THORNLIE SHS

ENGAGE INSPIRE ACHIEVE

Thornlie Senior High School

Staff Handbook

2017

www.thornlieshs.wa.edu.au

Every student deserves a great teacher, not by chance, but by design.

Who can disagree with that? Who doesn't believe that every student, in every classroom, deserves to be educated in ways that build his or her confidence and competence? Let's take apart that sentence and explore some of the thinking behind each word or phrase.

- *Every student* (not just some students, such as those who are lucky enough to live on a street that allows them to attend an amazing school)
- *deserves* (yes, we believe that students have the right to a quality education)
- *a great teacher* (one who develops strong relationships, knows his or her content and how to teach it, and evaluates his or her impact. This is where a lot of debate enters the picture because people differ in their understanding of what great teachers do and how they think)
- *not by chance* (meaning that we have to move beyond the luck of the draw that permeates much of the educational landscape. Children's education should not be left to chance, with one year being amazing and another average or awful. Further, children's education should be left not to whatever sense of challenge or level of education a teacher may have, but to an appropriate high level of challenge and expectation)
- *but by design* (yes, there are learning designs that work, when used at the right time. In fact the literature is awash with evidence of designs that work and those that do not work)

- Visible Learning for Literacy (2016)
Fisher, Frey, Hattie

Document Version Control

Version	Reason	Editor	Date
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1. Overview

The Thornlie Senior High School Staff Handbook is compiled for the benefit of all staff. The Handbook is designed to be a comprehensive directory of the life, work and organisation of the school. It is also a formal statement of the expectations that the School has of its entire staff.

1.1 Vision

Engage, Inspire, Achieve

Thornlie Senior High School is a comprehensive senior high school. It offers its community a broad range of educational opportunities which reflect the social, academic and vocational needs and aspirations of each student.

Our students fulfil their aspirations working in an environment which emphasises the importance of respectful relationships and the achievement of personal best.

1.2 Introduction

We are a proud Independent Public Secondary School with over four decades of experience in providing a successful education to our 1200 Years 7 to 12 students, helping them to identify their aspirations and achieve their personal goals.

We value well established educational traditions set by past teachers, parents and students and we are passionate in our desire to use the latest research and learning strategies to prepare our students for the 21st Century. We know where we are going and how to get there.

We recognise that the world around us is changing and we are changing with it. Our students come to us from many different backgrounds, but they leave with one thing in common - a great education and a significant head start in life. Our students develop the skills they need to adapt and thrive in a future that is challenging, interesting and dynamic.

In Years 7 to 10, students have access to outstanding programs, including an Approved Specialist Rugby Program, as well as information technology and academic excellence programs. Students also excel in the extra-curricular opportunities offered in our cheer leading, Japanese, music, art and numerous sport programs.

In Years 11 and 12 students have a wealth of opportunities to follow their career and study aspirations. Our tertiary entrance (ATAR) courses are well supported by local universities and our outstanding vocational education and training (VET) courses, combined with general studies and a focus on the big picture, ensures our students are well prepared for life beyond school. We are a top 50 VET school and a Registered Training Organisation.

Supported by an active school board we believe success is all about the individual working effectively with the school and wider community. A dedicated staff and close ties with local industry and the community ensures we provide personalised programs that capture different interests and nurture the potential in every student. We play to our students' personal strengths and give them the support to develop their talents and abilities. For some, it's a matter of helping them create ambitions and dreams. For others, it's about realising them.

At Thornlie Senior High School our approach to visible learning is a little different, and our students are reaping the rewards. Our city, our country and our global community is changing and Thornlie Senior High School is changing with it.

1.3 Facilities

Thornlie Senior High School is located 16 kilometres south east of Perth and caters for students in Years 7 to 12.

Our school takes a holistic approach to education and is concerned with the academic, social and physical progress and wellbeing of all our students. As a specialist sports school we offer scholarships to students wishing to join these exciting programs. Our Specialist Program in Rugby is available by application and a highly competitive selection process.

We offer student-centred learning programs, integrating information technology across our curriculum. Our students have access to an Academic Excellence Pathway and a comprehensive music program and Netball Scholarship.

Strong links with further education providers offers our students successful academic pathways leading to university entry and a broad range of vocational pathways leading to employment and further training. Thornlie Senior High School is a Registered Training Organisation (RTO) and provides nationally recognised qualifications from Certificate I to Certificate III in a range of industries.

Our students benefit from the latest technology and modern facilities including a commercial kitchen and well-appointed Gymnasium and Performing Arts Centre.

The school has a well-developed focus on pastoral care, catering to the needs of each student. All of our students belong to communities which comprise a Home Room and House.

1.4 Teaching and Learning

At Thornlie Senior High School we are in the process of developing a shared Teaching and Learning Framework which guides our learning within our community. Our school is influenced by the research of John Hattie's Visible Learning, focusing on the impacts on student achievement.

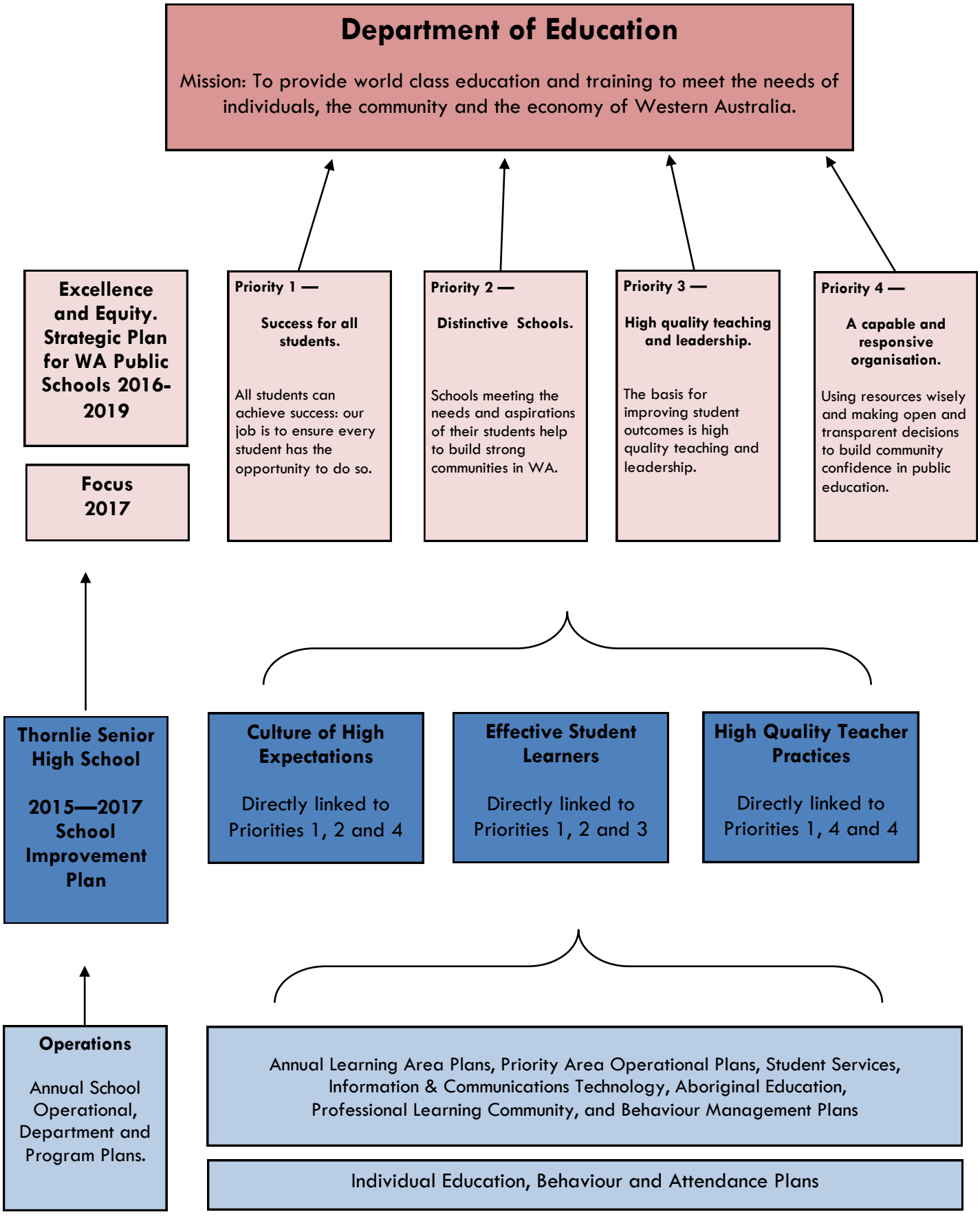
Our learning culture is sustained and developed by having a number of school-wide priorities which link to learning. Learning Areas and specific Committees explore concepts around learning and guide the development of learning in our community. In addition, our Curriculum Committee explores the way innovation and pedagogical practices meet the needs of the learner of today. This committee is comprised of representatives from various learning areas who provide a link between pedagogy and curriculum and are the link to supporting other classroom teachers in the development of teaching and learning approaches linked specifically to the domain areas.

1.5 Scope and Sequence

Scope and sequence – for development of the whole student over years 7 to 12						
	Year 7	**Year 8**	**Year 9**	**Year 10**	**Year 11**	**Year 12**
Transition	Orientation Day	Orientation Day	Career Ed Goal setting	Career Ed US Course counselling Interviews for VET Work experience	Competency Based Education – Study Skills	Competency Based Education – Study Skills
Pastoral Care	Year 7 Coordinator Deputy: Student Welfare	Year 8 Coordinator Deputy: Student Welfare	Year 9 Coordinator Deputy: Student Welfare	Year 10 Coordinator Deputy: Student Welfare	Year 11 Coordinator Deputy: Senior School	Year 12 Coordinator Deputy: Senior School
Curriculum progression	Australian Curriculum NAPLAN Academic Challenge	Australian Curriculum Academic Extension	Australian Curriculum NAPLAN Academic Extension	Australian Curriculum OLNA Academic Extension	ATAR BIG PICTURE GENERAL FOUNDATION OLNA	ATAR BIG PICTURE GENERAL FOUNDATION OLNA
	Literacy/Numeracy Support and STEM		Literacy/Numeracy Support and STEM		Literacy/Numeracy Support and STEM	
Pathways	Year 7 Learning Team		Course 1 Year 9 Course 2 Year 9 Additional support Smaller classes	Course 1 Year 10 Course 2 Year 10 Additional support Smaller classes	ATAR General VET standalone Traineeship	ATAR General VET standalone Traineeship
	Academic Challenge	Academic Excellence	Academic Excellence	Academic Excellence		
Student support	Student Services Team	Student Services Team	Student Services Team	Student Services Team	Foundation courses Maintain the standard WACE tracking Student Services Team Deputy: SS	Foundation courses Maintain the standard WACE tracking Student Services Team Deputy: SS
	Education Assistants International Coord.	Education Assistants International Coord.	Education Assistants International Coord.	Education Assistants International Coord.	Education Assistants International Coord.	Education Assistants International Coord.
VET				Course Advisory Day Course Counselling Program	Range of Cert II Traineeship Workplace Learning	Range of Cert II Traineeship Workplace Learning
				Year 10/11/12 VET Coordinator		
Exit strategy	Transfer	Transfer	Transfer	Transfer Apprenticeship Training provider Endorsed Programs	Transfer Apprenticeship Training provider Endorsed Programs	WACE WASSA Uni / Further training Employment Endorsed Programs

1.6 School Planning Methodology

Thornlie Senior High School's Strategic Plan, Operational Plan and Department level plans have direct links to the Department of Education Mission and Strategic Plan for WA Public Schools 2016—2019 and the Director General's Focus 2017 document.



1.7 School Priorities

Priorities are based on quality analysis of systemic data collected in the previous year. The progress and results relating to Priorities are reported to the School Board annually and included in the Annual Report that is published by the end of Term 1 each year.

School Priorities for 2015 -17

- **Develop a Culture of Challenge and high expectations**
- **Implement with students are shared understanding of what makes an effective learner**
- **Develop and implement with staff high quality instructional practices**

1.8 School Business Plan

As an Independent Public School our School Development Plan has now become a Business Plan. This incorporates our Operational Plans and an overview of our One Line Budget. The Operational Plans are developed by all of the teachers working collaboratively and these plans are shared with the School Board. One of the roles of the School Board is to review and endorse this plan. The completed Business Plan is then co-signed by the Principal, the Chair of the School Board and Ms Sharyn O'Neill, Director General of Education in Western Australia.

The Thornlie Senior High School Business Plan 2015 - 2017 is available through the Schools Online Department website.

1.9 Operational Plans

Thornlie Senior High School's Operational Plans are based around teaching strategies and resourcing for the different learning areas. These are developed after reviewing data collected in different learning areas across the course of the year.

The data is collected from a range of sources including NAPLAN, OLNA testing, WACE and VET data, as well as teacher judgments and formative assessments conducted throughout the year. These Plans identify strategies, resourcing, timelines and methods of monitoring data collected that will enable Thornlie staff to effectively plan for improving student outcomes. These plans also identify specific focus areas throughout the school that have been identified as areas of specific need.

Learning Areas, Programs and Focus Area Committees will document Operational and make those plans available in shared storage for Whole School Planning documentation. Operational Plans will identify priorities, targets and KPI's in order to meet school improvement targets.

1.10 Review Cycle

The School Strategic Plan will align with the 3 year term of an Independent Public School Business Planning Cycle and will be evaluated by an Independent Review Group in the 3rd year of that cycle. Operational Plans will be reviewed and refined each year in conjunction with data from reporting, system testing, and WACE. Operational Plan targets should be tested for progress at 5 weekly intervals – twice per term – for a total of 8 reviews over the Operational Planning year.

ANALYSIS AND REVIEW TIMELINE

Timeframe (time that process must be completed)	Self Assessment Process	Responsibility	Notes
Term 1 – Week 0 (School Exec Meeting)	School Review	Executive Team	Review Y12 results; Grade Report Analysis, NAPLAN; OLNA; Attendance; Behaviour for previous year.
Term 1 – Week 0 (Senior Management Meeting)	Review of previous year's achievement data	Senior Management	As Above
Term 1 – Week 3	Semester 2 Review	Executive Team, Senior Management; Teaching Staff; Student Services	The Semester 2 Review to be completed by the end of the week.
	First Performance Development Meetings	All Staff	Self-Reflection Meeting and previous year's data.
Term 1 – Week 3	Whole Day Exec Review and Planning	Principal, Deputy Principals Manger of Operations, Manger Corporate Services	Business Plan review and Annual Report
Term 1 – Week 4	Operational Plans	Deputy Principals; HOLA's; Managers; Coordinators	1 year Operation Plans to be completed by the end of this week.
Term 1 – Week 6	Whole School Data Review	Deputy Curriculum & Senior School	Distributed to all staff
	Second Performance Development Meeting	All Staff	Individual Improvement Plans to be finalised and to align with the Business and Operational Plans
Term 1 – Week 7	Annual Report	Principal	The Annual Report to be ready for uploading to Schools Online
Term 1	Review Policies required	Coordinated by Deputies with Manager Operations	All school policies have a review schedule to follow
Term 2 – Week 1	Whole School Data Review	Deputy Curriculum & Senior School	Distributed to all staff
Term 2 – Week 3	Whole Day Exec Review and Planning	Principal, Deputy Principals Manger of Operations, Manger Corporate Services	Business Plan review
Term 2 – Week 6	Whole School Data Review	Deputy Curriculum & Senior School	Distributed to all staff
Term 2	Review Policies required	Coordinated by Deputies with Manager Operations	All school policies have a review schedule to follow
Term 2 – End of Term	Semester 1 Review 11 & 12	Deputy Curriculum; HOLA's	LA Grades; Attendance; Behaviour; WACE 11
Term 2 – Week 1	Whole School Data Review	Deputy Curriculum & Senior School	Distributed to all staff
Term 2 – Week 6	Whole School Data Review	Deputy Curriculum & Senior School	Distributed to all staff

Timeframe (time that process must be completed)	Self Assessment Process	Responsibility	Notes
Term 3 – Week 1	Whole School Data Review	Deputy Curriculum & Senior School	Distributed to all staff
Term 3 - Week 3	Semester 1 Middle School Review	Executive Team, Deputy Curriculum & Welfare; HOLA's	Review of all Year 7 -10 grades; Attendance; Behaviour
Term 3 – Week 3	Whole Day Exec Review and Planning	Principal, Deputy Principals Manger of Operations; Manager Corporate Services	Business Plan review
Term 3 – Week 6	Whole School Data Review	Deputy Curriculum & Senior School	Distributed to all staff
Term 3	Review Policies required	Coordinated by Deputies with Manager Operations	All school policies have a review schedule to follow
Term 4 – Week 1	Whole School Data Review	Deputy Curriculum & Senior School	Distributed to all staff
Term 4 – Week 2	Specialist Programs Review	Specialist Program Coordinators	Distributed to all staff
Term 4	Half Day Strategic Planning Meetings	HOLA's and Managers	Review available data and plan for the following year
Term 4 – Week 3	Whole Day Exec Review and Planning	Principal, Deputy Principals Manger of Operations, Manger Corporate Services	Business Plan review
Term 4 – Week 6	Whole School Data Review	Deputy Curriculum & Senior School	Distributed to all staff
Term 4 – Week 7	Final Performance Management Meeting and Sign off	All Staff	Review of Individual Performance Development
Term 4	First Review of NAPLAN	Executive Team; Senior Management	As data becomes available.
Term 4	Review Policies required	Coordinated by Deputies with Manager Operations	All school policies have a review schedule to follow

2. Administration

2.1 Contact Details

2 Ovens Road, Thornlie, WA, 6112
Phone 9376 2100

Email: Thornlie.SHS@education.wa.edu.au
Website: www.ThornlieSHS.wa.edu.au

2017 Administration Team

Principal	Donna McDonald
Deputy Principal: Student Welfare	Glenn Henly
Deputy Principal: Senior School	David Norcliffe
Deputy Principal: Curriculum	Gary Roberts
Manager of Operations	Lauren Findlay
Manager Corporate Services	Maria Jardine

Learning Area Leaders

The Arts	Helen Hagdorn
English & Languages	Lee Gibson
Health & Physical Education	Paul Beecham
Humanities & Social Sciences	Margaret McLean
Mathematics	Andrew Luzuk
Science	Eric Syme
Technologies	Nick Bailey

Student Services

Manager of Student Services	Ben Marks
School Psychologist	Charmaine Backwell / Sarah Mowe
School Nurse	Sue James / Lesley Macpherson
AIEOs	Charmaine Abraham
Follow the Dream Tutor	Kathy Moore
Chaplain	Denise Head

Year Level Coordinators

Year 7 Coordinator	Fran Haynes
Year 8 Coordinator	Lori Lockyer
Year 9 Coordinator	Caroline Parsons
Year 10 Coordinator	Julie Friedlos
Year 11 Coordinator	Sean Brennan
Year 12 Coordinator	Rhonda Roberts

Careers& VET

VET/RTO Manager	Linley Stewart
Workplace Learning Coordinator	Andrew Zambon

2.2 School Day

- ❖ All Periods are of 60 minutes duration.
- ❖ Recess and Lunch breaks are 30 minutes each
- ❖ The school day starts at 8:50am

	Monday, Tuesday, Thursday, Friday	Wednesday
Warning Bell	8:45am	8:45am
Period 1	8:50am – 9:50am	8:50am – 9:50am
Period 2	9:50am – 10:50am	9:50am – 10:50am
Recess	10:50am – 11:20am	10:50am – 11:20am
Homeroom	11:20am – 11:35am	**No Homeroom**
Period 3	11:35am – 12:35pm	11:20am – 12:20pm
Period 4	12:35pm – 1:35pm	12:20pm – 1:20pm
Lunch	1:35pm – 2:05pm	1:20pm – 1:50pm
Period 5	2:05pm – 3:05pm	1:50pm – 2:50pm

Due to the flexible timetabling of our school, some classes may run in a Period 0/6 format. The timings of these classes are as follows:

	Monday, Tuesday, Thursday, Friday	Wednesday
Period 0	7:50am – 8:50am	7:50am – 8:50am
Period 6	3:05pm – 4:05pm	

In order that the school may carry out its Duty of Care, staff are expected to perform yard duty. Whilst the EBA does not set out a specified duration it does state that the distribution of duty should be equitable. Every effort shall be made to ensure a fair distribution of duty, being one of, or a combination of;

- 1 Lunch time Duty – 30 minutes
- 1 Recess Duty – 30 minutes
- 1 Bus Duty – 30 minutes

If however, teachers are under load, they may be allocated an extra duty. If in doubt, please see the Manager of Operations.

2.3 Term Dates 2017

	Students	Teachers
Semester 1		
Term 1	Wednesday 1 February - Fri day 7 April	Monday 30 January – Friday 7 April
Break	Saturday 8 April - Sunday 23 April	Saturday 8 April - Sunday 23 April
Term 2	Monday 24 April - Friday 30 June	Monday 24 April - Friday 30 June
Break	Saturday 1 July - Sunday 16 July	Saturday 1 July - Sunday 16 July
Semester 2		
Term 3	Monday 17 July - Friday 22 September	Monday 17 July - Friday 22 September
Break	Saturday 23 September - Sunday 8 October	Saturday 23 September - Sunday 8 October
Term 4	Monday 9 October - Thursday 14 December	Monday 9 October – Friday 15 December
Break	Friday 15 December– Tuesday 30 January	Saturday 16 December – Sunday 28 January

- All students start the school year on Wednesday 1 February and end the school year on Thursday 14 December.
- There are seven school development days decided by the school.
- Two of these days are before the school year starts for students and one day is after the school year ends for students.
- Each school schedules another four days throughout the year in consultation with its School Board and school community.
- Independent Public Schools have the flexibility to trade-off school development days (except Thursday 28 January and Friday 29 January). All other schools have the flexibility to trade-off the last school development day of the school year (Friday 16 December). Teachers should confirm arrangements for their school development days with the school.

2.4 School Development Days for 2017

- Monday 30 January
- Tuesday 31 January
- Monday 24 April
- Monday 17 July
- Wednesday 2 August
- Monday 9 October
- Friday15 December

2.5 Calendar

The Term Planner is updated frequently.
The most up-to-date School Calendar can always be found at
S:\AdminShared\All Staff\Term Planner\Term Planner 2017

Term 1

Week 1
- US Course and Assessment outlines to students

Week 2
- US Course and assessment outlines to Deputy: Curriculum

Week 3
- Census. Small Group Partnerships due.

Week 4
- SCSA Syllabus Delivery Audit due
- School Photos Friday 24 February

Week 5

Week 6
- Labour Day long weekend
- OLNA Writing – Year 10, 11 and 12

Week 7
- OLNA Numeracy and Writing – Year 10, 11 and 12
- Interim Reports Due Thursday 23 March

Week 8
- OLNA Numeracy and Writing – Year 10, 11 and 12
- Music Concert – 22nd March

Week 9
- Year 12 Workplace Learning

Week 10
- Year 12 Workplace Learning

Term 2

Week 1
- School Development Day
- ANZAC Day and Observance Assembly

Week 2
- Year 8 Immunisations

Week 3 NAPLAN – Year 7 and 9

Week 4
- Year 12 ESTs

Week 5
- Year 11 & 12 ATAR Exams
- Year 11 Workplace Learning

Week 6
- Year 11 & 12 ATAR Exams
- Year 11 Workplace Learning
- Year 10 Exams

Week 7
- WA Day Public Holiday

Week 8
- Report Data Entry Due Wednesday 14th June

Week 9
- Music Concert 20th June

Week 10

Term 3

Week 1
- School Development Day
- Year 12 Workplace Learning
- IPS Review (20-21 July)

Week 2
- Year 12 Workplace Learning
- Japanese Exchange Visit (27 July – 7 August)

Week 3
- Whole School Academic Assembly – 1st August
- School Development Day – 2nd August
- Parent Teacher Interviews – 2nd August
- Japanese Exchange Visit (27 July – 7 August)

Week 4
- Japanese Exchange Visit (27 July – 7 August)
- Year 8 Immunisations – 8th August

Week 5

Week 6

Week 7
- OLNA Reading and Numeracy – Year 10, 11 and 12

Week 8
- OLNA Writing Year 10, 11 and 12
- OLNA Reading and Numeracy – Year 10, 11 and 12

Week 9
- OLNA Reading and Numeracy – Year 10, 11 and 12

Week 10
- OLNA Reading and Numeracy – **Year 10 and 11**
- Dance Showcase

***Year 12 Mock and Year 11 Maths Exams held in holidays

Term 4

Week 1
- School Development Day

Week 2
- Year 12 Reporting Due – 10th October
- Last Day for Year 12s – 20th October

Week 3
- Year 12 Presentation Evening – 24th October

Week 4
- WACE Exams commence

Week 5
- Year 11 Exams and Workplace Learning

Week 6
- Year 11 Exams and Workplace Learning
- Year 10 Exams

Week 7
- Year 11 Report Data Entry Due 21st November
- Last Day for Non-ATAR Year 11s – 24 November

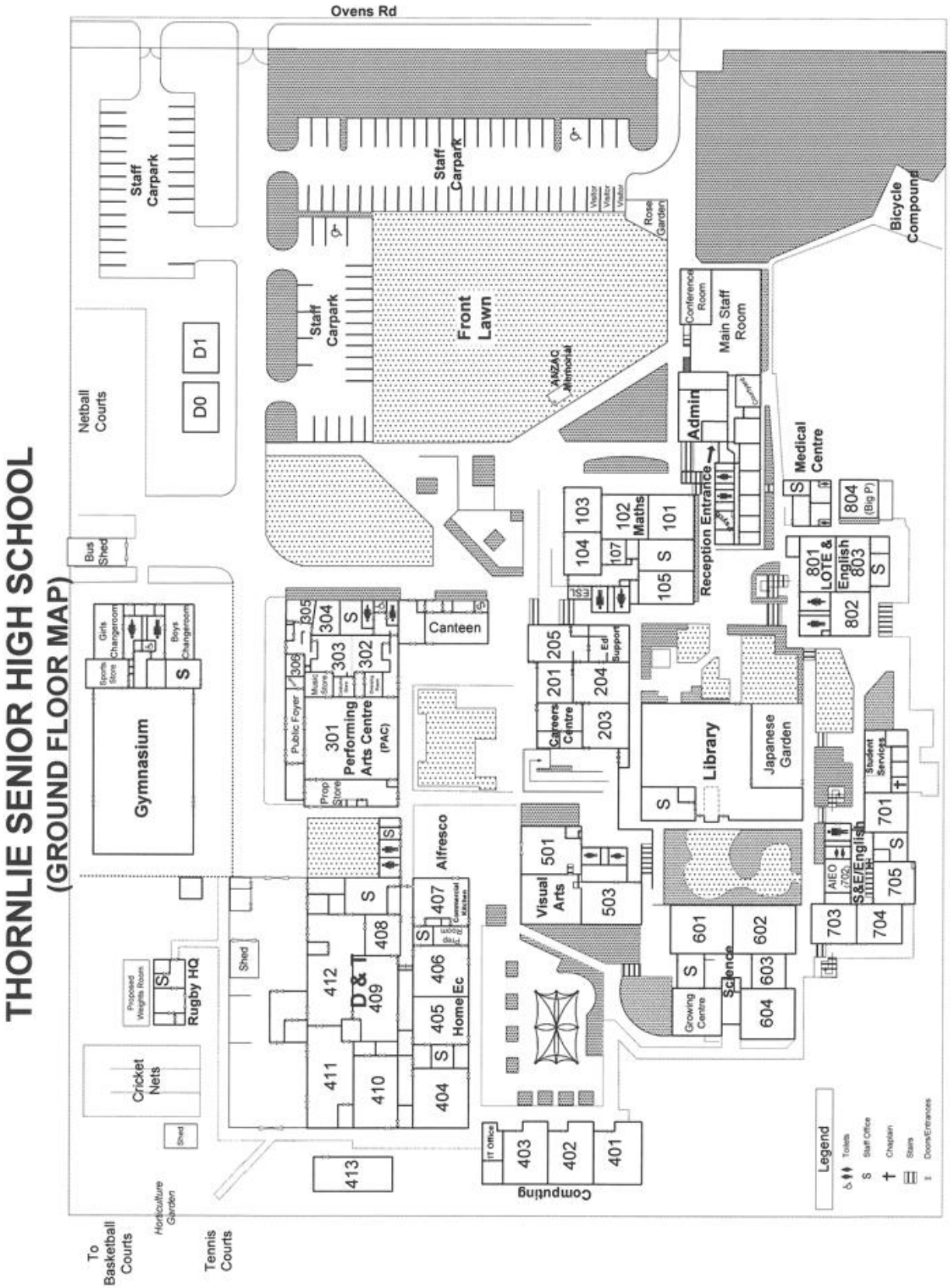
Week 8
- Year 7-10 Report Date Entry Due 29th November
- Year 8 Immunisations – 28th November
- Year 7 2018 Orientation – 28th & 29th November

Week 9
- Performing Arts Showcase 5-6th November
- Last Day for ATAR students - 7 December

Week 10
- Whole School Final Assembly – 13th December
- Last Day for Students – 14th December
- School Development Day – 15th December

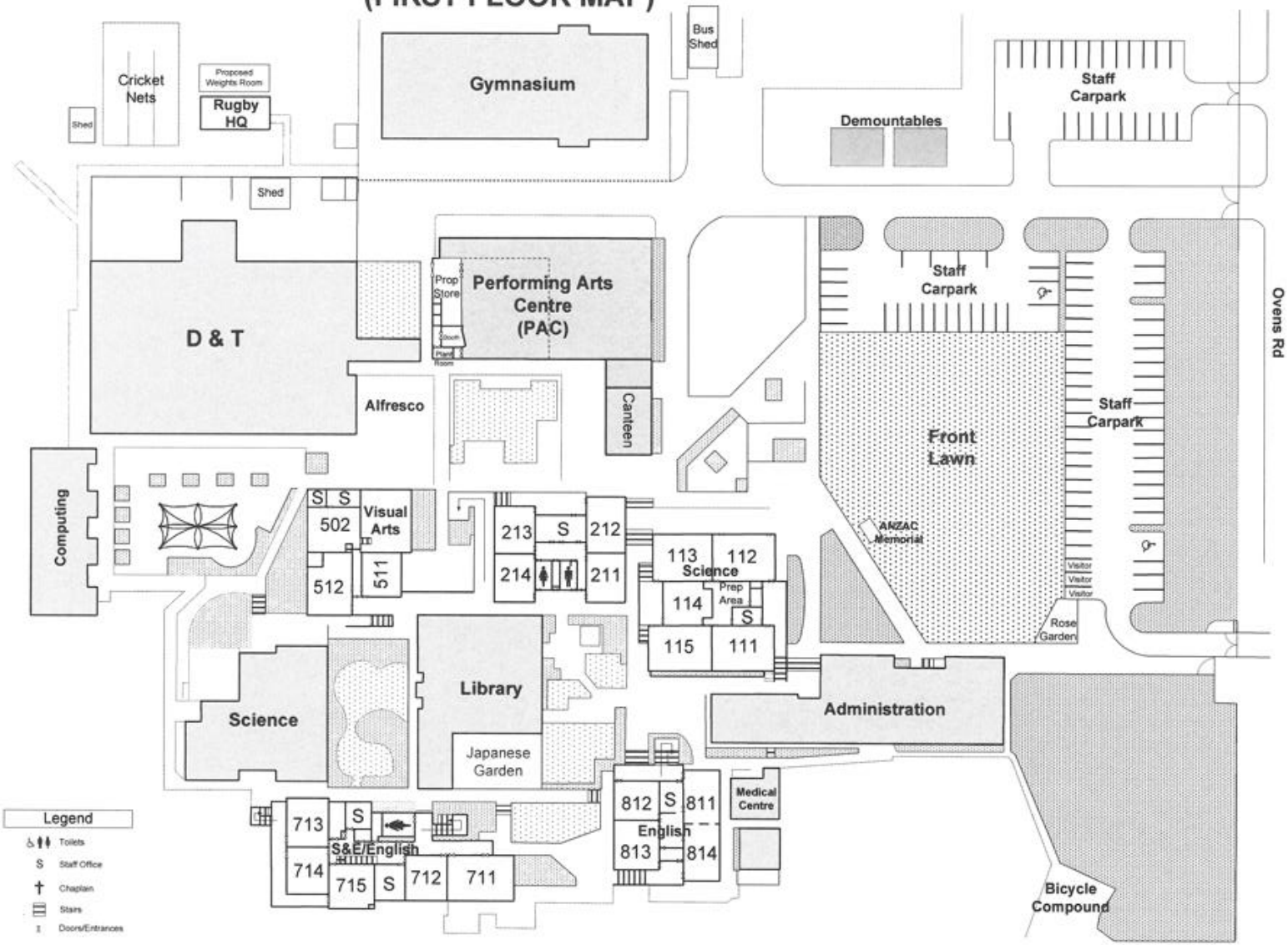
All School Calendar dates should be passed on to HR Officer for entry into the master copy of the calendar.
All excursion applications must be submitted to Senior Staff two weeks prior to the excursion date.

