Miller Technology High



PER CULTURAM – Promoting Growth and Development

Staff Handbook

This book belongs to

Date:

Last updated June 2021

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ABOUT THE SCHOOL

Miller Technology High School is situated in the south–west of Sydney in a diverse and culturally rich community. The school population is 679 including 83% EALD students and 8% Aboriginal students. The school has a low socio–economic status with a strong focus on quality teaching, literacy, numeracy, engagement and connected learning. An Intensive English Centre (IEC) on site provides English instruction and cultural orientation for new arrivals and refugees, who represent a growing proportion of the local community. The school also has a Support Unit that comprises of two classes for students with mild/moderate intellectual disabilities and two classes for students with autism. The school has developed a broad range of curriculum programs that support all learners in their social, intellectual, emotional and behavioural development. We have active partnerships with universities and TAFE NSW Institutes as well as local businesses. We are actively listening to student voice and working with our students to build a modern eLearning environment that personalises learning for each student.

SCHOOL CODE: ADDRESS:	8394 60 Cabramat	tta Avenue, Miller 2168 NSW	
PHONE:	9607 8669	9607 7765	
FAX:	9607 9460	MOBILE: 0407 061 547	
EMAIL:	miller-h.school@det.nsw.edu.au		
WEBSITE:	http://www.miller-h.schools.nsw.edu.au/		
FACEBOOK:	www.facebc	ook.com/pages/Miller-Technology-High-School	

REGION: Metropolitan South

DIRECTOR EDUCATIONAL LEADERSHIP, LIVERPOOL NETWORK: Nick MagriplisADDRESS:Glenfield Education Office: Roy Watts Road, Glenfield, NSW, 2167CONTACT:(w): (02) 9203 9900; (m): 0439 755 792EMAIL:nicholas.magriplis1@det.nsw.edu.au

STAFF LIST

Contact Number: (02) 9607 8669 School Code: 8394

PRINCIPAL EDGE, (Dr) Ken	(101)
DEPUTY PRINCIPAL BRUNTON, John (Years 7 & 11)	(140)
DEPUTY PRINCIPAL LAWRENCE, Jenny (Years 8 & 10)	(112)
DEPUTY PRINCIPAL (Equity) SHEA, Stephen (Years 9 & 12)	(113)
DEPUTY PRINCIPAL (IEC) STOJANOVIC, Dragana	(181)
EAL/DEducationalLeader BEST, Catherine	(139)
BUSINESS MANAGER SICZAK, Marilyn	(141)
COMMUNITY LIAISON OFFICER SHIBA, Samira	(152)
<u>E-BLOCK – NEAR LIBRARY</u> SINGH, Anjani (Transition Adviser)	(137)
ENGLISH MAI, Tom (Rel HT)	(122)
GULIC, Natali (HT Welfare) CHARLIER, Deyel (Year 9 Adviser)	(117)
HUGHES, Emily(FED REP)(AEC Aborigina KULLAR, Jasbinder PORTER, Tanya (Girls Support) (Yr12 A PRASAD, Anita SACCARO, Belinda (Mon/Tue/Wed)	
MATHEMATICS AYRTON, Maria (HT)	(131)
ABU SWIREH, Majd (Acting HT Admin) (Women's FED REP)	_(130)
SHARMA, Arti KAUR, Gurpreet	
KUMAR, Chinta	
MCRAE, Chris	
NAND,Quyen-To	
SCIENCE TALFAH, Boushra (Rel HT)	(133)
ALESSI, Brooke (Yr 10 Adviser) CADDY, Matthew (Yr 7 Assist Adviser)	
DARMANIN, Alex	
MAHARAJ, Swartika	
HSIE_ PODOLSAK, Tony (Rel HT)	(123)
NUGENT, Sean (Yr 8 Assist Adviser) OWEN, Tim	
POLLARD, Emily (Yr 10 Assist Adviser)	
VUKIC, Helena (SRC) YACOUB, Rudi (Yr 12 Assist Adviser)	
TAS KAUR, Gurjit (HT)	(121)
IBRAHIM, Tony	
KASS, David	
MONAGHAN, Warren	
NORTHCOTT, Rachael	
SCOTT, Shane (SLSO Aboriginal)	
THOMPSON, Roger	

AUTO SHED	(153)
PLC	(159)
HEAD CLEANER MONFALKE, Patrica	
GENERAL ASSISTANT WHITLOCK, Tony <u>0402 485 777</u>	(143)
COMMUNITY YOUTH WORKER PAINE, Jayden (Thu/Fri)	(117)
PROF LEARNING CENTRE KUMAR, Shavneel (Technology Support) 0459 689 267	(134)
CAREERS BENITEZ, Mariane	(128)
CANTEEN	(120)
CREATIVE ART Music WOOD, David	(125)
SMITH-OBRIEN, Luke	
Visual Arts CRITCHER, Duane (HT) ATKINS, Sally (HT CPSV)	
PDHPE McCOY, Adam (HT)	(124)
BERTUCCI, Casey (Mon-Thu)	
GOLIGHTLY, Megan (Year 8 Adviser)	
HODGSON, Ben (Year 11 Adviser) (Sport Coordintor)	t
GUTIERREZ, Jonathan (Year 7 Adviser)	
STOJKOVSKI, Aleksandar (Yr 9 Assist Ad	
EALD	(118)
NADAN, Shalini (Acting HT)	(110)
BALTAGI, Manelle (Mon/Tue/Wed)	
DATT, Soniya (Yr 11 Assist Adviser)	
FILIOPOULOS, Andriana	
MONJO, Cassandra (Mon/Wed/Thu)	
ODISHO, Souzana (SLSO)	
ROMIC, Suzanna SUN, Gary	
SUNDUS, Rizqo (SLSO)	
TU, Kathy-Yi	
TSANG, Gilbert (Tue/Thu/Fri)	
WONG, Usehi	
LIBRARY BIFULCO, Ingrid	(129)
BIFULCO, Ingrid BARRINGTON, Lorainne (WkA-Mon, Tues Mon, Tues, Wed)	s) (WkB-
SICK BAY	

SUPPORT FACULTY	(132)
AZZI, Amanda (Rel HT)	
KAUR, Prabhjot	
KEYES, Jodie	
LOREGGIAN, Ashlee (Wed, Thu, Fri)	
MINERS, Lisa	
PERSENITIS, Bessy	

LEARNING AND SUPPORT KOLAR, Romana (Tue/Wed)	(158)
ATTIVILL Inter	_(154)
ATTIWILL, Julie	
FISHER, Charmaine	
OZDEMIR, Ezgi	
SALEH, Hana (Year 7) TUILETUFUGA-NICKEL, Aniva	
TOON, Oskar	
MPC	_ (151)
HALL	(147)
ATTENDANCE (Student Kiosk)	(114)
SCHOOL LEARNING SUPPORT OFFICERS	(132)
ALISPAHIC, Ivana (Learning & Support SLSO	
(Tues/Wed/Thu)	
BENJAMEN, REMON (SLSO)	
GIWARGIS, Sonia (SLSO)	
JACKSON, Rebecca (Learning & Support SLSO	
KALLON, Mikhail (SLSO)	
PHUNG, Amy (SLSO)	
TYLER, Shirley (SLSO)	
VLAHOS, Marlene (Learning & Support SLSO)
COUNSELLOR	
AMIGO, Emily (Mon/Thu/Fri)	(116)
COLLISON, Anneke (WkA-Tues/Wed) (WkB	
Wed till 12)Rm P	11 (157)
IEC COUNSELLOR	~
COLLISON, Anneke (WkA-Fri) (WkB-Mon/Fr Rm P	
PULLEN, Regan (WkA Tues/Wed) (WkB Tues)	_(157)

INTENSIVE ENGLISH CENTRE	(182) & (183)
THOMPSON, Ann (Rel HT)	
CHANAOUI, Hilal	
HOSSIENY, Tehmineah (Tue/Wed/Thu)	
LI, David	
LIU, Belinda	
MRKELA, Emilija (Mon/Tue/Thu)	
O'BRIEN, Ruth	
PATANA CHACON, Prudencio	
PETROVIC, Dubravka	
ROUSSEAU, Claudia	
SECOMB, Jesse (Mon/Tue)	
TAMINE, Maria (Tues-Fri)	
IEC SASS	(183) & (184)
OGDEN, Debbie (SAM)	(182)
KIM, Christine	
NHAM, Sandy (Mon/Wed/Fri)	
SADIQ, Hana	
TOUMA, George (Mon-Thu)	
WARDA, Samira (Thu)	
SASS	

<u>5A55</u>	
DICKERSON, Diane (SAM)	_(102)
BAHOW, Wiam_(Mon/Wed/Fri) (114) (Tues/Thu	1) (126)
COHILJ, Sandra	(104)
DINAPOLI, Karen (TAS)	(142)
IACOVELLA, Maria	(102)
MATVEEV, Samantha (Sci) (Mon/Wed/Fri)	(133)
McMURRAY, Helen	(105)
PANDUREVIC, Nedeljka	(110)
WALL, Dianne	_ (110)

BELL TIMES



Lesson	Monday	Tuesday	Wednesday	Thursday	Friday
Warning Bell	8:55	8:55	8:55	8:55	8:55
Assembly	9:00-9:20				
Period 1	9:20-10:10	9:00-9:50	9:00-9:45	9:00-9:50	9:00-9:50
Period 2	10:10-11:00	9:50-10:40	9:45-10:30	9:50-10:40	9:50-10:40
Break 1	11:00-11:30	10:40-11:10	10:30-10:50	10:40-11:10	10:40-11:10
Period 3	11:30-12:20	11:10-12:00	10:50-11:35	11:10-11:55	11:10-12:00
Period 4	12:20-1:10	12:00-12:50	11:35-12:20	11:55-12:40	12:00-12:50
Year Meetings				12:40-12:50	
Break 2	1:10-1:40	12:50-1:20	12:20-12:50	12:50-1:20	12:50-1:20
Period 5	1:40-2:30	1:20-2:10	12:50-1:35	1:20-2:10	1:20-2:10
Period 6		2:10-3:00	1:35-2:25	2:10-3:00	2:10-3:00

DET CALENDAR 2021

Calendar 2021

January	February	March
SMTWTFS	SMTWTFS	SMTWTFS
31 1 2	12:3:4 5 6	1 2 3 4 5 6
3 4 5 6 7 8 9	7 8 9 10 11 12 13	7 8 9 10 🕕 12 13
10 11 12 13 14 15 16	14 15 16 17 18 19 20	14 15 16 17 18 19 20
17 18 19 20 21 22 23	21 22 23 24 25 26 27	21 22 23 24 25 26 27
24 25 26 27 28 29 30	28	28 29 30 31
Мау	June	July
SMTWTFS	SMTWTFS	SMTWTFS
30 31 1	1 2 3 4 5	123
2 3 4 5 6 7 8	6 7 <mark>8 9 10 11 12</mark>	4 5 6 7 8 9 10
9 10 11 12 13 14 15	13 14 15 16 17 18 19	11 12 13 14 15 16 17
16 17 18 19 20 21 22	20 21 22 23 24 25 26	18 19 20 21 22 23 24
23 24 25 26 27 28 29	27 28 29 30	25 26 27 28 29 30 31
September	October	November

	8	9	10	11	12	13	14	
	15	16	17	18	19	20	21	
	22	23	24	25	26	27	28	
	29	30	31					
2	-						_	
		1	Dec	em	be	1		
	s	м	т	w	т	F	s	
				1	2	3	4	

April SMTWTFS

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

August SMTWTFS 2 3 4 5 6 7

1

1 2 3

S	M	т	W	т	F	S
			1	2	3	4
5	6	7	8	9	10	11
2	13	14	15	16	17	18
9	20	21	22	23	24	25

October						
s	м	т	w	т	F	s
31					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
	-	-	-	-	-	

	•	lov	em	be		
s	м	т	w	т	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				

_	December					
s	м	т	w	т	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	

Key dates

Term start and end dates'

Term 1 (Eastern) - 27 Jan to 1 Apr 2021

Term 1 (Western) - 3 Feb to 1 Apr 2021

> Term 2 - 19 Apr to 25 June 2021 Term 3 - 12 July to 17 Sept 2021 Term 4 - 5 Oct to 17 Dec 2021

Staff development days

All schools - 19 Apr, 12 July and 17 Dec 2021 Eastern - 27 Jan and 28 Jan 2021

Western - 3 Feb and 4 Feb 2021

School vacation dates 2021

Summer (Eastern) - 21 Dec 2020 to 26 Jan 2021

Summer (Western) - 21 Dec 2020 to 2 Feb 2021

Autumn - 5 Apr to 16 Apr 2021 Winter - 28 June to 9 July 2021

Spring - 20 Sept to 1 Oct 2021 Summer (Eastern) - 20 Dec 2021 to 27 Jan 2022

Summer (Western) - 20 Dec 2021 to 3 Feb 2022

Education Week 26 to 30 July 2021

Exam dates

Selective high school placement test - 11 Mar 2021

NAPLAN paper test - 11 to 13 May 2021

NAPLAN online test window -11 to 21 May 2021

Opportunity class placement test - 21 July 2021

HSC written examinations -12 Oct to 4 Nov 2021



ATTENDANCE

General

It is the duty of all staff to sign on upon arrival to school. This is a professional responsibility and allows a final check in the case of unexplained absence or accidents.

