basketball courts, where room numbers are painted around the perimeter.

Wet Weather

The principal or one of the deputies makes the call on wet weather. When the situation arises you may pair up with a class next to you. One teacher takes two classes while the other gets a break. In the ECE area, members of the admin team and specialist teachers may help out.

A roster is done so you know who your wet weather buddies are.

Special Days / Incursions

A volunteer to coordinate whole of school incursions is sought at the beginning of every year. Phase teams are also able to organise their own incursions. These visits may have direct links to learning programs. Sometimes they can be purely for enjoyment. Consideration needs to be given to other school events and high cost activities that may already be scheduled.

When planning a whole school or phase incursion, the steps include:

- Running the idea by the principal
- Gaining consensus from colleagues
- Working out cost
- Writing and copying the note to parents
- Liaising with registrar to get an order number and arrange the payment method.
- for payment taken €Class teachers and phase teams are able to When booking incursions we tr coordinator is We're looking for someone to coordinate incursions, i

Special Days / Weeks / Events

We have no set commitment to special days, weeks or events. In recent years the activities we have engaged in are:

- National Literacy and Numeracy Week
- Book Week
- NAIDOC Week
- Science Week
- Healthy Living Day
- Harmony Week
- Maths Day

We don't do all of these in one year. At the beginning of every year we discuss what we will commit to and a small group of teachers, including senior teachers, take on the job of coordinating the activities.

Class teachers are able to have other types of special days and events.

Excursions, Carnivals and Camps

Any activity that occurs outside school grounds is an excursion, even a walk down to the river. Throughout the year all excursions need to have educational merit. That is, they need to link explicitly to the learning program. Excursions can be for academic learning as well as building leadership, social and physical skills.

The steps to take are as follows:

- Consider what events already exist on the term planner and their cost.
- Run your idea past the principal
- Obtain from the office an excursion proposal form.
- Once this has been signed off you need to check the excursion preparation checklist and work your way through it.
- Make sure you show the parent information note to the principal before it goes home.
- When the preparation checklist has been completed, present and discuss it with the principal. It needs to be signed off at least two days before the excursion date.

Behaviour Management Policy

We are fortunate at Upper Swan to have a minimal number of disruptive students. Various forms of bullying (classified by Kagan as aggressive behaviour) is the most common type of behaviour you will probably have to deal with. Any classroom behaviours you deal with are more likely to be from students who are attention seeking or disengaged. That said, classroom behaviour is generally very good.

A hard copy of the policy will be given to you as part of your induction. It is available in the *Policy folder on the S Drive*. Setting up of the folder may not yet be complete, so you may need to check a few times.

The key to behaviour management is to have students fully motivated and engaged in the learning program. They need to be set tasks at the appropriate level of challenge; within their zone of proximal development. The more you are able to meet the needs of individual students, the less chance there is of their behaviour becoming an issue.

We have a **badge system** that operates school wide. Once your class system is set up, you work out a way to link it to the **badge system**. You need to let Beth Kerry (Associate P) know by the links by the end of week 3. Generally, your students with the very best attitude, behaviour and effort will receive one award per term: Bronze, Silver, Gold then Platinum.

Kagan cooperative learning strategies are used throughout the school and are strongly recommended to develop cohesion within your classroom. Class building and team building activities should be regular parts of your routine. Cooperative learning also gives you a means of engaging students throughout the lesson.

Whenever behaviour becomes an issue it is essential to get on the front foot and contact parents immediately to discuss the matter, preferably face to face. Being proactive pays off.

Our **behaviour management system** occurs at two levels; the classroom and the whole school. We have a whole school reward system that is outlined on the next page.

Classroom

In the classroom, you need to be proactive and put in place measures that reduce the chances of behaviour being an issue. These measures include, but are not limited to:

- Developing a positive rapport with every student; knowing their hobbies and showing an interest in their life.
- Knowing the learning needs and interests of each student and catering for them.
- Differentiating the curriculum
- Using Kagan cooperative learning strategies to promote active engagement
- Thoroughly planned lessons / high paced learning.
- No mind numbing time filling or time wasting activities; especially black line masters.
- Make the time for regular *Class Building* and *Team Building* activities.

The main elements of the classroom policy are as follows:

- Each teacher is able to set up their own rules, consequences and reward system.
- The fewer rules you have, the better. Perhaps three to five is enough.
- In term 1, take the time needed to ensure every student knows exactly what each rule looks like, sounds like and feels like. Use of T or Y charts might help. Revisit this when necessary.
- With consequences the usual steps are:
 - Verbal warning
 - Name recorded
 - In class isolation
 - Buddy class and behaviour recorded in Integris (SIS) by the classroom teacher. Parents notified by the classroom teacher. Yellow card issued and recorded on Integris by class teacher.
 - Timeout in the administration area. Parents notified. Yellow or Red Card* recorded on Integris by admin. A standard note is to be completed when sending students to admin.