2.6 School Map



THORNLIE SENIOR HIGH SCHOOL

(FIRST FLOOR MAP)



2.7 Timetable Grid Structure

	Monday	Tuesday	Wednesday	Thursday	Friday
0					
1	Senior School Line 6 MESH 9A BL 7 MESH 8B BL10	Senior School Line 5 MESH 10D BL 7 MESH 9D BL 6	Senior School Line 4 MESH 10C BL5 MESH 8C BL11	Senior School Line 3 MESH 9C BL 5 MESH 8D BL12	Senior School Line 1 MESH 9B BL8 MESH 10A BL8
2	Senior School Line 1 MESH 9B BL8 MESH 10A BL8	Senior School Line 6 MESH 9A BL 7 MESH 8B BL10	Senior School Line 5 MESH 10D BL 7 MESH 9D BL 6	Senior School Line 4 MESH 10C BL5 MESH 8C BL11	Senior School Line 2 MESH 10B BL6 MESH 8A BL9
3	Senior School Line 2 MESH 10B BL6 MESH 8A BL9	Senior School Line 1 MESH 9B BL8 MESH 10A BL8	Senior School Line 2 MESH 10B BL6 MESH 8A BL9	Senior School Line 5 MESH 10D BL 7 MESH 9D BL 6	Senior School Line 3 MESH 9C BL 5 MESH 8D BL12
4	Senior School Line 3 MESH 9C BL 5 MESH 8D BL12	Senior School Line 2 MESH 10B BL6 MESH 8A BL9	Senior School Line 1 MESH 9B BL8 MESH 10A BL8	Senior School Line 6 MESH 9A BL 7 MESH 8B BL10	Senior School Line 4 MESH 10C BL5 MESH 8C BL11
5	Senior School Line 4 MESH 10C BL5 MESH 8C BL11	Senior School Line 3 MESH 9C BL 5 MESH 8D BL12	Senior School Line 6 MESH 9A BL 7 MESH 8B BL10	Senior School P25 MESH 9B BL8 MESH 10A BL8 MESH 8A BL9	Senior School Line 5 MESH 10D BL 7 MESH 9D BL 6
6					

2.8 Meeting Schedule

As per the requirements as the EBA Agreement Clause 9.3-9.4; the Principal can require teachers to attend whole staff meetings outside the normal school day or normal operating hours, totalling **five hours** (300 minutes) per term. These meetings are to be used for collaborative purposes to improve the school's performance. Whole of staff meetings may include meetings of groups of teachers working in phases of learning or learning areas.

In addition to this time allocation is the 15 minutes per week due to early closure of the day (x 10 weeks) – totalling 150 minutes, making the total meeting time allocation per term being 450 minutes.

The following meeting schedule is proposed for 2017:

Meeting Schedule **Wednesday (Early Close)**
TERMS 1- 4 **General Staff Meetings** Three per term, Weeks 3, 6 & 9. These meetings will be 60 minutes in length Total: **180 minutes (3 hours)** **Learning Area Meetings** Time and timings to be coordinated by HOLAs Total: **270 minutes (3 hours)**

Note: The frequency and timing of the above meetings may change due to operational matters.

NEW STAFF INDUCTION PROGRAM
Commencing from Week 2 of Term 1 all new staff and teachers will be supported by an Induction Program conducted every Thursday afternoon at 3.10pm in the Conference Room.

2.9 Security

2.9.1 School Keys

All staff members must see the Manager of Corporate Services - for the issue and return of keys. You are required to sign for all keys. The keys issued to you **must not** be passed to any other staff member – they are assigned to you and you take responsibility for their use. Any lost keys must be reported immediately to the Manager Corporate Services to ensure school security is not breached.

2.9.2 School Access out of Normal Hours

If wishing to visit the school site outside of normal school hours, staff must contact the Manager Corporate Services prior to the planned day or time. Different sections of the school are covered by separate alarms. The school alarm system will activate if you have not been given prior access. Out-of-hour alarms are attended by Education Security and also Police, and if this is caused by staff entry, the school is issued with a substantial fine. A policy is currently being developed to address this.

2.9.3 School Access During Holidays

If accessing the school premises during the holidays, you must staff must contact the Manager Corporate Services atleast one day prior to the planned visit, to organise a time and point of access. Similarly, you must also report when leaving the premises. Failure to do this results in your safety being jeopardised.

2.9.4 School Security System

During school days the security system is generally switched off early in the morning when the cleaners open up. At the end of the day the cleaners switch on the security system at approximately 5.30pm. If you intend to stay after 5.00pm please let the Head Cleaner know. After this time, you will be responsible for activating the alarm and locking doors and gates behind you when you leave. Contact the Manager Corporate Services for a security code. You may be allocated a number for your use only – do not share this number with other staff.

2.9.5 Photocopiers

Photocopiers for staff use are located throughout the school in the following locations:

- Library
- Upstairs and Downstairs of 100 block
- Upstairs and Downstairs of 200 block
- H&PE Office
- D&T Office
- 500 block mezzanine
- 600 block Science Office
- 700 block Downstairs
- The photocopiers in the Administration area **is not available** for general staff use.
- Staples and toner are available from the administration office.
- Please ensure that any copier faults are reported promptly to the IT Office via the JobCard program, which can be ound on the desktop of all networked computers.

2.9.6 Visitors

All visitors must report to Reception on arrival. They are to sign "in" and "out" electronically via the touchscreen and where the provided Visitors Pass. The electronic system will send an email to the person they register as visiting. This is an OH&S requirement and is vital for communication and evacuation (if necessary). Teachers expecting visiting speakers, parents, photographers etc. should advise Reception of expected arrival time and where you can be contacted.

- ❖ Visitors for students should remain in Reception. They should not go into the yard, particularly during break times.

2.9.7 Insurance

In order to expedite the processing of insurance claims, the following procedure has been implemented:

- In the event of a break-in to school premises where Education Security has attended, a yellow Insurance Details form will be sent out. Please complete all details and return it to the Manager Corporate Services office with 24 hours.

If you discover any evidence of a break-in where goods have been stolen from your classroom or office and Education Security **has not** attended, it is your responsibility to advise the Manager of Corporate Services urgently.

2.9.8 School Gates

The gates to Knightsbridge Way, Discovery Drive, Cavalier Court and Castle Court are closed after the start of the school day and opened again at the end. They are to remain locked during the day. Any staff member wishing to enter or exit, through these gates, during the school day must lock them afterwards.

2.9.9 Asbestos Register

All school works must be done in conjunction with the School's Asbestos Register and the appropriate materials handling policies and procedures followed. The Asbestos Register is kept in Administration.

2.10 Conference Room

The Conference Room is adjacent to the Staffroom and can be booked for meetings. Bookings can be made via the diary in Reception.

2.11 Room Bookings and after hours use of facilities

After Hours Use of Facilities:
If you are planning an after hours activity please check with the Manager Corporate Services to ensure that you do not clash with external users and ring Education Security to advise of closing time.

Meeting Room and other School resource Bookings (School Time and After Hours):
You are advised to book the following rooms for group meetings via the Bookit system on-line.

- Computer labs
- Performing Arts Centre
- Gymnasium
- Library

2.12 School Uniforms

School uniform is compulsory in all public schools. After consultation with student representatives, parents and the wider community, a range of school uniform items was determined.

Students and families are aware of our requirements before accepting enrolment at our school.

Students dressed in full school uniform are all part of the public image which is so important to a school. They are the face we present to the community. It is in all our interests to ensure our school maintains a high profile and a positive image in the community.

If families face financial difficulties in regards to uniform, the school can assist through the student assistance scheme. All enquiries to the Principal are confidential. All items of school uniform are available at the school's Uniform Shop (except for school shoes).

The Uniform Shop is operated by an external provider – Uniform Concepts. Located at 3/9 Yampi Way, Willetton. It is open on Monday – Friday 9am – 5pm (Thursday 6pm) & Saturday 9am – 1pm.

Thornlie's Uniform Policy can be read in detail in the Appendix Section of this handbook.

2.13 Communication

It is essential that all concerned with the life of the school communicate effectively with one another to obtain maximum benefit for everyone.

The most efficient means of communicating absence, excursions and school activities in this school is the use of Reception's **School Movement Diary.** It is essential that all movement and activity is recorded in this Diary.

2.13.1 Day-to-Day Notices

Being in a large school communication to all staff and students can be a challenge. Day-to-Day Notices are communication via the following resources:

- Teacher's email
- Term Planner
- Thornlie Times email
- Daily Notices (read out to all students in Homeroom)
- Public Address system – ideally to be used sparingly or in urgent circumstances

2.13.2 Curriculum Information

All students will receive information regarding course selection. This should be read by parents and an appointment made with one of the Deputy Principals if further information is required.

2.13.3 School Magazine

A whole school magazine is published to parents at regular intervals and is available via the website. Staff are invited to submit articles and pictures for the magazine to the School Officer: Senior School.

2.13.4 Notes to Parents

Various forms of letters are sent to parents, including;

- interim reports, indicating concerns for student progress
- letters of commendation or concern about the student's performance in a particular subject
- selection forms regarding subjects for the following year are issued mid-year
- reports and references are available at various times during the year
- Letters pertaining to the Reward System
- Financial accounts
- Absentee information

2.13.5 Parent Communication and Support

At the annual Semester 1 Report Afternoon in Term 3, all teachers are available to issue and discuss reports with parents. This is an essential part of our parental communication, with between 70% and 80% of parents taking this opportunity to communicate with staff.

Over the course of the year parents are invited to a range of relevant Parent Information Evenings to assist them with the challenging decisions of Course Selection and to provide information on assisting their child as their progress towards becoming a young adult. Year Level Coordinators and clerical officers work closely with students and their families on a daily basis and are available by phone to answer any immediate queries or concerns.

Thornlie's Communicating with the School Policy can be found in the Appendix Section of this handbook.

2.14 Attendance

2.14.1 Compulsory Attendance

The Education Act requires that all students must attend school daily until the end of the year the student turns 17. Record of daily attendance is kept electronically, enabling access by any government agency and may be subpoenaed for legal purposes. Poor performance is closely linked to poor attendance.

2.14.2 Special Exemption

A student may be permitted to leave school the year they turn fifteen in certain circumstances. A secure and guaranteed job with a training component is required and the mandatory Notice of Arrangement application form (supplied by the school) must be completed by the employer, parents and the Principal. Final approval must be granted by the Minister for Education.

2.14.3 Absences

Absences must be for legitimate reasons. Any absence for part of a day, all day, or many days, must be covered by a written explanation from the parent or guardian to Student Services. Such notes should be dated and specify the actual date(s) and the reasons for absence. If a note is not supplied, truancy may be suspected. Absentee notes must be given to the relevant School Officer.

When a note is supplied, it needs to be acceptable in law. For example a note which states "Johnny was absent with my permission" is not a legitimate reason for absence. A parent is not entitled to keep a student away from school without a good reason. Such reason is usually sickness, or urgent family business.

Swimming carnivals, athletic carnivals and other school-organised activities are treated as normal school days. All absences affect a student's school performance.

2.14.4 Leaving the School Grounds

Thornlie is a "CLOSED SITE". No student is permitted to leave the school grounds without prior approval through communication between the parent and school administration. Any student leaving the school (apart from excursions/camps) must have the official DoE leave pass, obtainable from the appropriate office.

2.14.5 Truancy

Truancy is illegal. Truancy will be addressed by the South Metropolitan Education Region Student Attendance Policy. Parents of those who so offend may be liable to fines and other action. Concern has regularly been expressed that much crime, especially that of breaking and entering, is committed by juveniles who are truanting from schools. Police patrols often return truanting students.

2.14.6 Punctuality

There is a moral obligation on parents to ensure that their children are punctual in attendance, and are properly equipped for their studies that day. It is expected the student be punctual and prepared for each lesson.
After 8:50 am all student latecomers must report to the Student Services office where a late note is issued. The student then reports to class with this note

2.14.7 Time of Arrival at School

Students should be punctual to classes at 8:50am but should not arrive at school before 8.20am as duty of care cannot be guaranteed.

2.14.8 Student Drivers

Students are not permitted to park their cars on the school site. Public parking is available on Discovery Drive, adjacent to the school oval. Student motor scooters can be parked in the marked M/C bay in the main staff car park.

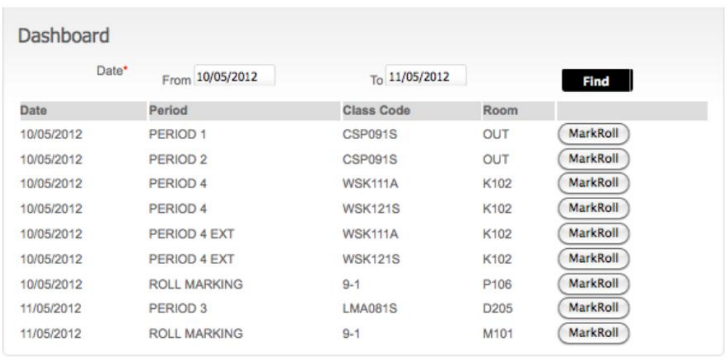
STUDENTS ARE NOT PERMITTED TO USE THEIR VEHICLES TO LEAVE SCHOOL DURING BREAKTIMES.

2.14.9 Attendance Recording Procedures

Teachers are issued with a school iPad to accurately record Student Attendance.

Rollmarker Login
Login details are provided by the Human Resources Officer. Login is via the home page at http://10.58.111.167/

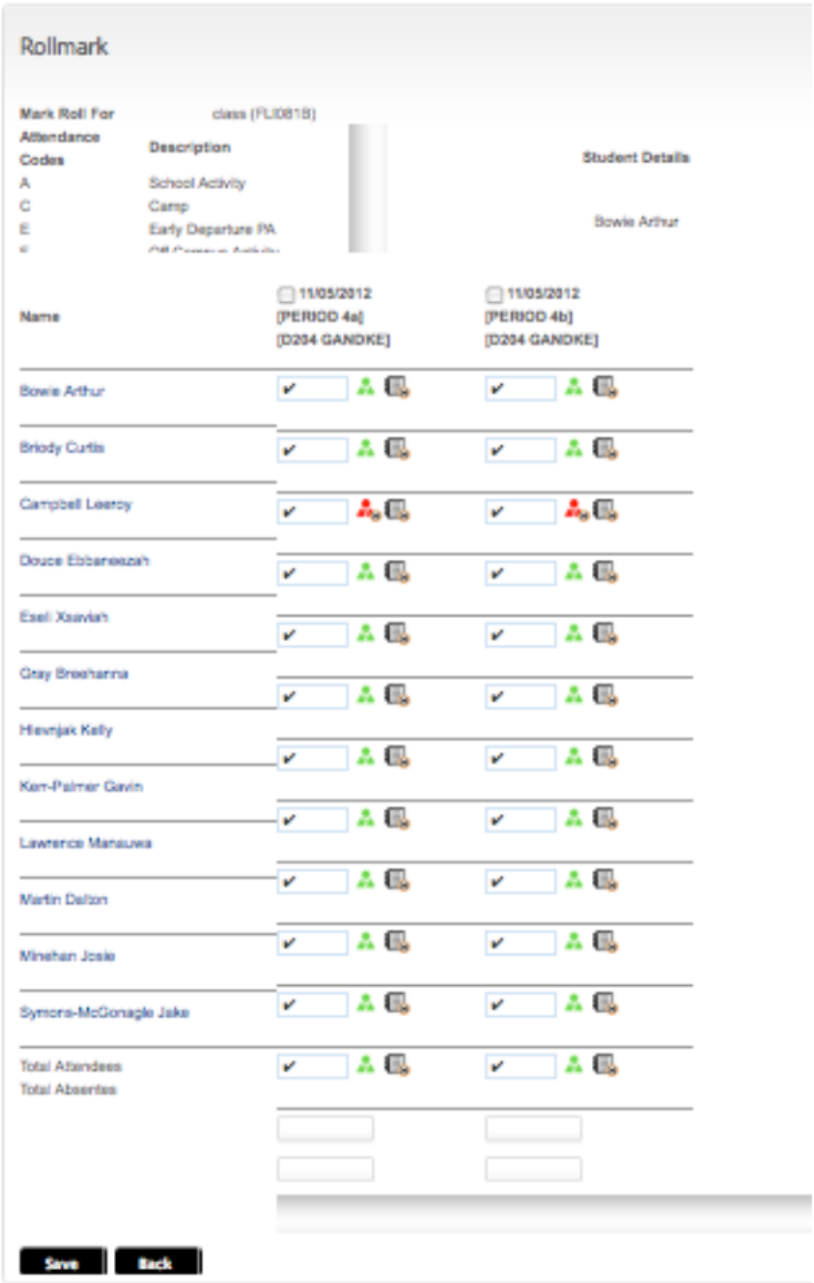
Upon logging in, users will be taken to the Dashboard. The dashboard shows outstanding class rolls that need to be marked by the logged-in teacher. It will list the rolls for the present day as well as any rolls that you may not have marked in the past 7 days.



To mark the roll, users will need to click on 'Mark Roll' next to the relevant Date/Period/Class that they are taking. This will allow the Class Roll to pop up.

To mark the roll:

- Students are organised on the roll in a list view, and are listed as a default of present
- To mark students absent, use the mouse to click (or touch with iPad) on the 'tick' and then scroll and select 'U' which is for an un-notified absence.
- Some students may appear to be marked as a code other than a tick or 'U' this is because Student Services have already been notified of their absence and have used the relevant code.
- Once completing your attendance, click on the save button at the bottom of the screen
- A message indicating successful saving of the attendance record will appear at the top of the mark roll screen.



Relief Teachers: Internal and External

- For internal relief teachers – the class roll will be loaded onto your Rollmarker account
- For external relief teachers – iPads are to be distributed, subject to availability
- On occasions when an iPad is unavailable to relief staff, paper copies of the roll will be used. Attendance will need to be taken and then forwarded to the Student Services Officers.
- If you have any queries please contact the Human Resources Officer.

2.15 Teacher Leave Procedures

2.15.1 Early Notice

If you are unwell and know in advance that you will be taking the following day off please let us know immediately to enable contacting external relief teachers.

In case of absence, ring the Human Resources Officer on the Relief Line in the evening until 9pm, or between 6:00-7:00am in the morning. Please also inform your HOLA.

Relief Line number is **0419 925 238**

A call at school at 8.30am is likely to result in a relief teacher not being available to cover your classes and internal reliefs being required.

ALL requests for planned absences should be discussed with the Executive Team and approved prior to being written in the Relief Diary.

2.15.2 Relief Lessons

It is important that the teacher who takes your classes in your absence has a suitable outline of the work to be covered.

- If the absence is advised in advance the preparation should be left in your Pigeon hole in the Staffroom. Class lists for absences will be printed for you.
- In the case of sickness, an outline of the work to be covered should be emailed to the school between before 8:30am – where applicable to your HOLA or TIC, or a colleague from your subject area, who will present the work in a suitable format.
- On no account should you expect the clerical staff to photocopy materials for your relief lesson.

2.15.3 Relief Lesson Plan

THORNLIE SENIOR HIGH SCHOOL

DETAILS

DAY:	*(Enter Day of Week)*	**DATE:**	*(Enter date)*
RELIEF FOR:	*(Enter your name)*	**RELIEF TEACHER:**	*(Leave blank)*
PERIOD:	*(Enter period)*	**ROOM:**	*(Enter room number)*
CLASS:	*(Enter class name)*	**P/COPIER CODE:**	*(Enter code if needed)*
CLASS LIST :	*(Yes or No)*	**SEATING PLAN:**	*(Yes or No)*

RESOURCES

(Enter the resources that will be needed and used)

LESSON OUTLINE

(Enter lesson details here for the relief teacher.)

SPECIAL INSTRUCTIONS **WITHDRAWAL ROOM NO:** *(Enter the room number)*

(Enter here if there are particular instructions relating to particular students).

LEARNING INTENTIONS

SUCCESS CRITERIA

RELIEF TEACHER FEEDBACK

2.16 Application for Leave – All Staff

An application for leave must be made for each absence which is not related to your teaching work. Applications for Sick Leave should be submitted by the employee immediately upon their return to work or they can do this whilst they are on leave using the Employee Self Service function within the HRMIS system as all employees now have access. Leave should be booked using this method. In the event an employee is unable to access the HRMIS to book their leave, the line manager may book it on their behalf. In such instances a leave form must be completed.

Approval for short leave, long service leave, LWOP and study leave must be obtained from the school **prior** to taking these types of leave. Application forms are available in the staff room. Please note that all Long Service leave applications must be made no later than 2 years after the date on which an entitlement to Long Service Leave has accrued.

Please refer all Teacher leave queries to the Principal or the Human Resources Officer.

Please refer all Non-Teaching Staff leave queries to the Manager Corporate Services or the Human Resources Officer.

2.16.1 Sick Leave – All Staff

Each staff member accrues 12.5 days per year on full pay. This may be accessed for five days without a doctor's certificate with a maximum of three consecutive days. These days may also be used for family carer's leave (a certificate is not required but a reasonable explanation must be given and noted on the Leave Form). **All leave will be deducted from the 12.5 days**. The residue of this leave will accumulate over your career. Please refer queries to the Principal or the Human Resources Officer. LWOP and LSL is allocated through the school. Other leave (i.e. study leave) will be approved by Central Office, and will have been applied for in the previous year.

2.16.2 Paid Partner Leave

Five consecutive days from birth of a child (certificate must be provided).

2.16.3 Relief Teachers

Feedback with regards to how relief teachers carried out their duties would also be appreciated since this will enable us to obtain the best possible replacements.
Wherever possible, teachers who are accessing professional development are encouraged to do so in their own time for which they will be reimbursed without disadvantaging their students.
While the above procedures will not solve all the problems related to absences and teacher relief, they should assist in minimising the impact of absences on all members of the school community.

2.16.4 DOTT Time

All teaching staff are required to be at school during their DOTT time. Staff should arrive at school by 8.35am and depart after 3.20pm. Staff are not covered by Department Insurance off school grounds unless having signed out via the School Movement Diary and a member of the Executive Team has been notified..

2.16.5 Professional Development

Professional Development should be in context of your Performance Management Agreement and its appropriateness ratified by your Head of Learning Area or TIC before submitting to the Manager of Operations. Please be aware that there are very real constraints upon resourcing Professional Development especially. It may be necessary to collapse classes and/or cover relief classes within the Learning Area.

2.16.6 Professional Development Application

Thornlie Senior High School
PD Application 2017

This form is to be completed for ALL Professional Learning Development courses, meetings, seminars…

Name: _____

Learning Area: _____

Title of PL Course: _____

Date of PD: _____

Staff electing to attend the PL do so on the understanding that are required to disseminate the knowledge / skills acquired to other staff in their LA and/or the whole staff at an appropriate time.

Attendee Signature: _____

Please attach any relevant documents to this application e.g. course flyer

AREA OF PROFESSIONAL DEVELOPMENT

Please tick (√)

Australian Curriculum
Behaviour Management in Schools (BMIS)
Students at Educational Risk (SAER)
Courses
Other

School Priority
Information Communication &Technology
Learning Area
CMS / IS

Please identify how this Professional Development will enhance your ability to carry out your role at Thornlie SHS:

_____

_____

_____

RESOURCES REQUIRED:

Registration Cost: _____ **Amount of Funding Requested:** _____

(NB: You must complete an order form for all cost centre expenditure, and pass on to school accounts officer with a copy of the Registration Form, once approved.)

Relief Required: Yes / No **Periods/Days of Relief required:** _____

Cost Centre Manager Approval (signature): _____

Manager Operations Approval (signature): _____

Cost Centre Account *(tick box)***:**

☐ Big Picture *(834)*	☐ Dance *(822)*	☐ HPE *(825)*	☐ Maths *(828)*	☐ Student Svcs *(833)*
☐ Business Ed *(820)*	☐ D&T *(823)*	☐ Home Ec *(826)*	☐ Music *(829)*	☐ Visual Arts *(832)*
☐ CAVE *(821)*	☐ English *(824)*	☐ Language *(827)*	☐ Rugby *(837)*	☐ Misc *(838)*
☐ Change 2 *(836)*	☐ HASS *(831)*	☐ Library *(836)*	☐ Science *(830)*	☐ Yr 7 *(839)*

2.17 Staff Details

This information is to be supplied by ALL STAFF.
At the commencement of employment, and at the beginning of each school year you will be issued with a Personal Details Update form. Please carefully update/complete the form and return to the School Officer: Reception for processing.

2.18 General Information

2.18.1 Belongings

All belongings, including books and clothing, should be clearly marked with the student's name. This increases the chance of recovery of lost property and deters potential thieves.
Large sums of cash and valuable jewellery should not be brought to school, as the school cannot guarantee their security. Money and other valuables should not be left in unattended school bags, classrooms or change rooms. These should be entrusted to teachers or the Deputy Principals

2.18.2 Requirements for Physical Education

- A Blue Thornlie PE Department Polo Shirt
- Sneakers or joggers with socks.
- Elastic bands for hair and a hat for summer.
- Appropriate bathers for swimming and a towel.
- Navy blue shorts.

2.18.3 Bicycles

Bikes can be parked in the racks near the Manual Arts block. Students should equip bikes with a sturdy locking device. Bike areas are out of bounds, other than at arrival and departure times.

2.18.4 Buses

Transperth buses operate to and from Thornlie Senior High School. The services numbers that pass by our school's entrance are 212, 745 and 745: Timetables are available via the Transperth website.

2.18.5 Financial Assistance

The Department of Education WA provides an allowance to assist eligible families with secondary schooling costs for students in all years. Up to $350 per student is available to assist with payment of school contributions and charges. Parents and guardians who hold a Centrelink Health Care or Pensioner Concession Card, which is current at the start of the school year, are eligible to apply. Applications must be completed at the school prior to the end of Term 1 of each year.

2.18.6 Mobile Phones / Audio Devices

In a changing society mobile phones and audio devices seem to have become almost a necessity. The school therefore acknowledges that students bring phones and audio devices to school. The school policy requires that these phones and audio devices be turned off during the school day. Quite simply, **USE IT, LOSE IT!!!**
Taking of photos or videos with a mobile phone is illegal and any breach will result in confiscation. All confiscated phones must be collected at Student Services who will contact parents regarding the policy. A directive of the Director General states that ten days suspension applies to students taking footage or posting unsavoury material on the internet.

2.18.7 Library

The library is open from 8.15am to 3.30pm during the school year. It houses an extensive range of resources and is computerised.
The Librarians aim to co-operate and work with subject teachers, in order to

- promote the centre as a source of materials for leisure activities, literature and audio visual work
- actively support the educational aims and programs of the school
- foster positive attitudes toward learning
- encourage resource based, research orientated teaching and learning

- co-ordinate a sequential research skills process that spans all curricula and all years at school.

2.19 Yard Duty

Staff will be rostered for duty in various areas of the school, each term, by the Manager of Operations. The duty roster indicates the areas to be supervised by teachers. The importance of vigilant supervision cannot be overstressed. Staff on duty must be "out and about" as the prevention of undesirable behaviour is more important than catching culprits after they have done the act.

Staff on Yard Duty must wear the appropriate HIGH-VIS vest, and preferably carry a mobile phone. Please add **9376 2181** to your contacts list so assistance can be requested if required. Should you not have a vest, please contact the Human Resources Officer to organise one.

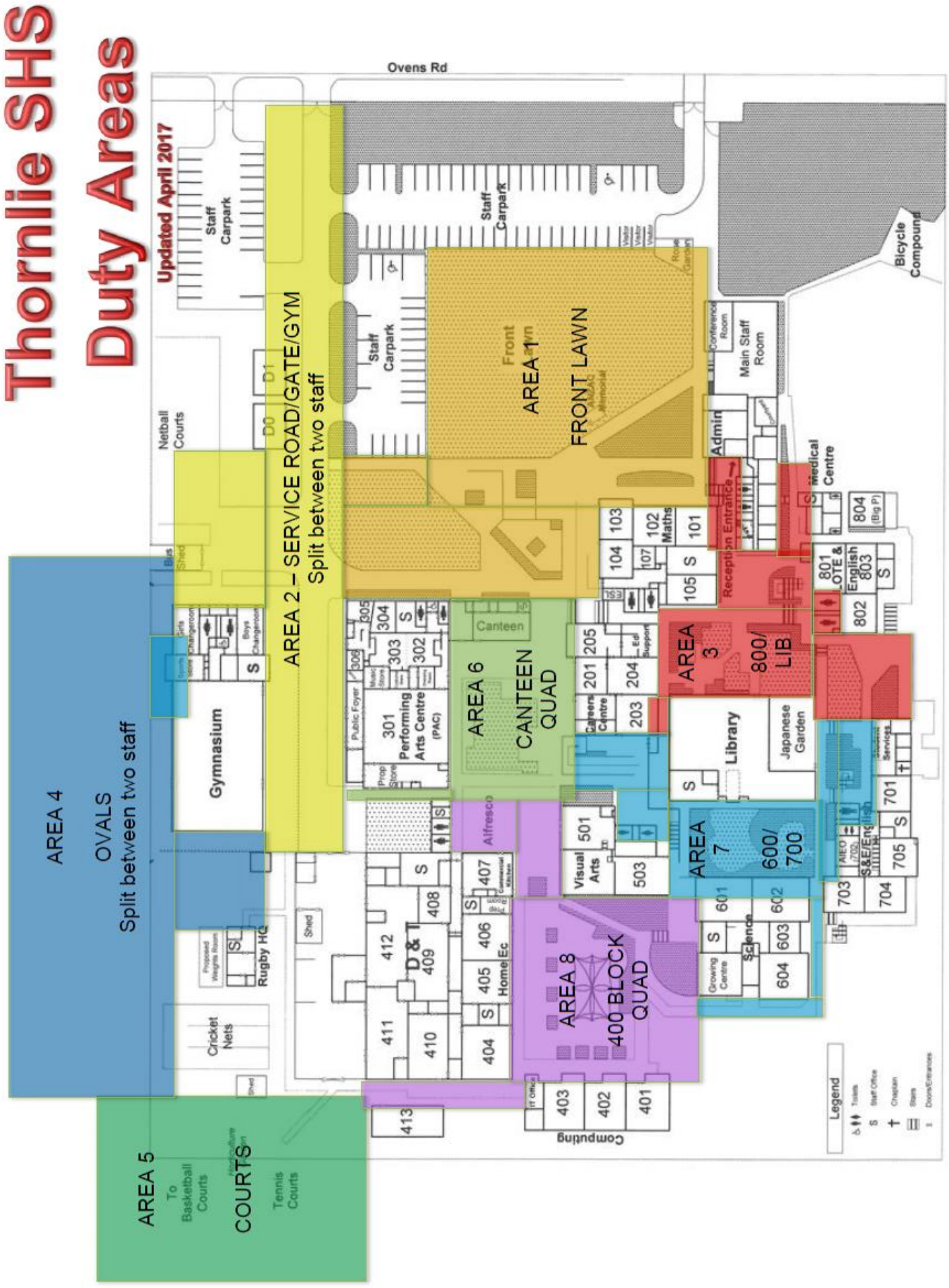
It is desirable for the efficient functioning of the school that staff consider themselves to be on duty at all times and not only when listed for duty, or between the change of periods. The "turning of a blind eye" helps create double standards and makes it difficult for those staff that are prepared to act when necessary.