Sick

If you will be away and this absence is unexpected (as, for example if you are sick) or if you know that you are going to be late, **TEXT or call the school mobile on 0407 061 547 before 6:15 am.** This will give the Head Teacher Administration time to attempt to cover classes. If your notification of absence is received after this time, it is probable your classes will not be covered. In this case, covering of classes becomes the responsibility of the faculty head teacher. Also, contact faculty Head Teacher to leave lessons for your classes.

Leaving School Grounds

Staff must also **advise the DEPUTY PRINCIPALS** or the **HEAD TEACHER** and **sign out** at the front desk if they are going to leave the school grounds for short periods for any reason during the day. If **not returning to school, contact the Head Teacher Administration to inform about your leave. If returning to school, inform the Front Office of your return.**

Staff Attendance – Early Leave

Teachers are expected to be on duty from 8:30am each day until 3:00pm except on Monday afternoons when meetings may need to proceed until 4:00pm. Prior notification will be given when this meeting needs to extend beyond 4:00pm. If staff arrive late or intend to leave early outside of the times mentioned above, they should inform the Principal or Deputy Principals and Head Teacher Administration.

Casual Staff Attendance

All casual staff are expected to be at school from 8:30am till 3:00pm. On Monday and Wednesday casual staff can leave school at 2:30pm. In the case where a casual teacher is not on class period 6, he/she is still required to remain at school till the end of the day. See the Head Teacher Administration if you want to seek early leave.

Staff Leave

Each staff member has individual leave entitlement and it is the responsibility of the individual to be aware of and to utilise this entitlement where appropriate. Staff must apply for leave in a timely manner. This is done in SAP.

Meetings

- Faculty / Staff meeting held on Wednesdays starting at 2:30pm. Check the roster on SENTRAL.
- IEC faculty meeting weekly on Wednesday.
- Transition team meeting once a term (IEC)
- Executive Meeting Mondays starting at 2:40 (in PLC).
- Wellbeing Team, Beginning Teachers, Committees negotiated see School Rosters on SENTRAL. Alternate weeks for senior and junior year advisers meeting.

Signing-on Area

All permanent and temporary staff are required to sign on in the blue book. All casual staff are required to sign on in the red book.

All SASS staff sign on is in a separate book.

These sign-on books are located in the front school office near the pigeonholes.

School Calendar

ALL school events must be entered prior to the planning of a calendar entry. To have your event / excursion / Teacher Professional Learning (TPL) entered into the school calendar, teachers are required to fill in the Calendar Proforma and email to the head teacher administration. Refer to page 16 - 17 for TPL and excursion procedures.

Staff Morning Tea

Held at recess every Friday (at 10:40am) in the Staff Common Room. This gives the staff an opportunity to get together informally over a cup of tea and other refreshments. A small amount of time is set aside for social announcements. Staff are required to pay \$2 on entry. Due to COVID guidelines, there will be no morning tea till further notice.

Staff Thank You

Staff can feel appreciated by being thanked from another staff member. The staff Thank You box is located near the pigeonholes. Staff fill in a thank you card by using the template. With so many cards, only two are drawn and given a prize during Friday morning tea. The remaining cards are read out and pinned to the notice board in the staff common room.

SCHOOL CAFÉ

Located in A block. Staff and students can purchase coffee (\$2) or hot chocolate (\$1) from 8:15 every morning.



Breakfast Club

Located in A Block, The Breakfast Club offers free meals of toast and cereal of a morning to students, parents and staff. This service operates from 8:15am to 8:55am every morning.

PICTURE

ASSEMBLIES

School assemblies (including IEC students) are held on the quadrangle (sometimes in the school hall) each Monday morning (terms 1 and 4) and before recess (terms 2 and 3).

Rolls will be marked before the assembly. Classes line up in roll classes. It is expected that all teachers except for the SAM and SAO and all students attend all assemblies. Teachers with a roll call class will be on the assembly supervising their roll class. If a roll class is without its teacher, the head teacher administration will give another staff member a roll class.

After marking the roll, staff are required to complete a blue form indicating the number of students absent and present, and folders are to be returned to the front office.

During winter time, period 1 is roll call. Teachers with period 1 class mark the roll on SENTRAL. **This must be done within the first 10 minutes of period 1**. If a teacher does not have access to SENTRAL or is unable to log in, then they are required to fill out a blue form and return it to the front office.

Make sure you have **counted** the number of students present and check that it matches with the marked roll on SENTRAL before it is submitted on the blue form. For other assembly events, students **must** sit in their roll call lines. IEC also have a separate assembly every Wednesday morning. The venue is usually the School Hall or Canteen area. These are organised alternately between the HT and 2IC.

PHOTOCOPY

Staff can use the photocopy machines in their faculty. The photcopy machines in the staff common room in A block can be used only be the HT and SASS saff if you require to print in colour. You can fill in a printing request white form for a class set prints. Only school based photocopying is allowed.

DATABASE – SENTRAL

A welfare / discipline system called SENTRAL is used to record details of incidents, welfare issues, contacts, assessment marks, attendance, record of positive behaviour, student plans, and much more. It is a student record system. Sentral should not be used as a consequence or threat.

Casual staff are encouraged to use this system to record major classroom, playground or sport incidents.

In the mainstream, students arriving late to school must report to the front office for a late pass.

In the IEC, George Touma is the attendance coordinator. All medical certificates are to be handed in to him. If a student is more than 5 minutes late to class, they must **first** report to the **IEC office** before attending class with a **green pass**.

ROLL CALL CLASSES FOR 2021

Roll class	Teacher Mark the roll. Ensure that students are seated and quiet during the assembly.	Faculty	Room Home room in case of wet weather.	Supervising Head Teacher Assist and supervise roll call teachers. Check that all rolls are marked.
K1	C.Kumar	Maths	D6	
K2	C.Mcrae	Maths	D7	
K3	G.Kaur	Maths	D13	M.Ayrton B.Talfah
К4	Q.Nand	Maths	D12	D. I dii dii
K5	A.Darmanin	Science	D3-LAB 3	
D1	T.Owen	HSIE	E7	
D2	A.Prasad	English	E9	
D3	E.Pollard	HSIE	E8	A.McCoy
D4	R.Yacoub	HSIE	E17	N.Gulic
D5	U.Wong	EALD	E14	
F1	A.Nickel	САРА	B6	
F2	G.Sun	EALD	B9	
F3	J.Attiwill	LS	A3	D.Critcher
F4	S.Maharaj	Science	D4-LAB4	G.Kaur
F5	J.Elvidge	TAS	В7	
U1	D.Kass	TAS	Α7	
U2	J.Kullar	English	E15	T.N.4-:
U3	M.Caddy	Science	A10	T.Mai T.Podolsak
U4	B.Saccaro	English	A1	I.POUOISak
U5	T.Ibrahim	TAS	B5A	
Prefect	S.Nugent	HSIE	E16	S.Nugent
SRC	H.Vukic	HSIE	E12	H.Vukic
Existers Senior	S.Romic	EALD	E1	
Existers Junior	C.Monjo	EALD	E13	
Bass	L.Miners	SU	D9	A.Azzi
Flinders	P.Kaur	SU	D10	S.Nadan
Parkes	J.Keyes	SU	D2	
Cooper	B.Presenitis	SU	D11	
IEC				A.Thompson
Casuals Reserves	Thompson, Baltagi, E.Hughes,	S.Datt, K.Tu, A.	Filliopous, Khan	M.Abu Swireh

ROLL CALL SUPERVISION IN THE HALL

	NS	Education & Communities				
			Stage	Assembly manager (HT)	
	D	ress Code for	Er	Ment leader Prese	S	
Em a r	ployee manner mainta establi	STARE PERSONAL APPE DENTS of professional U2 – Kullar Is have an obligation to dress appropriately and in that: 3 – Caddy ins Cape Saccaro shes credibility	pre	K2 – McRae If employees are involved in sport and organise K2 – McRae If employees are involved in sport and organise K2 – McRae In leading these activities. K4 – Nand Employees must comply with relevant workplace	y for the preference of the second seco	
Enr pre am pla	educa nployee esentat d take ace. WI Male e to the Employ	s n Uluru ior int HT Supervision	ole vork ect	HT Supervision	fgente s, or clothe ensive. s such as cept for sp y clothes,	
_		/teacher interviews, presentation or awards assemi ^{re} Teachers nmunity as a	plies	<u>Teachers</u> D1 – Owen D2 – Prasad D3 – Pollard		Entrance for Kakadu Prefect / SRC Entrance for Daintree /
Entrance for Franklin		F3 – Attiwill F4 – Maharaj F5 – Northcott		D4 – Yacoub D5 – Wong IEC Existers Senior – Romic IEC Existers Juniors – Monio		IEC
		Franklin HT Supervision Critcher / Kaur		Daintree HT Supervision McCoy / Gulic		
	SW DEPA	<u>Teachers</u> Bass – Miners Flinders – Kaur P Parkes – Keyes Cooper – Persenitis		TeachersIEC3S - PetrovicJ - Rousseau3J - RousseauThompson	C.NSW.GOV	AU
		DRE	ESS	S CODE		

STAFF LEAVE PROCEDURE

TEXT 0407 061 54	 ALL staff are to text the school mobile on 0407 061 547 by 6.15 am on the day of their absence. Staff can notify HT administration in advance if knowing about upcoming leave. Notify the faculty Head Teacher of the leave. IEC teachers must notify the IEC Head Teacher of their leave. Suitable work needs to be left for the classes that require cover. 			
APPLY FOR LEAVE	 <u>Permanent staff</u> and <u>Temporary staff</u> are required to apply for leave through staff portal SAP. Medical certificate/s need to be uploaded into SAP while applying for leave. Extended leave (including LSL, LWOP, Maternity leave, Part Time) - discuss with the Principal prior to applying through SAP. 			
TEACHER PROFESSIONAL LEARNING (TPI PROCEDURE				

HT, DP and	 Seek faculty Head Teacher approval – ensure it is aligned
Admin Teacher	with your PDP (Performance & Development Plan). Head Teacher Administration approval. Seek Deputy Principal approval. Complete the online calendar proforma with DP approval
APPROVAL	ticked (or signed) and the cost of the TPL.
CHECK & ORGANISE	 Check that your event is in the calendar. Apply on MyPL through staff portal if required. Notify the Head Teacher Administration and Deputy Principal if your TPL is cancelled or you are sick on the day. Share the information/resources with your faculty or whole school.

