



Thornlie Senior High School

Staff Handbook

2020



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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

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INDEX of Staff Handbook

It is an expectation that all staff have read the Staff Handbook. It is a useful source of important information that is crucial to the effective and smooth running of the school.

- The index of the handbook is attached, so that you can locate information that is relevant to you.

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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 that reflect the social, academic and vocational needs and aspirations of each student.

Our students fulfil their aspirations working in an environment that 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 Year 7 to 12 students, helping them to identify their aspirations and to 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 aspirational study options. 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. Thornlie SHS is accredited as a Registered Training Organisation.

Supported by an active P & C and 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 those dreams and ambitions.

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 are changing and Thornlie Senior High School is changing with it.

1.3 Facilities

Thornlie Senior High School is located 16 kilometers 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 II 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 that comprise of an allocated Home Room and House.

1.4 Teaching and Learning

Thornlie Senior High School utilises a shared Teaching and Learning Framework, which guides all teaching and learning across our school and 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 school-wide priorities in Literacy and Numeracy, ICT and STEM that link to learning. Learning Areas and specific Committees explore concepts around learning and guide the development of learning in our community. The Curriculum Committee leads the way in innovation and pedagogical practices to 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 conduit in supporting other classroom teachers in the development of teaching and learning approaches linked specifically to the domain areas.

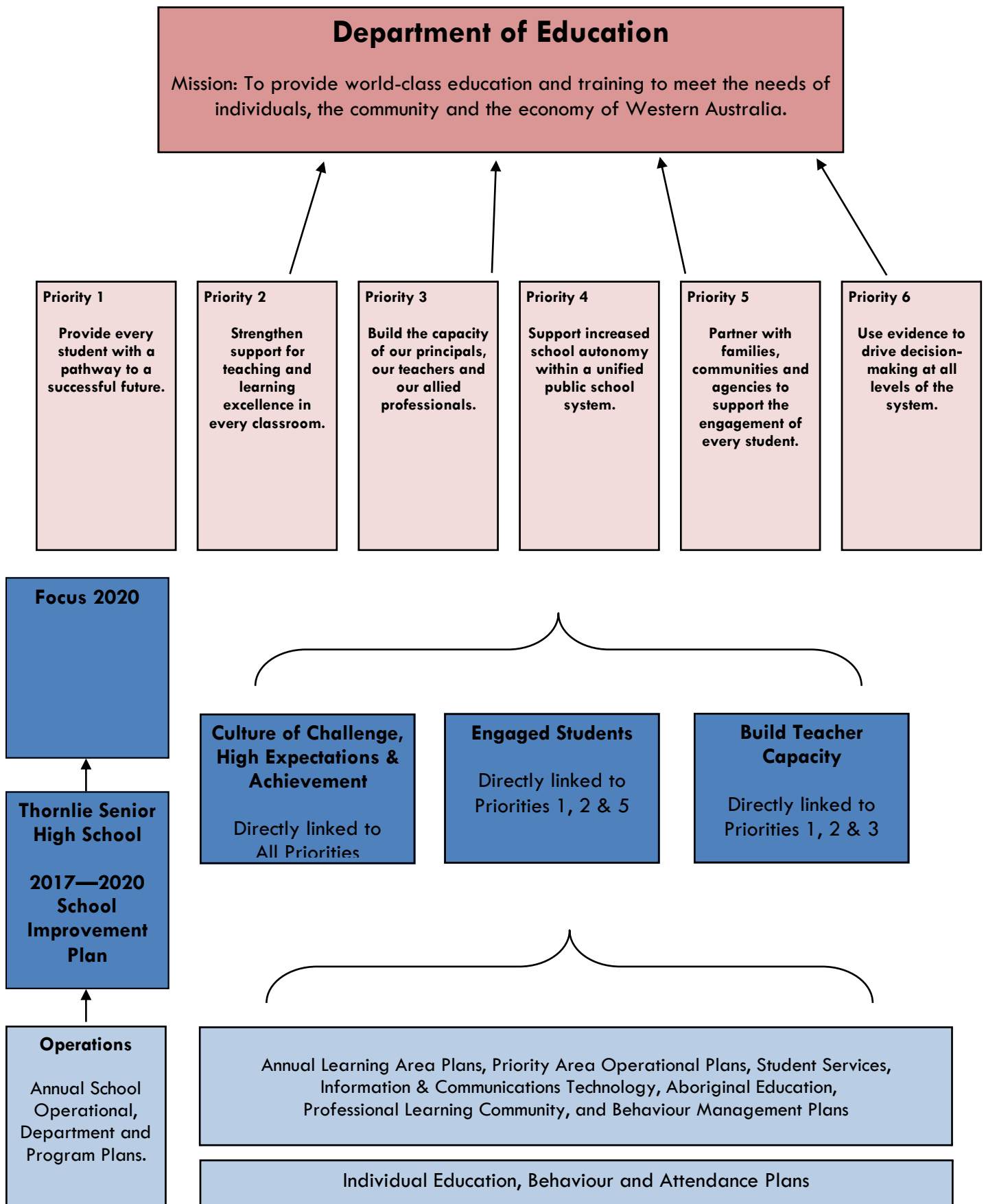
Extensive research and innovation is driven by the work of the STEM, ICT and Positive Behaviour Supports Working Parties and Committees. The recent work of the Health and Well-Being Committee ensures a high care environment for staff and students at Thornlie SHS.