Steps 3, 4 and 5 will require teachers to have a *follow up* meeting with the student to discuss the behaviour.

***Yellow and Red Cards**

These cards are issued for poor behaviour in the classroom and the playground. The policy explains what levels of behaviour attract a yellow card and which ones constitute a red card. Children issued with yellow cards may lose some or all of their green cards. Those who receive a red card lose all green cards and must start over again. Whenever one of these cards is issued every effort is made to contact parents.

Class Rewards and the Whole School Reward and Consequence System

Across our school we have a traffic light system that uses green, yellow and red cards as symbols of different degrees of behaviour. Reading through the full policy statement will explain it more thoroughly than it is here.

At the moment each class teacher is able to run their own reward system. What ever reward system you run must link to the school wide green card reward. Green cards are given for exceptional performance and / or improvement in any domain, be that academic, social or behavioural.

Green cards are not for *one off* achievements. The student must sustain their achievement over an extended period. As a general rule of thumb, the *best* and *most improved* students may get one green card every two weeks; ~ five per term.

In the intervening weeks it is your class rewards that should be used to acknowledge success. Discuss with other teachers how they make the link.

Appendix A

Upper Swan Primary School Staff Induction Checklist for The Leadership Team and Line Managers

Key	P = Principal	DP2 = Beth White	DP2 = Beth White					Initial When Done
	MCS - Manager Corporate Service	O = Other Specified Officer						
	Alicia Peden							
Ideally – Prior to Commencement at Upper Swan								
Date	Target	Provider						
		P	DP 1	DP 2	R 1	R 2	O	
	Have prepared a file with copies of all forms and policies referred to in this document. (See checklist in the final section)							
	Have identified and noted any special employee requirements such as OHS, Medical or disability.							
	Have advised employee of arrangements for the first day: time, place, parking, materials etc							
	Ensure contract offer has been signed and returned with a copy put into personnel file.							
	HRMIS Commencement Advice / Movement Advice transaction has been completed.							
	If applicable, tax file number and ATO Withholding declaration have been completed and forwarded.							
	Have arranged a mentor to provide support and to facilitate socialisation into the new environment. Mentor is:							
	Have ensured equipment such as desk, chair, stationery and work related materials is available.							
	The Registrar and School Officer have been provided with the new employee's details for entering on Integris.							
	The Registrar sets up access to the email and the school network applications.							
	Have a detailed time schedule for the induction of new employees – dates, times and program.							
	Have familiarised the employee with their immediate work environment and provided work resources and tools.							
The First Two Days - Ideally								
	Keys have been organised. Access code for security plus a run through of how the system works has been organised.							
	PIN access for the photocopier has been arranged.							
	Introduction to other staff has occurred, including line manager and mentor.							
	Have provided a physical orientation to the workplace and grounds.							
	Have discussed with new staff workplace expectations: meetings, work times, duty roster, phase of learning teams, absence procedure, teacher relief process, various school policies and programs.							
	Have discussed operational procedures: Newsletter, Roll marking / student absences; P & C, money collection etc.							

Upper Swan Primary School Staff Induction Checklist for The Leadership Team and Line Managers

Key	P = Principal	DP1 = Pam Hahnel	DP2 = Beth White				Initial When Done	
	MCS - Manager Corporate Service		O = Other Specified Officer					
	Alicia Peden							
The First Two Days - Ideally								
Date	Target	Provider						Initial When Done
		P	DP 1	DP 2	R 1	R 2	O	
	Have provided information on applying for leave.							
Communication								
	Have provided a staff list; any instruction necessary to access @education.wa.edu.au email; how to access the portal and access and use of basic Integris functions.							
	Have outlined communication protocols in use of phones, email and social media.							
	Have outlined staff internet usage and email protocols.							
	Instruction on use of printers, telephone, fax and photocopier.							
	At the end of week 1: arrange an informal catch up to share information and gain an understanding of the new employee's perception of the work environment.							
	At the end of term 1: meet with the employee to record and verify their participation in induction activities. Has the mentor been of assistance? Address any concerns or issues that are identified.							
Curriculum								
	Have information about the Literacy Block and <i>must use</i> resources used to teach literacy.							
	Have a copy of the Literacy block flow chart for my year group.							
	Have a copy of the Numeracy Practices Guide for my year level to use as a reflection tool and as a focus for developing my teaching skills.							
	Know about timetabling blocks of time for Literacy and Numeracy.							
	Australian curriculum is used for planning in English and Maths.							
	Have identified SAER, TAGS and target students as part of case management.							
	If applicable, know which terms I am scheduled to work with the Curriculum Specialist teachers.							