Duty areas are indicated on diagrams posted in the staffroom and offices. If unable to perform a normal duty session because of some other activity etc. please inform the Human Resources Officer so that a substitute can be arranged.

2.19.1 Yard Duty Requirements

- Teachers owe students under their control and supervision a responsibility to take reasonable care for their safety under both the Education Act (1999) and common law. "Reasonable care" means that teachers must respond to all elements of foreseeable risk and take reasonable steps to ensure that students risk neither injury nor their health.
- It is the responsibility of each staff member to ensure their assigned duty is carried out in accordance with all school policies and requirements. If a staff member is unable to carry out an assigned duty as per the roster then it is their responsibility to arrange a suitable swap with a colleague. If you are absent from school for the whole day the duty will be covered.
- Ensure that you are mobile and vigilant at all times while you are on duty. **Also to increase your visibility to students and other staff please wear your orange vest.** Spares are available in the Manager Operations office.
- **Be punctual for your rostered duty sessions.** Do not leave early.
- Each toilet block in a staff member's duty area must be regularly checked while on duty. If any activities arouse suspicion from the opposite gender toilet, staff are requested to seek assistance from another staff member or administration. Staff must also be aware of and ensure vigilant supervision of any other area within their duty boundary for which there is an increased risk of unsafe behaviours.
- While each staff member's primary responsibility is to provide an adequate duty of care for all students while on duty, it is also requested that other school priorities (such as litter, dress code, pastoral care, etc.) are monitored and addressed.
- Every person on the Thornlie Senior High School site must be able to be identified as belonging to the site or be an accepted visitor on approved business. If any staff member has any concerns about unauthorised persons on school property they should immediately ask that person to report to the office and/or contact the school administration.
- *Remember:* any crisis situation can often be best managed by staying calm and reacting in a way that does not inflame the situation. Students will react to our signals.
- In an emergency all staff are directed to assist wherever possible to satisfy Duty of Care requirements. Initial staff arriving should attend to the crisis, remaining staff should manage students by quickly and efficiently moving them away from area of concern.
- If a fight between students is observed you have a Duty of Care to intervene. The moment you sense there may be a violent incident send a teacher or student to a member of the administration team. (In an emergency, make contact with reception who will coordinate an appropriate response.) You must attempt to stop the fight, using authoritative verbal direction. If, in your own judgement, it is safe for you to do so, you may use reasonable force to restrain a student. You must attempt to provide for the safety of other children in the vicinity using appropriate verbal instruction.

2.19.2 Yard Duty Map



2.20 Register of Bus Drivers

Both Buses	**Rosa Only (smaller bus)**
Paul Beecham	Sean Fagan
Jeremy Binder	Kate Flugge
Sean Brennan	Greg Forrest
Rod Chapman	Lorna MacNish
Rod Firth	Rebecca Millar
Glen Henly	
James Lamont	
Dave Norcliffe	
Gary Roberts	

If you have a bus licence and are not on the above list, please advise the Manager of Operations.

3. Financial & Human Resources Policy and Procedures

The following procedures are a requirement at Thornlie Senior High School. Your compliance will ensure school Finances and Human Resources are managed in accordance with the Department of Education Policy and The Financial Management Act. Copies of all Finance and Human Resource Forms mentioned in this booklet are available on **S:/AdminShared/All Staff/Finance & HR Forms**

Any enquiries in relation to this policy should be directed to the Principal or Manager Corporate Services.

3.1 Cost Centre Managers

Cost Centre Managers are accountable for the efficient and accurate management of their cost centre.

Each Cost Centre Manager

- Must maintain a personal Cost Centre record of expenditure (a monthly transaction history will be supplied to ensure all costs have been allocated correctly).
- Approves and authorises expenditure.
- Ensures expenditure does not exceed budget allocation.
- Prepares and submits a yearly budget.
- Maintains Assets and Resources lists.

3.2 Purchasing and Ordering

The Finance Officer will also be the School's Purchasing Officer.
The following procedure has been developed to make this task easier for Cost Centre Managers.

A TSHS Order Form has been created for your convenience for ordering goods. This form should be completed in full and given to the Finance Officer either by pigeon hole or email for processing. This form MUST BE AUTHORISED by the Cost Centre Manager otherwise items will not be ordered.

For those Cost Centre Managers who have a Department of Education Purchasing Card you must follow this procedure:

- Once you have purchased your goods you must complete a Credit Card Payment Voucher with company name, address, ABN, description of goods purchased, cost centre code and AUTHORISE before returning to Finance Officer for processing. You can only use this purchasing card to purchase school items.

Registering item on Resource register

- Complete an asset/resource purchase form when goods are received and forward to the Finance Officer so this can be updated on the asset/resource system.

Staff Re-imbursement

Fill out a School Payment Voucher and ensure that any receipts you have for reimbursement, regardless of the value, *must have* an ABN, name and address of supplier and only school purchases listed. Do not present a docket showing private and school purchases. Complete the authorisation form and attach to your claim. This must be signed by the relevant Cost Centre Manager.

- No tax invoice/receipt – no recoup,
- EFTPOS dockets are ***NOT*** acceptable.

Please do not purchase items for the school on your personal credit card as you will not be reimbursed. You should be ordering items through the Cost Centre Manager or if you have to purchase something from your local store you can only pay by cash, or EFTPOS (savings/cheque account) only. NO PERSONAL CREDIT CARD!

Hospitality

- ❖ The expenditure of school funds on hospitality is not normally permitted. It is however, permissible where it can be demonstrated that this expenditure:
  **Is appropriately budgeted for and links with and supports the School Plan.
  **Facilitates school business.
  **Meets the cost of basic working meals.

Note: NO ALCOHOL CAN BE PURCHASED WITH SCHOOL FUNDS FOR ANY PURPOSE.

All expenditure on hospitality must be approved and recorded on the Hospitality Form.

3.3 Receipting

COLLECTION OF MONEY
The Finance Officer will be responsible for the collection of money from students and parents for school charges & voluntary contributions, excursions, camps, fundraising etc. The exceptions are Library, I.T.

It is necessary for staff to provide the Finance Officer with the information package below prior to students / parents turning up with payments.

- Information / flyer on the excursion etc which includes cost / date and teacher responsible. If a deposit only is being paid and balance at a later time please note this.
- **Permission slip** must have teachers name on it and the exact excursion/cost and date if they are to be collected at the accounts office. **(Permission slips will only be collected if students are expected to make payment at the same time as handing in the permission slip).**
- Class List/s of students who may attend etc. **(It is possible that it may be various students from various classes, if so provide *every* class list).**
- The account code which money is to be paid into.

On receipt of payments The Finance Officer will highlight the students on the class list who have made payments and provide to you for your information.

The orange subsidiary receipts books will no longer be in use. It is very important The Finance Officer receives the above information so that accurate records can be kept.

All staff who are involved in collecting money **MUST** follow school and Department of Education guidelines.

- ❖ All money collected during the day **MUST** be kept in a secure place. All monies received **MUST** be given to the Finance Officer by the end of the school day. Under no circumstances may staff keep money overnight.
- ❖ Individual collections valued at $5.00 and under should be recorded on a class list and a copy attached to the receipt book before being handed in to the Finance Officer.
- ❖ Receipts **MUST** be issued immediately.
- ❖ Cancelled receipts **MUST** remain in the receipt book.
- ❖ Only write a receipt for money you have received.
- ❖ Balance the receipts to collections.
- ❖ Forward to the Finance Officer daily for banking.
- ❖ Ensure you sign and date the receipts.
- ❖ Don't leave blank receipts.

3.4 Fundraising

All fundraising must be authorised by the Manager of Operations.

- ❖ Fundraising funds must be used for that particular venture.
- ❖ Individual student receipts must be issued for money received over $5.00.
- ❖ Money must be paid to the Finance Officer.

- ❖ All fundraising money should be banked and invoice/s paid afterwards. **No cash should be taken from proceeds to make payments.**
- ❖ Raffles must be drawn on the same day as they are sold, otherwise you will require a permit from the Lotteries Commission.

3.5 Camps and Excursions

- An excursion or camp is GST free if it is related to the curriculum and is not predominately recreational.
- All related costs, such as tickets, accommodation and transport etc are also GST free. The supply of food is not GST free.
- When calculating a camp budget, students should only be charged the GST component for food. All other related costs will be based on the net price.

An excursion not related to the curriculum is TAXABLE and GST is charged to students.

STEPS TO REMEMBER WHEN GOING ON CAMP/EXCURSION.

All Information / flyer on the excursion need to be given to the Finance Officer at least 3 weeks prior to excursion/camp. This information should include cost / date and teacher responsible. If a deposit only is being paid and balance at a later time please note this

- Make sure all money is paid to the Finance Officer prior to the camp / excursion.
- If you have to pay for the outing on the day make sure the appropriate paper work has been submitted to obtain a cheque to take with you. This should be done at least three to four days before hand.
- See the Manager Corporate Services to book a mobile phone.
- Complete the excursion form listing all the details including mobile number and submit to Principal for signing.
- Ensure you have completed your relief supervision form and your lesson plan.

DO NOT LEAVE THESE STEPS TO THE LAST MINUTE!

3.6 Asset Resource Management

An **Asset** is any item of capital equipment valued at $5000 or more must be recorded on the **ASSETS** register. All other items with a value of $500 - $5000 must be recorded on the **RESOURCE** register.

It is the responsibility of the Cost Centre Manager to ensure that the purchase date, make, model and serial number of all assets and resources are correctly recorded onto the appropriate form. All items must be stored securely at all times.

Assets/Resources that have become obsolete or unserviceable must be recorded on the Asset/Resource Register Disposal Advise Form. Please include Asset/Resource Number and the reason for disposal and return complete form to the Finance Officer.

School Assets and Resources only can be borrowed and taken off the school premises by staff for activities directly related to their work at school. You can for instance;

- Borrow the school's digital projector to learn how to use it so you can demonstrate its use to students or use it in a class for a lesson.
- Borrow the school's text books/small equipment to familiarise yourself with the content/use in order to teach your classes.
- Borrow the school's digital camera to photograph wildflowers for your science class.
- Borrow the school's gardening equipment to plant trees out of school hours, on behalf of the school, for Arbour Day or Greening Australia or similar.
- Borrow a school sewing machine to create a demonstration model for use at school or to sew costumes for a school play.
- Borrow a school laptop (if you don't have your own computer/laptop) to create worksheets for your lessons.

HOWEVER;

- You cannot borrow the school's lawn mower to mow the lawns at home.
- You cannot borrow a school digital camera to take away on family holidays.
- You cannot borrow the school's canoes to paddle down the Blackwood on a long weekend.
- You cannot borrow the school's tools to build a jarrah dining table for your home.
- You cannot borrow the school's gardening equipment for a spring clean around your garden.
- You cannot borrow a school digital projector for a social slide evening.
- You cannot borrow the school's crockery for a dinner party at home.

Staff who wish to borrow Assets/Resources can only do so if;

- It is not being used by students and staff during school time, and
- It has been authorised by the Head of Department or Cost Centre Manager, and the Loan Register has been completed and signed.

If an item is given permanently to another department then you must complete the Asset/Resource Transfer Form and forward to the Finance Officer. ***If an Asset or Resource is stolen and is not on the Asset/Resource register, or on your consumable inventory list it will <u>not</u> be covered by insurance.***

3.7 Insurance Claims

When there has been a theft/damage to school property or resources:

- ❖ Report it to the Manager Corporate Services immediately; complete the Insurance claim form so that details can be given to the police as too much delay in processing could result in the claim being rejected.
- ❖ The claim form will require a description of the items stolen including, make, model and serial number. How the theft occurred, who is reporting the claim and copies of the asset, resource list itemising the stolen property.
- ❖ Personal items and un-receipted money cannot be claimed.
- ❖ Wait for acknowledgement from the Manager Corporate Services before any replacements can be made.
- ❖ When replacements arrive please complete Asset/Resource Replacement Form and return to the Finance Officer for updating.

3.8 Travel Claims

Travel claims can only be made for travel from school to a school activity such as Professional Development, Student WL visits or other authorised activities. The claim is for travel between school and the venue or venue to school. This does not cover travel to and from your personal residence or any personal activities.

Remember if are claiming travel allowance regularly you must have paid the standard rate on your car registration.

Each individual is responsible to enter this information into HRMIS. Please follow these simple instructions:

- Log onto HRMIS (same log on as your computer)
- Self Service
- Payroll & Compensation
- Motor Vehicle Allowance

Enter the information where required to complete the form. Once completed, it electronically comes through to the Principal or Manager Corporate Services to approve. You will then receive payment on your next pay cycle, itemised on your pay slip. Please forward a copy of your authorised claim to the Manager Corporate Services.

3.9 Human Resource Procedures

STAFF ABSENCE FROM SCHOOL

If you are going to be away from school or need to phone in absent, please contact Michelle D'Agnone Human Resource Officer on the following details:-
Mobile: 0419 925 238
School: 9376 2100
Email: michelle.dagnone@education.wa.edu.au

There is a message bank for the mobile, however, please only use this facility when you are unable to speak to Michelle personally. Michelle D'Agnone can be contacted at night until 9 pm the evening before, and from 6.00 am on the morning of your absence.

Early notification of absences is preferred and highly encouraged as it increases the likelihood of securing relief staff. Please ensure you complete all required forms which includes a Application for Leave on HRMIS and submit these either

(i) prior to your absence (for sanctioned excursions or PL) or
(ii) immediately upon your return. If not completed your leave will be processed as Leave without Pay.

Staff **Are Not** permitted to organise their own relief without consulting the Manager of Operations or Human Resource Officer.

A. IF YOU BECOME ILL DURING THE DAY or HAVE AN EMERGENCY

- Contact Michelle D'Agnone Human Resource Officer ext 203 or Manager of Operations ext 213 to organise relief for your remaining classes.
- **Inform your colleagues/HOD** that you will be leaving for the day and, if possible, a brief outline of what your classes will be doing.

B. IF YOU ARE UNWELL AND BELIEVE THAT YOU WON'T BE IN THE NEXT DAY

- Contact Michelle D'Agnone Human Resource Officer before you leave school. If you do not speak to them in person then please call the mobile 0419 925 238.
- Complete a Relief Supervision Form **accurately** and place it in the tray located on HR desk. DO NOT PLACE IT IN PIGEON HOLE.
- Organise your relief lessons– each lesson on a separate sheet – and leave them in your pigeonhole. ***NOT ON YOUR OFFICE DESK***.
- Inform your **HOD** of your impending absence(s).

C. IF YOU BECOME UNWELL OR HAVE AN EMERGENCY IN THE EVENING / MORNING

- Contact Michelle HR Officer the evening before if possible. This will allow her to contact relief staff early.
- Inform your HOD and let them know you will not be in.
- Organise your relief lessons and email them to Human Resource Officer at Michelle.dagnone@education.wa.edu.au as soon as possible
- Ensure you contact Michelle D'Agnone personally if you have not been able to speak to her the night before.

Relief Supervision Forms (one for Wednesday and one for the other days) are to be completed. This form must be given to the HR Officer as the form is attached to the class lists that are given to the relief teachers.

The Relief Lesson Plan must be completed for each lesson and is to be placed into your pigeonhole ready for the relief teacher.

PD Application form is to be completed and given to HR Officer if you plan to go on PD. This form has to be authorised by the Manager of Operations.

Your absence should be applied for through HRMIS through the Portal which will then be considered for approval by Manager Operations for all teaching staff or by Manager Corporate Services for all school support staff.

Failure to submit an Application for Leave on HRMIS within 5 days of your return will be processed as **LEAVE WITH OUT PAY.**

Leave Arrangements
All leave request arrangements are at the discretion of the Principal who will base the decision on organisational (school) needs and individual circumstances.

Long Service Leave (LSL)
Staff who wish to access LSL must provide evidence to Manager Operations (payslip showing LSL days) with the application. Admin have agreed on the following timelines for LSL applications to be considered:-

- 10 days or more – one semester notification. Principals signature required
- 5-9 days – one term notification. Principals signature required
- Less than 5 days – two week notification – Manager Operations

Leave Without Pay (LWOP)
All LWOP requests must be submitted for approval to Principal for processing. Generally DOE will insist on any outstanding leave being taken prior to LWOP approval.

Sick Leave

- All staff members must notify the relief coordinator and their HOLA if absent from school as soon as possible using the contact numbers provided.
- Staff members upon return to school must complete the Leave Application form and submit to the relief coordinator for processing to ensure relief staff are paid promptly.
- If staff fail to submit leave application forms after two requests, leave without pay will be processed for the duration of the absence.
- Please note attending medical appointments is classed as Sick Leave or Family Carers depending upon who is ill.

Short Leave (teaching staff only)
Some staff may be unaware of what short leave is and/or what reasons can be covered by it.

The Teachers Award 1993 indicates that
"Short leave can only be taken for matters:
(a) of a personal and pressing nature; and
(b) which arise with little or no notice; and
(c) which require immediate attention; and
(d) that cannot reasonably be conducted outside normal business hours.

Notification of a request for short leave is to be made as soon as is practicable. An employee may be required by the Employer to provide an explanation of the reasons for taking short leave."
(Teachers Award 1993 - Page 41-42)

3.10 Workers Compensation

If you injury yourself while at school please note the following procedure:

- Advise your HOD or TIC of the incident.
- Seek medical attention from the school nurse if needed.
- Complete the workers Compensation Forms and give to the Manager of Operations to authorise.
- If needed seek medical advise from your medical practitioner.
- Give all documentation received from your medical practitioner to the Manager of Operations.

The Manager of Operations will authorise the claim and forward to RiskCover for processing.

3.11 Staff Code of Conduct

The Code provides a set of general principles to guide Departmental staff in their conduct as employees. These principles are designed to give guidance to Department employees when making both professional and personal decisions. Decisions of employees made in the context of their private lives might nevertheless impact on their professional standing. These principles are to be read in conjunction with other relevant policy and legal obligations.

PRINCIPLES

The Department of Education expects employees to maintain high standards of behaviour in all activities and environments associated with their employment. To assist employees to meet this expectation, the Department has developed the following principles:

A. Personal Behaviour

As employees of the Department we behave with integrity in all personal conduct and treat all others with due consideration. Employees are expected at all times to behave ethically and act with integrity. In practice, this means employees:

- treat others with respect, dignity, courtesy, honesty and fairness and with proper regard for their rights, safety and welfare;
- make decisions fairly, impartially and promptly, having regard to all relevant information, legislation, policies and procedures;
- contribute to a workplace that is free of harassment, bullying or discrimination against colleagues, students or members of the public;
- encourage positive work habits, behaviour and personal and professional workplace relationships and boundaries;
- do not engage in behaviour that may bring your own reputation or that of the Department and the Public Sector into disrepute; and
- do not tolerate or participate in behaviour that is inconsistent with these principles.

B. Communication and Official Information

As employees of the Department we only use official information for authorised purposes. In practice this means employees:

- only disclose official information or documents as required by law or where proper authorisation is given; and
- do not misuse official information or documents for personal or commercial gain for themselves and/or others.

C. Fraudulent and Corrupt Behaviour

As employees of the Department we act ethically and avoid engaging in any behaviour which may be considered fraudulent and/or corrupt. This means employees:

- do not engage in conduct which is dishonest and that causes actual or potential benefit or detriment to any person or entity; and
- do not misuse their position to the advantage of themselves or others.

D. Use of Public Resources

As employees of the Department we use the resources of the State in a responsible and accountable manner. In practice this means employees:

- are diligent and efficient in the use of public resources;
- are accountable for the use of public resources; and
- do not use public resources, including work time, for private or commercial gain for themselves and/or others.

E. Record Keeping and Use of Information

As employees of the Department we ensure that Government information is properly recorded, managed and maintained. In practice this means employees:

- properly record actions and decisions to ensure transparency and accuracy;

- securely store records and confidential information; and
- comply with the relevant Department policies and procedures.

F. Conflicts of Interest

As employees of the Department we ensure that our private interests and affiliations do not conflict, or appear to conflict, with our public and professional duties. In practice this means employees:

- verify that personal, financial or political interests of themselves or those of their family and/or associates do not conflict with, or influence, their professional obligations;
- make appropriate declarations of all actual, potential or perceived conflicts of interest; and properly manage any actual, potential or perceived conflict of interest.

3.12 Use of Online Services

Staff of the Department of Education must only use telecommunication resources, including computer hardware, Internet, intranet, electronic mail, faxes, telephones (fixed and mobile), for purposes that are legal, ethical and consistent with the aims, values and ethos of the Department. Staff must not deliberately access, download, store or send materials of a pornographic, racist, sexist, inflammatory, hateful, obscene or abusive nature.

Personal use of telecommunication resources is permitted provided it is not for commercial gain or in any way counter productive to the business of the Department.

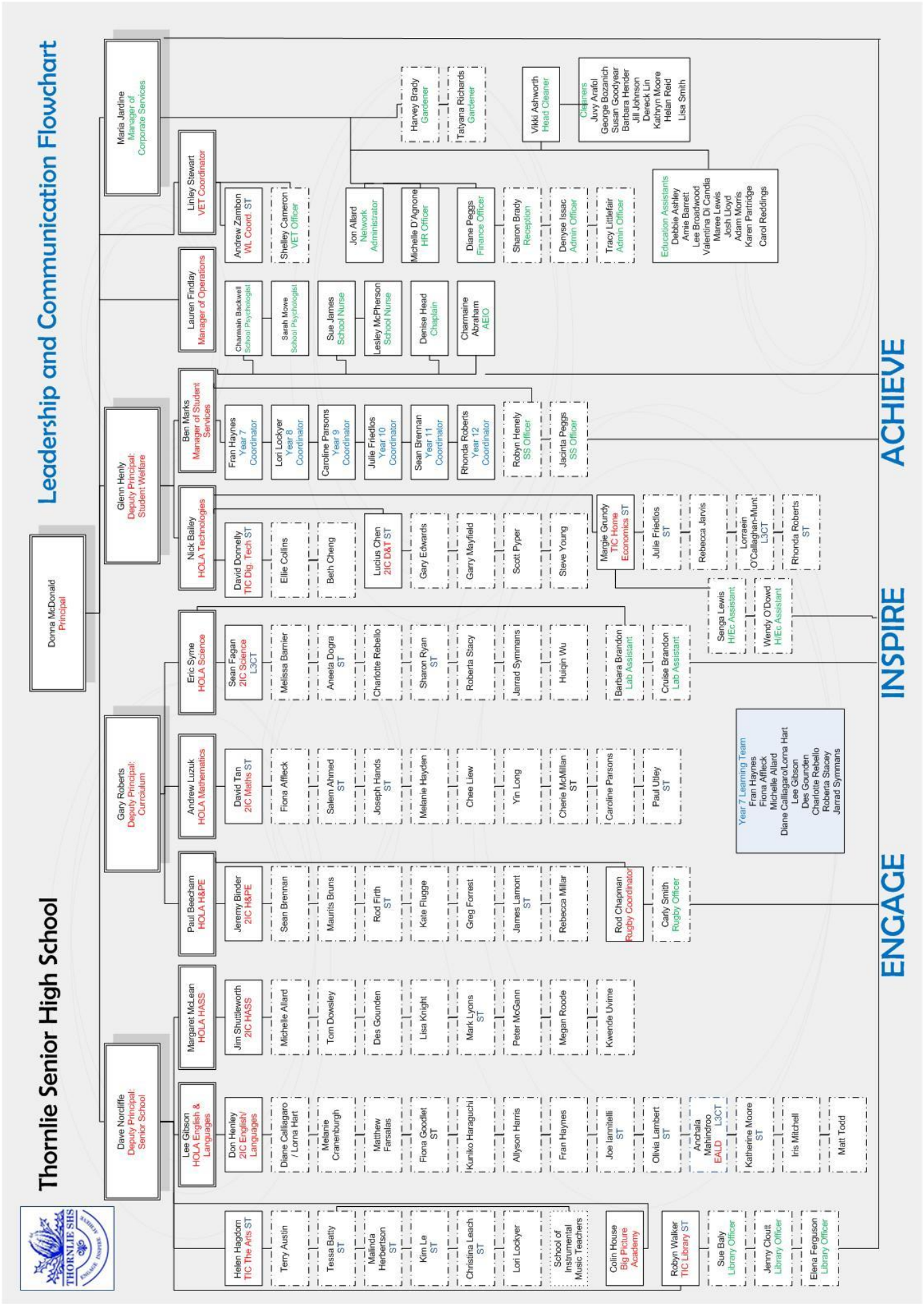
Staff of the Department of Education must treat electronic messages sent or received in the course of business transactions as public records. These messages are subject to the Department's Records Management Policy in the same way as any other Departmental records.

Principals must ensure that procedures are developed to manage student use of online services such as email, the Internet and other web-based services at their school.

Line managers are responsible for the management of telecommunications resources.

4. Organisation

4.1 Leadership and Communication Flowchart



4.2 Independent Public School

The Independent Public Schools initiative is a State Government commitment to empower school communities by giving them greater capacity to shape the ethos, priorities and directions of their schools. Independent Public Schools assume greater responsibility for their own affairs and have greater flexibility to respond to their communities. They create more diversity in the public school system and help build strong communities that are more able to respond to the needs of students.

As an Independent Public School it means that we have the flexibility to select staff for vacancies and operate a One Line Budget. The school has an External School Review every three years to validate the progress of the Business Plan and Delivery and Performance Agreement.

4.3 School Board

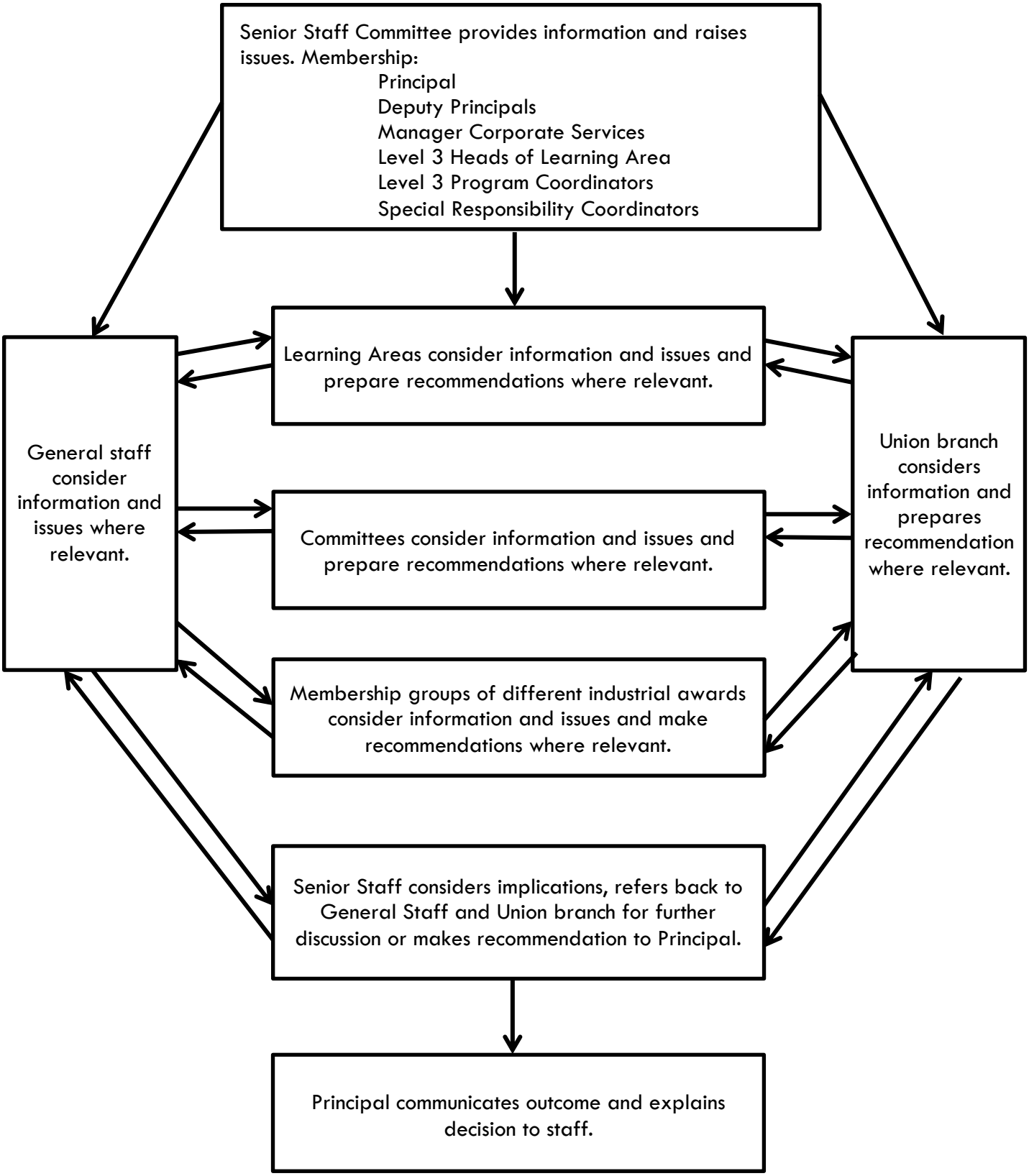
The School Board was inaugurated in 2015 as the school has now attained Independent Public School status. The school board consists of school representatives and community representatives. The functions of the Board are as provided in Section 128 of the School Education Act and include:

1. A focus on improving learning outcomes for all students.
2. A shared vision and a plan reflecting the broad values of the school community.
3. Active involvement in endorsing the School's Delivery and Performance Agreement, Budget, Business Plan and Annual Report.
4. Monitoring progress towards the achievement of goals.
5 Promoting meaningful parent and community participation and actively seeking the views of its school community.
6. Deciding on issues related to charges and contributions.
7. An advocacy role to enhance the operations of the school.

School Board and P&C Committee Members	
Name	**Position**
Annette Ward	Parent
Bev Maloney	Community
Blanche Hendricks	Parent
Chris Tallentire	Community
Colin House	Teacher
Craig Ellis	Community
Diane Peggs	School Support Staff
Donna McDonald	Principal
Gary Roberts	Manager Student Services/Acting DP
Glenn Henly	Deputy Principal
Julie Coe-Rutely	Parent
Lorraine de Lafontaine	Parent
Maria Jardine	Manager Corporate Services
Shelia Greenaway	Parent

4.4 Consultative Process

Thornlie Senior High School's Consultation Process requires consideration and input from all staff through the following communication pathways.



4.5 Student Services

The Student Services Team work closely together to assist every Thornlie Senior High School student to achieve their best at our school and to guide them smoothly into their life beyond secondary schooling. The team works collaboratively to provide advice and services that foster the intellectual, emotional and social development of our students in an inclusive, safe and healthy environment.

The services we provide for our students include:

- Pastoral care and mentoring
- Academic, behaviour and attendance monitoring and management
- Individual Education Plans
- Facilitation of communication between parents, students and staff at our school
- Academic support, assessment and monitoring
- Course and career advice where relevant
- Psychological assessment and counselling
- Health and wellbeing advice
- Referrals to other agencies/health professionals
- Orientation and transition to high school
- Organisation of student social activities
- difficulties in relating to other students, teachers and parents;
- educational testing of students experiencing difficulty with their school work;
- assisting parents to handle parent-child conflict situations through individual interviews or parent education groups.

The Student Services staff are all professional practitioners qualified in addressing education, health care, behavioural and/or psychological issues.