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 Big Picture Academic Extension OLNA	ATAR Big Picture VET/ General Foundation OLNA	ATAR Big Picture VET/ 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 8 Course 2 Year 8 Additional support Smaller classes	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 Traineeship	ATAR General 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 2020 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 2018 to 2020

- ❖ **Develop a culture of challenge, high expectations and achievement**
- ❖ **Increase staff capacity**
- ❖ **Increase student engagement**

With the creation of our new Business Plan for 2020 and on, these priorities will soon be updated.

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 Lisa Rodgers, Director General of Education in Western Australia.

The Thornlie Senior High School Business Plan 2018 - 2020 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 Plans 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 was successfully evaluated by an Independent Review Group in 2019. 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; OLNAs; 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.
Term 1 Week 4	Semester 2 Review	Principal, Deputy Principals Manager Operations, Manager Corporate Services	Business Plan review and Annual Report
Term 1 Weeks 3 - 5	Final Performance Management 2019 Meeting and Sign off	All Staff	Review of Individual Performance Development from 2018 cycle
Term 1 Week 4	Operational Plans	Deputy Principals, HOLAs, Managers, Coordinators	1 year Operation Plans to be completed by the end of this week.
Term 1 Weeks 6 - 10	Whole School Data Review	Deputy Curriculum & Senior School	Distributed to all staff
	Performance Development 'Self-Reflection'	All Staff	Self-Reflection Meeting and previous year's data.
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 Weeks 1 - 3	Whole School Data Review	Deputy Curriculum & Senior School	Distributed to all staff
	Performance Development 'Planning' Meeting	All Staff	Individual Improvement Plans to be finalised and to align with the Business and Operational Plans
Term 2 Week 3	Whole Day Exec Review and Planning	Principal, Deputy Principals Manager of Operations, Manager 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 Years 11 & 12	Deputy Curriculum & HOLAs	LA Grades, Attendance, Behaviour, WACE 11 Data
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 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 2	Semester 1 Middle School Review	Executive Team, Deputy Curriculum & Welfare, HOLAs	Review of all Year 7 -10 grades, Attendance, Behaviour
Term 3 Week 3	Whole Day Exec Review and Planning	Principal, Deputy Principals Manager 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	HOLAs & Managers	Review available data and plan for the following year
Term 4 Week 3	Whole Day Exec Review and Planning	Principal, Deputy Principals Manager of Operations & Manager Corporate Services	Business Plan review
Term 4 Week 6	Whole School Data Review	Deputy Curriculum & Senior School	Distributed to all staff
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
2021, Term 1, Week 3-5	Final Performance Management Meeting and Sign off	All Staff	Review of Individual Performance Development