EXCURSION PROCEDURE

APPROVAL	 Seek Head Teacher approval. Check the school calendar on Sentral for suitability. Complete the online calendar proforma and email to Head Teacher Administration. Check that your event is in the calendar. Contact the venue and make bookings. Contact bus company if required for travelling.
FORMS	 Complete the MTHS Application for Executive Approval of Excursion. Ensure you have the current form which is attached on Sentral. This includes the risk assessment, parent note. Do not forget to fill in the section for the parent note slip indicating the name of the excursion/event. Fill in the variation to routine form. ALL classes and playground duty must be covered internally, unless funding is provided for cover.
	Submit to executive meeting two weeks prior to the event.
CHECK	 On the day of the excursion submit a marked roll to the front office prior to leaving. Hand out permission notes to students. Organise with the front office to collect student payment for the excursion. Place the names of the students attending the excursion on SENTRAL under daily notices. Notify the canteen of the upcoming excursion and the number of students that will be absent.

YEAR MEETING ORGANISATION 2021

YEAR GROUP	ADVISER	D.P	HEAD TEACHER	FACULTY	VENUE
7	Gutierrez Caddy	Brunton	Podolsak	HSIE	Hall
8	M. Golightly S. Nugent	Lawrence	Nadan	EALD/LaST	SOLE
9	C.Charlier A.Stojkovski	Shea	Kaur/Ayrton	Maths / IA	Basketball court seats north end
10	B.Alessi E Pollard	Lawrence	Talfah	Science/LaST	Canteen
11	B.Hodgson S.Datt	Brunton	Mai	English	B Block Seats
12	T.Porter R. Yacoub	Shea	Critcher Bourke	CAPA / PE	SENIOR AREA
SUP	Persenitis	N/A	Fisher	SUPPORT	D Block
HT Wellb	eing on roaming	supervision			

 All teachers are required to attend a year meeting. Teachers will attend the year meeting that their Head Teacher is allocated to (unless they are a Year Adviser or Assistant in which case they will attend their own year meeting).

PLAYGROUND SUPERVISION

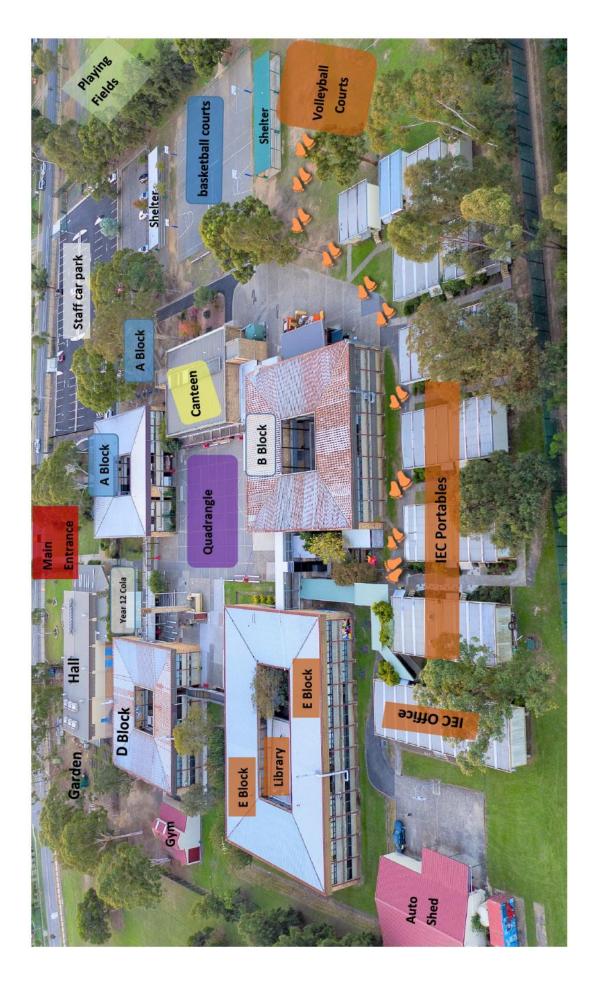
The proper performance of this duty cannot be over emphasised.

- 1. BE PROMPT many potential problems can be avoided by early detection of trouble signs.
- 2. BE ACTIVE move about and ensure that students are properly supervised.
- 3. **BE ALERT** students will recognise this and will not try as many things. Ensure that the students remain in the in-bounds areas and do not interfere with property either of the school or of individuals at the school. Rough play should be prevented. Learn to recognise the symptoms of trouble and try calming down tactics with participants.
- 4. HANDLE PROBLEMS YOURSELF AS MUCH AS POSSIBLE teachers are entitled to ask any student to pick up litter. Any student who refuses such duty on health grounds is to be taken to the DP's Office where a bucket, gloves and metal tongs will be provided. Teachers should ensure that their area is as clean as possible before they leave. Check the toilets. Do not allow any organised games unless there is a teacher in charge.

5. ANY MAJOR PROBLEMS ARE TO BE REFERRED TO THE HEAD TEACHER IN CHARGE OF PLAYGROUND DUTY

NOTE: Teachers are advised that where their name appears on a roster, it is their responsibility to be in attendance. Should this not be possible, it is their responsibility to inform the Deputy Principal or Head Teacher Administration so that alternative arrangements can be made.

Refer to the map and outline of the duties on the next two pages.



Playground Duty Map

Playground Duty Supervision

	BASKETBALL	
DUTY	DASKETBALL	WET WEATHER DUTY
Supervise students playing on the basketball courts.		Supervise students in the canteen area.
 Supervise the area between the basektball courts and the canteen. 		Keep students out of the rain.
 Supervise students sitting behind the office on the grass area. 		
• Supervise the sheltered areas on both sides of the basketball courts	6 - E	
 Watch for cars entering or leaving the school ground along the 		
driveway from the front gate to the canteen for student safety.		
 Walk around the areas and vigilantly supervise students. 		
 Monitor for intruders entering the school. 		
 Stop any football/soccer games on the basketball courts and direct 		
students to play on the playing fields. Handball only allowed.		
 Keep students away from the staff car park. 		
DUTY	QUADRA	
• Supervise the main quadrangle.		• Supervise students sitting on D block seats and B block seats.
Supervise D block seats and B block seats.		Keep Stairwells, upper level in D block and bridge between D
 Keep the area under the bridge clear of student. It's out of bounds. 		and E block clear from students.
 Supervise the senior area near the hall. 		Keep students out of the rain.
 Do not allow students to run or play soccer/football games. Handba 	a l	
games only.		
 Supervise students sitting under the bridge and behind the bell tow 	er.	
 Check the walkways to ensure students are not standing/running on 		
the bridge between D and E block.		
CANTE	EN - GIRLS/B	BOYS TOLIETS
DUTY		WET WEATHER DUTY
 Supervise this area from the balcony. 		Supervise as usual.
 Walk in and out of the toliets. 		
• Walk up and down the stairs. Students should not be sitting on the		
stairs.		
 Stand near the canteen when the bell rings and tell students they are 	re	
not allowed to buy food any more to avoid them eating in class.		
 Do not allow any ball games in the canteen area. 		
 Lock the toliet gates down stairs at the end of duty. Do not allow gitle (hows to remain poor the toliets on the balance) 		
 Do not allow girls/boys to remain near the toliets on the balcony. 		
	LLEYBALL/PC	
DUTY		WET WEATHER DUTY
Supervise the volleyball area on the grass opposite the portables.		Supervise students in the library and E block.
Do not allow football/soccer games on volleyball courts.		 Keep students out of the rain.
 Walk behind the portables to the IEC office/staffroom then walk back to the volleyball courts. Make sure there are no students 		
out of bounds This should take no longer than 2-3 minutes. (footste		
shown on map)	^{zps}	
Keep the area behind the portables clear of students.		
	PLAYING I	FIELDS
DUTY	PLAYING F	
DUTY Open the playing fields gate.		WET WEATHER DUTY
DUTY • Open the playing fields gate. • Supervise students playing football/soccer games.		
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Playground supervision



Once on the playground, predictable classroom conditions change.

The duty of care given by Department staff to students arises directly from the special relationship between teachers and students. Duty of care requires teachers to take measures to protect students against risks of harm or injury which reasonably could have been foreseen.

Reasonable care should be taken to prevent risks of harm or injury. Teachers need to be vigilant about identifying potential hazards and dangerous conduct as well as pro-actively promoting student safety and wellbeing.

Classrooms are relatively ordered, defined and structured environments, with clear rules and the visible presence of a teacher. Transitioning students from the classroom to the playground, and handing responsibility to the duty teacher, requires consideration of professional accountability and collegial support. The younger the student, the greater the supervisory needs.

Components of effective playground supervision

Being observant and responsive when on the playground, whether officially 'on duty' or just passing through, is essential. It is important to consistently practise:

- active movement and visibility around the grounds
- proactive intervention to avoid potential problems
- positive interaction with students
- regular acknowledgement of appropriate play
- checks for the correct use of play equipment
- encouragement for keeping a clean, safe environment
- regular reminders to students about the expectations, rules and responsibilities
- fair and consistent implementation of school policies.

Improving the playground

The playground is an important learning environment for students. A well-structured and well equipped playground promotes positive interactions between students and between staff and students, which is beneficial for social competence, for cognitive development, and for promoting a positive school culture.

Survey students and staff to identify any playground issues and determine where and how to make improvements. Visit the NSW anti-bullying website section for educators (preventing bullying – <u>on the playground</u>) for related resources at: antibullying.nsw.gov.au.

education.nsw.gov.au

RECOGNITION OF STUDENT ACHIEVEMENT

Student achievement is recognized and reinforced by:

- The school Merit System
- Achievement ceremonies to recognize achievement and present awards. These ceremonies include:
 - Recognition of Student Excellence (ROSE) Assemblies held once per term.
 - ✓ Graduation ceremonies.
 - ✓ Presentation night.
 - ✓ Year assemblies and whole school assemblies.
 - Promoting student achievement in the school's newsletter and the local press.
- Providing regular reporting to parents regarding student achievement and behaviour.
- Rewarding groups and whole years with appropriate activities including year excursions.
- > Involvement in sporting and academic tournaments and competitions.

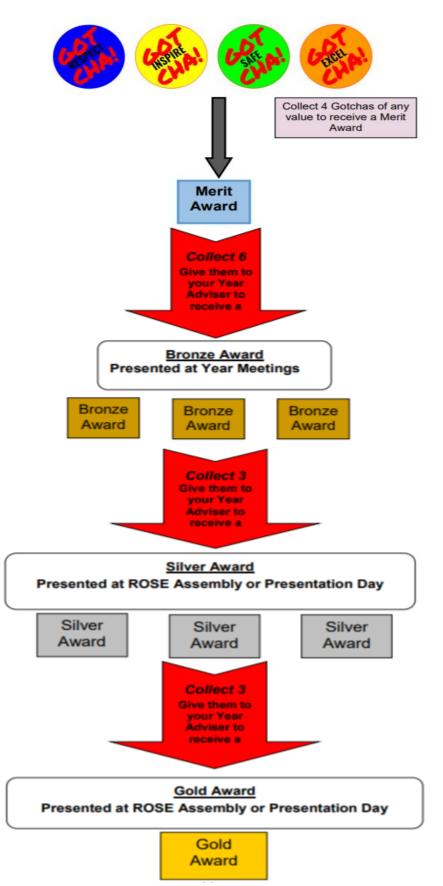
POSITIVE BEHAVIOUR FOR LEARNING - (PB4L)

Miller Technology High School is committed to ensuring that we provide positive learning environments for all students. **Positive Behaviour for Learning (PB4L)** brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. Positive behaviour at Miller Technology High School is built on our four core values encapsulated in the mantra RISE.

AT MILLER WE SHOW **RESPECT**, WE **INSPIRE**, WE ARE SAFE, AND WE **EXCEL**.



POSITIVE BEHAVIOUR FOR LEARNING - Merit Award System



BEHAVIOUR LEVEL SYSTEM

The level system incorporates aspects of Glasser, Bill Rogers and Solution-Focused Behaviour Management models. It aims to encourage positive changes in student behaviour and the development of six key strengths in students: respect, knowledge, participation, resilience, responsibility and harmony.