4.5.1 Manager of Student Services – Ben Marks

The manager of Student Services is responsible for the overall coordination of the Student Services Centre. The manager is available in a non-teaching capacity to support students, staff and parents in a variety of areas. The manager can also direct parents and students to the most appropriate person or organisation to assist them.

The Student Services Coordinator role aims to:

- work in collaboration with services within the community to identify and intervene early with students who have additional needs or are at risk of disengagement
- develop the capacity of the workforce within schools to meet the needs of students who have additional needs, or are disadvantaged or vulnerable, to enable them to achieve successful education and wellbeing outcomes
- target the delivery of individual support services to those who require specialised expertise, assessment and intervention in order to overcome barriers to learning
- respond to emerging student wellbeing needs and contribute to identified school and network priorities
- respond to critical incidents involving students, staff and school communities

4.5.2 Chaplain – Denise Head

The School Chaplain is available 4 days per week to talk with and counsel students. Students may see the Chaplain before school, at breaks, after school or make an appointment at Student Services. The Chaplain also runs several programs to assist students at school such as Peer Support.

4.5.3 School Psychologists – Charmain Backwell & Sarah Mowe

One of our fully qualified educational psychologists is available each day of the week to assist students and parents to deal with difficult situations that sometimes occur in a large school, and to provide support in these instances. Students and parents are able to make appointments ti see our psychologists at any time.

4.5.4 School Nurses – Sue James & Lesley Macpherson

The school has a community nurse in attendance for **4 days a week**. Parents/Caregivers or students are able to self-refer any health issues and the school nurse can give information and if necessary refer to an appropriate agency.

The School Nurses are involved in health education, health promotion, short term counselling and are available to students who are sick of injured during the school day. Students may arrange to see a School Nurse before or after school, breaks or during class time with the permission of the class teacher.

All families are advised to take out ambulance cover as the school must call an ambulance if they feel it is necessary. The cost of an ambulance can be more than $800.00. St John Ambulance will give the approximate cost. Family Ambulance Cover depends on the provider but it is approximately $135.00 annually.

4.5.5 Aboriginal and Islander Education Officer – Charmaine Abraham

The Aboriginal and Islander Education Officer (AIEO) is available 4 days per week and supports Aboriginal students in all areas of their schooling. They liaise with the local community to engage parents in their children's education and assist in addressing any issues that may arise. They also provide classroom support to assist the teacher in the delivery of planned education programs.

4.5.6 Year Coordinators

A Year Coordinator is appointed to each year group of students and is the students' first port of call if they require assistance. They help resolve issues regarding a students' academic and social well-being. In most cases the Year Coordinators will follow their year group from year to year. Year Coordinators are also responsible for organising year assemblies and social events.

All Year Coordinators are members of the Thornlie SHS Student Services Team and work to ensure that *every student is a successful student*. They undertake tasks that are general to all year groups and specific to their own. Examples of their work includes

- PBS & Pastoral Care including:-
    - Reward Activities each term
    - Social Functions
- Parent Liaison and Student Individual Progress Reports as requested
- Monitor student attendance/achievement/uniform
- Assist Homeroom Teachers in student attendance/achievement/uniform
- Primary: Secondary Transitions and Orientation Days
- Parent Presentation Evening and Meet & Greets
- Guidance with Subject Selections
- Support students in undertaking NAPLAN, OLNA and Exams
- Year 12 Presentation Evening and other events

4.6 House Structure

Houses play an important role within the school as they create a sense of team unity. Houses work in a number of ways within Thornlie Senior High School, in a sporting nature and as a behaviour incentive. Houses are also a means of maintaining the sense of belonging attributed to homerooms at Thornlie

Thornlie has four Houses: Curtin, Forrest, Hannan and O'Connor. Each of these Houses has two Captains, as selected in Year 12. Students are organised into Houses when they enrol in the school. The Houses compete against each other for the House Shield at sporting carnivals. In addition the House system is used as a behavioural incentive within the school, where students are awarded House Points from their teachers for commendable behaviour. These points are distributed by teachers use of the House Points booklets. A booklet can be obtained from Student Services.

Students are also given points for various other reasons, as outlined in the table below:

House Points Guide 2017

Points Value	**Sanctioned Events and Values** (for e.g)
1-5 points for **participation** in school events	Membership of Lighting Carnival Teams House Points (face value) from points booklet Athletics Carnival Colour Day (for wearing House colours on nominated days) Japanese – mastering hiragana (100%) Improved Assessment tasks Attendance at homework classes
10 Points (**beyond** normal call of duty) (~100 winners or more per event across the school?)	Hospitality Functions assistants (non-task/subject related events) Participation in Mathematics Competitions Student of the Month nomination School representation – academic or sporting or cultural events Hosting Japanese students/Interstate sporting teams Outstanding Assessment Tasks – subjects Participation in - Asiawise Competition - Simpson Prize - Australian Geography Competition Letters of Commendation
20 points for '**distinction' or 'high achievement'** in school events (~50 winners per event across the school?)	Captain Of Lightning Carnival Teams Member of Champion Schools Teams (junior or senior) Completion of Community Services Obligations (20 Hours) Invitation to Reward Barbecue Attendance Champion – Term Honourable Mention – Attendance champion - Term Representing Thornlie SHS in Japan Distinction/High Distinction – - Asiawise Competition - Australian Geography Competition - Australian Mathematics Competition - National Science Competition Home Room Competition 3rd Place
50 points for **'outstanding' achievement or recognition of 'excellence'** in school events. (~ 25 winners or less per event across the school?)	Captain of Interschool Teams Local Association representation in sporting teams Winning an event in the Interschool Athletics Completion of Community Services Obligations (30 Hours) 100% Attendance Champion - Semester Honourable Mention – Attendance champion - Semester State award in Simpson Prize Home Room Competition 2nd Place
100 POINTS for **"PRINCIPAL'S CHOICE"** recognising students who by their actions place themselves and/or the school in the most positive of lights for our community to see. (~10 or less winners across the school? – Unique achievements – Thornlie kids at their best?)	Age Champion – Interschool Athletics Runner Up age Champion – Interschool Athletics Member of State Sporting Teams Student of the Month - Winner Completion of Community Services Obligations (50+ Hours) 100% Attendance Champion – Whole Year Honourable Mention – Attendance Champion – Whole Year Member of Student Council Dux of each Year Top Student – Subject awards for each year House Captains Home Room Competition Winner

4.7 Portfolios and Responsibilities

4.7.1 Principal Responsibilities

The Principal will lead and manage the planning, delivery, evaluation and improvement of the education of all students in a community, through the deployment of resources provided by the Department and other stakeholders. The Principal has the end-of-line sign-off responsibility for all DoE Policies, Procedures, Quality Assurance, Systemic Target Setting and State / National Priorities. They will ensure compliance and accountability for the overall management and development of the school within Government and Departmental policies and guidelines.

Responsibilities include, but are not restricted to;

- building positive relationships with key stakeholders;
- valuing, developing and mentoring staff;
- optimising the school's financial, physical and human resources through sound management practices and organisational systems and processes that contribute to the implementation of the school's vision and goals;
- fostering a safe, purposeful and inclusive learning environment and the capacity to develop constructive and respectful relationships with staff, students, parents and other stakeholders;
- being innovative and creative in the establishment of systems and structures to foster academic development and improvements in social and emotional development for students;
- engaging a diverse school community in the educational programs of the school
- building networks with other agencies, other schools, and services in the community to benefit school programs;
- enhancing the social environment of the school, particularly that aspect which relates to high quality human relationships.

4.7.2 Deputy Principal Responsibilities

The Deputy Principals share responsibility for;

- Assisting the Principal to lead the school community to develop, articulate and commit to a shared educational vision focussed on providing quality learning outcomes for all students.
- Focus on Curriculum Leadership, effective data analysis and continuous school improvement
- Manage the day-to-day operations of school life
- Embed socially just practices in daily school life.
- Manage key portfolios on behalf of the Principal
- End-of-line role in the school behaviour management process
- Set high standards for student and staff performance.
- Actively participate in life-long learning and ongoing professional development.
- Form partnerships with parents, other government agencies, community groups, industry and business.
- Be futures oriented and strategic.
- Understand the legislation and policies that impact on schooling.
- Manage resources to achieve goals

In 2017 the Portfolios of the Principal, Deputies and Manager of Operations include:

Task	Principal	DP Curric	DP Welfare	DP Senior	Manager Operations
Prac Teachers					
Improving OLNA		✓			✓
Curriculum Audit		✓			
Teaching and Learning		✓		✓	
Senior School 10, 11, 12				✓	
Middle School 7, 8, 9			✓		
SCSA Liason				✓	
Course Counselling Yrs 10, 11, 12				✓	
Graduate Teacher Induction		✓			✓
Assessment Outlines - 10, 11 and 12				✓	
P25				✓	
VET				✓	
Big Picture				✓	
Small Group Moderation				✓	
Lower School Moderation		✓			
Assessment Outlines - 7, 8, 9		✓			
Course Counselling 7→8, 8→9, 9→10,		✓			
Timetable Design (year 11)				✓	✓
Academic Excellence		✓			
General Staff Meetings	✓				
Staffing & Recruitment:	✓				
• - Class Allocation					✓
• - Establishment	✓				
• - Leave	✓				
• - Relief					✓
• - Issues	✓				
• - Professional Learning (courses)					✓
• - Observations	✓	✓	✓	✓	
• - Development	✓				
• - Class Allocation					✓
Timetable Construction					✓
Exams - year 10, 11 & 12					✓
Conducting OLNA					✓
Diseminating OLNA Results		✓			
NAPLAN Conducting					✓
Diseminating NAPLAN results		✓			
EST's Conducting					✓
Diseminating EST Results				✓	
PTO					✓
SSO					✓
Evacuation Procedures			✓		✓
Reporting					✓
Selection Booklets					✓
Cert Reports	✓				✓

Task	Principal	DP Curric	DP Welfare	DP Senior	Manager Operations
PA Announcements					✓
Census			✓		
Student Services			✓		
Presentation Evening			✓	✓	
Excursions					✓
External Engagement Programs			✓		
School Business Plan	✓				
Staff Development Days	✓				
Year 12 Final Activities			✓	✓	
WACE External Exams				✓	
Assemblies:					
- Academic (T1)		✓			
- ANZAC (T2)					✓
- Academic (T3)		✓			
- Year 12 Final (T4)				✓	
- End of Year (T4)		✓	✓		
School Photos			✓		
Year 11 and 12 ATAR Parent Nights (x2)				✓	
Year 7 Meet and Greet			✓		
Peer Support			✓		
Year 10 Parent Night (selections)				✓	
Year 10 Subject Information Day				✓	
School Ball			✓	✓	

4.7.3 HOLA Responsibilities

As a member of the Senior Staff leadership team, the Head of Learning Area will:

- Enact the vision of the school.
- Create an atmosphere that promotes success for all students.
- Develop goals and objectives for the school improvement plan that reflects the Thornlie SHS Strategic Plan

As a member of the Senior Staff leadership team, Heads of Learning Area will promote professional growth of teachers and staff by:

- Implementing innovative strategies that will promote Thornlie's vision of student success.
- Sharing current educational research and best practices with teachers and staff.
- Expecting teachers to experiment with innovative strategies and best practices.
- Using available data to monitor department and program effectiveness.
- Assisting teachers and staff to creatively modify and adapt instructional practices/programs in order to become more effective.
- Providing ongoing feedback to teachers and staff about their performance and effectiveness.
- Working with staff to create a plan for professional development.
- Monitoring each staff member's plan for professional development.
- Encouraging staff to participate in professional development and school leadership opportunities; involving teachers/staff in curriculum development opportunities.

As a member of the Senior Staff leadership team, Heads of Learning Area will promote success for every student by:

- Expecting teachers and staff to share the belief that all students can experience success.

- Modelling and developing best practices to insure student success.
- Articulating program and philosophy to feeder schools on a continuous basis.
- Assisting teachers in implementing and adapting curriculum to address the individual needs of all students.
- Supporting innovative techniques and practices that provide the opportunity for all students to achieve.
- Listening and responding to community concerns related to the academic well- being and performance of students.
- Enacting the school's Behaviour Management Policy.

4.7.4 Teacher Responsibilities

Daily Expectations

- School Day. Teachers are required to arrive by 8:35 a.m. and to remain on school site until 3:20 p.m. Teachers with alternate schedules will have differing arrival and departure times as determined by their HRMIS schedule.
- Reporting to 1st lesson of the day. All Period 1 teachers are to be in their classrooms for the first bell.
- Leaving School. Teachers who must run errands or leave for emergency situations must notify Administration and sign out on the sheet provided in the main office *before* leaving the building. Requests for leaving school early should be reserved for emergency situations. Appointments should be scheduled, as much as possible, so as not to conflict with school hours and regularly scheduled meetings.
- Professional Dress. Teachers are expected to dress in a manner that is respectful to the profession and appropriate for their teaching situation.

Classroom Routines

- Teaching and Learning Framework. Teachers are expected follow the Steps of the Teaching and Learning Framework. Classes should begin with the SET, the learning intentions and the activation. Presentation of information should be followed by a check for understanding. Students should be given opportunities for both guided and independent practice. The lesson conclusion should contain an appropriate form of review.
- Rollmarker Electronic Attendance. Teachers are legally responsible for maintaining accurate records for reporting student attendance, student grades, and late arrivals. Absences must be entered before the middle of each period. First period absences are to be entered by 9:15 a.m.

General Expectations

- Changing Rooms. Teachers must not change room locations without prior approval from their HOLA. Temporary moves should be reported to admin and a sign should be left on the inside of the door window as to the temporary location.
- Syllabus. Teachers should provide students with a course syllabus at the beginning of each semester.
- Parent-Teacher Conferences. Teachers are expected to attend meetings and to complete any requested forms in a timely manner.
- Meetings. Teachers are expected to attend all scheduled meetings: Learning Area, General Staff, student services, and whole school. The dates for these meetings were disseminated at the beginning of the school year. Teachers are asked to schedule medical and other personal appointments on days other than those dates. In the event of an emergency, teachers must discuss the situation with their HOLA and Administrator.
- Excursions. Teachers must complete and submit all excursion forms to Admin and submit the excursion date/s and details to Senior Staff for approval – two weeks PRIOR TO THE EXCURSION DATE.
- Report Data Entry. Teachers are required to enter Assessment and Attribute data into the Reporting to Parents online system in a timely and regular manner.
- Pay special attention to meeting Semester 1 and 2 reporting deadlines (see Calendar)

Assessment Expectations

- Grading and Reporting. Teachers are legally required to follow the SCSA Grading and Reporting policies and procedures.
- Connect. Teachers should engage with DET's CONNECT Online community to support effective teaching and learning.

Communications

- Staffroom pigeon holes. Each teacher is assigned a pigeon hole at the beginning of the school year. Names are placed over each space. Teachers should check and clear their pigeon holes before period 1 daily.
- Individual Email Accounts on Outlook. Each teacher has an Outlook email account. Email should be checked on a daily basis.
- Written Communication to Parents. All teachers planning to send written communications to groups of parents must submit a draft copy of the proposed correspondence to their HOLA and Deputy Principal *before* sending the communication.
- Telephone Calls. Phone calls home are a vital part of supporting students. Teachers should keep a log of such calls, and should notify their HOLA and Deputy Principal promptly when issues arise. Teachers should respond to parent calls within 24 hours.

4.7.5 Senior Teacher Responsibilities

Senior Teachers are experienced teachers committed to high quality teaching and ongoing professional learning. You play an important role in:

- developing pedagogy and contributing to curriculum development
- providing mentoring, supervision, professional support, counselling and guidance for teachers
- contributing to the leadership of school development planning and identifying priorities.

It is acknowledged that there is a need to retain competent experienced teachers in duties directly associated with classroom teaching and learning and to reward the excellent work and professionalism of experienced classroom teachers who do not wish to move into an administrative role. And as such, staff who satisfy the set criteria can apply to the Department to become a Senior Teacher.

Senior Teachers are required to perform duties in addition to those identified in the Award and General Agreement, such as the following:

a) providing mentoring, supervision, professional support, counselling and guidance for teachers (including student teachers and Graduate Teachers), about classroom performance, curriculum implementation and resource development;
b) developing pedagogy and contributing to curriculum development;
c) effectively contributing to the leadership of school development planning and identifying priorities, and to formal school decision-making processes; and
d) other duties as required by the principal.

Allocation of additional duties will be negotiated with the principal *and/or* administration team and take into consideration workload implications.

4.7.6 Level 3 Classroom Teacher

Level 3 Classroom Teachers are exemplary teachers recognised and rewarded for their exceptional teaching practices. They play important roles in providing and supporting high quality teaching and leadership in schools.

Level 3 Classroom Teachers are highly skilled in:

- meeting the learning needs of their students
- developing and implementing student assessment and reporting strategies
- reflecting on and improving their teaching practices
- developing and delivering professional learning for colleagues
- providing leadership in their school communities.

They are experienced, innovative teachers able to role model highly effective practice for colleagues and to mentor pre-service teachers and graduates. They are great assets to their schools and highly valued.

Level 3 Classroom Teachers also exert influence beyond their classrooms by taking leadership roles in their school communities. They assist other teachers to improve their classroom practices, enhance student learning and solve classroom problems.

As successful leaders, they:

- develop, implement and evaluate curriculum policy and programs
- manage change when there are new initiatives
- promote consultation and collaboration among school staff
- foster and support productive teams
- build partnerships with teachers and communities.

Benefits of becoming a Level 3 Classroom Teacher include:

- formal recognition of your expertise and dedication
- career advancement that enables you to stay in the classroom
- sharing your experiences and professional learning with colleagues
- taking on leadership roles
- a salary increase.

4.7.7 Homeroom Teacher Responsibilities

In 2017 there will be a formal Homeroom Period after recess on Monday, Tuesday, Thursday and Friday. There will be no Homeroom on Wednesday due to early close.

The aim

The aim of the Homeroom Teacher is to assist in student engagement, both pastorally and academically, which, in turn, improves whole school 'Tone'.

Administration

- Pass on (and collect) information, surveys etc from Year Groups.
- Attendance
    - be aware of student absences. Follow up late notes from parents
    - be aware of reasons for student absence
    - follow up relevant support if necessary
    - any student leaving school with permission has to have a Department of Education leave pass obtainable from Student Services or the Front office.
- Support the Library by helping to follow up overdue items.
- Reporting to Parents
    - While there is no formal requirement for Form Teacher comments in reporting it is advisable to be familiar with the overall report so that you can the report's contents with students and/or parents if requested.
- Write comments in and review student diaries (re: organisation) on a regular basis.
- Monitor student uniforms and discuss with students/parents.

DURING THE YEAR THE FOLLOWING INITIATIVES SHOULD BE ADDRESSED

Pastoral Care

- Get to know students. Be aware of their interests, strengths, family situation and academic progress.
- Be the first contact for student/staff/family problems.
- Refer students to other support staff for assistance where necessary (Student Services).
- Encourage positive social skills for students as individuals, as part of a group and as part of the whole school.
- Encourage, remind and reward the wearing of the official school uniform, which has been mandated by law.
- Encourage a class council leadership model within the group.
- Take responsibility for the general welfare of your students including monitoring the mandated school uniform and following up on unacceptable school absences.

Development of Priority Areas – Literacy and Numeracy, Technology - Digital Literacy and Student Attendance and Engagement

- Give encouragement and support in the development of sound study skills and attitudes to learning.
- Give students time to (and show them how to) organise their notes and files.
- Be familiar with student homework and study patterns through contact with them and other staff.
- Become aware of the aspirations of your students and assist them to in achieve their goals.
- Conduct provided mini lessons in PBS, Literacy and Numeracy on scheduled days.

During the year there will be

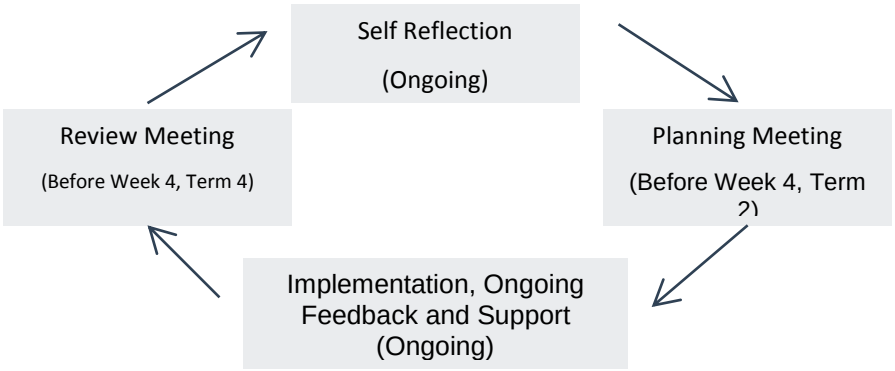
- assemblies – whole school and year group
- year group outings
- surveys
- guest speakers
- pastoral care activities

4.8 Performance Management

The ***Employee Performance*** policy can be obtained from the "*Policies*" section on the Department of Education's intranet (http://det.wa.edu.au/policies/detcms/portal/) or alternatively on the school's shared drive under Performance Management. (S:\AdminShared\All Staff\Performance Management).

How to use this form

The form is closely aligned to the current policy on employee performance and consists of the following stages:



Process:

- **Self-reflection:** *Staff members review their own performance prior to meeting with line manager. This is to be viewed as an opportunity to clarify roles, responsibilities and to* ***decide which standards to focus on, nominating a career stage by using the AITSL National Professional Standards for Teachers.***

- **Planning meeting:** *The purpose of the planning meeting will be to develop a performance agreement. In this meeting it is essential that the manager outlines process, expectations, what is to be reviewed and has active input into the appropriateness of the goals.*

- **Implementation, ongoing feedback and support:** *This element provides a forum for ongoing discussions and facilitates progress towards achieving the negotiated goals stated in the performance agreement. NB; Staff member may feel the need to include a mentor in the element, if they feel this will enhance the process.*

- **Review meeting:** *This meeting will see the performance agreement document and the targets reviewed. The manager is to discuss the performance, acknowledge the successes and guide the identification of further targets.*

The form can be downloaded as a Word Document from the shared drive (S:\AdminShared\All Staff\Performance Management) or simply printed off as a hard copy for completion by hand.

Note: It is not necessary to complete all standards – choose the one(s) that you feel are relevant to your particular needs in respect of your job functions/motivation/career development.

Performance Management Plan (PMP) 2017
CONFIDENTIAL

Performance Management Plan between _____ **and** _____
Staff member *Performance Manager*

School Priorities (*from the Thornlie SHS Business Plan 2015-2017*)

- Develop a culture of challenge and high expectations
- Implement with students a shared understanding of what makes an effective learner
- Develop and implement with staff high quality instructional practices

Goals for 2017 *(with regards to the school priorities)*

	Notes / Points	***Related AITSL Standards***
(i) What are you currently doing to achieve the school priorities?		
(ii) What could you possibly do to meet these priorities?		
(iii) What will you be willing to do to meet the school priorities?		
(iv) How and when will you do what you identified above?		
(v) What else do you want to achieve in 2016? (i.e. a personal work related goal)		
(vi) How can I (the school) assist you to achieve what you have identified above?		

Staff Member: _____ *Performance Manager*: _____

Date: _____ Date: _____

Review statement of PMP for 2017 (indicating the extent to which the agreed outcomes stated above have been achieved)

Staff Member: _____ *Performance Manager*:_____

Date: _____ Date: _____

Record Keeping: The original copies of these forms should be retained by the supervisor or manager in a secure and confidential location. Employees may keep a copy of the forms for their own records and information.

***Notes on* Teachers' Performance Management**

Teachers will use the Australian Institute for Teaching and School Leadership (AITSL) Australian Teacher Performance and Development Framework. The aim of the Framework is to help build a culture of performance and development that focuses on student outcomes in each school.

Teachers are accountable for their performance to their principal or delegated manager.

The management of performance will be fair, open and capable of review, consistent with the Public Sector Performance Management Standard.

There are **four** elements of the Framework:

1) All teachers have a set of documented and regularly reviewed goals, that address both teacher performance and teacher development, and ways of measuring progress towards them, that are agreed with the principal or delegate.
2) Evidence used to reflect on and evaluate teacher performance, including through the full review described below, should come from multiple sources and include as a minimum: data showing impact on student outcomes; information based on direct observation of teaching; and evidence of collaboration with colleagues.
3) All teachers are supported in working towards their goals, including through access to high quality professional learning
4) All teachers receive regular formal and informal feedback on their performance. This includes a formal review against their performance and development goals at least annually, with verbal and written feedback being provided to the teacher.

The Public Sector Performance Management Standard requires that accountability be demonstrated in the role that is performed.

The *Australian Professional Standards for Teachers* are the primary reference in developing goals; referring to sources of evidence in the demonstration of accountability; in the provision of performance feedback; and in determining and agreeing on what are appropriate professional learning opportunities related to the development of performance.

Element 1

The performance and development goals are linked to the Standards and directed at developing a teacher's performance through building their capacity, growing professional knowledge, and developing skills.

Element 2

Principals or delegates use a variety of evidence in providing performance feedback to teachers. The sources of evidence referred to are not meant to be exhaustive but are those most frequently referred to in international research:

- impact of teaching on student learning
- observation of teaching
- impact of teaching on colleagues and the school as a whole
- student feedback
- peer/supervisor feedback
- parent feedback
- teacher self-assessment
- participation in professional learning and reflection on its impact.

Element 3

Access to high quality professional learning is a requirement under the Framework and is also mandated by the Teachers Registration Board of Western Australia in order to meet ongoing registration requirements. Appropriate professional learning should be discussed in the context of the Australian Professional Standards for Teachers, on-going registration requirements, and a teacher's development and career aspirations.

Element 4

The principal or delegate provides formal and informal feedback, including a formal review, against the documented performance and development goals. The formal review is documented.

The Framework in practice
Further guidance on putting the Framework into practice within the performance management cycle is provided within the body of the Employee Performance Policy.
The Framework provides a summary of national and international research underpinning its development.

The AITSL website provides useful Illustrations of Practice. It also provides extensive supporting information and guidance about using the Framework, and in particular, the creation of a performance and development culture that supports student learning and achievement.

All staff are expected to be Performance Managed against the appropriate STANDARD. For Teaching Staff that standard is the AITSL Teaching Competencies and has Performance Checklists available for:

- Graduate Teacher
- Proficient Teacher
- Highly Accomplished Teacher; and
- Lead Teacher

Evidence
Evidence presented at planning and review meetings may include, but not limited to:

- analysis of student performance data to demonstrate impact of teaching *
- reports of classroom observation *
- reports related to working with colleagues *
- teaching programs, including assessment strategies
- students' work samples
- student surveys
- notes from parent teacher meetings
- records of participation in professional learning.

* denotes *Employee Performance* policy evidence requirement
Additional pages of evidence from a variety of sources may be added to this template.

Documentation
Line managers are to give teachers a copy of documentation.
The Plan is confidential between the teacher and whomever is the line manager or the line manager's superordinates. Documentation may be requested from another school.
Documentation must be stored securely for a minimum of two years.

Appendix II

AITSL STANDARDS BY CAREER STAGE

Professional Knowledge				
Standard 1 – Know students and how they learn				
Focus Area	Graduate	Proficient	Highly Accomplished	Lead
1.1 Physical, social and intellectual development and characteristics of students	Demonstrate knowledge and understanding of development and characteristics of students and how these may affect learning.	Use teaching strategies based on knowledge of students' development and characteristics to improve student learning.	Select from a flexible and effective repertoire of teaching strategies to suit the development and characteristics of students.	Lead colleagues to select and develop teaching strategies to improve student learning using knowledge of the development and characteristics of students.
1.2 Understand how students learn	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.	Structure teaching programs using research and collegial advice about how students learn.	Expand understanding of how students learn using research and workplace knowledge.	Lead processes to evaluate the effectiveness of teaching programs using research and workplace knowledge about how students learn.
1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse backgrounds.	Design and implement teaching strategies that are responsive to the learning strengths and needs of students from diverse backgrounds.	Support colleagues to develop effective teaching strategies that address the learning strengths and needs of students from diverse backgrounds.	Evaluate and revise school learning and teaching programs, using expert and community knowledge and experience, to meet the needs of student with diverse backgrounds.
1.4 Strategies for teaching Aboriginal and Torres Strait Islander students	Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background of students from Aboriginal and Torres Strait Islander backgrounds.	Design and implement effective teaching strategies that are responsive to the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander students.	Provide advice and support colleagues in the implementation of effective teaching strategies for Aboriginal and Torres Strait Islander students using knowledge of and support from community representatives.	Develop teaching programs that support equitable and ongoing participation of Aboriginal and Torres Strait Islander students by engaging in collaborative relationships with community representatives and parents/carers.
1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.	Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities.	Evaluate learning and teaching programs, using student assessment data, that are differentiated for the specific learning needs of students across the full range of abilities.	Lead colleagues to evaluate the effectiveness of learning and teaching programs differentiated for the specific learning needs of students across the full range of abilities.
1.6 Strategies to support full participation of students with disability	Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.	Design and implement teaching activities that support the participation and learning of students with disability and address relevant policy and legislative requirements.	Work with colleagues to access specialist knowledge, and relevant policy and legislation, to develop teaching programs that support the participation and learning of students with disability.	Initiate and lead the review of school policies to support the engagement and full participation of students with disability and ensure compliance with legislative and/or system policies.

Professional Knowledge				
Standard 2 – Know the content and how to teach it				
Focus Area	Graduate	Proficient	Highly Accomplished	Lead
2.1 Content and teaching strategies of the teaching area	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.	Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities.	Support colleagues using current and comprehensive knowledge of content and teaching strategies to develop and implement engaging learning and teaching programs.	Lead initiatives within the school to evaluate and improve knowledge of content and teaching strategies and demonstrate exemplary teaching of subjects using effective, research-based learning and teaching programs.
2.2 Content selection and organisation	Organise content into effective learning and teaching sequence.	Organise content into coherent, well-sequences learning and teaching programs.	Exhibit innovative practice in the selection and organisation of content and delivery of learning and teaching programs.	Lead initiatives that utilise comprehensive content and knowledge to improve the selection and sequencing of content into coherently organised learning and teaching programs.
2.3 Curriculum, assessment and reporting	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.	Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements.	Support colleagues to plan and implement learning and teaching programs using contemporary knowledge and understanding of curriculum, assessment and reporting requirements.	Lead colleagues to develop learning and teaching programs using comprehensive knowledge of curriculum, assessment and reporting requirements.
2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	Provide opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages	Support colleagues with providing opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.	Lead initiatives to assist colleagues with opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.
2.5 Literacy and numeracy strategies	Know and understand literacy and numeracy teaching strategies and their application in teaching areas.	Apply knowledge and understanding of effective teaching strategies to support students' literacy and numeracy achievement.	Support colleagues to implement effective teaching strategies to improve students' literacy and numeracy achievement.	Monitor and evaluate the implementation of teaching strategies within the school to improve students' achievement in literacy and numeracy using research-based knowledge and student data.
2.6 Information and Communication Technology (ICT)	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.	Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful.	Model high-level teaching knowledge and skills and work with colleagues to use current ICT to improve their teaching practice and make content relevant and meaningful.	Lead and support colleagues within the school to select and use ICT with effective teaching strategies to expand learning opportunities and content knowledge for all students.

Professional Practice				
Standard 3 – Plan for and implement effective teaching and learning				
Focus Area	Graduate	Proficient	Highly Accomplished	Lead
3.1 Establish challenging learning goals	Set learning goals that provide achievable challenges for students of varying abilities and characteristics.	Set explicit, challenging and achievable learning goals for all students.	Develop a culture of high expectations for all students by modelling and setting challenging learning goals.	Demonstrate exemplary practice and high expectations and lead colleagues to encourage students to pursue challenging goals in all aspects of their education.
3.2 Plan, structure and sequence learning programs	Plan lesson sequences using knowledge of student learning content and effective teaching strategies.	Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning.	Work with colleagues to plan, evaluate and modify learning and teaching programs to create productive learning environments that engage all students.	Exhibit exemplary practice and lead colleagues to plan, implement and review the effectiveness of their learning and teaching programs to develop students' knowledge, understanding and skills.
3.3 Use teaching strategies	Include a range of teaching strategies.	Select and use relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.	Support colleagues to select and apply effective teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.	Work with colleagues to review, modify and expand their repertoire of teaching strategies to enable students to use knowledge, skills, problem solving and critical and creative thinking.
3.4 Select and use resources	Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.	Select and/or create and use a range of resources, including ICT, to engage students in their learning.	Assist colleagues to create, select and use a wide range of resources, including ICT, to engage students in their learning.	Model exemplary skills and lead colleagues in selecting, creating and evaluating resources, including ICT, for application by teachers within or beyond the school.
3.5 Use effective classroom communication	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.	Use effective verbal and non-verbal communication strategies to support student understanding, participation, engagement and achievement.	Assist colleagues to select a wide range of verbal and non-verbal communication strategies to support student understanding, participation, engagement and achievement.	Demonstrate and lead by example inclusive verbal and non-verbal communication using collaborative strategies and contextual knowledge to support student understanding, engagement and achievement.
3.6 Evaluate and improve teaching programs	Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.	Evaluate personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning.	Work with colleagues to review current teaching and learning programs using student feedback, student assessment data knowledge of curriculum and workplace practices.	Conduct regular reviews of teaching and learning programs using multiple sources of evidence including: student assessment data, curriculum documents, teaching practices and feedback from parents/ carers, students and colleagues.
3.7 Engage parents/ carers in the educative process	Describe a broad range of strategies for involving parents/carers in the educative process.	Plan for appropriate and contextually relevant opportunities for parents/ carers to be involved in their children's learning.	Work with colleagues to provide appropriate and contextually relevant opportunities for parents/ carers to be involved in their children's learning.	Initiate contextually relevant processes to establish programs that involve parents/carers in the education of their children and broader school priorities and activities.

Professional Practice				
Standard 4 – Create and maintain supportive and safe learning environments				
Focus Area	Graduate	Proficient	Highly Accomplished	Lead
4.1 Support student participation	Identify strategies to support inclusive student participation and engagement in classroom activities.	Establish and implement inclusive and positive interactions to engage and support all students in classroom activities.	Model effective practice and support colleagues to implement inclusive strategies that engage and support all students.	Demonstrate and lead by example the development of productive and inclusive learning environments across the school by reviewing inclusive strategies and exploring new approaches to engage and support all students.
4.2 Manage classroom activities	Demonstrate the capacity to organise classroom activities and provide clear directions.	Establish and maintain orderly and workable routines to create an environment where student time is spent on learning tasks.	Model and share with colleagues a flexible repertoire of strategies for classroom management to ensure all students are engaged in purposeful activities.	Initiate strategies and lead colleagues to implement effective classroom management and promote student responsibility for learning.
4.3 Manage challenging behaviour	Demonstrate knowledge of practical approaches to manage challenging behaviour.	Manage challenging behaviour by establishing and negotiating clear expectations with student and address discipline issues promptly, fairly and respectfully.	Develop and share with colleagues a flexible repertoire of behaviour management strategies using expert knowledge and workplace experience.	Lead and implement behaviour management initiatives to assist colleagues to broaden their range of strategies.
4.4 Maintain student safety	Describe strategies that support students' well-being and safety working within school and/or system, curriculum and legislative requirements.	Ensure students' well-being and safety within school and/or system, curriculum and legislative requirements.	Initiate and take responsibility for implementing current school and/or system, curriculum and legislative requirements to ensure student well-being and safety.	Evaluate the effectiveness of student well-being policies and safe working practices using current school and/or system, curriculum and legislative requirements and assist colleagues to update their practices.
4.5 Use ICT safely, responsibly and ethically	Demonstrate an understanding of the relevant issues and strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.	Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.	Model and support colleagues to develop strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.	Review or implement new policies and strategies to ensure the safe, responsible and ethical use of ICT in learning and teaching.

Professional Practice				
Standard 5 – Assess, provide feedback and report on student learning				
Focus Area	Graduate	Proficient	Highly Accomplished	Lead
5.1 Assess student learning	Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.	Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning.	Develop and apply a comprehensive range of assessment strategies to diagnose learning needs, comply with curriculum requirements and support colleagues to evaluate the effectiveness of their approaches to assessment.	Evaluate school assessment policies and strategies to support colleagues with using assessment data to diagnose learning needs, complying with curriculum, system and/or school assessment requirements and using a range of assessment strategies.
5.2 Provide feedback to students on their learning	Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.	Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals.	Select from an effective range of strategies to provide targeted feedback based on informed and timely judgements of each students' current needs in order to progress learning.	Model exemplary practice and initiate programs to support colleagues in applying a range of timely, effective and appropriate feedback strategies.
5.3 Make consistent and comparable judgements	Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.	Understand and participate in assessment moderation activities to support consistent and comparable judgements of student learning.	Organise assessment moderation activities that support consistent and comparable judgements of student learning.	Lead and evaluate moderation activities that ensure consistent and comparable judgements of student learning to meet curriculum and school or system requirements.
5.4 Interpret student data	Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice.	Work with colleagues to use data from internal external student assessments for evaluating learning and teaching, identifying interventions and modifying teaching practice.	Coordinate student performance and program evaluation using internal and external student assessment data to improve teaching practice.
5.5 Report on student achievement	Demonstrate understanding of a range of strategies for reporting to students and using parents/carers and the purpose of keeping accurate and reliable records of student achievement.	Report clearly, accurately and respectfully to students and parents/carers about student achievement, making use of accurate and reliable records.	Work with colleagues to construct accurate, informative and timely reports to students and parents/carers about student learning and achievement.	Evaluate and revise reporting and accountability mechanisms in the school to meet the needs of students, parents/carers and colleagues.

Professional Engagement				
Standard 6 – Engage in professional learning				
Focus Area	Graduate	Proficient	Highly Accomplished	Lead
6.1 Identify and plan professional learning needs	Demonstrate an understanding of the role of the National Professional Standards for Teachers in identifying professional learning needs.	Use the National Professional Standards for Teachers and advice from colleagues to identify and plan professional learning needs.	Analyse the National Professional Standards for Teachers to plan personal professional development goals, support colleagues to identify and achieve personal development goals and pre-service teachers to improve classroom practice.	Use comprehensive knowledge of the National Professional Standards for Teachers to plan and lead the development of professional learning policies and programs that address the professional learning needs of colleagues and pre-service teachers.
6.2 Engage in professional learning and improve practice	Understand the relevant and appropriate sources of professional learning for teachers.	Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities.	Plan for professional learning by accessing and critiquing relevant research, engage in high quality targeted opportunities to improve practice and offer quality placements for pre-service teachers where applicable.	Initiate collaborative relationships to expand professional learning opportunities, engage in research, and provide quality opportunities and placements for pre-service teachers.
6.3 Engage with colleagues and improve practice	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.	Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice.	Initiate and engage in professional discussions with colleagues in a range of forums to evaluate practice directed at improving professional knowledge and practice, and the educational outcomes of students.	Implement professional dialogue within the school or professional learning network(s) that is informed by feedback, analysis of current research and practice to improve the educational outcomes of students.
6.4 Apply professional learning and improve student learning	Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.	Undertake professional learning programs designed to address identified student learning needs.	Engage with colleagues to evaluate the effectiveness of teacher professional learning activities to address student learning needs.	Advocate, participate in and lead strategies to support high-quality professional learning opportunities for colleagues that focus on improved student learning.
Standard 7 – Engage professionally with colleagues, parents/carers and the community				
7.1 Meet professional ethics and responsibilities	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.	Meet codes of ethics and conduct established by regulatory authorities, systems and schools.	Maintain high ethical standards and support colleagues to interpret codes of ethics and exercise sound judgement in all school and community contexts.	Model exemplary ethical behaviour and exercise informed judgements in all professional dealings with students, colleagues and the community.
7.2 Comply with legislative, administrative and organisational requirements	Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.	Understand the implications of and comply with relevant legislative, administrative and organisational and professional requirements, policies and processes.	Support colleagues to review and interpret legislative, administrative and organisational requirements, policies and processes.	Initiate, develop and implement policies and processes to support colleagues' compliance with and understanding of existing and new legislative, administrative, organisational and professional responsibilities.
7.3 Engage with the parents/ carers	Understand strategies for working effectively, sensitively and confidentially with parents/ carers.	Establish and maintain respectful collaborative relationships with parents/ carers regarding their children's learning and well-being.	Demonstrate responsiveness in all communications with parents/carers about their children's learning and well-being.	Identify, initiate and build on opportunities that engage parents/carers in both the progress of their children's learning and in the educational priorities of the school.
7.4 Engage with professional teaching networks and broader communities	Understand the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.	Participate in professional and community networks and forums to broaden knowledge and improve practice.	Contribute to professional networks and associations and build productive links with the wider community to improve teaching and learning.	Take a leadership role in professional and community networks and support the involvement of colleagues in external learning opportunities.

4.9 Teacher Registration Board of WA

Renewing your registration

To ensure continuation of your Full Registration or Limited Registration, you should apply to renew your registration at least 28 days before it expires.

If your application for renewal of registration is submitted more than 28 days before your registration expiry date, you will continue to be registered until the application is finalised.
If your application is submitted less than 28 days before the expiry date, your registration may expire before the renewal is finalised.

The Teacher Registration Board of Western Australia (TRBWA) will send a renewal of registration reminder two months prior to the registration expiry date. You can apply to renew your registration at any time and you don't need to wait for the reminder.

Requirements for Renewal
At each renewal of registration, the TRBWA needs to be satisfied that the teacher:

- continues to meet the requirements for their category of registration such as ①Professional Standards for Teachers in Western Australia and ②Fit and Proper Requirements
- is complying with any conditions on his or her registration
- has met the applicable ③ professional engagement and ④professional learning requirements.

An application for the renewal of Full registration must be completed. The renewal of registration fee is $51.

① Professional Standards

It is required that you meet the Professional Standards for Teachers in WA at the PROFICIENT level for renewal of FULL REGISTRATION.

If you currently hold Full Registration and wish to renew your registration, you need to continue to meet the Professional Standards at the Proficient Level.

When applying for the renewal of registration you are required to complete a self-declaration to confirm you continue to meet all the Professional Standards for Teachers in Western Australia.
Note that you are not required to submit evidence of meeting the professional standards with your application. Evidence may, however, be requested to verify your self-declaration.

The types of evidence required are listed in the Evidence Guidelines for Proficient level

② Fit and Proper Requirements

A person must be assessed as a fit and proper person to be registered as a teacher.

When determining whether a person is a fit and proper person to be registered, the Teacher Registration Board of Western Australia (TRBWA) must have regard to:

- the person's history of compliance with or any relevant decision under the *Teacher Registration Act 2012* (Act) or any laws in other Australian States or a Territory or New Zealand that deal with the registration of teachers
- the person's criminal history as provided by CrimTrac's criminal record check
- whether a person has responded honestly to questions on their application
- whether the person's behaviour does not meet a standard generally expected of a teacher, or shows the person is not of good character
- whether the person has failed to pay any costs, expenses or fines payable by them under the Act
- any other matters relating to the person that the TRBWA considers appropriate.

③ Professional Engagement

It is a requirement for the renewal of teacher registration that a teacher has taught in Australia or New Zealand for a sufficient period of time. It is generally expected that to maintain proficiency as a teacher you are or have been actively engaged in teaching for a reasonable period of time.

As part of the renewal of registration application process you will be asked to declare that you have met the requirements for professional engagement.

Requirements are that you have taught:

- for 80 days or equivalent if an application for renewal is made between 7/12/2016 and 6/12/2017
- for 100 days or equivalent if an application for renewal is made after 6/12/2017.

The TRBWA may require that you provide evidence to support your declaration.

④ Professional learning

It is a requirement of teacher registration that a teacher completes sufficient professional learning to maintain the currency of their professional competence.
As part of the renewal of registration application process, a teacher is required to declare that they have met this obligation. Evidence may be requested by the TRBWA to support this declaration.

It is generally accepted that professional learning claimed toward the renewal of registration process is over and above the normal expectations of a teacher's role and responsibilities (including preparation, planning, programming and assessment and reporting) and aims to improve the teacher's knowledge, practice and competencies as set out in the Professional Standards for Teachers in Western Australia.

The requirement to undertake a minimum amount of professional learning applies to all registered teachers and is not pro-rated. Should a teacher not be able to fulfil this requirement as part of the renewal process they are able to submit a request to the Board for consideration of extenuating circumstances.

The minimum requirements for the completion of professional learning activities are:

- 80 hours if an application for renewal is made between 7/12/2016 and 6/12/2017
- 100 hours if an application for renewal is made after 7/12/2017.

Professional Learning Activities
Professional learning activities can be either formal and/or informal in each of the three Domains of the Professional Standards – Professional Knowledge (Standards 1 and 2), Professional Practice (Standards 3, 4 and 5) and Professional Engagement (Standards 6 and 7).

Formal activities can include:

- activities offered by professional development providers such as workshops, seminars, online learning
- school-based and employer-provided professional development including professional development days, action research projects, mentoring a junior colleague
- giving conference or workshop presentations or writing for publication.

Informal activities can include:

- professional reading
- professional or collegiate meetings dedicated to teacher professional learning or requiring reflection on professional practice
- participation in the development of policy or practice within the educational venue or a wider context.

The proportions of activities across the three Domains will vary according to the particular teacher's situation and current career focus. Formal learning activities undertaken in one Domain may be minimal, for example. The selection of activities is at the discretion of the individual teacher subject to the requirement:

- that each claimed activity is clearly directly related to at least one of the elements of the Professional Standards and
- that relationship has been articulated in the evidence collected and retained by the teacher.

The Professional Learning Activities Policy details the requirements for professional learning and provides an example on how this may be recorded.

Recording Professional Learning Activities
It is recommended that teachers maintain a log of their learning activities. A template is provided for guidance but its format is not prescribed.

You may continue to update your professional learning activities using the Professional Learning Log that is currently available through Teacher Login. This log will be updated in the near future to better reflect the current requirements.

Key points to note:

- Hours of Professional Learning is 20 Hours **per year** – phased implementation from end of 2013.
- Hours of Professional Learning can only be entered against one domain. Where an activity covers several domains pick the most relevant and record it only against one domain. Each domain must be covered for FULL REGISTRATION. (See Policy section 4.3)
- Professional Standards must be demonstrated against PROFICIENT level for Full Registration – however – teachers are encouraged to refer to Highly Accomplished and Lead Teacher standards where they are working at that level.

5. Behaviour

5.1 Rationale

Thornlie SHS operates on the belief that all students have the right to learn. To do so means that each student works towards creating a climate that is positive and productive. No student has the right to choose behaviour that infringes upon the rights of others.

As a staff, we believe that home and school must share the responsibility for teaching children (young adults) appropriate behaviour. By working together, we can increase the probability that students will learn responsibility and respect for others. By doing this, we can only increase their self-respect.

Thornlie Senior High School takes a whole-school approach towards the achievement of a friendly, safe and pleasant environment. The Student Behaviour Management Policy is a set of guidelines in which students are able to learn with little or no disruption from others and are encouraged to be responsible for their own behaviour.

To maintain order, student management, involving discipline, is an essential part of any school. At Thornlie, discipline will be applied with dignity and respect in a way that promotes learning. Students have the right to learn without disruption. Everyone has the right to be treated with courtesy and respect.

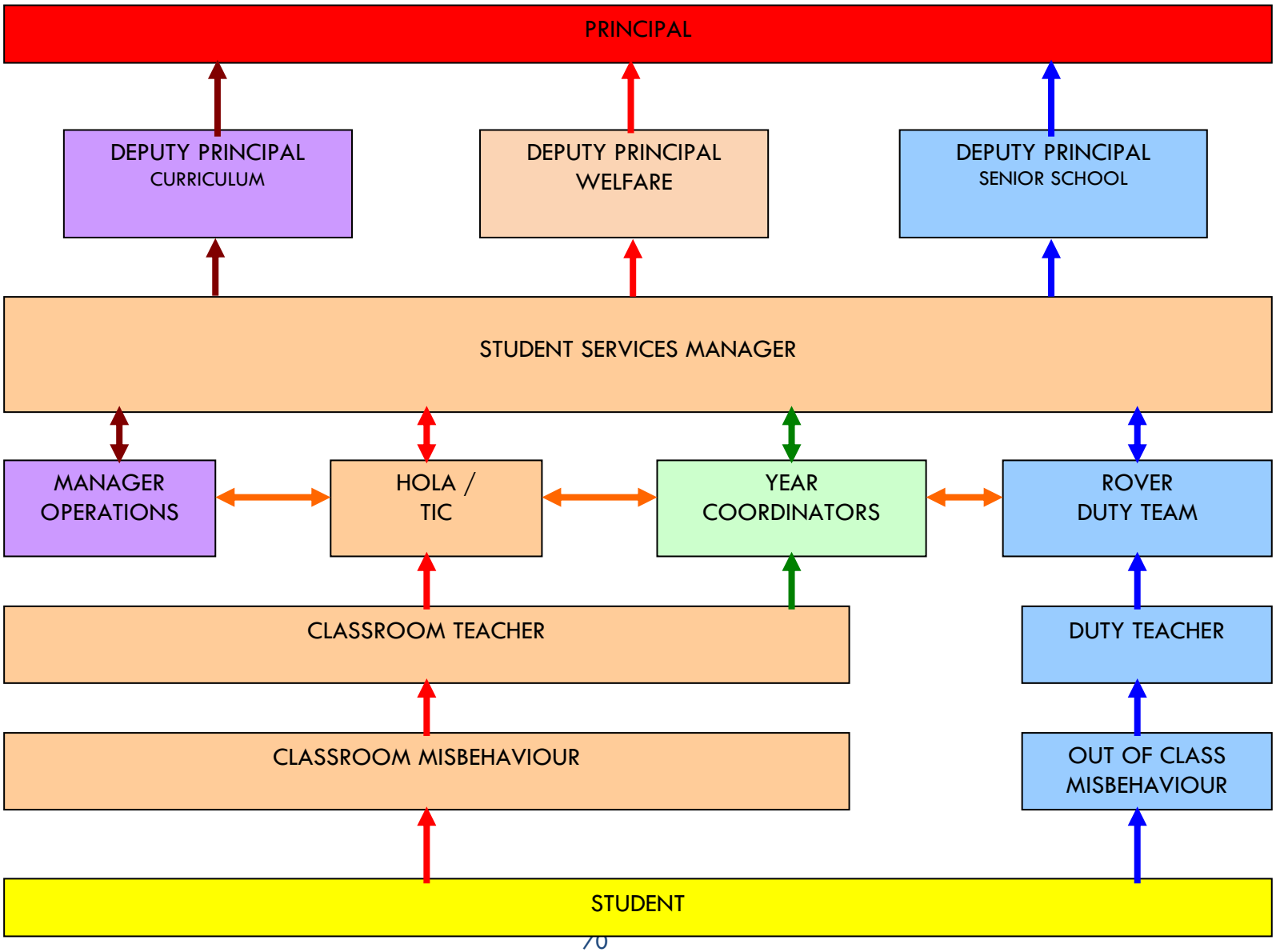
5.2 Behaviour Management Policy

For a detailed understand of Thornlie and its management of student behaviour, please refer to the Behaviour Management Policy in the Appendix section of this handbook.

5.3 School Rules

EVERY student is expected to:
1. Follow teachers instructions at all times
2. Behave appropriately in class, the school grounds and while travelling to and from school.
3. Come to class fully prepared to work.
4. Wear school uniform as outlined in school policy.
5. Smoking, drinking alcohol or involvement with illegal drugs is not permitted by students at school or at any school function.
6. a. Not eat, drink (water excluded) or chew in class without permission b. Not be in a classroom without permission
7. Keep the school environment safe and clean.
8. Not vandalise or damage the school environment.
9. Not steal or interfere with others belongings. This includes school property and materials.
10. Sign out in Student Services if you are leaving the school during the day and receive a Leave Pass. You must have a note from your parents explaining you absence from school.

5.4 Behaviour Management Flow Chart



5.4.1 Behaviour Management Strategies

PRINCIPAL
- Ultimate approval and responsibility
- Consultation with Deputy's / SS Manager

DEPUTIES
- Suspension
- RJ conference
- Withdrawal
- Detention
- Consultation with SS Manager / YC / HOLA / MO / Outside Agencies

STUDENTS SERVICES MANAGER
- Suspension
- RJ Conference
- Withdrawal
- Detention
- Parent Contact
- Behaviour Monitoring Card
- IBP
- Refer to Deputy / YC / MO / Psych / Chaplain / Nurse / VET PC / Outside Agencies
- Consultation with YC / HOLA / MO

HOLA / YEAR COORDINATOR
- Suspension
- RJ Conference
- Withdrawal
- Detention
- Parent Contact
- Subject Isolation
- Refer to SS Manager

MANAGER OPERATIONS
- Support SS Manager / HOLA's / YC's
- Timetable changes to support Behaviour Management Strategies

ROVER / DUTY TEAM
- Lunch Detention
- Litter Duty
- Refer to SS Manager / YC

CLASSROOM TEACHER
- Classroom Management Strategies (refer to CMS)
- Parent Contact / Letter of Concern
- Subject Based Detention / Class Isolation
- Refer to HOLA

5.4.2 Positive Learning Environment
- Build relationships
- Deliver relevant engaging curriculum
- Use positive reinforcement
- Communicate achievements to parents

5.4.3 Examples of Consequences (Note: this is not an exhaustive list)

Teacher

- Verbal negotiation
- Removal from class for 5 minutes for reflection
- Informal Contract
- Separation / Seating plan
- Detention at recess or lunch time
- Community Service / Yard Duty
- Buddy class
- Parent contact
- Upper School Withdrawal

HOLA

- Subject withdrawal
- Buddy class
- Formal Contract
- Detention at recess or lunch time
- Community Service / Yard Duty
- After school detention (Wednesday – early close)
- Learning Area Contract
- Case Conference

Student Services

- Case Conference
- High end case management
- Alternative Educational Programs
- Program monitoring
- Individual Behaviour Plans

Deputy

- Detention at recess or lunch time
- Community Service / Yard Duty
- Case Conference
- High end case management
- Alternative Educational Programs
- Program monitoring
- Individual Behaviour Plans
- Internal Suspension
- External Suspension
- Preparation for exclusion

5.5 Belief Statements

- Education is the shared responsibility of the school, student, family and community.
- Education works best when there is mutual respect between teachers, parents, students, and the community.
- The school environment meets the emotional, academic, social, and physical needs of each student along with stimulating the desire to explore and participate in activities in and beyond the classroom.
- Preparation for career decisions and higher education is essential to the future success of every student.
- A collaborative learning environment fosters a sense of belonging, cultivating creative thinking, and problem-solving.
- The school sets high expectations and provides meaningful and challenging instruction, allowing each student to achieve their highest potential.
- The school community respects, protects, and celebrates the diversity, talent, and potential to learn of each student.

5.6 Countering Bullying

Thornlie's Countering Bullying Policy can be found in the Appendix section of this handbook.

6. Academic

6.1 Student Engagement

At Thornlie Senior High School we provide for the wellbeing of students in a number of different ways. Our Learning Framework acknowledges individual differences and actively encourages all members of the school community to reach their potential. Students are more likely to succeed when they feel connected to school. School connection is the belief by students that adults in the school care about their learning as well as about them as individuals.

Positive classroom environments are critical in developing and maintaining the well-being of students. A positive environment is one in which students feel secure, have the skills and opportunities to participate and have their contributions valued and acknowledged.

At Thornlie we build relationships based on our core values of, pride, respect and responsibility. The school actively seeks the involvement of parents/carers in the education of their children. It seeks to develop a cooperative team approach to maximising the behaviour and education of the student. When behaviours or actions compromise the ideal relationship involving members of the school community, the school will use a restorative approach to repair the relationship with individuals and groups. The school has a Bullying Policy which outlines the steps in dealing with bullying based around restoring the relationships and building an understanding of what all parties involved are thinking and feeling.

Student attendance at school is a key to achieving success and connection to the school. At Thornlie our Attendance Policy outlines key strategies that are used to track student attendance and to provide support for students and families when necessary.

Student engagement and participation is actively encouraged at Thornlie SHS. The Student Services Team and the Year Level Coordinators work together to involve students, from all year levels, in decision making at the school. Student Councillors are elected from each class and year level and meet together as a homeroom under the guidance of the Student Council Coordinators.

6.2 Meeting the Standard

Our Expectation is that no matter a student's starting point is, we expect to see a years progress for year's education.

6.3 Australian Curriculum

Development and Implementation

The Melbourne Declaration on Educational Goals for Young Australians (2008) and the Australian Curriculum identify eight learning areas:

- English;
- Mathematics;
- Science (including Biological Sciences, Chemical Sciences, Earth and Space Sciences,
- Physical Sciences);
- Humanities and Social Sciences (including Civics and Citizenship, Economics and Business,
- Geography, History);
- The Arts (including Dance, Drama, Media Arts, Music, Visual Arts);
- Languages;
- Health and Physical Education; and
- Technologies (including Design and Technology, Digital Technologies).

The Australian Curriculum (Pre-primary to Year 10) is being developed by the Australian Curriculum, Assessment and Reporting Authority (ACARA) in three phases:

- Phase 1 comprises English, Mathematics, Science and History (a component of Humanities and
- Social Science);
- Phase 2 comprises Geography, Languages and the Arts; and

- Phase 3 comprises Health and Physical Education, Technologies, Economics and Business, and Civics and Citizenship.

The Pre-primary to Year 10 Phase 2 and Phase 3 Australian Curriculum will only be implemented once the curriculum is in a form that is suitable for Western Australian schools and the achievement standards, work samples and judging standards support materials are fully developed.

Given the phased development of the Australian Curriculum, schools will be teaching some learning areas from the Australian Curriculum supplemented by learning areas described in the former Western Australian Curriculum Framework. As the Australian Curriculum is developed, it will gradually replace the Curriculum Framework in Western Australia.

6.3.1 General Capabilities

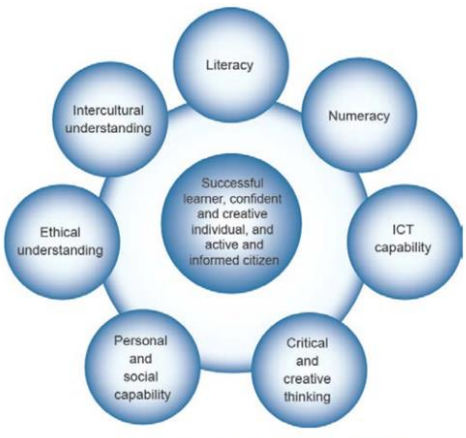
in the content of the learning areas. They play a significant role in realising the goals set out in the Melbourne Declaration on Educational Goals for Young Australians (MCEETYA 2008) – that all young people in Australia should be supported to become successful learners, confident and creative individuals, and active and informed citizens.

The Melbourne Declaration identifies essential skills for twenty-first century learners – in literacy, numeracy, information and communication technology (ICT), thinking, creativity, teamwork and communication. It describes individuals who can manage their own wellbeing, relate well to others, make informed decisions about their lives, become citizens who behave with ethical integrity, relate to and communicate across cultures, work for the common good and act with responsibility at local, regional and global levels.

The general capabilities encompass the knowledge, skills, behaviours and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, will assist students to live and work successfully in the twenty-first century. They complement the key learning outcomes of the Early Years Learning Framework (COAG 2009) – that children have a strong sense of identity and wellbeing, are connected with and contribute to their world, are confident and involved learners and effective communicators.

The Australian Curriculum includes seven general capabilities:

- Literacy
- Numeracy
- Information and communication technology (ICT) capability
- Critical and creative thinking
- Personal and social capability
- Ethical understanding
- Intercultural understanding.



General capabilities in the Australian Curriculum

Teaching and assessment of general capabilities
Teachers are expected to teach and assess general capabilities to the extent that they are incorporated within each learning area.

State and territory school authorities will determine whether and how student learning of the general capabilities will be further assessed and reported.

For some students, it may be necessary to adjust the levels of complexity and the processes they use to develop capabilities. However, the role and place of general capabilities in the Australian Curriculum remain the same for all students.

6.4 West Australian Curriculum

The Western Australian Curriculum and Assessment Outline sets out the knowledge, understandings, skills, values and attitudes that students are expected to acquire and guidelines for the assessment of student achievement. The Outline is informed by the Belonging, Being & Becoming: The Early Years Learning Framework (EYLF) and the Australian Curriculum.

The Western Australian Minister for Education has approved the implementation of Phase 1 of the Australian Curriculum for Pre-Primary to Year 10, with implementation to be completed by the start of 2015 and reporting by mid-2015. School systems and independent sector schools may choose to implement this policy prior to 2015.

Phased Implementation

- Schools will be teaching some learning areas from the Australian Curriculum (Phase 1) supplemented by learning areas described in the former *Western Australian Curriculum Framework*
- As the Western Australian Curriculum is developed, it will gradually replace the Curriculum Framework in Western Australia

Phase 1 of the Australian Curriculum includes:

- English
- Mathematics
- Science
- History

Currently being taught by most schools and Fully implemented in Western Australia in 2015

Phases 2 and 3

- Health and Physical Education
- Civics and Citizenship
- Technologies
- Economics and Business
- Arts - awaiting final endorsement
- Languages

The School Curriculum and Standards Authority

- The School Curriculum and Standards Authority (the Authority) is responsible for the final **curriculum content** and **implementation timelines** for Western Australia
- The P-10 Australian Curriculum for **Phases 2 and 3** as developed so far by ACARA, requires significant review before it can be implemented in Western Australian schools

6.5 WACE Requirements

The Western Australian Certificate of Education (WACE) is awarded to senior secondary school students who satisfy its requirements. It is a senior secondary certificate recognised nationally in the Australian Qualifications Framework (AQF). Generally, students will complete two years of senior secondary study to achieve the WACE, although the School Curriculum and Standards Authority allows students to meet the WACE requirements over a lifetime.

The WACE is recognised by universities, industry and other training providers. Achievement of a WACE signifies that a student has successfully met the breadth and depth standard, the achievement standard and the literacy and numeracy standard in their senior secondary schooling.

These are the minimum requirements for students to receive a Western Australian Certificate of Education (WACE) in 2017 and beyond.

6.5.1 Breadth and depth requirement

Completion of a minimum of 20 units or the equivalent. This requirement must include at least: (Explanatory notes 1, 2 , 3, 4, 5)

- a minimum of 10 Year 12 units, or the equivalent
- two Year 11 units from an English course, post-Year 10, including at least one pair of Year 12 units from an English course
- one pair of Year 12 units from each of List A (arts/languages/social sciences) and List B (mathematics/science/technology).

6.5.2 Achievement Standard

- Achievement of at least 14 C grades or higher (or the equivalent) in Year 11 and 12 units, including at least six C grades, or equivalents, in Year 12. (Explanatory notes 5 and 6)
- Completion of at least four Year 12 ATAR courses or of a Certificate II (or higher) VET qualification.