It is important to note that placement of students on Level 2 should only be used after other strategies have been tried. Level 2 should not be used as a first or second response, nor should it be used as a threat. Students must be warned twice before being placed on Level 2. Appropriate strategies to use prior to Level 2 include:

- Rewarding appropriate behaviour using merit awards that recognise student strengths.
- Assessing the cause of disruptive behaviour, e.g. learning issues, family issues.
- A direct question to the disruptive student "What are you doing?"
- Using the student's name with an assertive direction "Sarah, you are not working, stop talking now and do your work!"
- Focusing on the primary behaviour causing problems and allowing compliance time for instructions.
- Separating talkative or disengaged students, moving the student.
- Moving into the area of the disruptive student or students. Teaching from there.
- Sitting with the student to give closer direction and instruction.
- Warnings of consequences which are reasonable and related (avoid consequences you can't deliver and don't punish whole classes). Tidying up a room can be an effective, quick consequence.
- Quietly talking to the student (in a place without an audience), about their lack of participation. This might be outside the room (quickly) or at another time.

LEVEL	REASON	WHAT WILL HAPPEN
Level 1	All students begin here	 Follow school code of conduct based on respect Enjoy all the rights and privileges the school can offer
Level 2 Yellow Classroom	Consistent failure to follow the school code of conduct in the classroom	 Teacher determines behaviour is unacceptable and conducts a level interview outside of class time.
Teacher Level		 During this interview the student's behaviour is discussed and a behaviour change plan is developed based on solution focused questions.
		 Contract is signed by teacher and

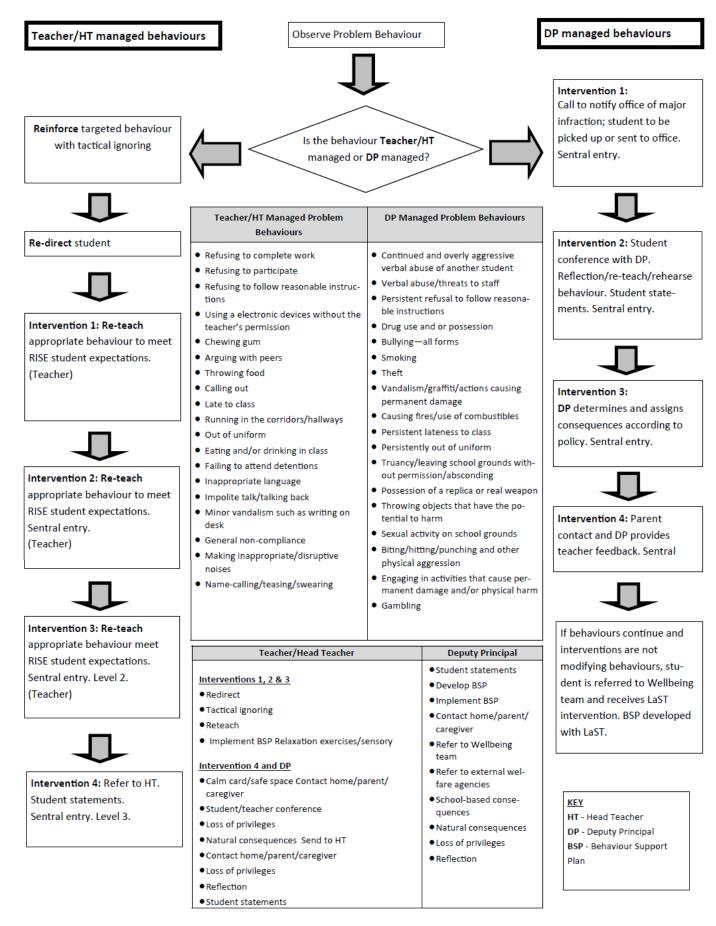
		atudant
		student.
		The teacher is responsible for
		recording the student's Level 2 status on Sentral.
		 Student's behaviour should be
		monitored for 3 to 5 lessons.
		TIME must be allowed for Level 2 to
		work.
		Escalation to Level 3 should not be
		automatic unless there is an extreme
		circumstance.
		 Head Teacher makes the decision to place a student on Level 3
Level 3	Consistent failure	When the student is timetabled for the
GREEN	to follow the school	particular subject, they are sent to the
	code of conduct in	Head Teacher's class for up to three
Head	the classroom.Head Teacher	consecutive lessons. The number of periods is up to the discretion of the
Teacher	feels there has	Head Teacher. The classroom teacher
Level	been a serious	must provide work.
	enough incident to	Student is placed on a whole school
	warrant escalation	Level 3 Behaviour Change Card
	to Level 3.	monitored by the initiating Head
		Teacher.
		Card includes solution focused reflection guestions
		reflection questionsi) What changes will you make
		ii) What will this look like in the
		classroom?
		 The student retains the card and
		presents it to their teachers each
		lesson for the duration of their time on
		Level 3.
		 The student must complete 5 successful school days to return to
		Level 1.
		 If the student loses their Level 3 card,
		then the monitoring period begins
		again.
		Head teacher contacts parents to
		inform them of the behaviour change
		commitment.Level 3 recorded on Sentral.
		 Head Teacher is also responsible for
		removing the Level 3 status at the end
		of the monitoring period.
		Student presents their Level 3 card to
		the Head Teacher every morning
		before the 8:55 warning bell. Head
		Teacher to check that the card has
		been signed by teachers and guardian.

Level 4 BLUE Deputy Principal Level	 Did not solve problems on Level 3 and then referred by Head Teacher to DP Serious behaviour misdemeanour: verbal/physical abuse of persons, damage to school property, continued truancy, lateness or out of uniform Returning from suspension 	 Comments on a level card don't replace the requirement to record unsatisfactory behaviour on Sentral. If unsatisfactory behaviour extends to another faculty, Head Teachers will confer on whether the matter should be referred to the Deputy Principal. Placed on a Level 4 behaviour change card to be completed in all subjects for five consecutive days. Card is monitored by the Deputy Principal following student/Deputy Principal dialogue that includes solution focused reflections. Level 4 recorded on Sentral. Letter of caution/Level 4 notification and warning of possible suspension letter sent to parents. Deputy Principal also phones parents. While on Level 4, the student is not allowed to represent the school, attend excursions or sporting knockouts. Total withdrawal of privileges. Only exception for excursions is for mandatory curriculum requirements.
Level 5 Deputy Principal Interventions Case Management Strategies	 Did not solve problems on Level 4 	 Possible strategies include: Principal meeting with parents and/or student Access request Meeting with careers advisor Meeting with school counsellor Formal disciplinary interview Behaviour management plan
Level 6 SUSPENSION or alternative behaviour plan	 Failure to respond to the requirements of Level 5 or (in some cases) Level 4 Continued disobedience or aggressive behaviour 	 Student may be suspended Recorded on SENTRAL While on suspension, completion of behaviour change program and class work (amount of class work negotiated with student depending on length of suspension) Post Suspension Readmission Agreement signed by parent, Deputy Principal and student at suspension resolution meeting. Includes scaling questions

IN SPECIAL CIRCUMSTANCES:

PINK Truancy card	Repeated truancy noted by truancy monitor	 Card is to be completed in all subjects for five consecutive days. Card is monitored by truancy monitor. Recorded on Sentral.
ORANGE Lateness card	Repeated lateness noted by lateness monitor	 Card is to be completed in all subjects for five consecutive days. Card is monitored by lateness monitor. Recorded on Sentral.

BEHAVIOUR FLOW CHART



PDHPE – Practical Uniform Policy

Due to the nature of PDHPE and its electives, there is a concern regarding issues of safety and hygiene for all of our students. It is for this reason that the PDHPE faculty deem it necessary that students are **changed and attired for their practical lessons in a safe, hygienic and neat manner**. Therefore, it is essential to outline the appropriate uniform that all students will be required to wear.

As per the NSW DET Uniform Policy, all students are required to come to school in their full school uniform. At MTHS this consists of a white (junior) or yellow (senior) shirt, grey pants/skirt/shorts and black shoes. Students will then be required to change into their full MTHS Sports Uniform prior to their practical lesson. This consists of a **yellow MTHS sports shirt, MTHS or plain black shorts/tracksuit pants and joggers or training shoes.** Students are permitted to wear their sports uniform to school if they have a practical lesson periods 1 & 2, however as per policy they must change back into their full school uniform at the conclusion of their practical lesson. If a student has a practical lesson during periods 5 & 6, they are permitted to leave school in their sports uniform.

As mentioned, it's imperative that students bring a change of clothes for practical lessons due to safety and hygiene reasons, however we understand there are times when students will be unable to provide the necessary clothing and footwear. For this reason, students can bring alternate clothing **accompanied with a note from their parent/caregiver** explaining the reason that they do not have either part of or their full sports uniform. This note must be signed by their parent/caregiver and handed to the classroom teacher prior to going up to the change rooms. If there is no note, the student will still be able to participate in the practical lesson in order to meet course requirements but there will be actions taken to ensure the student meets requirements in the future. (see next page).

If a student is unable to participate in the lesson due to illness or injury, they must **bring a note from their parent/caregiver** explaining the nature of their illness or injury. **This note must be signed by the parent/caregiver and handed to the classroom teacher prior to heading up to the change rooms.** They will be required to assist the teacher and class where possible, but will be excused from receiving a strike against their name.

The PDHPE faculty also strongly recommends the use of **hats/caps, sunscreen and shorts** for participation in practical lessons, especially in the summer months, due to the extreme temperatures that students may be active in. For hygiene and sanitary reasons, it is important that students bring **roll-on antiperspirant deodorant** with them to their practical lessons. Due to the harmful effects on the environment and others with respiratory illnesses, **spray-on deodorants are** <u>NOT</u> permitted at MTHS. Students who use spray-on deodorants will have them confiscated.

It is a requirement that all students actively participate in all practical lessons. Failure to do so may result in the student not achieving course outcomes. The following process will be applied to those students who are not prepared for the practical component of all courses that fall under the PDHPE faculty.

First Occasion not changed / prepared without a note from parent/caregiver

• Student will be given a verbal warning by the teacher and a strike recorded against their name.

Second Occasion not changed / prepared without a note from parent/caregiver

- Student will be given a verbal warning by the teacher and a second strike recorded against their name.
- A Negative Sentral entry will be documented on the school's electronic database.
- A phone call home will be made to discuss the reason as to why the student is continuing to come to practical lessons unprepared. During this phone call, measures to help the student come prepared will be discussed with the parent/caregiver.

Third Occasion not changed / prepared without a note from parent/caregiver

- Student will be given a verbal warning by the teacher and a third strike recorded against their name.
- A Negative Sentral entry will be documented on the school's electronic database.
- A phone call home will be made to discuss the reason as to why the student is continuing to come to practical lessons unprepared. During this phone call, measures to help the student come prepared will be discussed with the parent/caregiver.
- The parent/caregiver will be notified that the student will participate in an after school detention on the closest Wednesday afternoon to their third offence. This detention will last for one hour from 2:25pm 3:25pm.

NOTE: If the student is unable to perform their after-school detention during this allocated time period, an alternate arrangement will be made between the classroom teacher and the parent/caregiver. If a student completes their after school detention and comes to class unprepared again, they will be required to complete another after school detention.

MOBILE PHONE POLICY

1. Purpose

1.1 Miller Technology High School believes that students, parents, teachers and administrative staff should have the right to benefit from the opportunities that exist from being a member of our school community. We understand that the students should benefit from the learning opportunities provided to them in what is a safe and respectful learning environment. Digital technology and social media play a role in the creation of productive learning environments. The purpose of this policy is to set standards of behaviour for the use of mobile phones and social media that are consistent with the values and expectations of the MTHS community. This policy applies to our school community, MTHS staff, students and parents.

2. Aim

- 2.1 To create a climate in every classroom which will enable each student to recognise their potential through quality teaching and learning.
- 2.2 To educate students to be critical and analytical users of technology and responsible digital citizens who access social media for positive reasons.
- 2.3 To educate students about the hazards of misuse of social media and technology and the long term effects it may have on their lives.
- 2.4 To ensure that technology is regarded as a learning tool to promote achievement and or effective, positive communication with the local community.