6.5.3 Literacy and Numeracy Standard

- Demonstration of the minimum standard of literacy and numeracy. (Explanatory notes 7 and 8)

6.5.4 Explanatory Notes Relating to WACE Requirements

i. The breadth requirement can be met through ATAR, General and Foundation courses. The depth requirement can be met through ATAR, General, VET industry specific and Foundation courses, VET credit transfer and endorsed programs. The achievement standard can be met through ATAR, General, VET industry specific and Foundation courses.

ii. Of the 20 units required for a WACE, up to a maximum of four Year 11 units and four Year 12 units may be substituted by VET qualifications and/or endorsed programs. A student may choose to study VET qualifications and/or endorsed programs and be able to substitute using only VET qualifications (up to a total of eight units) or using endorsed programs (up to a total of four units) or using a combination of VET and endorsed programs (up to a total of eight units but with a maximum of four units with endorsed programs – two in Year 11 and two in Year 12).

iii. Students are able to substitute the course unit requirement with unit equivalents achieved through the completion of AQF VET qualifications at Certificate I, II, III and higher (see Section 4 of the WACE Manual 2017) and/or endorsed programs (see Section 5 of the WACE Manual 2017).

iv. Students can repeat units. However, those units that have the same unit code, e.g. AEENG, and are repeated, do not contribute to the WACE requirements more than once. Note: Students who complete ATAR Units 3 and 4 as part of an accelerated program and sit the examination cannot report these units until after they leave school at the completion of Year 12.

v. Students enrolled in a Year 12 ATAR course must sit the external examination in that course. If students do not sit an ATAR course examination and do not have an approved sickness/misadventure application for that course, the grades for the pair of units completed in that year will not contribute towards any of the WACE requirements. Students who do not sit the ATAR course examination will not have a course mark or grade recorded on their WASSA, nor will they receive an ATAR course report. For ATAR courses with practical components, students must complete both the written and practical examinations.

vi. Both VET qualifications and endorsed programs can indirectly contribute to the WACE standard requirement of a C grade in at least 14 units. A C grade in a maximum of eight units (four in Year 11 and four in Year 12) can be replaced by unit equivalents from VET qualifications and/or endorsed programs. Of these eight unit equivalents, a maximum of four can be from endorsed programs (two in Year 11 and two in Year 12).

vii. The literacy and numeracy standard can be met either through the Online Literacy and Numeracy Assessment (OLNA) or by achieving Band 8 or above in the associated components of reading, writing or numeracy in the Year 9 NAPLAN tests. Students undertaking the OLNA will be required to satisfy both the reading and writing components in order to demonstrate the minimum WACE literacy standard.

viii. If students do not demonstrate the literacy and numeracy standard by the time they exit secondary school, they can apply to the Authority to re-sit the assessment at any age. (Note: the WACE requirements may change over time and students studying towards the achievement of the WACE after they leave school will be required to meet the WACE requirements current at the time of the completion of their studies.)

Table 1: General features of senior secondary courses and programs

Courses and Programs	General Features
Australian Tertiary Admission Rank (ATAR) courses	These courses are examined by the Authority (see Section 6). Student results in ATAR courses are used by the Tertiary Institutions Service Centre (TISC) to calculate a student's Australian Tertiary Admission Rank (ATAR). The ATAR is used to determine eligibility for university entrance. Students seeking to achieve an ATAR will need to complete a minimum of four Year 12 ATAR courses, excluding unacceptable combinations (see Undergraduate Admission Requirements for School Leavers on the TISC website). ATAR courses are for students who are aiming to go to university.
General courses	These courses are not externally examined. However, they each have an externally set task (EST) which is set by the Authority (see sub-sections 2.4.1.3 and 3.6). General courses are for students who are typically aiming to enter further vocationally based training or the workforce straight from school.
Vocational Education and Training (VET) industry specific courses	These courses include a full AQF qualification, mandatory workplace learning and contribute to the Certificate II requirement for a WACE. VET industry specific courses are for students aiming to enter further vocationally based training or the workforce straight from school.
Foundation courses	These courses provide a focus on functional literacy and numeracy skills, practical work-related experience and the opportunity to build personal skills that are important for life and work. The Foundation courses are not designed, nor intended, to be an alternative senior secondary pathway. Foundation courses are for students who have not been able to demonstrate the minimum standard for literacy and/or numeracy (see sub-section 1.6) before Year 11 and are unlikely to do so before the end of Year 12 without significant levels of student support.
Preliminary courses	Preliminary courses are for students who have been identified as having a learning difficulty and/or an intellectual disability (see sub-section 1.7). They provide a relevant option for students who: • cannot access the ATAR, General or Foundation course content with adjustment and/or disability provisions • are unable to progress directly to training from school • require modified and/or independent education plans • have been identified as having a recognised disability under the *Disability Discrimination Act 1992* and meet the above criteria. Preliminary courses do not contribute to achievement of the WACE.
Vocational Education and Training (VET) qualifications	VET qualifications are for students wishing to participate in nationally recognised training. All VET qualifications require registered training organisation (RTO) delivery, assessment and quality control under the relevant VET regulatory body (see Section 4). A Certificate II or higher is one of the range of requirements for achieving a WACE. These qualifications contribute to the WACE as unit equivalents.
Endorsed programs	These programs provide access to areas of learning not covered by WACE courses or VET programs and contribute to the WACE as unit equivalents (see Section 5). Endorsed programs are for students wishing to participate in programs which are delivered in a variety of settings by schools, workplaces, universities and community organisations.

ATAR, General and Foundation courses are offered at two year levels – Year 11, comprising Units 1 and 2, and Year 12, comprising Units 3 and 4. The different certificates (I, II and III) available through VET industry specific courses are packaged as two or four units.

For ATAR, General, and Foundation courses, each unit is nominally 55 hours contact time. For VET industry specific courses, the unit time is dependent on the qualification and may require more than 55 hours per unit. For ATAR, General and Foundation courses:

- the two Year 11 units are typically studied and reported to the Authority as a pair, but may be studied and reported separately
- the two Year 12 units must be studied and reported to the Authority as a pair.

Note: the Authority's recommendation is for schools to enrol students in pairs of units in both Year 11 and Year 12. Where a student transfers between Year 11 courses or units after Semester 1 the school can report student achievement for two separate units (see sub-section 2.4.3).

For VET industry specific courses, both Year 11 units and Year 12 units are reported as pairs. Preliminary courses comprise four units. Each unit is studied and reported separately.
Some ATAR and General courses have defined contexts. These courses are:

- Design: Dimensional Design, Graphics, Photography, and Technical Graphics (General only)
- Materials Design and Technology: Metal, Textiles, Wood (ATAR and General)
- Music: Contemporary, Jazz, Western Art (ATAR only).

Each context consists of two Year 11 units (1 and 2) and two Year 12 units (3 and 4). Students can enrol in more than one context in each course with defined contexts, but only a maximum of four units will count towards WACE requirements and students can sit only one ATAR course examination for the course.

Course outline
The teacher determines the sequence in which the syllabus content will be taught and the timing of delivery and must provide this information to the students, before teaching begins, in the form of a course outline. The document can be provided as a hard copy or electronically if the school ensures that all students have adequate access in this format.

Assessment outline
An assessment outline is required for each pair of units (or, where a single unit of a Year 11 course is being delivered, for that single unit) and must conform with the assessment requirements as specified in the assessment table of the syllabus. This ensures that the planned assessment tasks will provide students with the opportunity to demonstrate their achievement of the knowledge, skills and understandings that they have acquired in their study.

The format for an assessment outline is a school decision but each outline must include the following information:

- the number of tasks to be assessed
- a general description of each task
- an indication of the coverage of the unit content provided by each task
- the approximate timing of each task (e.g. the week the task will be conducted or the start and submission dates for an extended task)
- the weighting of each assessment task
- the weighting of each assessment type, as specified in the assessment table of the syllabus.

The set of tasks in the assessment outline must provide a comprehensive sampling of the syllabus content. The number of assessment tasks is determined by the teacher. Over-assessment must be avoided because too many assessment tasks can interfere with the teaching and learning process.

Students must be provided with a copy of the Assessment Outline, before teaching begins, either as a hard copy or electronically if the school ensures that all students have adequate access in this format.

Should changing circumstances require the assessment outline to be amended (e.g. deleting a planned assessment task and re-weighting all other tasks), students must be informed and provided with the amended assessment outline.

If the course requires small group moderation (see sub-section 3.8) then the partner schools must use the same assessment outline and use marking methods that will ensure student marks are on the same scale.

6.6 Assessment Policy

Thornlie's Assessment Policy can be found in Appendix section of this handbook.

6.7 Homework Policy

Thornlie's Homework Policy can be found in Appendix section of this handbook.

6.8 System Testing

6.8.1 National Assessment Program (NAPLAN)

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. It has been an everyday part of the school calendar since 2008.

NAPLAN tests the sorts of skills that are essential for every child to progress through school and life, such as reading, writing, spelling and numeracy. The assessments are undertaken nationwide, every year, in the second full week in May.

NAPLAN is made up of tests in the four areas (or 'domains') of:

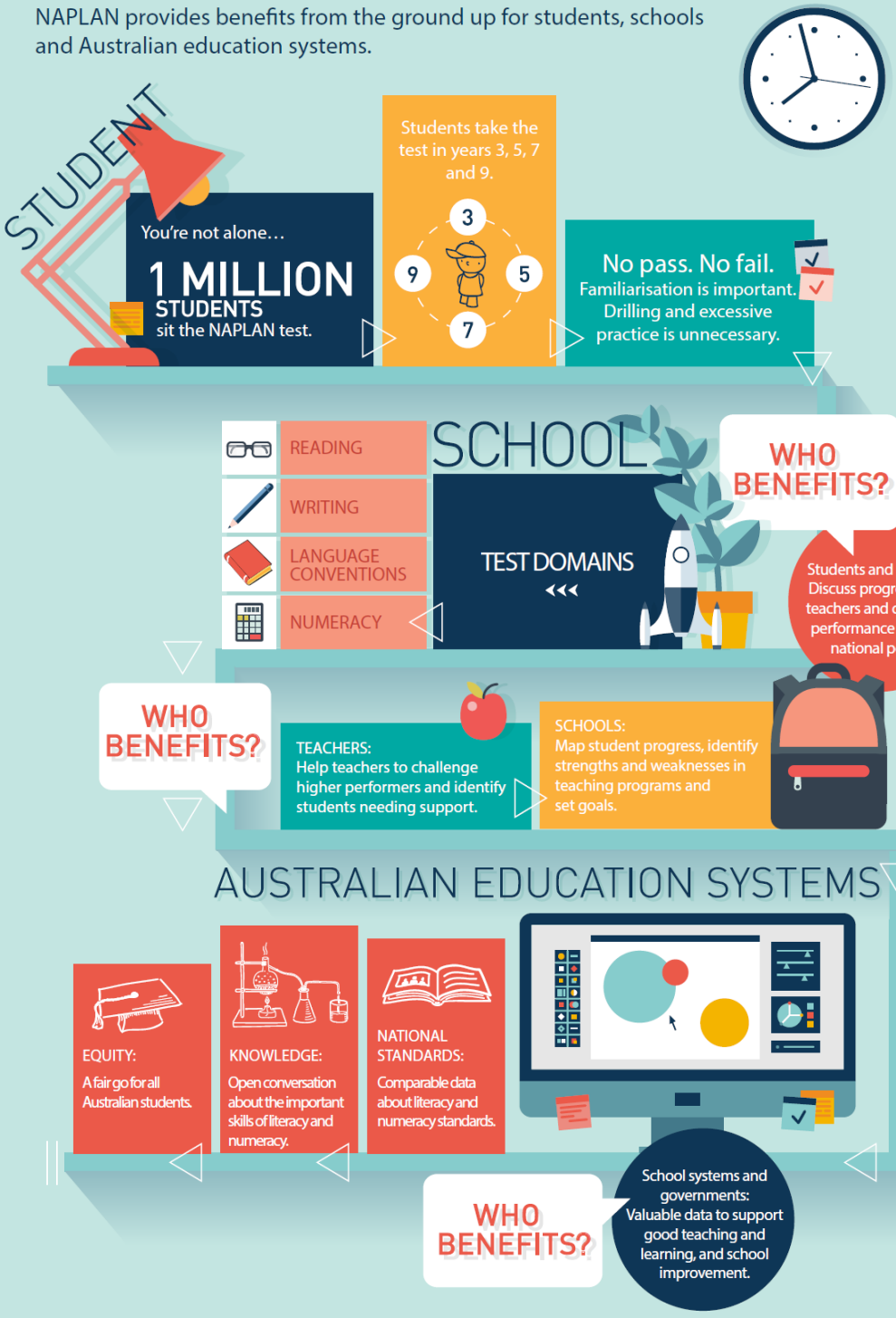
- reading
- writing
- language conventions (spelling, grammar and punctuation)
- numeracy.

NAPLAN tests skills in literacy and numeracy that are developed over time through the school curriculum.

NAPLAN

National Assessment Program – Literacy and Numeracy

NAPLAN provides benefits from the ground up for students, schools and Australian education systems.



The data and information we gain from NAPLAN drives ongoing improvement at school, state and national levels.

www.nap.edu.au

acara AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY

6.8.2 Online Literacy and Numeracy (OLNA)

What is the purpose of OLNA?
OLNA provides students with opportunities to demonstrate the minimum Literacy and Numeracy standard required for WACE attainment. OLNA also helps identify students at risk of not demonstrating the minimum standard.

What does OLNA assess?
OLNA assesses skills described in Levels 1–4 of the Australian Core Skills Framework. The skills described are those regarded as essential for individuals to meet the demands of everyday life and work.

The framework is in a multi-page PDF, which is available online at http://www.industry.gov.au/skills/AssistanceForTrainersAndPractitioners/AustralianCoreSkillsFramework/Pages/default.aspx

What is the assessment structure and format?
There are three online assessment components - Reading, Writing and Numeracy. The Reading and numeracy components comprise 60 multiple-choice questions; the Writing component is an extended response of up to 600 words. Students will be allowed 60 minutes for each assessment.

Each student responds to one of several equivalent versions of each assessment that are randomly delivered.

When is OLNA conducted?
OLNA is conducted in March and September each year. Below are dates for the next three rounds of testing. Alternative testing dates are not available for schools or individuals who make arrangements to undertake camps, travel, work-experience or other activities that prevent completion of the OLNA during the testing window.

2017 OLNA Dates:

Round One
Writing: 7–10 March 2017
Numeracy and Reading: 7–24 March 2017

Round Two
Writing: 4-7 September 2017
Numeracy and Reading:
- Year 10 & 11: 28 August – 22 September
- Year 12: 28 August – 15 September

The provision of broad and comprehensive teaching and learning programs is the best preparation that you can provide your students. Excessive coaching and assessment preparation is inappropriate. (SCSA website)

The Western Australian Curriculum (WAC) comprehensively covers the skills tested in the OLNA

Our school has a coaching model in place for students who are yet to achieve category 3 in any/all of the assessment components. Those in Year 10s are supported across their Learning Area work, whilst Year 11 & 12 students that have been identified are coached by a team of teachers to work towards achieving their Category 3 in the relevant components in order to qualify for WACE.

7. Enrichment

7.1 Approved Specialist Programs: Rugby

Children have the opportunity to turn their passions into dream futures through more than 110 Approved Specialist Programs at 60 schools across the State. Sports, arts, academic and applied Approved Specialist Programs give children real-world skills and a head start in reaching their career goals.

Many programs are linked to sporting and industry bodies and training organisations, allowing children to gain industry recognised qualifications. Teachers and coaches are adept at recognising and developing children's skills in their areas of interest. At Thornlie we are pleased to offer Rugby as an Approved Specialist Program.

Thornlie Senior High School has a proud history in Rugby dating back to 1991 and has been a DoE accredited Sports Specialist Rugby School since 2003. The Specialist Rugby program at Thornlie Senior High School aims to develop each student's skills, Physical fitness, abilities, aspirations and values to the highest level possible in order that they may realise their potential.

The development of personal values is strongly emphasised throughout the program. We aim to strengthen students' self-esteem, optimism and commitment to personal fulfilment. Character building qualities such as sportsmanship, personal responsibility and self-discipline are emphasised in every part of the course.

Selection will be based on physical skill levels and academic attitude. Skill tests will be conducted at the school under the supervision of coaching staff.
Successful applicants will be required to meet the following expectations:

- Participate consistently and to the best of their ability throughout their involvement in the Rugby program.
- Maintain an excellent school attendance and behaviour record.
- Develop a positive attitude towards the school's ethos.
- Maintain a positive attitude towards academic and vocational studies.

7.2 School Based Specialist Programs

7.2.1 Music

Thornlie Senior High School offers an exciting opportunity for students to explore their interest in instrumental/vocal music and performance by applying for selection into the Instrumental Music Program. We offer intensive training in all areas of music to the successful applicants, including studies in aural training, theory, arranging, song writing and music history. There is a strong emphasis on contemporary music and music industry related careers, such as sound/lighting, event management, performing, composing/arranging and recording.

Students have access to our custom-built Performing Arts Centre at the school for their performances as well as a piano keyboard lab, practice rooms and a variety of equipment and instruments that we provide for students to use in class time to enhance the teaching-learning program.

<u>Student Selection and Application</u>
To be accepted into the Instrumental Music Program, applicants must satisfy the following criteria:

- Willingness to participate in all facets of the program, including weekly lesson, weekly large ensemble rehearsals and musical performances as required.
- Enthusiasm and aptitude for music – students must complete a brief musical aptitude listening test.
- Ability to meet the requirements of the program
    - Student must come out of timetabled classes to participate in lessons and should be able to commit to daily practice time on their instrument/voice, and be keeping a music practice journal
- Participate in a brief interview and audition with the music coordinator
- Sign the Instrumental Program Agreement Contract.

7.2.2 Netball

The Netball Academy at Thornlie Senior High School provides students with an opportunity to combine sporting excellence and academic achievement. Students are encouraged to continue in the development of skills, physical fitness and aspirations, with an emphasis placed on individuals to strive for and achieve personal best.

Opportunities for players:

- Students will be provided with opportunities to compete in SSWA competitions and Specialist Netball Carnivals.
- Development of skills through specialist coaching and clinics
- Fitness and Training
- Coaching and Umpiring accreditations
- Development of coaching and umpiring with juniors
- Opportunity to travel Interstate and complete in the Gold Coast Netball Tournament

Selection Criteria:
Students are selected to represent Thornlie Senior High School in the Netball Academy after completing the appropriate Application Stages-

1. Applicants complete a Thornlie SHS Netball Academy Application Form and return it to the school.
2. Selection Trials—Fitness and Skills Assessment will be carried out under the supervision of qualified staff and member/s of Southern Districts Netball Association.
3. Academic Reports and References will be considered

Continued involvement in the program will require students to;

- Participate consistently and to the best of their ability within the program throughout the year.
- Maintain excellent school attendance and behaviour records
- Maintain a positive attitude towards academic studies.
- Maintain an affiliation with a Netball WA Club

7.2.3 Academic Challenge & Excellence

Students accepted into the Academic Challenge Program are encouraged to excel in their area of academic talent. The program aims to foster both the academic and personal development of talented students within a caring environment. Students are regularly challenged as a result of extended and enriched learning opportunities in the academic learning areas, Mathematics, English, Humanities and Social Science and Science.

Participation in the program commences at Year 7, and given satisfactory progress, students may be invited to continue with the program through to the completion of Year 10.Students may be accepted into the program in one or more of the following subjects: English, Mathematics , Humanities and Social Science or Science. In the remaining learning areas they combine with other students to access their chosen subjects as per their Subject Selection Form.

Specialist teachers for the program are selected to deliver the curriculum as is expected of all Year 7 classes. However these teachers will create a stimulating learning environment and enhance the regular curriculum using their specialist knowledge to add breadth and accelerate student learning.

The school and teachers within the program have high expectations of students offered places in this program, with their commitment, behaviour and progress being closely monitored. The school expects students and their parents to uphold its policies and philosophy and strive to enhance the good reputation of Thornlie Senior High School in the community.

Selection Criteria
The number of students invited to participate in the Academic Challenge Program is limited. Students are selected through a progressive and comprehensive process. There are three main stages:

a) Applicants complete an Academic Challenge Program Application Form. This includes a form for the students to complete. One confidential for parents/guardians to complete and a form reference from the applicant's current school should be completed and returned.
b) Applicants complete testing relating to ability. All testing will be conducted at Thornlie Senior High School.
c) Current reports and available NAPLAN data will be used to confirm the final selection of students for inclusion in the Thornlie Senior High School Academic Challenge Program.

7.3 Incursion/Excursion Process

- **All incursion/excursion proposal & application forms must be submitted to the Senior Staff Meeting <u>at least two (2) weeks prior</u> to the excursion.**
- **Failure to follow the correct procedure will likely result in your excursion being refused.**

Below is a checklist designed to assist staff in organising and conducing an Educational Excursion or Incursion. This checklist is based on the Department of Education Excursion Policy and Procedures effective 4th February 2014. Our schools excursion policies have most recently been revised in August 2016.

All forms mentioned below can be found on the shared drive in the following location:

S:\AdminShared\All Staff\Excursions

Once at this location choose the folder which relates to your type of excursion (eg. Day Excursion, Over Night Camp).

STEP ONE: FORM 1A

- Complete FORM 1A thoroughly, ensuring you have **completed all sections and all required signatures**
- Place in/excursion on Senior Staff Meeting Agenda (this needs to be done **at least 2 weeks in advance**), and ensure Excursion paperwork is placed in Excursions Tray for it to be presented at Meeting
- If Excursion is approved proceed to STEP TWO (or proceed to STEP THREE for incursions)

STEP TWO: FORM 1B & 1C

- Complete FORM 1B, filling in all details that are applicable to your excursion
- Refer to the 'Excursion Guidelines' to ensure all required procedures are adhered to appropriately
- Principal to sign forms 1B and 1C
- *Any changes or amendments at any stage should be sent back through to your cost centre manager*

STEP THREE: FORM 1D

- Complete FORM 1D, listing all students who are to attend incursion/excursion. Submit to Student Services.
- Forms 1A, 1B, 1C & 1D should be submitted to Relief Coordinator ASAP, but at least one week prior to the excursion

STEP FOUR: COMMUNICATION

- **At least 1 week** prior to incursion/excursion, email staff details of the activity with a list of attendees
- <u>All teachers attending incursion/excursion to complete relief forms and submit to Relief Coordinator.</u>
- Relief Lessons must be completed and left in each teacher's pigeon hole.
- Make arrangements with Reception for use of a school mobile if necessary.

STEP FIVE: INFORMATION & CONSENT FORMS

- Complete both Parent Notification and Parent Consent Forms, (and Water-based Excursions form if appropriate) these forms are to be given to students along with 'Student Health Care Summary
- Please ensure that you adhere to the format set out on the proforma, to ensure uniform correspondence from the school. **A copy of all forms are to be left with the Finance Officer**

STEP SIX: FINAL PLANS

- Take a photocopy of all completed Permission Forms and Health Summaries, and leave originals with Finance Officer. Revise forms for any potential health or personal issues.
- Ensure that your copy of all forms are taken on excursion.
- Collect School Mobile (if required) as well as First Aid Kit and other requirements from the Health Centre.
- On day of incursion/excursion, confirm student attendance with Student Services (Phone: 9376 2165)

ENJOY YOUR EXCURSION

NOTE:

- Students may require Form 4 (Administration of Medication) for those needing medication administered.
- Form 5 may be required if volunteers are assisting an external provider and they are exempt from having a Working with Children Check

8. Appendix: Policy Documents

Appendix: Policies

- Assessment
- Bullying
- Communicating with your School
- Excursions
- Homework
- Late to School
- Mobile Phone
- Smoking
- Uniform

THORNLIE SENIOR HIGH SCHOOL

Senior Secondary Assessment Policy 2017

This policy is provided to all senior secondary students at Thornlie Senior High School and is based on School Curriculum and Standards Authority (Authority) requirements.

All Year 11 and year 12 students are enrolled in a combination of ATAR, General, Foundation and Australian Qualifications Framework(AQF) Certificates. Students gain credit for the WACE by completing an AQF qualification at Certificate II or Certificate III level. Students who complete the requirements of Workplace Learning also gain credit for the WACE.

Thornlie Senior High School is a Registered Training Organisation (RTO). All students enrolling in Certificate Courses from any training package will receive a VET Policies and Procedures booklet which outlines all RTO requirements. A separate acknowledgement form must be signed and returned to the Careers Centre by the specified date.

This policy applies to the assessment of all WACE courses.

1. Student responsibilities

It is the responsibility of the student to:

- attempt all in-class assessment tasks on the scheduled date and submit all out-of-class assessment tasks by the due date
- maintain an assessment file for each pair of units studied which contains all completed written assessment tasks and to make this file available whenever required by the school
- maintain a good record of attendance, conduct and progress (a student who is absent from a class for five lessons or more per term is deemed to be 'at risk' of not achieving the best possible result. A child enters an 'attendance risk' category once their attendance drops below 90%)
- initiate contact with teachers concerning absence from class, missed in-class assessment tasks, requests for extension of the due date for out-of-class assessment tasks and other issues pertaining to assessment

2. Teacher responsibilities

It is the responsibility of the teacher to:

- develop a teaching and learning program that appropriately delivers the current Authority syllabus for the particular pair of units
- provide students with access to a course outline and an assessment outline
- ensure that all assessment tasks are fair, valid and reliable
- provide students with timely assessment feedback and with guidance about how best to undertake future tasks
- maintain accurate records of student achievement
- meet school and external timelines for assessment and reporting
- inform students and parents of academic progress, as appropriate

3. Information provided to students

Before teaching starts the teacher will provide on Connect the following documents:

- the Authority syllabus for the pair of units which includes the grade descriptions
- a course outline for the pair of units (or unit or semester) that shows:
  - the content from the syllabus in the sequence in which it will be taught
  - the approximate time allocated to teach each section of content from the syllabus
- an assessment outline for the pair of units that includes:
  - the number of tasks to be assessed
  - the approximate timing of each assessment task (i.e. the week in which each assessment task is planned or the start week and submissions week for each out-of-class extended task)
  - the weighting for each assessment task
  - the weighting for each assessment type, as specified in the assessment table of the syllabus
  - a general description of each assessment task
  - an indication of the content covered by each assessment task.

Note: Students without internet access at home can request from their teacher a hard copy of these documents.

4. Assessing student achievement

At Thornlie Senior High School all students are enrolled in a pair of units. In each pair of units, a number of assessment tasks occur during the year including end of semester exams in all ATAR courses and an Externally Set Task for Year 12 General and Foundation courses.

Each task provides evidence of student achievement. The teacher uses the total weighted mark from all assessment tasks when assigning a grade at the completion of the pair of units.

The requirements for each assessment task will be clearly described in writing (i.e. what the student needs to do, often indicating the steps involved for extended tasks). Where appropriate, the criteria against which the task will be marked will be provided with the task.

Most tasks are completed in-class. Some courses may include tasks that are completed out-of-class (in which case, student achievement may be validated to ensure authenticity).

Some courses may include assessment tasks to be completed by a group of students. In such cases teachers will use strategies to enable them to assess the performance of each individual in the group. Typically this will be identified in the task (or task brief) provided to the students at the commencement of the task.

Where a student's disability, specific education needs or cultural beliefs will significantly affect their access to an assessment task the teacher may adjust the task in consultation with the relevant Head of Learning Area/Teacher-in-Charge responsible for the course.

School-based assessments are conducted by teachers in accordance with the school's assessment policy. At the end of a course unit, aggregate marks are used to produce a rank order of student achievement. Grade descriptors are then used to determine a grade (A-E) at the end of each course unit.

In their final WACE year, ATAR students will also receive an aggregate school mark out of 100 for each course unit.

For courses with practical (performance or production) components, a mark out of 100 may be required for each of these components.

Students are assessed in relation to the School Curriculum & Standards Authority (SCSA) assessment guidelines and awarded grades of -

A Excellent achievement
B High Achievement
C Sound achievement
D Limited Achievement
E Inadequate Achievement

5. School examinations

School examinations are included in the assessment outline for the pair of units. The weighting (i.e. proportion of the final mark) for these school-based examinations varies between courses and can be determined from the assessment outline.

A written examination will be held in all ATAR courses at the end of Semester 1 and the end of Semester 2.

A practical/performance/oral exam will also be held in those courses with a practical, performance or oral ATAR examination.

In Year 11 written examinations are typically 2.5 or 3 hours in duration.

In Year 12 all written examinations are 3 hours duration except for courses with a practical, performance or oral examination which are 2.5 hours plus a separate practical, performance or oral examination.

The examination timetable is issued to students two weeks before the start of the exam period. The examination rules are available on Connect.

If an examination contains an error or questions are based on content that is outside the syllabus, or there is a breach of security the school will:

- remove the question containing the error or that is based on content outside the syllabus, **or**
- set a new examination if there is a breach of security that affects all students, **or**
- penalise the students involved if there is a breach of security limited to only them (i.e. a mark of zero)

Where health issues or personal circumstances prevent a student from completing one or more school examinations, as for all other assessment tasks, the school will determine whether the reason is acceptable and if not acceptable the student will be given a mark of zero. If the reason is acceptable to the school an alternate date will be set or where this is not possible the student will not sit the examination and their marks for other tasks will be re-weighted.

6. Externally set task

All students enrolled in a Year 12 General or Foundation course are required to complete an externally set task (EST) for that course.

The EST is included in the assessment outline for the pair of units. This assessment task has a weighting of 15% of the final mark for the pair of units.

The EST is a 50 minute written assessment task developed by the Authority based on content from Unit 3. It is completed in class under standard test conditions.

Where a student does not complete the EST they will be required to complete the task at the first available opportunity (generally within two days of the student's return to school). If this is not until after the date that the Authority requires the school to submit the EST marks then the school will determine if the reason for non-completion is acceptable and if not acceptable the student will be allocated a mark of zero. If the reason is acceptable to the school the teacher will:

- decide on an alternate assessment task (if, in the opinion of the teacher, the task is no longer confidential), **or**
- not require the task to be completed and re-weight the student's marks for other tasks

7. Cheating, collusion and plagiarism

Students must not cheat (i.e. engage in a dishonest act to gain an unfair advantage).

All work in each individual assessment task must be the work of the student. Students are not permitted to submit for marking, as original, any work which is:

- prepared or substantively contributed to by another person (e.g. student, teacher, tutor or expert)
- copied or downloaded from the internet without acknowledging the source
- paraphrases or summarises the work of others

If a student is believed to have engaged in cheating, collusion or plagiarism, the teacher will refer the matter to the relevant head of learning area/teacher-in-charge responsible for the course. As part of this process, the student and the parent/guardian will be informed of suspected inappropriate behaviour. The student will be provided with the right of reply.

If it is demonstrated beyond reasonable doubt that a student has cheated, colluded or plagiarised, one of the following penalties will apply:

- a mark of zero for the whole assessment task, **or**
- a mark of zero for the part of the assessment task where the teacher can identify that the work is not the student's own

- a student who 'provides' their work for others to claim as their own has colluded, and so the previous two dot points will apply to them as well as to the student submitting such work.

The parent/guardian will be informed in writing of the decision made, the penalty and any further disciplinary action.

8. Security of assessment tasks

Where there is more than one class studying the same pair of units at the school, all or most, of the assessment tasks will be the same to ensure student marks are on the same scale. In such cases, to ensure that no students are unfairly advantaged, the question papers used for in-class assessment tasks will be collected at the end of the lesson and retained by the teacher until the task has been completed by all classes. In their own interests, students must not discuss the nature of the questions with students from the other classes until after all classes have completed the task. Discussion of the questions will be treated as collusion and the students will be penalised.

Where the school uses the same assessment task or exam as other schools, the task/exam and the student responses will be retained by the teacher until the task/exam has been completed by all schools.

9. Retention and disposal of student work

Students are responsible for retaining all of their marked written assessment tasks. The school will retain all non-written assessment tasks (typically as audio or video recordings or digital products). This material is required by the teacher when assigning grades at the completion of the pair of units and may be required by the Authority for moderation purposes.

To assist students, the school may establish an assessment file for each student for each course/program. The file would hold all marked written assessment tasks. Students would have access to this file for revision purposes. The school would retain the files until the marks have been accepted by the Authority. The written assessment tasks would be available to students for collection after that time. All materials not collected by the end of the school year would be securely disposed of by the school. All recorded evidence of performance for non-written assessment tasks would be deleted/erased at the end of the school year.

The school will not use the materials for any other purposes without the written permission of the student.

10. Modification of the assessment outline

If circumstances change during the teaching of a pair of units, requiring the teacher to make adjustments to scheduled assessment tasks, then students will be notified and the modified assessment outline will be placed on the school intranet.