3. Social Media: Rights and Responsibilities

- 3.1 *Definition:* 'Social Media' refers to all social networking sites including; Facebook, Twitter, Blogs, Youtube, Tumblr, Instagram, Snapchat and other such sites
- 3.2 The school community is expected to respect the rights and confidentiality of others and give due respect to the reputation and good name of the school.
- 3.3 When using social media, members of the school community are expected to ensure that they DO NOT:
 - Impersonate or falsely represent another person
 - Bully, intimidate, abuse, harass or threaten others
 - Make defamatory comments
 - Be a member of and 'hate' or 'gossip' pages relating to the school or any member of the school community
 - Use obscene or offensive language towards others
 - Post content that is hateful, threatening, pornographic or incites violence against others
 - Harm the reputation and good standing of MTHS or those within its community
 - Use excessive criticism to portray a person as socially, mentally, physically or intellectually inferior as a prohibited behaviour.

4. Mobile Phones and Other Devices: Rights and Responsibilities

- 4.1 The procedures in this policy applying to the use of mobile phones apply equally to the use of tablets, laptops, portable computer games, iPods and similar devices.
- 4.2 All students bringing a phone to school have a responsibility to follow this policy. All staff have a responsibility to follow this policy consistently in all areas.
- 4.3 Parents should know if their child has a phone at school. Current mobile technology can be quite expensive and requires a great deal of responsibility. It is encouraged that the whereabouts and use of these devices is monitored.
- 4.4 Students and parents should be aware that mobile phones are brought to school at the students' own risk. The owner of the phone has full responsibility for the safety and security of their personal possessions while on school premises, at school related events, or travelling to or from school. The school <u>WILL NOT ACCEPT</u> any responsibility for loss or damage to a student's phone. The school may assist with the recovery of the device or may involve the local police and parents.
- 4.5 The owner of the phone is responsible if someone accesses the content in their phone or behaves in an inappropriate manner on the phone without permission. Passcodes should be used on all mobile devices to ensure that there is no unauthorised use.

5. Playground Mobile Usage

- 5.1 **Appropriate** use of a phone in the playground includes:
 - a) Checking the time, date, diary or calendar.
 - b) Listening to music using headphones. Using external speakers is not permitted.
 - c) Sending messages to people inside or outside the school using SMS or a social media service (e.g. Facebook).
 - d) Viewing appropriate internet sites.
 - e) Using appropriate apps including games and photo galleries.
 - f) Not using the phone while being spoken to by a member of staff.
- 5.2 Students are not to accept or make phone calls in the playground. Any phone calls that need to be made are to occur under the direct supervision of a teacher or office staff.
- 5.3 Photographs or video are not to be taken in the school playground or at a school.
- 5.4 Students have a responsibility to let teachers know if phones are being used for the purpose of bullying or accessing inappropriate material.
- 5.5 A staff member has the right to check or confiscate the phone if content being accessed is believed to be inappropriate or harmful to the safety and wellbeing of others. This is to be done in the direct presence of the student.
- 5.6 If a student is unwell they should contact the office before contacting parents. A student cannot leave the school grounds until office staff or executive seek permission from a parent/guardian.
- 5.7 **Inappropriate** phone use in the playground includes:
 - a) Bullying or harassing of anyone inside or outside of the school.

- b) Taking photos or video in the playground.
- c) Contacting outsiders (parents or others) to involve them in any issues occurring in the school.
- d) The filming of fights or other criminal activity.
- e) Accessing, distributing or showing inappropriate or illegal material.
- f) Listening to music through an external speaker.
- g) Use that is in breach of any law.

6. Classroom Usage

- 6.1 In this policy a classroom is defined as 'any place where directed learning or educational activity is occurring'. This includes general classrooms, specialist classrooms, the school library, sport and PE classes, sporting venues away from school, industry visits, swimming/sports carnivals, camp activities and excursions.
- 6.2 Students have a responsibility to be committed to their own learning, to not interfere with the learning of others, and to support a safe learning environment where all can achieve. Phones are not to be the cause of distraction in a classroom environment.
- 6.3 Students are able to use a mobile device in class only with the direct permission of the staff member responsible for that lesson. No pressure is to be placed on staff to agree. Examples of appropriate use of a phone with teacher permission include:
 - Using educational apps including calculators, stopwatch, thesaurus etc
 - Listening to music using headphones only during individual work
 - Taking or viewing photos or video within the context of the learning
- 6.4 Students are to understand that different teachers may allow differing use of a phone in a classroom. This may be due to classroom structure or safety concerns. Students are to abide by teacher directions relating to the use of phones in the classroom.
- 6.5 Staff are to ensure that technology is only being used in classes as a programmed part of a carefully developed program of study which caters for the needs of students.
- 6.6 Students are not to accept or make phone calls or messages during class. If an emergency exists, parents should talk to the Deputy or Principal to make arrangements.
- 6.7 Staff undertake not to use devices while they have direct supervision requirements for students, unless as part of the classroom regime, or prearranged with the executive.

7. Breach of this policy

- 7.1 A breach of this policy may also involve a breach of other MTHS policies such as:
 - Student Code of Conduct
 - MTHS Laptop Charter

- Anti-Bullying Policy
- 7.2 Any breach of this policy will be considered by the Principal or Delegate on a case by case basis.
- 7.3 All reports of cyber bullying and other technology misuses will be investigated fully and may result in a notification to Police where the School is legally obliged to do so. Sanctions may include, but are not limited to, the loss of computer privileges, detention, suspension, or expulsion from the School. Students must be aware that in certain circumstances where a crime has been committed, they may be subjected to a criminal investigation by Police over which the School will have no control.
- 7.4 Action for inappropriate use of mobile phones. The following process is to be put into place for students who fail to follow the abovementioned guidelines for appropriate mobile phone usage:

All teachers should begin their lessons with a reminder about the mobile phone protocols. Students should be instructed to have their phones away UNLESS they are going to be used for educational purposes.

- I. First Misuse Phone is to be given to the teacher until the end of the lesson
- II. Second Misuse and/or failure to comply with above procedures phone is confiscated and placed in the front office until a parent is able to collect it.

Teachers must ensure that all incidents relating to mobile phones are recorded on Sentral.

- 7.5 If there is a pattern of continued misuse by a particular student, the Principal or delegate has the right to take action. Depending on the circumstance action may include:
 - a) Confiscating phones from individual students indefinitely.
 - b) Making arrangements with parents for phones to be left at home.
 - c) Making arrangements which require the student 'check in' their mobile phone in the morning before school and collect it at the end of the school day.
 - d) Applying student disciplinary provisions.
 - e) Reporting the matter to police
- 7.6 Phones will be immediately confiscated if they are used illegally, or if the breach is of a serious nature.
- 7.7 Repeated refusals will be considered as continued disobedience and a suspension may result under the Student Discipline and Welfare policy issued by the DoE and school processes.

TRUANCY POLICY

The Education Act states, students, of or above the age of 6 and below the age of 17 years, are required to be enrolled at a government or registered non-government school. It is the policy of Miller Technology High School that all students arrive before the warning bell at 8.55am each school day and attend all allocated classes. Failure to meet these requirements could affect the required learning experiences of students and could make the student ineligible of achieving course outcomes.

The following is an outline of the steps that will be followed to ensure students are on time and attend all allocated classes.

- Students must be prepared and arrive at class on time, with all necessary equipment to fulfill their lesson requirements. No student is permitted to loiter around the school grounds at any time.
- Failure to attend class on time, without written reason from a staff member, will require the student to make up the class time missed, under the supervision of the classroom teacher.
- Students who are out of class without written permission, will be deemed truanting, unless written verification is given by a staff member. Partial truancy will result in student having a lunchtime detention with the teacher of the allotted period.
- Year 12 students who have a study period must attend the library and must have their roll marked by the librarian. Where the student is at an alternative setting, written permission must be given by the authorizing staff member.
- Students who truant an entire period will be placed on a lunch detention supervised by the school truancy officers. If a student records three instances of truancy, they will have their parents notified by phone and be placed on a Truancy Monitoring Card.
- Failure to successfully complete the card or continued incidents of truancy will result in a referral to the relevant Deputy Principal.
- A truancy card is a level 3 card. Students on a Truancy Card will not participate extra-curricular activities such as sporting teams, excursions and performances.

It is the responsibility of each staff member to "**maintain accurate records of student attendance**". The following outlines the responsibility of each teacher of Miller Technology High School with regards to maintaining accurate class rolls in order to retain and increase student engagement and foster a sense of "**wellbeing and belonging**" to our school community.

Role of Teacher

- Rolls must be marked within the first 10 minutes of the period bell, each period.
- Where a student is removed from class without the teacher's knowledge, the person who removed them must notify the office so they can adjust the roll.

- Rolls must be marked with a verbal response or a visual of the student. Here say is not acceptable.
- Where a staff member has no internet connection, record roll on paper and submit electronically as soon as possible on SENTRAL.
- Lateness recorded with the office does not reflect the time they arrive in your class
- Where a student is late to class or leaving class early, class teacher must amend the roll to reflect any variation.
- Where a student is out of class written permission by the staff member responsible must be provided.
- When a student is on school business a notice on SENTRAL in Daily Notices, stating the student's year group and full name must be entered prior to event, by the staff member responsible. Confirmation of student attendance must be communicated to the front office as soon as possible for roll amendment.
- Where a student has been identified as partial truant (arrives late to class without a valid reason or leaves your class without a valid reason) he/she will have a recess or lunchtime detention with the teacher of the allotted period.
- Year 12 students attending the library for their study period must be marked present by the Librarian.

Sport Rolls

- Teachers must enter their rolls either electronically from their personal devices whilst at sport or immediately on their return.
- Non Sport supervisors must mark students present electronically in "Attendance" in Sentral.

Role of the Truancy Coordinator

- Attendance reports on SENTRAL to be generated daily.
- To communicate with staff where a discrepancy has been found.

Case 1. The student had a valid reason to be absent, for example an excursion. If their name was on the daily notice but marked absent from class. The appropriate staff member would be notified by email of their error and asked to make the correction. The deputy principal for that year group would be informed as well.

Case 2. The student had a valid reason to be absent, for example they have a meeting with a teacher. The teacher forgets to place the name of the student on the daily notice. The appropriate staff member would be notified by email of their error and asked to make the correction. The deputy principal for that year group would be informed as well.

 To provide Professional Development to all staff on how to enter and amend PxP data on SENTRAL.

- To supervise lunchtime detentions with students who have truanted whole periods.
- To communicate with parents when a student records three instances of truanting within a 5-week period and therefore placed on a Truancy Monitoring Card. The card will be monitored by the truancy coordinator.
- To refer student to deputy of that year group if he/she fails to attend Truancy Detention.
- To refer student to deputy of that year group if he/she fails to successfully complete the Truancy Monitoring Card.

ANTI-BULLYING POLICY

POLICY STATEMENT

It is the policy of this school that bullying will not be tolerated.

Miller Technology High School is a safe, supportive and respectful teaching and learning community that promotes student well-being. Student safety and wellbeing is a pre-requisite for effective teaching and learning. The aim of the policy is to empower the whole school community to recognise and respond appropriately to bullying and harassment and to contribute to the general health and well-being of all members of the school community. This is reinforced continuously through the schools code of conduct and six student strengths. Therefore, a zero tolerance approach has been adopted at Miller Technology High School.

DEFINING BULLYING

We define bullying as repeated oppression, verbal, psychological or physical attacks, of a less powerful person by a more powerful person. Bullying is when someone, or a group of people, upset or create a risk to another person's health and safety or their property, reputation, social acceptance or sense of self-worth.

Bullying behaviour can be:

Verbal eg name calling, teasing, abuse, putdowns, sarcasm, insults, threats Physical eq hitting, punching, kicking, scratching, tripping, spitting Social eg ignoring, excluding, ostracising, alienating, making inappropriate gestures Psychological eg spreading rumours, dirty looks, hiding or damaging possessions, malicious SMS and email messages, inappropriate use of camera phones, inappropriate use of social networking sites including Facebook, Msn, Twitter.

CYBER BULLYING

Cyber bullying is an intentional, repeated behaviour by an individual or group to cause distress or undue pressure to others using technology. Today's technology allows children to communicate instantly with others in both positive and negative ways. Cyber-bullying includes all communications that seek to threaten, humiliate, intimidate, control or put another person or persons down. Cyber bullying can be carried out through an internet service such as:

- email
- chat room
- discussion group or forum
- instant messaging
- social networking websites such as Bebo, Facebook, MySpace or YouTube •
- Cyber-bullying can also include bullying through mobile phones by: •
- text and picture messaging
- video clips
- phone calls •

Cyber-bullies can flame (repeatedly leave negative messages), harass, exclude or cyber stalk victims using these technologies.

EMERGENCY MANAGEMENT PLAN

The **purpose** of the emergency management plan is to ensure the health, safety and welfare of all staff, students and others at the workplace in the event of an emergency. In terms of the scope of the plan, the plan should address emergencies that can take place during activities away from the workplace (e.g. excursions or sporting events). Note that each excursion and sporting event requires a separate risk management process.

1.1 Overview of emergency management plan

Description of the workplace (e.g. location, if a split or single site, no of students and staff)

The high school has 716 students including 120 students in the Intensive English Centre (IEC) and 42 students in the Support Unit. The IEC students have limited English which can impact on communication. The Support Unit comprises of classes for students with mild/moderate intellectual disabilities and classes for students with autism. The high school is situated on Cabramatta Ave and surrounded on three sides by ovals, open park or bush. The school has two ovals that are located 60 metres from the main buildings. These are major assembly areas during evacuations. The school has a full perimeter security fence with the main front section being diplomat fencing. The school has about 98 staff including the Principal, two substantive Deputy Principals.

The school hall operates as a venue for church gathering on Sunday mornings.

Relationship with other plans (e.g. core rules, Chemical Safety in Schools, Local Government emergency plans)

The Emergency Management Plan specifically relates to the following plans:

- First Aid
- Cash Handling
- Induction
- Incident Management

This plan is subject to the actions and operations of emergency services on a larger scale in the event of a large scale emergency impacting on the community e.g. evacuation in the event of chemical spill.

Roles and responsibilities

Emergency control organisation (responsible for evacuation and emergency response) Chief Warden

Name	Position	Contact phone numbers
Dr Ken Edge		Work: 9607 8669 Mobile: 0434230958 Home: 49448345

Deputy Chief Wardens					
Name	Position	Contact phone numbers			
Mr John Brunton	Deputy Principal	Work: 9607 8669			
Ms Jenny Lawrence	Deputy Principal	Work: 9607 8669			
Mr Stephen Shea	Deputy Principal	Work: 9607 8669			
Block Wardens					
Name	Position	Contact phone numbers			
All Head Teachers in their blocks. There are four main blocks plus portables.	Head Teachers	9607 8669			
First Aid Officer					
Name	Position	Contact phone numbers			
Ms Helen McMurray Ms Diane Dickerson		9607 8669 9607 8669			
Communications Of	ficer				
Name	Position	Contact phone numbers			
Ms Diane Dickerson	School Administration Manager	9607 8669			

WHS COMMITTEE MEMBERS

Ken Edge	Principal
Marilyn Siczak	Chairperson
Helen McMurray	Minutes
Boushra Talfah	Science HT
Emily Hughes	HSIE Teacher
Gurjit Kaur	TAS HT
Quyen Nand	Mathematics Teacher
Shavneel Kumar	IT
Tony Whitlock	GA

1.2 EMERGENCY EVACUATION PROCEDURES

ANNOUNCEMENT "EVACUATION PLEASE MAKE YOUR WAY TO THE SCHOOL OVAL"

1. TEACHER ON CLASS

- a) Instruct students to quickly pack bags. Teachers should be first out of the classroom and should direct, and actively supervise, the movement of their class out of the buildings and onto the back oval. If the back oval is not available, then the students will assemble in **MILLER PARK**, adjacent to the High School.
- b) Teacher Librarian to direct students in the Library to the school oval exit route.
- c) Close windows and doors (**DO NOT LOCK**).
- d) Ensure that **NO** students remain in the room.
- e) On reaching the oval, collect and mark the roll if you have a roll class. If there are any students absent that were present when the roll was marked in the morning, then their names must be recorded on a blue absentee sheet. If there are no students absent in any roll class then a NIL return should be recorded on an absentee sheet.
- f) Absentee sheets should be given to a Deputy Principal (Deputy Chief Warden 2) to act upon.
- **2.** TEACHERS OFF CLASS
 - a) Assist with movement of classes from blocks to oval.
 - b) Collect official roll from clerical assistant at the front assembly and actively supervise students.
- **3.** HEAD TEACHERS
 - a) Supervise movement of classes from blocks.
 - b) Check rooms and spaces to ensure that **ALL** personnel are out of the block.
 - c) Contact Deputy Principal (Deputy Chief Warden 1) or 'Control Centre Coordinator' to report blocks clear.

OVAL A BLOCK	Upper Lower	Head Teacher HSIE assisting Deputy Principals Deputy Principal (Deputy Chief Warden 3) Deputy Principal (Deputy Chief Warden 2) main office area
B BLOCK	Upper	Head Teacher – Creative Arts
	Lower	Head Teacher – Industrial Arts
C BLOCK	Canteen	Head Teacher – PD/H/PE
	Toilets	Head Teacher – PD/H/PE
D BLOCK	Upper	Head Teacher – Mathematics
	Lower	Head Teacher – Science
E BLOCK	Upper	Head Teacher – English
	Lower	Head Teacher – ESL
PORTABLES		Head Teacher - IEC

d) Actively supervise roll marking on the oval.

4. SWITCHBOARD

- a) In the event of fire, telephone Fire Brigade, Police and Ambulance.
- b) In the event of bomb scare refer to separate notes.
- c) Place telephone on night-switch when leaving office.
- 5. SCHOOL ADMINISTRATIVE & SUPPORT STAFF
 - a) Close windows and doors and assemble on oval at the front of the assembly.
 - b) Collect official rolls, take to oval and distribute to roll patrons from the front of the assembly.
 - c) Copies of 'Absentee Sheets' and 'Signing Out Books' wherever possible.
 - d) Take First Aid Kit to oval.
 - e) Collect Workman Book, Visitors Book, Toilet Book, Casual and Teacher sign-in to oval.
- 6. GENERAL ASSISTANT
 - a) UNLOCK GATES to allow access to ovals.
 - b) Take P.A. system to the oval and set up roll class markers.

7. OVAL PROCEDURE

- a) The class teacher checks class roll notify variation to Deputy Principal (Deputy Chief Warden 2).
- b) Direct students to the assembly area on the oval and supervise into roll groups.
- c) Collect official rolls from School Administration staff at the front of the assembly.

- d) Actively supervise students. Ensure they stay in line and are silent.
- e) Each Head Teacher will check the attendance of teachers in their faculty and notify the Deputy Principal (Deputy Chief Warden 2).
- 8. PRINCIPAL (Chief Warden) & DEPUTY PRINCIPAL (Deputy Chief Warden 1)
 - a) Safely investigate area of emergency.
 - b) Ensure the evacuation of all students and staff, as per procedures above.
 - c) Principal to wait for the arrival of emergency services.
- 9. DEPUTY PRINCIPAL (Deputy Chief Warden 3)
 - a) LOCK FRONT GATES and allow EMERGENCY SERVICES access.
 - b) After **PRACTICE DRILL** alert text sent to parents.

1.3 LOCKDOWN WHOLE SCHOOL PROCEDURES

- □ Intruder/threat identified
- Principal initiates lockdown
- □ Lockdown signal given:

ANNOUNCEMENT

"LOCKDOWN - ALL STUDENTS AND STAFF REMAIN IN YOUR ROOMS AND AWAIT FURTHER INSTRUCTIONS"

- Classroom teachers initiate lockdown in classroom (see procedures below)
- Staff in staff rooms, offices and canteen to lock doors and close curtains
- Principal or delegate rings 000 police. Provide school details, details of threat/intruder and that school has initiated lockdown
- Deputy Principal (Deputy Chief Warden 3) and General Assistant to monitor front gate
- General assistant to check that all other gates are locked
- Deputy Principal (Deputy Chief Warden 3) and Head Teacher IEC monitor position of intruder from a safe distance. Remain in contact with front office (two-way radios/mobile phone)
- Principal liaises with police, Network Director, School Security Unit, Media Unit as required
- □ When threat has ended *end of lockdown* is sounded:

SERIES OF SHORT BELLS REPEATED

- □ Full school assembly brief students on reasons for lockdown
- □ Follow-up support for students including counselling as required

LOCKDOWN PROCEDURES - CLASSROOM

- **T** Teacher brings any students outside (near classroom) into classroom.
- □ Teacher locks classroom door, closes curtains.

- **T**eacher instructs students to sit in an area out of sight from outside.
- Teacher records names of students and other information on Student Reconciliation form.
- Teacher supervises class until end of lockdown signal ensuring that students remain calm and quiet. <u>THE DOOR IS NOT OPENED UNTIL END OF</u> <u>LOCKDOWN SIGNAL IS GIVEN.</u>
- At end of lockdown signal teacher takes students to assembly.

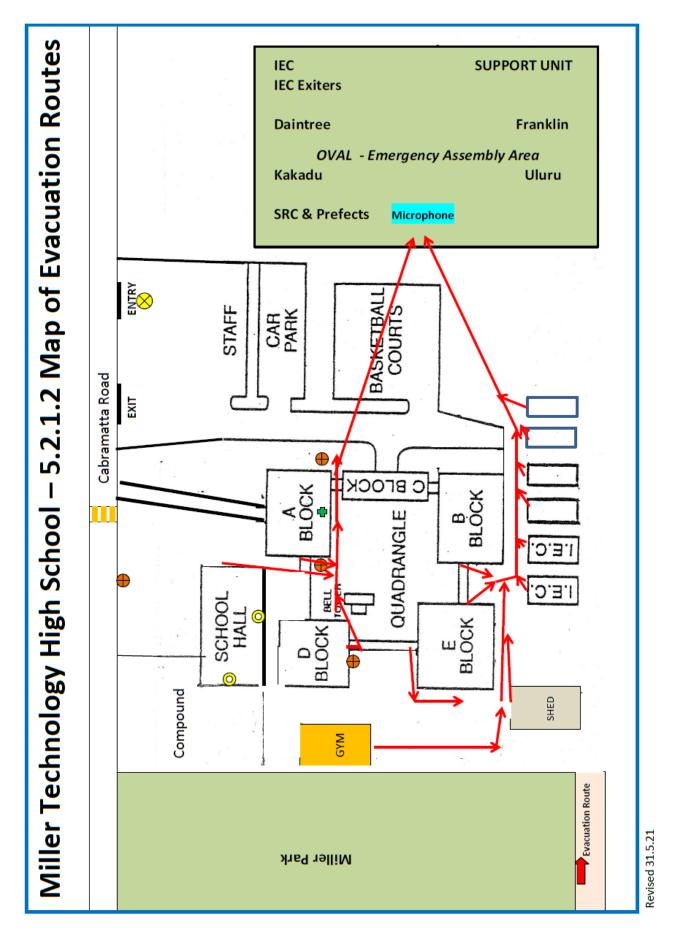
LOCKDOWN PROCEDURES - OUTSIDE

- Teachers with outside classes (such as PE) are to direct their students to an appropriate room in the IEC
- Students in D Black seats areas to move to the nearest classroom and report to the teacher. The teacher will record students' details on the Student Reconciliation form
- Before moving to appropriate room teacher needs to monitor possibility and location of threat
- □ Teacher brings any students outside (near classroom) into room
- **Teacher locks room door, closes curtains**
- **D** Teacher instructs students to sit in an area out of sight from outside
- □ Teacher records names of students and other information on *Student Reconciliation* form
- Teacher supervises class until end of lockdown signal. <u>THE DOOR IS NOT</u> <u>OPENED UNTIL END OF LOCKDOWN SIGNAL IS GIVEN.</u>
- □ At end of lockdown signal teacher takes students to assembly

LOCKDOWN PROCEDURES - PLAYGROUND

- □ Lockdown signal is initiated
- Teachers on playground duty direct students
 - Before School Period 1 classrooms
 - Recess Period 3 classrooms
 - Lunch Period 5 classrooms
 - After School AND Tuesday Sport School Hall
- Teachers in staff rooms open classroom doors and remain in rooms
- □ Head Teachers move to building entrances and direct students to classrooms
- When all students are inside classrooms teachers should lock doors and close curtains
- **D** Teacher instructs students to sit in an area out of sight from outside
- □ Teacher records names of students and other information on *Student Reconciliation* form
- Teacher supervises class until end of lockdown signal ensuring that students remain calm and quiet. <u>THE DOOR IS NOT OPENED UNTIL END OF</u> <u>LOCKDOWN SIGNAL IS GIVEN.</u>
- □ At end of lockdown signal teacher takes students to assembly

MAP OF EVACUATION ROUTES



Miller Technology High School LOCKDOWN STUDENT RECONCILIATION

Teacher name	Class	Date	Period	×
ll people in the room for lockdown	Students on my r in room for lo	oll but not	Students not of in my room	on my roll
for lockdown	in room for lo	ckdown	in my room	for lockdov
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Please Return to assembly at end of lockdown

PROCEDURES FOR WORKING ALONE

Rationale:

The safety of staff, visitors and contractors is paramount when working within the school. There may be times when people are required to work alone during school hours as well as outside school hours. All efforts should be taken to ensure people are safe during such times.