Where a disability, special education needs or cultural beliefs has resulted in the inability of a student to complete one or more assessment tasks the assessment outline will be adjusted and provided to the student and parent/guardian.

11. Students with a disability

Students with a diagnosed disability will, where their disability, impairment or medical condition will significantly affect their access to a particular assessment task, have written and/or practical assessment tasks (including school examinations) adjusted by the teacher in consultation with the relevant head of learning area/teacher-in-charge responsible for the course. These adjustments will be consistent with those described in the Authority's *Guidelines for disability adjustments for timed assessments,* which can be accessed from the Authority website. Adjustments, depending on the individual students' education needs, can include special equipment, provision of a scribe, or additional time to complete the task.

Students who are unable to complete an assessment task because of their disability will be provided with alternative opportunities to demonstrate their knowledge, skills and understandings.

12. Completion of a pair of units

A grade (A, B, C, D or E) is assigned for each pair of units completed.

Students are required to:

- attempt all in-class assessment tasks on the scheduled date
- submit all out-of-class assessment tasks on or before the due date

If an assessment task cannot be submitted directly to the teacher it is to be submitted to the relevant head of learning area/teacher-in-charge.

Where health issues or other personal circumstances may prevent a student completing an in-class assessment task, the student (or the parent/guardian) must discuss the matter with the teacher at the earliest opportunity before the scheduled date. The school will determine whether the reason is acceptable.

Where the reason for not submitting an assessment task or attending a scheduled in-class assessment task **is acceptable** to the school the student's assessment outline will, where possible, be adjusted and a grade assigned.

- ***Students who miss an "in-school" assessment task must, by the next lesson attended, produce a medical certificate or a parental note explaining their absence****. If the reason for missing an in school assessment is considered valid by the HOD/TIC/Deputy Principal the student will not be penalised and may be permitted to complete a similar assessment task at the next convenient opportunity*
- *If a course has an assessment task such as a camp or other practical task that cannot be repeated, the student will receive a zero and parents/guardians notified immediately*
- *If a student has been provided with the opportunity to complete the assessment requirements for a course unit or subject but does not use this opportunity for reasons that are not acceptable to the school (e.g. absence on the due date of an assignment or on the day of a test, late submission of a long-term assessment task) then the student will awarded a zero mark for that assessment task*
- *Extension to due dates must be negotiated with the HOLA/TIC at least 2 school days before the due date. This negotiated due date is a final deadline after which a student will be awarded a zero (0) mark for that assessment. Extension for lateness must be covered by a medical certificate or parental notification of other serious reasons, which clearly indicate why work cannot be submitted on time prior to the due date*
- *An alternate test/task **may** be provided for students who are absent if the reason for missing an in school assessment is considered valid by the HOD/TIC/Deputy Principal*
- ***Students who do not comply with the course and assessment requirements will be issued with a Letter of Concern as soon as possible***

13. Acceptable reasons for non-completion or non-submission

The penalty for non-completion or non-submission of an assessment task will be waived if the student provides a reason which is acceptable to the school. For example:

- where sickness, injury or significant personal circumstances prevents a student attending on the day that an in-class assessment task (including school examinations and the externally set task) is scheduled
- where sickness, injury or significant personal circumstances for part or all of the period of an out-of-class assessment task prevents completion or submission by the due date.

In such cases the parent/guardian must:

- contact the school before 9.30 am on the day of the in-class assessment task or due date for submission of an out-of-class assessment **and**
- provide either a medical certificate or a letter of explanation immediately the student returns to school

Where the student provides a reason, which **is acceptable** to the school for the non-completion or non-submission of an assessment task, the teacher will:

- negotiate an adjusted due date for an out-of-class assessment task or an adjusted date for an in-class assessment task (generally, within two days of the student's return), **or**
- decide on an alternate assessment task (if, in the opinion of the teacher, the assessment is no longer confidential), **or**
- not require the task to be completed and re-weight the student's marks for other tasks (if, in the opinion of the teacher, sufficient evidence exists in the other tasks completed to meet the Authority requirements for the course and to enable a grade to be assigned)

Events that can be rescheduled are not a valid reason for non-completion or non-submission of an assessment task (e.g. sitting a driver's licence test, preparation for the school ball, family holidays). In exceptional

circumstances, the parent/guardian may negotiate with the Year Co-ordinator the development of an individual education plan. This plan will show how the missed lesson time will be compensated for and any adjustments to the assessment outline.

Where a catastrophic event (e.g. a pandemic) affects delivery of the teaching program, the completion or submission of one or more assessment tasks and/or completion of the school examination timetable, students will be advised by the school of adjustments to the task requirements and/or the assessment outline.

14. Transfer between courses and/or units

Should a student commence a pair of units late they will be at risk of being disadvantaged compared to others in the class. An application to transfer between types of courses or between courses is made through the Deputy Principal. A meeting may be held with the parent/guardian to discuss student progress and the requirements necessary for the student to be assigned a grade in the pair of units into which they wish to transfer.

At Thornlie Senior High School the deadline for student transfers in Year 11 and Year 12 is *Friday of Week 3 in Term 1,* as all courses are assessed as a pair of units. In **extenuating** circumstances a request for transfer may be considered by the Deputy Principal after this date.

AQF Certificate course are of two years duration. A student in Year 11 may transfer to another certificate before the end of week three Term One. Consultation with the RTO Manager, the Vet staff and administrators is required in these circumstances. Counselling will be aimed at achieving 'completion', and where completion is unlikely or not possible, transfers between certificate courses will be disallowed. There will be no further option of a transfer between certificates in the over the two years.
Students studying a Foundation course can transfer to a General course after the OLNA results are received from the Authority.

When a student transfers to a different course within the same subject (e.g. from English ATAR Year 11 to English General Year 11) or to a similar course (e.g. Human Biology ATAR Year 11 to Integrated Science General Year 11), the marks from completed assessment tasks will be used, where they are appropriate, for the unit into which the student is transferring. These marks may be statistically adjusted to ensure that they are on the same scale as the marks for all students in the new class.

Where additional work and/or assessment tasks are necessary to enable a grade to be assigned, the teacher will develop an individual education plan showing the work to be completed and/or an adjusted assessment outline. The plan and/or the adjusted assessment outline will be discussed with the parent/guardian and provided to the student.

15. Transfer from another school

It is the responsibility of any student who transfers into a class from the same course at another school, to provide the school with evidence of all completed assessment tasks. The Deputy Principal will contact the previous school to confirm:

- the part of the syllabus that has been taught
- the assessment tasks which have been completed
- the marks awarded for these tasks

The head of learning area/teacher-in-charge responsible for the course will:

- determine how the marks from assessment tasks at the previous school will be used
  [Note: Where necessary these marks will be statistically adjusted to ensure that they are on the same scale as those at Thornlie Senior High School.]
- determine the additional work, if any, to be completed
- determine the additional assessment tasks, if any, to be completed to enable a grade to be assigned

Where additional work and/or assessment tasks are necessary, the teacher will develop an individual education plan showing the work to be completed and/or an adjusted assessment outline. The plan and/or the adjusted assessment outline will be discussed with the parent/guardian and provided to the student.

16. Reporting student achievement

The school reports student achievement at the end of Semester 1 and at the end of Semester 2. The report provides for each course:

- a comment by the teacher
- a grade
- the percentage mark in the school-based examination (for ATAR courses)
- the percentage mark (calculated from the weighted total mark)
- certificate courses
- VET/Certificate courses report affective qualities (attitude), achievement of competencies/modules and Workplace Learning results

At the end of the year, students will be provided with a Thornlie Senior High School statement of achievement, which lists the school mark and grade for each pair of units. These are the results which will be submitted to the Authority.

All final grades are subject to approval by the Authority at the end of the year. The student (and parent/guardian) will be notified of any changes that result from the Authority's review of the student results submitted by the school.

17. Reviewing marks and grades

If a student considers that there is an issue about the delivery of the course, the marking of one or more assessment tasks or the grade assigned for a pair of units they should, in the first instance, discuss the issue with the teacher.

If an assessment issue cannot be resolved through discussion with the teacher then the student (or the parent/guardian) should approach the relevant head of learning area/teacher-in-charge responsible for the course.

The student or their parent/guardian can request, in writing, that the school conduct a formal assessment review, if they consider that the student has been disadvantaged by any of the following:

- the assessment outline does not meet the syllabus requirements
- the assessment procedures used do not conform with the school's senior secondary assessment policy
- procedural errors have occurred in the determination of the course mark and/or grade
- computational errors have occurred in the determination of the course mark

The Principal, or a nominated representative, will conduct the review. The reviewer will meet with the student and the teacher independently and prepare a written report. This report will be provided to the student and their parent/guardian.

If this review does not resolve the matter, the student (or parent/guardian) may appeal to the School Curriculum and Standards Authority using an appeal form which is available from the Deputy Principal or the Authority website. Authority representatives will then independently investigate the claim and report to the Authority's student appeal committee.

If the committee upholds a student appeal the school will make any required adjustments to the student's mark and/or grade and where required the mark and/or grade of other students and re-issue reports and/or the statement of achievement as necessary.

THORNLIE SENIOR HIGH SCHOOL

Countering Bullying Policy

Updated: February 2017

We aim to build a safe, caring environment
where people are treated with respect.

Department of Education MISSION STATEMENT

- Providing an environment where individual differences are appreciated, understood and accepted
- Promoting care, respect and tolerance in the community
- Ensuring the safety of every individual in the school

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Bullying is when an individual or group misuses power to target another individual or group to intentionally threaten or harm them on more than one occasion. This may involve verbal, physical, relational and psychological forms of bullying. Teasing or fighting between peers is not necessarily bullying.

- **Physical:** Includes repetitive low level hitting, kicking, pinching, pushing, fighting, invasion of personal space and intimidating gestures.
- **Verbal:** the repeated use of words to hurt or humiliate another individual or group. This may include mocking, name-calling, swearing, put-downs, insulting and offensive language and racist or sexist comments.
- **Relational:** this involves repeatedly ostracising others by leaving them out or convincing others to exclude or reject another individual or group, making or spreading rumours and sharing or threatening to share another's personal information.
- **Emotional/Psychological:** Includes repeated stalking, threats or implied threats, unwanted email or text messaging, and threats to a individual's reputation and sense of safety.
- **Cyber Bullying:** Involves the use of information and communication technologies such as email, text messages, instant messaging and websites to engage in bullying.

Bullying is any behaviour intended to threaten, frighten, hurt, or injure another person in such a way that the person feels unable to do anything about it

Thornlie Senior High School believes that every student has the right to a safe, supportive and caring environment. This includes the right to experience positive and respectful relationships between members of the school community.

Bullying is an issue, which can have serious short and long-term effects and is not tolerated at Thornlie Senior High School.

The school has developed clear processes for preventing bullying and for dealing with episodes of bullying that may occur. The following strategies aim to create a school atmosphere where it is accepted by all that bullying has no place.

Prevention Strategies

- Universal whole-school approach and policy that involves a multi-faceted approach to bullying.
- Increasing the awareness of bullying in the school community through assemblies, newsletters, guest speakers, special programs and Homerooms.
- Effective classroom and behaviour management strategies.
- The promotion of a positive school environment that provides safety, security and support and promotes positive relations and well-being.
- Encouragement and skill development for all students (and bystanders) to respond negatively to bullying behaviour and support to students being bullied.
- Peer Support Program for Year 7 students focussing on positive peer relationships and bullying prevention.
- Teacher Professional Learning and in-service opportunities to up skill staff.
- Student Service support and case management for identified students.

Staff, parents and students each can play a role in maintaining the restorative and solution-focused approaches to bullying at Thornlie Senior High School.
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For Staff this means:

- modelling appropriate behaviour for students;
- teaching co-operative learning, play skills and conflict resolution skills;
- actively supervising to minimise opportunities for bullying and being observant to signs of distress and suspected incidents of bullying;
- intervening to assist students being bullied by removing sources of distress and supporting students who speak out;
- consulting with students to identify issues which give rise to concerns; and
- reporting all incidents and suspected incidents.

For Students this means:

- refusing to be involved in any bullying situation;
- if appropriate, taking some form of preventative action;
- supporting friends who may have been bullied; and
- reporting all incidents or suspected incidents.

For Parents this means:

- being appropriate role models;
- encouraging your child to report bullying incidents and, if possible, allow the child to respond effectively;
- informing the school if bullying is suspected;
- not encouraging your child to retaliate;
- communicating to your child that parental involvement is appropriate;
- being willing to attend interviews at school if your child is involved in a bullying incident; and
- being willing to inform the school of any cases of suspected bullying even if your child is not directly affected.

The school processes for dealing with bullying have been designed to protect the health and safety of all school community members.

1. All episodes of bullying will be referred to the relevant Year Coordinator, who will use a "Shared Concern" and or "Restorative" approach to address the issue. This means the Year Coordinator will:
   - Investigate and interview all relevant parties;
   - Convene a meeting with the students involved, including bully, bystanders and the colluders;
   - Explain the problem in terms of how the bullied student has been made to feel;
   - Attribute no blame, but encourage all involved to share the responsibility for the event;
   - Give the students the responsibility for solving the problem by sharing ideas on how to assist the bullied student feel better and how to prevent similar events from happening again; and
   - Call a follow-up meeting in approximately one week to check that the issue has been successfully resolved.
2. Where students fail to respond to these approaches behaviour management sanctions may need to be implemented. This may include parent interviews, detention and suspension from school.

Bullying is a form of harassment

Possible signs of bullying

Reluctance to come to school

- Frightened to walk to and from school
- Wanting to be driven to and from school
- Changing their route to school
- Wanting to change schools

Loss of self-confidence

- Becoming withdrawn
- Refusing to say what is wrong
- Difficulty in making and keeping friends

Declining academic performance

- Drop in school levels
- Being late to class
- Refusing to work in a particular group, or sitting next to a particular person
- Easily distracted in class

Referrals and Information Services

- www.bullyingnoway.gov.au
- www.cybersmartkids.com.au
- www.kidshelp.com.au
- www.lifeline.org.au

Parenting WA Line: 1800 654 432
Kids Help Line: 1800 551 800
Lifeline: 131 114

THORNLIE SENIOR HIGH SCHOOL

Communication with your School Policy

The relationship between the home and the school
plays a very important part in a child's education.

For a child's learning to be successful, he or she needs the support of both home and school working in partnership. Three-way communication is a critical factor in this partnership as children, parents and teachers need to feel confident there are processes that encourage positive communication to take place with each other.

As parents, you are the first and primary teachers of your child and have a substantial influence on the way in which your child approaches learning. Teachers are responsible for the more formal aspects of a child's learning and successful teaching builds on the home experiences of the child.

The most effective learning and teaching take place when there is an active and positive partnership between home and school as you, the parents, have an intimate and special knowledge of the factors that may affect your child's learning.

In developing a positive partnership between home and school, it is important that your child, his/her parents and teachers communicate with each other in a timely and appropriate manner to address any issues or areas of concern, or opportunities for commendation.

Your child is a member of Thornlie Senior High School's learning and teaching community and not all learning takes place in the classroom. A large senior high school such as ours is representative of the cross-section of the society within which we live and the day-to-day issues with which we deal. Good communication between school and home can make a positive contribution to the ongoing social, emotional, communication and negotiation skills your child learns and practises within the school community every day.

This policy outlines the steps you, the parents of our students, can take to raise an issue of concern, offer a compliment or to make a commendation, make an enquiry or a suggestion, express an idea or opinion or generally to have your say. What we wish for our children is for them to "learn their way to a successful future".

Thornlie Senior High School values the comments of parents and welcomes any feedback you may have.

To assist parents in contacting the school, we have developed the Thornlie Senior High School Feedback Form. This can be filled out at any time you wish to make a suggestion, make an enquiry, pay a compliment or raise a concern. All comments received on our Feedback Form will be responded to.

Students may complete this form, but parents must sign it to acknowledge they have read and discussed the issue with their child.

Important Notes

- The school and parents should work together in partnership to support the best interests of their children.
- Parents are encouraged to take a proactive and supportive role in the school. This can be done through supporting our P&C, School Council or by participating in a variety of other parent programs, ie. canteen helper or school volunteer program.

- It is essential that parents make appointments to see members of staff at school. Our office has procedures in place to assist in making appointments. Our phone number is 9376 2100 and the office is normally attended from 8.00 a.m. and 4.00 p.m. on school days. Outside office hours a message can be left on our answering machine. Your call will be returned the next day.

- At any stage in this process, parents always are welcome to have someone to accompany them to any meeting as support. We also are happy to provide an interpreter service should one be required.

Paying Compliments

There is nothing quite as motivating or rewarding as receiving a compliment. When a parent, student or community member compliments one of our staff members, it helps us recognise that person appropriately.

Making an Enquiry or Suggestion

We welcome and encourage you to contact the school when ever you need to make an enquiry, to clarify a situation, or to pass on any useful suggestions or ideas.
The Feedback Form is ideal for this purpose.

Raising a concern: Steps for parents to take:

Step 1- Review and Clarify
You should discuss the issues with your child, ensuring that you have as much information as possible. You may then be able to solve the problem by providing your child with appropriate advice or direction. If this is not successful or appropriate, you should quickly move to Step 2.

Step 2 - Teacher Contact
Where you have an ongoing concern regarding your child in a class, you should always discuss this with the teacher concerned. This can be done via phone, email, text, letter or Connect. If more information is required, an appointment can be made by phoning 9376 2100.

Step 3 - Head of Learning Area/Year Coordinator Contact
Where the situation is not satisfactorily resolved, the teacher's Head of Learning Area or Year Coordinator can be contacted for a discussion or appointment. Where there still is an unsatisfactory outcome, Step 4 should immediately be followed.

Step 4 – Administration
Should the problem not be in the classroom, or steps 1-3 do not resolve the problem, you should make an appointment with a Deputy Principal. Issues of a very serious nature are referred to the Principal

Step 5 – South Metropolitan Educational Regional Office
If the issue remains unresolved, contact
Coordinator of Regional Operations
South Metropolitan Regional Education Office
Phone: (08) 9336 9563
You will be provided with advice and suggestions
as to what further action you can take.

THORNLIE SENIOR HIGH SCHOOL

Homework Policy

Rationale:
At high school, the completion of set homework and assignment work by students becomes increasingly important. Not only does this work consolidate and reinforce what is taught in the classroom, but it also affects the student's assessment for a particular unit of work. Homework may also be given to extend the student beyond what was taught or to provide remediation. It gives an opportunity for research and to complete unfinished work.

Purpose: To establish a procedure to identify homework and provide support structures to assist students to complete homework goals.

Broad Guidelines:
Homework is of three types.

1. ***Homework:*** Completing work not finished in the classroom; preparation for the next day by making sure that all equipment is in good order and ready; questions about work that is not understood are prepared for the appropriate teacher; pre-reading and writing short summaries. Teachers will allocate specific homework on a regular basis. Students will be given a date to complete and submit this. This homework may include research and answering questions, doing specific exercises from text books or attempting worksheets.

2. ***Assignment Work*:** While working through units, students may be given assignment work. Ample time will be allocated for the completion of this work. Assignment work will often extend the student beyond work taught in the classroom and students may be given opportunities to do some research work in the library during school time if required. Deadlines should be strictly adhered to. If a senior student cannot complete a homework assignment, test or exam, the school needs to be notified as soon as possible and a medical certificate is usually required in case of illness. Penalties are enforced for late non-legitimate handing in of assignments.

3. ***Home Study*:** In order to gain the most out of time spent doing formal schoolwork, students need to develop a good understanding of concepts taught in all subject areas. Maximum understanding is reached if students regularly read through and write out these concepts in their own words. All students need to have a regular program of study and a homework study timetable should be prepared as indicated in the homework notebook. Recommended homework and study times for students who wish to do well are also outlined in this page.Students should work out a homework timetable in conjunction with their parents and teachers.

Study should be regular and concentrated. Where a student has difficulty with a concept or an area of work, he or she must arrange to see the teacher for help. The student should continue to ask for help until a good understanding has been reached. Teachers will make every effort to ensure that this is the case. Where students regularly fail to complete homework, parents will be informed via Letter of Concern.

Recommended amount of study – 5 nights per week	
Year 7	1 hour
Year 8	1 hour
Year 9	1 ½ hours
Year 10	2 hours
Year 11	2 ½ hours per night
Year 12	3 hours per night

THORNLIE SENIOR HIGH SCHOOL

Late to School Policy

Punctuality is an important facet of our personal makeup, and a facet we promote with TSHS students with a view to engage them appropriately with each subject and maximize their learning opportunities.

The **Late to School** Policy aims to:

- Promote punctuality as a worthwhile and valuable personal trait
- Maximise learning opportunities by minimising late arrivals and disruptions to lessons.

A **Late to School** offence refers to:

- Arriving to the first lesson of the day after the bell at 08:45am, more than once in a defined school week.
- The student does not have legitimate claim to a SMS, phone call or email, or produce a note that authorises the repeat Late Arrivals (absences) from their parent/guardian.

Late To School PROCEDURES

Thornlie Senior High School has established the following procedures for students involved in **Late to School** offences (as defined above.)

Student Name: _____

FIRST Offence **Date:**	• SS Staff interview student and discusses further consequences for repeat offences. • Reprimand given with a clear warning about repeat offences. • Letter sent home regarding **Late to School** offences.
SECOND Offence **Date:**	• SS Staff interview student and administers **Lunch Detention** for this second offence • Reprimand given with a clear warning about repeat offences • Letter sent home regarding **Late to School** offences
THIRD Offence **Date:**	• SS Staff interview student and administers **After School Detention.** • Letter sent home regarding **Late to School** offences.
SUBSEQUENT Offences **Date:**	• Student is allocated **'Eco-Management Duties'** in the After School Detention timeslot **OR** complete identified tasks for **Catch-up** of missed lesson time in the After School Detention timeslot. (cleaning up the yard or cleaning up on missed lesson tasks)
Case by Case	• Students lose their **'Good Standing'** within the school, resulting in losing privileges related to reward excursions, school representation in sports and Arts events, and other non- timetabled events on the school roster.

Student Services Staff: _____ Date: _____

THORNLIE SENIOR HIGH SCHOOL

Mobile Phone Policy

At Thornlie Senior High School students are not permitted to use their mobile phones unless permitted by their teachers. Use at breaks is restricted to music and non-communicative uses. SMS and voice calls not permitted. Videoing of others is not permitted. Arrangements can be made by parents/guardians for the phone to be left at Student Services during the day for safe keeping. There is no need for students to access family and friends during school time. Any necessary emergency contact is made to parents from administration or student services.

Use of Phones at School

The school recognises that there are times when it is appropriate and useful for students to have access to a mobile phone – for example:

- To contact parents in emergencies outside school hours.
- To confirm or change arrangements made to pick up a child from music rehearsals, or sports practice outside school hours.
- Security when travelling to and from school and / or part time work commitments.
- School work, as allowed and defined by school staff.

Non-Compliance

The following process will be followed with students who disobey the school's policy on mobile phones.

1. First Offence

The phone/device will be confiscated, secured at Student Services, student name logged and the phone/device can be collected by the student at the end of the day. A letter will be forwarded to parents/guardians warning of further consequences.

2. Second Offence

As for Step 1, except that the phone/device will only be returned to a parent/guardian and cannot be collected by the student. The confiscated item can be collected by parents from the Front Office. **Student privileges may be restricted or withdrawn.**

3. Subsequent Offence/s

As for step 2, except that the student will also be suspended from school for one day.

Please Note: ***Devices that enable students to access social media ie. Facebook etc and SMS applications while at school will fall under the umbrella of this policy.***

THORNLIE SENIOR HIGH SCHOOL

Smoking Policy

Thornlie Senior High School is committed to providing and maintaining safe and healthy working and learning environments for all staff, students and visitors.

Smoking is prohibited within the school buildings and grounds at Thornlie Senior High School as per the Department of Education's *Smoking in the Workplace* policy.

The school's smoking policy aims to:

- Establish and maintain a smoke free environment for staff, students and visitors. **Students are not permitted to be involved in smoking incidents in any area of the school property or at any school related activity or function.**
- Educate students about the harmful effects of smoking and passive smoking.
- Provide consequences for students involved in smoking incidents.

A smoking incident refers to:

- Being with other smokers.
- Possessing smoking implements (e.g. cigarettes, tobacco, lighters, matches, pipes, etc).
- A student smoking.

STUDENT SMOKING INCIDENT PROCEDURES

Thornlie Senior High School has established the following procedures for students involved in smoking incidents.

Staff report smoking incidents to the Manager of Student Services with details which must include: • Names of student/s involved • Date and place of incident	
FIRST INCIDENT	• Manager Student Services interviews student and discusses further consequences for repeat offences. • Reprimand given with a clear warning about repeat offences. • Letter sent home regarding Smoking Offence.
SECOND INCIDENT	• Manager Student Services interviews student and discusses further consequences for repeat offences. • Complete a lunchtime detention, along with completion of education package (whilst in detention). • Letter sent home regarding Smoking Offence.
THIRD INCIDENT	• Manager Student Services interviews student and discusses further consequences for repeat offences. • Compulsory counselling session with the School Nurse. • Letter sent home - Suspension from school for one day.
SUBSEQUENT INCIDENTS	• Referred to Deputy Principal - Welfare. • Further internal or external suspension from school. • Letter sent home - Suspension from school for one day. Students may be banned from all school functions and activities.

THORNLIE SENIOR HIGH SCHOOL

Uniform Policy

The schools uniform requirements, including headwear, footwear and other aspects of personal presentation were developed in consultation with students, parents/guardians and staff. The Thornlie Senior High School Council has endorsed these uniform requirements for all students attending the school.

Secondary school students are required to wear a school uniform and meet the dress standards of the school.

The Council and the school community believe a school uniform:

- Fosters and enhances the public image of the school within its community
- Develops students' sense of belonging to the school community
- Provides an opportunity to build school spirit
- Promotes a sense of inclusiveness, non-discrimination and equal opportunity
- Enhances the health and safety of students when involved in school activities
- Increases the personal safety of students and staff by allowing easier identification of visitors and potential intruders to the school
- Prepares students for work, as many work places have dress and safety codes.

Enrolment and Acceptance of Uniform Policy
Acceptance of enrolment at the school is deemed as an agreement between the parent/guardian, enrolling student and school that the student will comply with the School Uniform Policy.

School Uniform Requirements

Students in Years 7 - 12

- ✓ Thornlie SHS navy blue polo shirt with logo
- ✓ Thornlie SHS navy blue unisex shorts or track pants
- ✓ Thornlie SHS navy blue zip jacket
- ✓ Thornlie SHS leavers' jacket with logo (Year 12 only). Note: Only jackets with school logos are suitable. Plain, 'un-logo'ed' items do not meet dress code.

Physical Education

- ✓ Thornlie SHS physical education royal blue polo shirt with white panel and logo
- ✓ Thornlie SHS plain black shorts
- ✓ Students must change for Physical Education and wear appropriate sports shoes. Hats and SPF 30+ sunscreen should be worn outdoors.

Footwear

- ✓ Any covered and closed, low heeled shoes e.g. leather lace up school shoes or joggers,
- ✓ with navy or white socks and navy blue stockings for girls
- ✓ NOTE: Thongs, health sandals, Ugg boots, light fabric canvass shoes, slip-ons, high heels,
- ✓ fashion shoes and similar are NOT acceptable footwear.

Headgear

- ✓ Protective headgear e.g. peaked caps, preferably in school colours
- ✓ Beanies, Hoodies and similar are NOT to be worn to school

NOTE: Denim is NOT part of the uniform and is not be worn to school.
All clothing must be clean, tidy and in good repair.

Non-Compliance
Students who do not meet the uniform requirements will:

- Be required to change into appropriate clothing supplied by the school.
- Be denied the opportunity to represent their school at official school activities, which include sporting and social events.
- Have their parents contacted to seek their assistance/support in meeting the requirements of the school Uniform Policy.

IN UNIFORM, IN CLASS

Availability of School Clothing
Thornlie SHS school clothing can be purchased from the UNIFORMCONCEPTS store in Willetton.
This arrangement has many advantages and enables parents great access, customer service and stock levels. It will be especially beneficial for working parents who will be able to purchase uniform inside and outside of normal school hours.

School uniform is compulsory in all public schools. After consultation with student representatives, parents and the wider community, a range of school uniform items was determined.

Students and families are aware of our requirements before accepting enrolment at our school.

Students dressed in full school uniform are all part of the public image which is so important to a school. They are the face we present to the community.

It is in all our interests to ensure our school maintains a high profile and a positive image in the community.

If families face financial difficulties in regards to uniform, the school can assist through the student assistance scheme. All enquiries to the Principal are confidential.

All items of school uniform are available at the school's Uniform Shop (except for school shoes).

The Uniform Shop is operated by an external provider – Uniform Concepts. Located at 3/9 Yampi Way, Willeton. It is open on Monday – Friday 9am – 5pm (Thursday 6pm) & Saturday 9am – 1pm.

THORNLIE SENIOR HIGH SCHOOL

Student Behaviour Policy

CURRENTLY UNDER REVIEW

A Whole School Approach

This policy has been developed in consultation with our school community and is reviewed annually.

Rationale

The Student Behaviour Policy at Thornlie Senior High School is designed to promote a caring school environment and positive relationships between staff and students. The whole school approach provides support for teachers and students to resolve problems and modify inappropriate behaviors.

The whole school approach to Behaviour Management aims to:

1. Develop a caring school community in which:
   - Every student has the right to learn without disruption from others.
   - Every teacher has the right to teach without disruption from others.
   - Everyone is courteous, cooperative and respectful towards one another.
   - Everyone is responsible for maintaining a clean, safe school environment.
2. Provide a consistent approach to behaviour management throughout the whole school.
3. Be preventative in nature.
4. Focuses on early intervention.
5. Promote pro-social behaviour, student wellbeing and the development of self-discipline.
5. Encourage the school community to accept responsibility for their own actions.
6. Ensure that when a conflict arises a problem solving, restorative approach is adopted which demonstrates procedural fairness:
   - The teacher acts fairly, independently and provides reasons for their decisions.
   - The student affected by the decision and others are given an opportunity to be heard.
   - Parents are contacted and consulted.
7. Provide a support system for the classroom teacher and students.
8. Acknowledge and consider diversity and cultural differences when responding to student behaviour.
9. Promote the importance of resilience and wellbeing in staff and students.
10. Outlines procedures for the management of ongoing or serious misbehavior.
11. Maintain comprehensive Behaviour Management records and related issues.

Rights and Responsibilities

All members of the school community have the RIGHT to:

- Be treated with courtesy and respect.
- Work in and enjoy a safe, inclusive, secure and clean environment.
- Teach and learn without disruption.
- Have their property and personal possessions respected.
- Be proud of their achievements.

All members of the school community have a RESPONSIBILITY to:

- Show respect and courtesy to others.
- Keep our environment safe, secure and clean.
- Ensure there is no disruption to another person's teaching/learning environment.
- Develop their potential and assist others in doing the same.
- Ensure that their actions will always bring credit to our school community.
- Respect the property of staff, students, school and the community (at all times).

School Code of Behaviour

All members of the school community have a responsibility to:

- Be punctual, prepared and well presented for all classes.
- Display respect and courtesy.
- Work responsibly and diligently on all activities.
- Respect personal possessions and school property.
- Maintain a neat and orderly school environment.
- Promote a caring, safe, inclusive and friendly environment.

Roles and Responsibilities

Classroom Teacher

- Create a positive classroom environment and reinforce appropriate behaviour by encouragement, reward and praise (e.g. use Letter of Commendation and House Points).
- Be conversant with and implement classroom management practices and instructional strategies that reflect current good practice as per the Classroom Management Strategies (CMS) professional learning program.
  Classroom Management - A Thinking and Caring Approach by Barrie Bennett and Peter Smilanich is a valuable resource for staff – copies are available in each Learning Area and the Library).
- Be aware of the School Code of Behaviour, Rights and Responsibilities and display them in the classroom.
- Allow students the opportunity to participate in the formulation of the classroom rules. These rules should complement all of the stated rights of the school community.
- Follow up and follow through on behaviour management issues.
- Be familiar with relevant Learning Area Policy on managing behaviour and use it.
- Be consistent in approach and fair in the application of behavioural consequences.
- Focus on the student's behaviour rather than the student's personality.
- Place emphasis on the resolution of difficulties and conflict.

Possible strategies for the teacher when dealing with discipline infringements:

- Discuss problem.
- Use Working it Out sheet.
- Use in class isolation or out of class isolation.
- Detention (lunchtime) or other disciplinary action appropriate to the offence.
- Seek background information from Student File, School Information System (SIS) records, School Psychologist, School Nurse, Year Coordinator, Student Services Manager or Deputy - Welfare.
- Contact parent via Letter of Concern, phone, email, SMS or Connect if necessary.
- If despite these actions there is no resolution or the problem continues, refer to the Head of Learning Area (HOLA) or Teacher in Charge (TIC).

Documentation

- **Whenever there are behavioural incidents or problems requiring resolution or a student has been withdrawn from class a Letter of Concern must be completed.** These provide a history of behaviour, which is useful for many purposes. Letter of Concern pads are distributed to all teaching staff at the beginning of the school year. Spare pads are available from the Front Office.
- If the classroom teacher has dealt with the problem, he or she completes a Letter of Concern to record breaches of the rules, records the action taken, and forwards all copies (except teacher copy which remains in pad) to the School Officer in Student Services who will record data on SIS, post parent copy and distribute as appropriate.

Head of Learning Area (HOLA) / Teacher in Charge (TIC)

- Provide support for teachers in managing student behaviour within their Learning Area.
- Ensure that if specific learning area behaviour management procedures are required that they are consistent with the overall school approach. These need to have been developed using a participative decision-making processes.
- Monitor Letters of Concern and other behaviour management documentation and discuss related issues with staff and students involved. Implement appropriate consequences to modify the student/s behaviour.
- Encourage and monitor the correct use of behaviour management documents within their learning area.
- Work with teachers to develop strategies to overcome classroom student management problems.
- Coordinate subject withdrawal within their learning area or other learning areas. **Parents must be contacted via Letter of Concern, phone, email, SMS or Connect.**
- Ensure students are provided with adequate supervision and class work whilst on subject withdrawal.
- Negotiate with teacher and student to resolve conflict enabling the student to return to timetabled class **within four periods**.

A student cannot be withdrawn from any class or classes
for more than four consecutive periods or a week of classes for a particular subject.

Possible strategies for HOLA's/TIC's when supporting their staff in managing student behaviour:

- All of the strategies previously listed for classroom teachers.
- Interview student (teacher and parent if necessary).
- Examine and monitor student's work.
- Apply detention (lunch or after school) or other disciplinary action appropriate to the offence.
- Withdraw student from class by placing him/her in a rostered classroom (subject withdrawal) with work to complete.
- Ensure that a Working it Out sheet is completed by the student before he/she is permitted to return to the normal class.
- If despite these actions there is no resolution or the problem continues, refer the student to the Student Services Manager and complete all documentation as indicated above.

Year Coordinators

- Provide support for classroom teachers and Student Services Manager in managing the behaviour of students.
- Counsel students from a pastoral care point of view, establishing reasons for inappropriate behaviours and promoting positive behaviours.
- Maintain contact and communicate with parents of students causing concern.
- Ensure all documentation is completed correctly, distributed and filed.
- Liaise with external agencies and Student Services personnel regarding student issues, as appropriate.

Possible strategies for Year Coordinators when supporting staff in managing student behaviour:

- All of the strategies previously listed for classroom teachers, HOLA's/TIC's.
- Suspend a student from school in consultation with the Student Services Manager and/or Deputy – Welfare for any severe breach of discipline, and ensure the relevant documentation is completed.

Student Services Manager

- Provide support for classroom teachers, HOD's/TIC's and Deputies in managing the behaviour of students.
- Counsel students from a pastoral care point of view, establishing reasons for inappropriate behaviours and promoting positive behaviours.
- Maintain contact and communicate with parents of students causing concern.
- Ensure all documentation is completed correctly, distributed and filed.
- Liaise with relevant external agencies, Deputy Principal - Welfare and other Student Services personnel regarding student issues, as appropriate.
- Arrange Case Conferences for Students at Education Risk as required.
- Assist staff to develop class and individual behaviour plans for Students at Education Risk.

Possible strategies for Student Services Manager when supporting staff in managing student behaviour:

- All of the strategies previously listed for classroom teachers, HOLA's/TIC's and Year Coordinators.
- Initiate Interim Reports and forward results to teachers concerned and parents.
- Place student on Student Behaviour Card after interviewing him or her.
- Inform the relevant Deputy if the Interim Report shows widespread misbehaviour.
- Meet with all of a student's teachers to discuss positive strategies that will help a student to modify his/her behaviour, and set up an Individual Behaviour Plan (IBP) if necessary.
- Suspend a student from school for any severe breach of discipline, and ensure the relevant documentation is completed.
- If despite these actions there is no resolution or the problem continues, refer the student to the relevant Deputy, completing the documentation as indicated above.

Student Services Team (Psychologist, Chaplain, Nurse, AIEO)

- Provide support to staff in managing student behaviour.
- Monitor policies and procedures relating to:
  - student attendance,
  - pastoral care,
  - academic performance and
  - behavioural issues.
- Work collaboratively with the Student Services Manager and Year Coordinators regarding individual student needs.

School Psychologist

- Provide support to staff and parents in developing a positive school environment and managing student behaviour.
- Provide support to students and parents in modifying and managing behaviour and in the development of Individual Behaviour Plans.
- Assist with case management of Students at Education Risk.
- Liaise with parents and outside agencies as appropriate.

Possible strategies for the School Psychologist when supporting staff in managing student behaviour:

- Attend Case Conferences for Students at Education Risk as requested.
- Assist staff to devise class and individual behaviour plans for Students at Education Risk.
- Provide counselling for students as required.
- Support and counsel parents as required.

Deputy Principals

- Promote a positive, inclusive and safe school environment.
- Co-ordinate and facilitate the implementation of Thornlie SHS's Student Behaviour Policy and procedures.
- Ensure the school's Student Behavior Policy and processes are consistent with the Department of Education Training and Curriculum Council guidelines and policies.
- Provide information on Behaviour Management Policy and procedures to students, staff and parents as required.
- Ensure the smooth running of the Student Behaviour Policy and procedures in the school.
- Provide support for classroom teachers, HOLA's and TIC's.
- Maintain and evaluate records of student behaviour via SIS.
- Liaise with Regional Office and outside agencies as appropriate.
- Liaise with the Principal.

Possible strategies for Deputy's when supporting staff in managing student behaviour:

- All of the strategies previously listed for classroom teachers, HOLA's/TIC's, Student Services Manager and Year Coordinators.
- Place student on in school suspension, detention and notify parents of this action.
- Suspend a student from school for any severe breach of discipline, and ensure the relevant documentation is completed.
- Convene Case Conferences for individual students and write detailed reports about their behaviour as required.
- Manage end-of-line behaviour management strategies.
- Liaise with Regional Office and external agencies on behavior management issues.

Principal

- Provide leadership using a consultative process to ensure the school's Student Behaviour Policy is developed and reviewed annually.
- Ensure the policy is consistent with the key principles and other requirements as outlined by Department of Education – Student Behaviour Policy.
- Monitor the implementation of the policy and its impact on teaching and learning across the school.
- Ensure staff are well supported to implement effective behaviour management strategies.
- Provide regular professional learning opportunities for staff to assist them with their day to day role within the school.
- Ensure relevant records of behavioral interventions are maintained.
- Recommend a student for exclusion in accordance with the Department of Education and Training's Behaviour Management in Schools Policy.

School Officers

- Enter behaviour management information onto SIS to record breaches of the policy and action taken.
- Enter positive behaviour, awards and certificate recipients onto SIS.

Parents

- Participate in the development of the school's Student Behaviour Policy.
- Support the school by ensuring their children actively engage in the teaching and learning programs organised by the school.
- Work in partnership with school staff to address any concerns regarding their child's behaviour.
- Share responsibility for shaping their children's understanding about acceptable behaviour at school.
- Ensure relevant issues in their children's lives that may impact on their education are communicated to school the relevant school staff.
- Support the implementation of the school Student Behaviour Policy and the school's approach to countering bullying.

Students

- Provide input into the school's Student Behaviour Policy using agreed processes.
- Actively participating in the learning process at school and while on school activities.
- Behave in a manner that meets school and community expectations.
- Demonstrate self-management skills and behaving responsibly while contributing to the shared goals of the school community.

All Staff: Procedures for Parent/Caregiver Contact

Staff are encouraged to maximise their contact with parents/caregivers. It is important that the efforts of students are recognised and acknowledged and parents/caregivers are informed of their child's progress. Letters of Concern / Commendation, Interim Reports, phone contact, SMS, email, Connect, acknowledgement slips and scheduling parent/caregiver interviews are just some means of improving staff/parent/caregiver relationships.

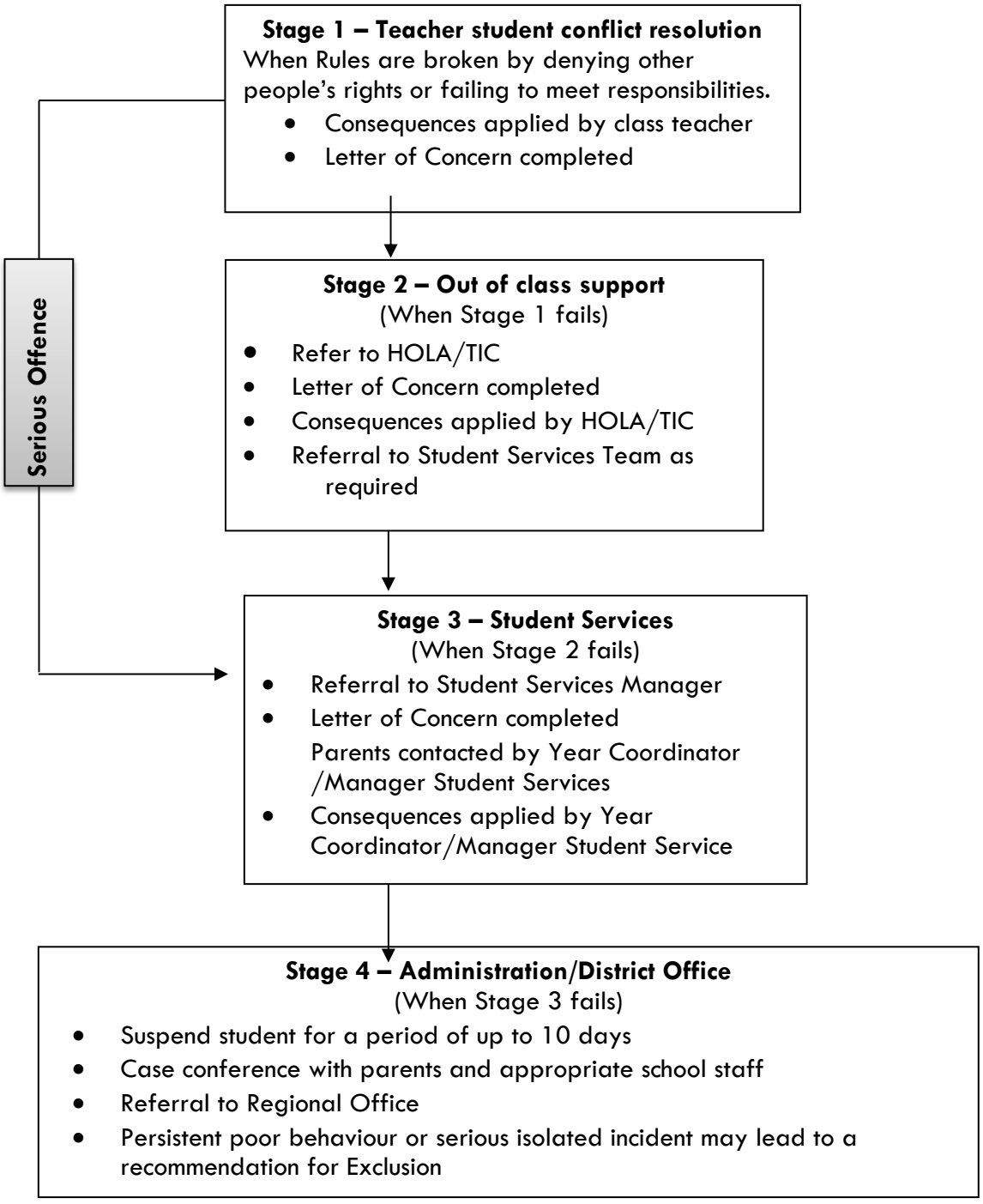
Staff must contact parents when a child's disruptive behaviour is adversely affecting the learning of that child or others in the class.

Staff are reminded that they can call on other school personnel (HOLA's, TIC's, Manager Student Services, Year Coordinators and other Student Services personnel, Deputies, and the Principal) to assist with interviews and parent/caregiver contact. Student Services personnel have considerable formal and informal contact with parents/caregivers and are available to advise and assist teachers.

The ability of the teacher and all school staff to prevent and respond to student misbehaviour will determine whether or not meaningful classroom learning will, in effect, occur.

Behaviour Management Flowchart

The Student Behaviour Policy at Thornlie Senior High School is designed to promote a caring environment and positive relationships between staff and students. The whole school approach provides support for students and teachers to resolve problems and change inappropriate behaviours.



Please note that:

1. When a student does not respond to classroom consequences a **Letter of Concern must be completed.**
2. Student Services personnel should be involved as appropriate
3. Communication with parents at all stages is essential.

Student Behaviour Plan

This document outlines the Student Behaviour Plan which operates at Thornlie Senior High School. It explains the school's responsibilities, student responsibilities and how parents can help both their children and the school. We believe it is important for a strong partnership between the school and families be established and nurtured to assist with each child's development.

The purpose of the plan is to:

1. Provide a safe and enjoyable working environment for students and staff.
2. Ensure students accept responsibility for their own behaviour.
3. Modify unacceptable behaviour which affects a student's ability to learn and adversely affects others in the school.

We hope that this document helps all who are part of the Thornlie Senior High School community to understand the plan and through this to enhance student learning.

To help students understand what is expected of them at Thornlie SHS we have a Code of Behaviour and a set of school rules. The Code of Behaviour is on display in each classroom in the school. All staff and students are guided by our school classroom policy:

- ✓ Be punctual, prepared for and well presented for all classes
- ✓ Display respect and courtesy
- ✓ Work responsibly and diligently on all activities
- ✓ Respect personal possessions and school property
- ✓ Maintain a neat and orderly school environment
- ✓ Promote a caring, safe, inclusive and friendly environment

SCHOOL RULES	
EXPECTATIONS	***CONSEQUENCES***
YOU are expected to:	**The result of your behaviour will be:**
11. Follow teachers instructions at all times	1.1 Apology. 1.2 Referral to HOLA/TIC, Manager. Student Services
12. Behave appropriately in class, the school grounds and while travelling to and from school.	2.1 Work it out with your teacher. 2.2 Letter of Concern/parent contact. 2.3 Isolation from class. 2.4 Detention. 2.5 In school or out of school suspension. 2.6 Community service.
13. Come to class fully prepared to work.	3.1 Catch up on work in own time. 3.2 Parent contact via Letter of Concern.
14. Wear school uniform as outlined in school policy.	4.1 Lunchtime/after school detention. 4.2 Change into appropriate clothing at Student Services. 4.3 Parent contact. 4.4 Withdrawal of privileges.
15. Smoking, drinking alcohol or involvement with illegal drugs is not permitted by students at school or at any school function.	5.1 Smoking and drinking alcohol: Confiscation. Parents advised. Detention and/or Suspension. No tolerance. 5.2 Illegal drugs: ▪ Parents informed. Police contacted. Suspension. No tolerance.
16. a. Not eat, drink (water excluded) or chew in class without permission b. Not be in a classroom without permission	6.1 a. Food or drink confiscated. Detention b. Lunch duty.
17. Keep the school environment safe and clean.	7.1 Clean up. 7.2 Yard duty/detention.
18. Not vandalise or damage the school environment.	8.1 Repair and rectify the damage. Payment may be required where appropriate. 8.2 Detention and/or Suspension if damage is deliberate.
19. Not steal or interfere with others belongings. This includes school property and materials.	9.1 Parents advised. 9.2 Relevant authorities contacted if necessary. 9.3 Detention and/or Suspension.
20. Sign out in Student Services if you are leaving the school during the day and receive a Leave Pass. You must have a note from your parents explaining you absence from school.	10.1 Parents Advised. 10.2 Detention an/or suspension.

Stages		The School's Responsibilities	Student Responsibilities	How Parents Can Help
Establish Acceptable Student Behaviour and Positive Working Relationships		• Define acceptable behaviour through school rules and classroom policy. • Establish consequences for students who choose to break school rules and behave in an unacceptable manner eg. parent contact, detention, community service, loss of privileges and so on. • Be consistent in dealing with students. Discuss the problem. • Encourage a positive attitude to school by acknowledging appropriate behaviour. • Treat all students with respect and offer praise and encouragement where appropriate. • Reward positive behaviour: - House Points - Letters of Commendation - Certificates for Academic/Sporting or other achievements - Mentoring opportunities - Extra-curricula activities/excursions - Representing the school in sporting/academic events	• Know and understand classroom rules, Code of Behaviour and the consequences of breaking them. • Try to behave in an acceptable manner by making the right choices. • Treat your fellow students and staff with respect and consideration for their feelings. • Follow instructions given by teachers. • Avoid the type of behaviour and influences that may prevent you from achieving your goals • Be prepared to discuss the problem with your teacher(s) and change the behaviour that is unacceptable. • Let your teachers or school know of any problems you might be having in or out of school. We have lots of people that can help you.	• Be aware of the school's Student Management Policy and be supportive. • Encourage the setting of goals so that there is a sense of purpose. Keep in touch. • Encourage acceptable behaviour. • Praise positive incentives achieved, i.e. Letter of Commendation, Certificates, Awards, House Points etc. • Make a point of getting to know the teachers. • If there are issues at home which are likely to affect a child's well being please let the school know. This information will be treated in confidence.
Stage 1	Teacher Student Conflict Resolution	• The teacher discusses the problem with the student to resolve it. Consequences are applied such as lunch and/or after school detention. • After fair warning and reasonable efforts, completed Letter of Concern completed, posted home, placed on student file and in SIS.	• Be prepared to discuss unacceptable behaviour with the teacher concerned. • Accept the consequences of your actions. The unacceptable behaviour was your choice.	• Be alert to problems arising at school. • Contact the school to seek clarification of behaviour incidents as needed. • Realise that the unacceptable behaviour has been occurring for some time. • Discuss with your child their behaviour and likely consequences.
Stage 2	Out of Class Support	• If situation from Stage 1 is unresolved or ongoing, HOLA/TIC arranges for learning area isolation for a maximum of four periods (no longer than 1 week from any Learning Area). • HOLA/TIC will be involved at this stage. • Letter of Concern completed, posted home, placed on student file and in SIS. • Student and teacher to complete a Working it Out Contract. • Contact parents by phone if necessary. • Refer to Student Services staff (School Psychologist, Chaplain, Year Coordinator) as appropriate via Student Services Manager: • Consequences applied such as lunch and/or after school detention.	• Continue to work with your teacher to solve the problem • Complete a Working it Out Contract. Try hard to stick to it. • Catch up on work missed while withdrawn. • Discuss the problem with your parents honestly and openly. • Seek help to discuss problem with school support staff eg, School Chaplain, Year Coordinator, Manager Student Services and School Psychologist. • Accept consequences as applied.	• Respond to the school's contact by talking about the problem. • Help to establish what aspects of behaviour are unacceptable. • Encourage "catching up" on work missed during withdrawal.
Stage 3	Administrative Support	• If situation from Stage 2 is unresolved or ongoing, referral by HOLA/TIC to the Manager Student Services . • Letter of Concern completed, posted home, placed on student file and in SIS. • Student may be placed on daily Behaviour Monitoring Sheet. • Develop Individual Behaviour Plan for student. • Loss of privileges. • Parents contacted by the Manager Student Services, Year Coordinator or Deputy - Welfare. • Student completes Working it Out Contract. • If situation is ongoing an in-school or out of school suspension will result. • Parents informed of intention to suspend student. • Arrange a Case Conference between student, parent(s) and Manager Student Services on return to school.	• Think about the reasons for being isolated from class and try to identify the behaviour that you must change. • Consider your goals. Is your behaviour stopping you from achieving them? • Catch up on missed work. • Be honest with yourself when you complete your contract and accept all the help offered when you talk to the teachers concerned. • Discuss the situation with your parents. • Work with the school psychologist to find ways of changing the unacceptable behaviour. • Realise that your situation is serious and that you are at risk of not achieving your goals. • Catch up on work missed while on suspension. • Realise that suspension means that you are not able to attend school during this time. • Complete the Suspension Contract and meet the requirements of the daily Behaviour Monitoring Sheet.	• Keep in touch with the situation. Try to establish why the problem is continuing. • Offer suggestions on how to deal with the problem. • Be prepared for contact with the school. • Discuss goals. Reinforce the notion that the unacceptable behaviour is interfering with the achievement of goals. • Insist that work missed is made up. • Talk about the Suspension Contract. Focus on obligations that must be met. • Establish and support strategies that encourage modification of behaviour. • Identify outside influences that may be encouraging poor behaviour eg. lack of sleep, an over emphasis on social activities and so on. • Treat suspension seriously. • Attend a meeting at school when the suspension is completed. • Continue reinforcing acceptable behaviour.
Stage 4	Administrative/ District Office Support	• Suspend student for period of up to 10 days. • Students suspended for 3 more consecutive days or with more that 5 days total will be provided with schoolwork to be completed during the suspension period. • Arrange a review meeting after the suspension with Deputy – Welfare and or Student Services Manager, Parent, student and Student Services personnel. • Student and parent complete a Suspension Contract and student is placed on a Daily Behaviour Monitoring Sheet. • Notify Regional Office personnel of further behaviour incidents. • Inform student and parent's persistent poor behaviour or a serious isolated incident may lead to a recommendation for an exclusion order.	• Follow the re-entry process. Catch up on work missed. • Use all the help available. It is not too late to change. • Think about your goals. How can you achieve them while not at school? • Attend a review meeting after your suspension with the Manager Student Services.	• Discuss goals and the purpose of schooling. • Look for new ways of dealing with the problem such as establishing consequences for further suspensions and rewards for no suspensions. • See the school psychologist for help. • Attend Case Management and review meetings as requested.
	Student Modifies His/Her Behaviour at Any Level	• Praise the student for efforts in modifying unacceptable behaviour and encourage continuation of this effort. • Reward students with: - House Points, negotiated rewards, etc - Letter of Commendation	• Congratulate yourself on changing your behaviour. You have created the opportunity. • Be proud of your achievements. • Set future gaols for yourself.	• Offer praise and encouragement for the change in behaviour. • Maintain a friendly interest in what happens at school. • Praise your child's achievements.

Checklist for Teaching Staff

Have You ……..

- ❑ Discussed your classroom expectations with your class?
- ❑ Clearly published your classroom rules and the behaviour management structure/program applying to your classroom?
- ❑ Checked to see when the misbehaviour occurs – morning, before lunch, afternoon, continually? Is there any pattern of misbehaviour?
- ❑ Checked to see what the student is actually doing to concern you? Be specific in describing the misbehaviour.
- ❑ Check to see that the content being taught is appropriate to the student?
- ❑ Thought about modifying your program?
- ❑ Considered whether your consequences are fair and reasonable and whether you're able to consistently enforce them?
- ❑ Considered whether your punishments are fair and reasonable and whether you're able to consistently enforce them?
- ❑ Considered positive reinforcements/rewards to promote success? ie. Letter of Commendation, House Points
- ❑ Thought about modifying your behaviour?
- ❑ Considered cultural or other special factors?
- ❑ Isolated the students in class or moved them close to your table?
- ❑ Changed the physical seating arrangement of the students?
- ❑ Considered that a less pleasant activity is more likely to be completed when followed by a pleasant activity?
- ❑ Sent home a Letter of Concern? Phoned the parents?
- ❑ Followed the School Behaviour Management Plan correctly (note importance of parent contact).
- ❑ Planned lessons to suit the time of day if possible i.e. "heavy" lessons in the morning?
- ❑ Planned for students to be successfully on task?
- ❑ Provided specific feedback regarding your students' behaviour?
- ❑ Considered presenting information through a variety of formats and catered for different learning styles?

Letter of Concern Procedures

1. The Letter of Concern is in a triplicate carbon format and is to be distributed as follows:
   - Pink Parent
   - White Student Services
   - Green Class Teacher (remains in book)
2. Ensure this cardboard leaf is under the green copy before completing the form.
3. Complete the Letter of Concern using a **ballpoint pen**.
   - Please add additional information in the spaces provided
   - *ie. Homework/Assignment – student has failed to complete homework and assignment 2.*
4. After completion hand to your HOLA/TIC for signing and then forward the top two copies (pink and white) to Student Services.
5. The School Officer in Student Services will post home the pink copy to the parent/guardian and forward the white copy to the relevant Year Coordinator.
6. Details of the Letter of Concern will be recorded on SIS by the Student Services School Officer

Staff are in need of a Letter of Concern book/pad has are to please contact the front office for a new one. Staff transferring to another school or on leave should hand their book to their HOD or TIC so it may be accessed by incoming staff.

Reward and Recognition Incentives

All staff encourage positive student attitude to school by acknowledging effort, achievement and appropriate behaviour. This applies to senior school and lower school students.

Staff	Praise students for consistent effort, academic achievement and improved behaviour. • Praise and encouragement • Student House Points Reward • Letter of Commendation • Certificates of Achievement/Recognition • Classroom incentives/privileges • Representing the school in sporting/academic events • Camps and field trips • House/Home Room reward excursions
Year Coordinators and **Student Services**	• Student of the Month • Attendance Champions • Extra-curricular activities and reward excursions
Principal and **Deputy Principals**	• Presentations at school assemblies: • Attendance and Student of the Month certificates/prizes • Honour Certificates for academic/sporting or other achievements

REWARD POSITIVE BEHAVIOUR

Suspension Policy

The Department of Education accepts the use of student suspension and exclusion procedures as an effective behaviour management strategy for students in serious or persistent breaches of the school's code of conduct. Suspension removes the student from the school environment, reduces the opportunity for reinforcement of their behaviour and provides a period of respite between the incident and the resolution process. This provides an opportunity for students, parents, and school staff to think about the incident and behaviours, enabling a considered, positive resolution and re-entry plan. Consultation may lead to the establishment of an Individual Behaviour Management Plan if required.

Reasons for Suspension

The following behaviours are most likely to result in a period of suspension:

- Physical aggression toward staff
- Abuse, threats, harassment or intimidation of staff
- Physical aggression towards students
- Abuse, threats, harassment or intimidation of students
- Damage to or theft of property
- Violation of Code of Conduct or school/classroom rules
- Possession, use or supply of substances with restricted sale
- Possession, use or supply of illegal substance(s) or objects
- Negative behaviour - other

Imposing a Period of Suspension

- After a student has received a number of Letters of Concern and has reached stage 4 of the BMIS policy and has not modified their behaviour or has committed a serious breach of the school's Code of Conduct, they may be suspended from school.

- A formal suspension can only be decided by the Principal. However if the Principal is unavailable, the Deputy Principals, Manager of Operations, Student Services Manager and Year Coordinators have authority to suspend. Any decisions regarding suspension will be made after discussion with a member of the School's Executive Team to ensure consistency and that the student has been afforded procedural fairness.
- Students can be suspended from between 1 and 10 days depending on the type, frequency and severity of the offence.
- Prior to imposing a period of suspension the behaviour /incident must be fully investigated.
- The student/s are to be given the opportunity to respond to the behaviour/incident verbally and in writing. If a student refuses to comment or provide feedback, clearly state this on the documentation.
- During an investigation into an alleged offence, the student/s involved will most likely be withdrawn from classes. This is dependent on the nature and circumstances of the offence and is at the discretion of the investigating staff member.
- All documentation is to be completed and forwarded to the Manager of Student Services.
- When the school proposes to suspend a student the parents will be notified. The reason/s for the suspension will be made clear and the parents given the opportunity to respond and discuss possible sanctions that may be imposed. In some circumstances it may be possible to negotiate an alternative to suspension.
- Students suspended will be sent straight home after a suitable arrangement has been made between the school and the parent or person responsible for the student. Until this parent contact is made the student will remain on in-school suspension and withdrawn from normal classes.
- A copy of the Suspension Notification will be posted home, sent with the student and placed on the student's file. The school's Suspension Information brochure is to be attached to the Suspension Notification. The Suspension Notification must contain:
    - The reason for the suspension from school
    - The duration of the suspension and date that the student may return to school
    - The name of a school staff member that parents or the student can contact, and
    - Information regarding any specific conditions attached to the suspension
- During the period of suspension parents are responsible for the student and students may not enter school grounds without specific permission from the Principal.
- On return from suspension a student must return with his/her parent/guardian, unless an alternative arrangement has been made.

Education Instruction for Students Suspended from School

- Any student who is suspended from school for 3 or more consecutive school days or has accumulated 5 days suspension within the year will be provided with a package of school work to be completed during the period of suspension.
- Suspended students will be provided with the opportunity to complete assignments or assessments conducted during the period of suspension.

Return from suspension

- Students returning from suspension must be accompanied by a parent/guardian (unless an alternative arrangement has been made) and complete a satisfactory interview with Manager of Student Services or other designated staff member. The student must present in both full school uniform and be prepared for class.
- The student must submit their completed Suspension Contract Form. If the student was provided with a "suspension package" of school work this will be also be checked (and forwarded to appropriate teachers).
- **The incident or issue which led to suspension must be resolved before the child is able to resume normal classes**. At this point strategies should be implemented to prevent future re-occurrences of the behaviour/s.
- The student shall be placed on a Behaviour Card and monitored by the Student Services Manager until satisfied that the student's behaviour is acceptable and that the initial problem is resolved.

- Students who are suspended automatically lose all extra-curricular privileges (anything that is not part of the compulsory curriculum).

Suspension Review Conference

- Should a student demonstrate behaviour likely to lead to exclusion, a Case Conference will be held. The panel may include:
  - A member of school administration
  - The parent/guardian of the child
  - An appropriate community member
    - A school psychologist and/or district office representative
    - Aboriginal Education and Islander Officer and/or Aboriginal Liaison Officer in appropriate
- The purpose of this conference is to:
  - Review the child's suspension record and further develop strategies and programs to assist in the prevention of further suspensions.
  - Clearly outline to the student and parent/guardian the consequences of further negative behaviours.

Exclusion

- Exclusion is a legal process which involves prevention of a student from attending a particular school, or all schools, for a fixed period of time or permanently.
- The purpose of student exclusion is the protection of the school community. Exclusion benefits the school rather than the excluded student because it preserves the rights of others in the school community to learn, to teach or to support those who do.
- The behaviour that leads to a recommendation for an exclusion order can be either a serious isolated incident, or a persistent pattern of behaviour that has not changed despite school intervention.
- The Principal can recommend that an exclusion order be made as a consequence of student behaviour that breaches school discipline in the following ways:
  - Has threatened the safety of any person on the school premises or participating in an educational program of the school; or
  - Is likely to cause or result in damage to school or personal property; or
  - Has significantly disrupted the education instruction of other students.
- The students and parents must be notified of precisely why a recommendation for an exclusion order is being considered and be given every opportunity to show why the recommendation should not proceed.

Role of the Principal

The principal shall monitor and review all suspensions.

- Parents and students have the right of appeal regarding all suspensions.
- In exceptional circumstances the Principal may permit variation from this policy in order to ensure equity and good order in the school.

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