Examples of "working alone" include:

- working in an isolated area of the school on your own
- working early, before other staff have arrived
- working late, after other staff have left
- working in the school on weekends or during school holidays.

The school will review these procedures periodically to ensure the content remains relevant and consistent with Work, Health & Safety (WHS) policies.

Responsibilities when working alone

	All staff should be mindful of their own safety and apparent risks when working alone or in isolation. Notify supervisor prior to undertaking any task that requires working in isolation or outside school hours. Is it necessary to undertake the work in isolation or outside hours? Gain permission from the principal to work later than 6.00pm on school days or at any time during weekends or school holidays. Note: The bell will sound at 5.45pm on school days as a reminder to vacate the school within 15 minutes. Adhere to health and safety procedures for the task undertaken and work location (e.g. use of chemicals, power tools, etc). Be familiar with communication devices available prior to working alone (e.g. location of nearest phone, emergency phone numbers readily available). Inform supervisor of any medical condition that may potentially create a risk if working alone. Ensure all safety precautions are taken while working alone (e.g. securing buildings or work areas, notifying someone where and when you will be working, be prepared in case of emergency). Be aware of security systems, lock-up procedures and
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 Supervisors Discuss with the staff member the need for working alone or outside hours. Can the work be undertaken at another time? Ensure risk assessments are conducted and documented for site specific concerns in relation to working alone or in isolation. Ensure high risk areas are identified and are restrictions defined. Ensure the staff member, visitor or contractor has adequate knowledge and competency to undertake the work alone. Ensure the staff member, visitor or contractor has received appropriate instruction and training to operate equipment required to complete the task without direct supervision. Ensure the staff are aware signed in at the admin office prior to undertaking any work in the school. Be aware of scheduled and unscheduled work hours for all employees under their supervision. Ensure staff are aware of the increased risk of working alone, working late or working on weekends or school holidays. Provide prior approval for staff working alone or outside school hours. Document the approval and note the date and time the work will be undertaken. Ensure there is a means of communication in case of emergencies if the staff member is required to work alone (e.g. mobile phone, phone access, walkie-talkie, relevant contact numbers). Ensure staff are familiar with geographic locations and aware of security systems, emergency management procedures, lock-up requirements and restrictive access issues. Maintain accurate records of employees' movements and the need for any contact or assistance while working alone. Ensure any incidents are documented and investigated, and that corrective action is implemented and communicated to all concerned. Ensure all staff are aware of the procedures for working alone. 		
	Supervisors	 outside hours. Can the work be undertaken at another time? Ensure risk assessments are conducted and documented for site specific concerns in relation to working alone or in isolation. Ensure high risk areas are identified and are restrictions defined. Ensure the staff member, visitor or contractor has adequate knowledge and competency to undertake the work alone. Ensure the staff member, visitor or contractor has received appropriate instruction and training to operate equipment required to complete the task without direct supervision. Ensure visitors or contractors have signed in at the admin office prior to undertaking any work in the school. Be aware of scheduled and unscheduled work hours for all employees under their supervision. Ensure staff are aware of the increased risk of working alone, working late or working on weekends or school holidays. Provide prior approval for staff working alone or outside school hours. Document the approval and note the date and time the work will be undertaken. Ensure there is a means of communication in case of emergencies if the staff member is required to work alone (e.g. mobile phone, phone access, walkie-talkie, relevant contact numbers). Ensure staff are familiar with geographic locations and aware of security systems, emergency management procedures, lock-up requirements and restrictive access issues. Maintain accurate records of employees' movements and the need for any contact or assistance while working alone.

Reference:

• Working together to ensure safety when working alone (DEC intranet)

https://detwww.det.nsw.edu.au/media/downloads/detoh_s/adminandmanage/oha nds/safeworklearn/riskmanage/working_alone/responsibility.pdf

• Work, Health & Safety – Working Alone (DEC intranet)

https://detwww.det.nsw.edu.au/adminandmanage/ohands/safeworklearn/riskman age/working_alone/index.htm

• Work, Health & Safety – Working overtime or extended hours (DEC intranet)

https://detwww.det.nsw.edu.au/media/downloads/detoh_s/adminandmanage/oha nds/safeworklearn/riskmanage/overtime.pdf

ABOUT INTENSIVE ENGLISH CENTRE (IEC)

Deputy Principal IEC: Dragana StojanovicIEC Head Teacher (HT): Ann ThompsonSecond-in-charge (2IC): B. LiuWelfare: Prudencio PatanaIEC Tel:(02) 9607 2751IEC Fax: 9607 3160

Academic Reports

Students at Miller IEC receive academic reports at the end of Term 2 and Term 4. These reports are completed and issued via Sentral (an internet-based software program). A reports' planner is issued by the HT and found on the IEC calendar. This sets out the time frame for the completion of each stage of the reports. Some professional learning is provided to those staff unfamiliar with the process prior to the commencement of reports' completion. The reports' issuing process requires each teacher to spend time **with each student** individually to explain / provide feedback to the student about their learning results, mainly in class time and when assessments are completed.

Assessments

Assessment is an important part in ascertaining the levels achieved by individual students and their progress in the various KLAs that they study against the ESL Scales and the Outcomes as set out in the IEP's (Intensive English Program) Curriculum Framework. Assessments can be informal (*e.g. observations in class, checking of homework, checking of classwork completion*) and formal (*e.g. diagnostic tests, subject tests, mini assignments/projects*). The formal Assessment period occurs each term within the IEC, usually for a few weeks and consists primarily of tests/tasks conducted in the classroom by the subject teacher. The results form just <u>part</u> of the writing up of the Semester Academic Reports. A common Assessment template is used to reflect a uniform approach in the process. During the formal Assessment period, Variations to Routine are kept to a minimum that is excursions etc, so the Assessment period has a "smooth" run.

Attendance via Sentral (marking class rolls, monitoring of attendance etc)

The HT as well as the Attendance Coordinator, **Mr. George Touma** are responsible for the monitoring and the follow up of students with doctors' certificates, Centrelink letters etc or with unsatisfactory attendance. All relevant paperwork is filed by the Attendance Coordinator.

- Every teacher is required as a legal obligation to mark their class roll at the start of every lesson on Sentral (within the first 10 minutes of class). If Sentral is not operational at that time, then a paper class roll is to be marked and sent to the IEC Office. This is to be followed up at the end of the day for the absences to be placed on Sentral.
- Early departures and late arrivals are overseen and recorded on Sentral by the Office staff and/or by the Attendance Coordinator. Any student who is late or departing early must be sent to the office.

- If there is a need for any student to be out of class at the start of a lesson, then it is the responsibility of that student to report to the timetabled teacher to ask for permission. Students may also be marked on School Business prior to the class in which case this will appear on Sentral.
- If this is **period 1**, the student must first report to the Attendance Coordinator at the IEC office. If a student is more than 5 minutes late to class, they must **first** report to the **IEC office** before attending class & receive a **green pass**.
- All late students require a green pass to attend their class.

LEVEL/CLASS structure:

FOUNDATION						LEVE	L 1				
B1	B2	FJ	FJ1	FI	FS	1J	1J1	1J2	1 I	1I1	1S
		LE	VEL 2					LEVE	L 3		
2J		2 I	2 I1		2S	3J		3 I	3S	3	3S1

A clearance is required of all students leaving the IEC via a coloured Student Clearance form. Forms need to be returned to the IEC office by the due date. The process is as follows

- The SAM/SAO issues a form to the student clearing.
- The student seeks teachers to sign off & return IEC resources, if borrowed.
- The student needs to do a Library clearance the Admin Staff (SAM/SAO) and the
 - > Reading Coordinator sign off. If a book is not returned, a \$10 fee will apply.
- The student needs to go to the library for the Teacher-Librarian to sign off there.
- The student surrendered travel passes where required & the Admin Staff sign off.
- The Head Teacher or the 2iC signs the clearance form which is returned to the
 - > Office.

Counsellor Referrals & ways these are done

IEC students have direct access to the School Counsellor through various avenues.

- Self-referral this may be directly or through a teacher or support staff.
- At Faculty Meetings in the Student Matters section of the agenda.
- Class / group interventions.
- Followed up through specific focus programs e.g. graduating program.
- IEC staff may wish to refer students who are causing concern due to suspected welfare, social, emotional, psychological or learning difficulties to the school counsellor.

If the IEC staff wishes to refer a student to the school counsellor, they should also notify the Head Teacher of this course of action. Counsellor referrals can be reported

on Sentral. Counsellor referral forms also need to be filled out and these can be found in the IEC Front Office. These are not necessary for student self-referral, however if a student refers themselves through a teacher, a referral can be entered on Sentral to provide extra information.

The counsellor's response to a referral may not be immediate, therefore if the referral is urgent please indicate this on Sentral. *In urgent cases, staff must notify HT and/or IEC counsellor in person.*

The counsellor will attempt to provide relevant feedback to IEC staff who refer students to the counsellor. If there are confidentiality issues, these must be respected. The IEC counsellor is also available to staff for classroom observation, consultation and joint focus program presentations.

Curriculum, Levels and KLA Coordinators

The IEC curriculum is based on the IEP (Intensive English Program) Curriculum Framework and the English language ability of the students. The class structure is based essentially on the IEP Levels, i.e. Foundation (beginners), Level 1 (pseudo-beginners and post beginners), Level 2 (post beginners and intermediate) and Level 3 (post intermediate and advanced). The ESL Scales are used to indicate where students are placed according to the Scales and EAL/D continuum. The ESL Scales are placed on the IEC Graduation certificate at the conclusion of the student's stay at the IEC.

KLA Coordinators (English, HSIE, Maths, Science and IT) advise and assist staff with curriculum issues and Scope and Sequence programming.

KLA coordinators may meet with the teachers delivering curriculum once or twice a term to discuss and/or clarify issues pertaining to their area of responsibility. In addition, sometimes, Level meetings are organised to discuss issues pertaining to that particular level.

Student movement is discussed around mid each term to plan classes for the subsequent term. The basis of the student movement is generally the students' attainment of outcomes of the level they are currently at, the number of weeks they have had thus far at the IEC and best post IEC pathways for particular students. Classes within the same levels may have some streaming in them to allow for a more homogenous grouping of students and more appropriate teaching strategies to deliver the curriculum.

The absolute maximum study at an IEC for a newly arrived student is 55 weeks (5 terms).

Classification of students into Regular and Special Needs Students

• **REGULAR students**: Students who are classified by the IEC as **Regular** have up to 35 weeks of study at the IEC (3 terms). They may stay another term upon submission of an Extension Request to *Equity and Multicultural Education*

(EME) and its approval. Appeals may be submitted if the initial outcome of the request is declined.

• **SPECIAL students:** Students who are classified by the IEC as **Specials** have up to 45 weeks of study at the IEC (4 terms). They may stay another last & 5th term upon submission of an Extension Request to *Equity and Multicultural Education* (EME) and its approval. Appeals may be submitted if the initial outcome of the request is declined.

**Contact details of EME Leader: see IEC Head Teacher.

Faculty Meetings

- Faculty meetings for the IEC occur every Wednesday between 3:00pm-4:30pm.
- The position of chair and minutes is rotated on a formalised roster and notified on the agenda found on Sentral.
- Minutes are recorded and then typed up by the Minute Taker making them available to all staff, clearly outlining decisions, personnel responsible for an action and timeframes where appropriate. The typed minutes are stored on Sentral.
- When making faculty decisions, group consensus is acknowledged as the most desirable outcome. In most cases, the majority decision will be accepted following DoE guidelines. However, this understandably is not always possible in all cases. It is important to note that some decisions may be made by the HT without any faculty discussion.

Graduation Assemblies

- The IEC organises its Graduation/Exiter Assemblies usually on the Wednesday of the last week of each term toward the end of the day.
- The Graduation/Exiter Assembly takes place in the School Hall and is coordinated by a teacher who volunteers for this event for that term. Many staff are involved in the various aspects of this organisation. Student awards, certificates and performance items are showcased.

Interview of students between 12-18 years old upon ENROLMENT

- Students who are below 18 years are required to have their parent or caregiver present. SLSO staff are allocated to the interview in order to help with interpreting and the administration of each interview. If no interpreting is available due to a minority language, the case worker of the new student may assist or TIS (Translating and Interpreting Services) may be contacted prior to assist on 131 450.
- At the interview, a profile is created and documented with the student's educational and family background as well as other issues e.g. medical information, displacement due to war etc. The documentation is given to the Office.
- At the end of the interview, an English language and a Maths entry test of 20 minutes each are administered to ascertain level of ability in language and in numeracy to assist in level and class allocation.

Student Management Referrals

• Student Management issues need to be dealt with initially by classroom

teachers and all attempts made to resolve them at that level. It is the responsibility of the teacher to do everything possible to resolve the issue before referring the matter to the HT via Sentral. The entering of student referrals on Sentral for the HT is at the discretion of each staff member (both support and teaching staff). Suspensions of students are dealt by the Jeffery Lovett (Deputy Principal) and procedures are followed as per DoE guidelines.

NB: In any situation where safety becomes an issue, the staff are to seek HT assistance immediately.

Subjects taught at MIEC

There is a wide curriculum offered at MIEC through many subjects in the various Levels. However, some Levels follow certain subjects that are only pertained to that Level due to the students' language ability as predetermined by the IEC. The periods allocated to each subject are approved by the HT and carried through the timetabling process by the Timetabling Team.

The subjects are:

- English
- Mathematics (streamed across Levels)
- HSIE (Human Society and its Environment)
- Science
- IT (Information Technology)
- Health
- Visual Arts
- Sports/PE (Physical Education)
- Reading

Support staff (SLSOs- School Learning Support Officers)

The role of the School Learning Support Officers (SLSOs) or Support staff is primarily based on supporting the language needs of the students and teacher to facilitate effective teaching and learning and support the resettlement of the students. This is their underpinning role. They are to be booked for specific periods on Sentral. They can be used for:

- Interpreting / translating from English to first language and reverse.
- Small group English workshops.
- $1 \rightarrow 1$ instruction.
- Interviews.

The SLSO's role, however, is not one of class supervision or discipline; that is the teachers' responsibility. Under the direction of the SAM, their role can also include administrative and clerical tasks.

Because of the varied facets of their role, the following priority order exists:

- 1. Counsellor / Head Teacher interviews.
- 2. Classroom bookings to support teaching and learning will be organised through individual teacher negotiation and co-ordinated by the School Administrative Manager (SAM) / School Administrative Officer (SAO) and supervised by the Head Teacher.

3. Administrative / clerical duties and preparation of teaching resource

Term Calendar- routine of typical/indicative term actions

The following timeline of a Term is typical of the MAIN duties, actions and responsibilities taken by the Head Teacher for the smooth running of the term within the IEC.

Week 1	Day 1 Monday Wednesday	Welcome Back Assembly for students. Weekly Whole School Assembly. Weekly IEC Assembly. Weekly Faculty meetings.
Week 2	Monday	Fortnightly Whole Staff meeting.
Week 3	Thursday	Student numbers submitted to Equity & Multicultural Education; Variations to classes submitted if needed. Student numbers may be submitted to the Principal upon his/her request for general staffing purposes, usually in Term 1.
Week 4		
WEEK 4		
Week 5		
Week 6	All Week	Initial predictions made for next term student numbers & classes. This is done in accordance with classroom assessments.
Week 7	All week Wednesday Wednesday Thursday	Predictions made for next term's student numbers & classes. Faculty meeting to discuss proposed class movement. IEC Midterm 95% & Above attendance. IECs HT & DPs Exec meeting in the City (All of IEP- Intensive English Program) under the leadership of Equity & Multicultural Education. Applications of Extension Requests Submitted to Equity & Multicultural Education.

Week 8	Wednesday	Offers made to non-permanent staff for next term, teachers and SLSO/Admin according to predicted staffing by the DoE. Subject Preferences issued to teachers. Timetable operation commences by the Timetable Team. Transition Team meets; incoming & exiting students to the IEC are discussed. Faculty meeting – follow-up class movement discussion & proposals.
Week 9		Timetabled operation continues by the Timetable Team. Entry test are given to incoming students to the MIEC and exiter test.
	Wednesday	Finalisation of class movement discussion & proposals.
Week 10	Wednesday Thursday	Timetable operation is finalised by the Timetable Team. Graduation Team Assembly (second half of the day) End-of-Term Assembly

New Casual Teacher- Information about MIEC

Transition from the IEC to further study

The IEC has a Transition Policy that assists in the smooth transition of the graduating students to the Miller Technology High School, to other High Schools, TAFE or other post-school educational programs and pathways. The Transition Team meets usually twice a term to commence and carry out the processes as outlined in its Policy.

Code of Conduct (Key points)

- 1. **Punctuality:** all staff is expected to be at school 30 minutes before their workday starts, sign on, get a daily coversheet, collect blue roll call forms (located in a plastic sleeve opposite HT office) read the whiteboard notices and/or Sentral before going to class. Sometimes unscheduled faculty meetings are held at that time. Also, the Head Teacher needs to know all staff are present because of duty of care and quality learning.
- 2. Stay with your class. Do not leave students unsupervised. You have a duty of care over them. If students are late to class (any class during the day), they must make up the time lost during recess and lunch with the teacher who had the student.
- 3. Clothing: Appropriate clothing and Covered footwear must be worn in school.

Refer to document attached in appendix.

Behavioural issues

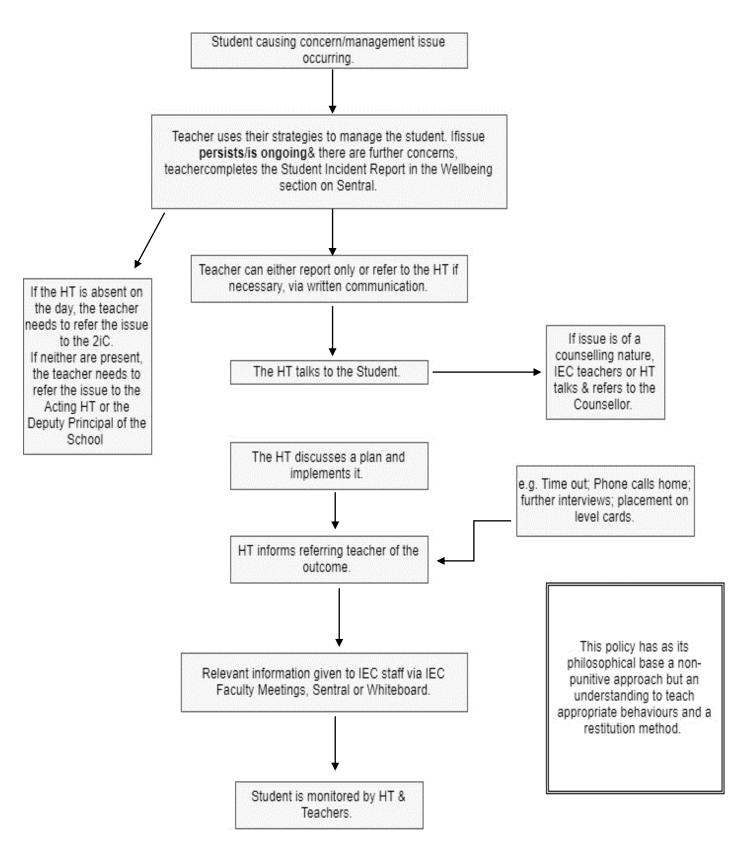
- 1. No gum, no food, no drink in classrooms at any time during the day. Water is allowed for both staff and students, if need be, in the classroom.
- 2. No earpieces in view.
- 3. No hats, caps, beanies or bandannas worn in class.

- **4.** All counsellor referrals are to be made on relevant forms available in Jane's office with notification to the HT.
- 5. All family contact or absent student contact is made by teachers and SLSO's.
- **6.** All new program initiatives or Variations to Routine are first discussed with the Head Teacher.
- **7.** All TPL requests are first discussed with the HT before any application is made.
- 8. The completion of all programs / registers and academic reports is mandatory.
- **9.** Be diligent in all aspects of every duty you fulfil, including playground duty (modelling, duty of care).

Admin (Key points)

- 1. Day to day casual teachers' sign in the Casuals Folder in the Miller Technology High School **and** in the Casuals Folder in the IEC office.
- 2. The IEC SAM (School Administration Manager) has the casual pay forms and other relevant paperwork which needs to be completed if it is the casuals first teaching day. The SAM can also answer any questions.
- **3.** Please mark the blue paper rolls obtained from the Office for each class of the day. The forms need to be returned to the IEC office within the first ten minutes of each period. Please send roll call form with a student to the office.
- **4.** Classrooms are to be left tidy after each lesson, with windows closed, fans/aircons/lights turned off and classroom doors locked at the end of each period. Projectors and computer consoles should also be turned off.

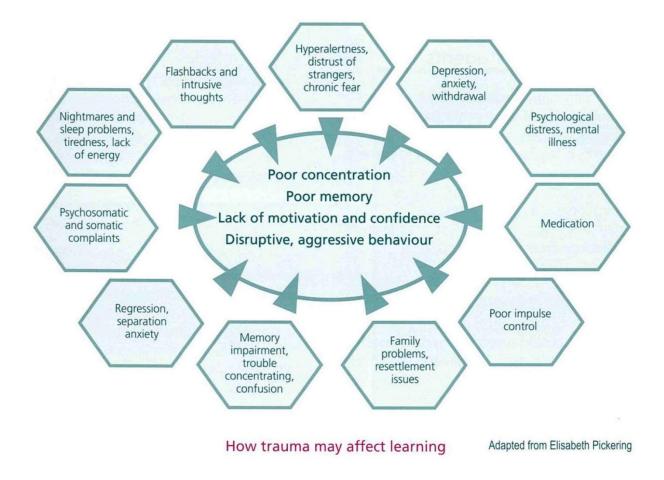
Student Behaviour Management Policy – IEC



Support available:

- School Counsellor
- NSW Refugee Health Service Liverpool ph 87780770
- Refugee Student Support Team ph: 1300 579 060 refugeesupportteam@det.nsw.edu.au
- Contact case worker information found in student file
- High School Refugee Transition Coordinator- S.Romic
- For trauma or behavioural needs contact NSW STARTTS -Service for the Treatment of Torture and Trauma Survivors ph 87782014
- For advice regarding asylum seeker/refugee students contact Refugee Advice and Casework Service Ph. 8355 7227

<u>NB</u>: Follow up on any issues that arise and continue to **monitor student wellbeing and learning progress**.



Source: DoE The Welcome Program Supporting ESL Students in their transition to high school