



Thornlie Senior High School

Staff Handbook 2022

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
	Original Document	Lauren Findlay	May 2017
1.0	Corrections/Update	Lauren Findlay	August 2017
1.1	Excursion Process Update	Lauren Findlay	September 2017
1.2	2018 Update <ul style="list-style-type: none"> - Excursions, Good Standing, Mobile Phone, Student Parking Policies; Performance Management, Connect Requirements, Committees. 	Lauren Findlay	16 January 2018
1.3	Performance Management <ul style="list-style-type: none"> - Addition of Level 3 & 4 Plans 	Lauren Findlay	23 January 2018
1.4	Addition of Lockdown Policy	Lauren Findlay	21 May 2018
1.5	2019 Update <ul style="list-style-type: none"> - Term dates, SDD - Priorities of Focus 2020 - School Priorities 2018 to 2020 	Paul Beecham	20 January 2019
1.6	2019 Update <ul style="list-style-type: none"> - OHS 	Paul Beecham	14 February 2019
1.7	2020 Update <ul style="list-style-type: none"> • Drug Education Policy • Staffing Update • Term dates, SDD • Priorities of Focus 2020 • School Priorities 2018 to 2020 	Paul Beecham	1 st February 2020
1.8	2021 Update <ul style="list-style-type: none"> • Drug Education Policy • Staffing Update • Term dates, SDD • Priorities of Focus 2021 • School Priorities 2021 to 2023 		
1.9	2022 Update <ul style="list-style-type: none"> • Corrections & Update 	Lori Lockyer	18 th November 2021 1 st January 2022 16 th January 2022 24 th January 2022

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.

1. Overview	6
1.1 Vision.....	6
1.2 Introduction	6
1.3 Facilities.....	7
1.4 Teaching and Learning	7
1.5 Scope and Sequence	8
1.6 School Planning Methodology	9
1.7 School Priorities	10
1.8 School Business Plan	10
1.9 Operational Plans.....	10
1.10 Review Cycle	10
2. Administration	13
2.1 Contact Details	13
2.2 School Day.....	14
2.3 Term Dates 2022	15
2.4 School Development Days for 2022.....	15
2.5 Calendar	16
2.6 School Map	20
2.7 Meeting Schedule	22
2.8 Learning Area Meeting Proforma	23
2.9 Security	24
2.10 Conference Room	25
2.11 Room Bookings and after hours use of facilities.....	25
2.12 School Uniforms.....	25
2.13 Communication.....	26
2.14 Attendance.....	27
2.15 Teacher Leave Procedures	32
2.16 Application for Leave – All Staff	34
2.17 Staff Details	37
2.18 General Information	37
2.19 Yard Duty.....	38
2.20 Register of Bus Drivers	40
2.21 Occupational Health and Safety.....	40
3. Financial & Human Resources Policy and Procedures	44
3.1 Cost Centre Managers.....	44
3.2 Purchasing and Ordering.....	44
3.3 Receipting	45
3.4 Fundraising.....	45
3.5 Camps and Excursions.....	45

3.6	Asset Resource Management	46
3.7	Insurance Claims	47
3.8	Travel Claims	47
3.9	Human Resource Procedures.....	48
3.10	Workers Compensation	49
3.11	Staff Code of Conduct	50
3.12	Use of Online Services.....	51
3.13	IT Support.....	51
4.	Organisation	53
4.1	Leadership and Communication Flowchart	53
4.2	Independent Public School	54
4.3	School Board	54
4.4	P&C Association	55
	Thornlie SHS P&C Association is formed from interested parents and community members. The committee meet once a term after a School Board Meeting. The P&C President is Mrs Michelle Manolas.....	55
4.5	Consultative Process	56
4.6	Student Services.....	57
4.7	House Structure	60
4.8	Portfolios and Responsibilities	63
4.9	Performance Development.....	69
4.10	Teacher Registration Board of WA.....	77
5.	Behaviour	80
5.1	Rationale	80
5.2	Positive Behaviour Support Plan.....	80
5.3	School Rules	80
5.4	Behaviour Management Flow Chart	81
5.5	Belief Statements	84
5.6	Countering Bullying.....	84
6.	Academic	85
6.1	Student Engagement.....	85
6.2	Meeting the Standard	85
6.3	Australian Curriculum	85
6.4	West Australian Curriculum	87
6.5	WACE Requirements	88
6.6	Assessment Policy	91
6.7	Homework Policy	91
6.8	System Testing	91
6.9	Connect	94
7.	Enrichment	95
7.1	Approved Specialist Programs: Rugby	95
7.2	School Based Specialist Programs.....	95
8.	Appendix: Policy Documents	98

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.

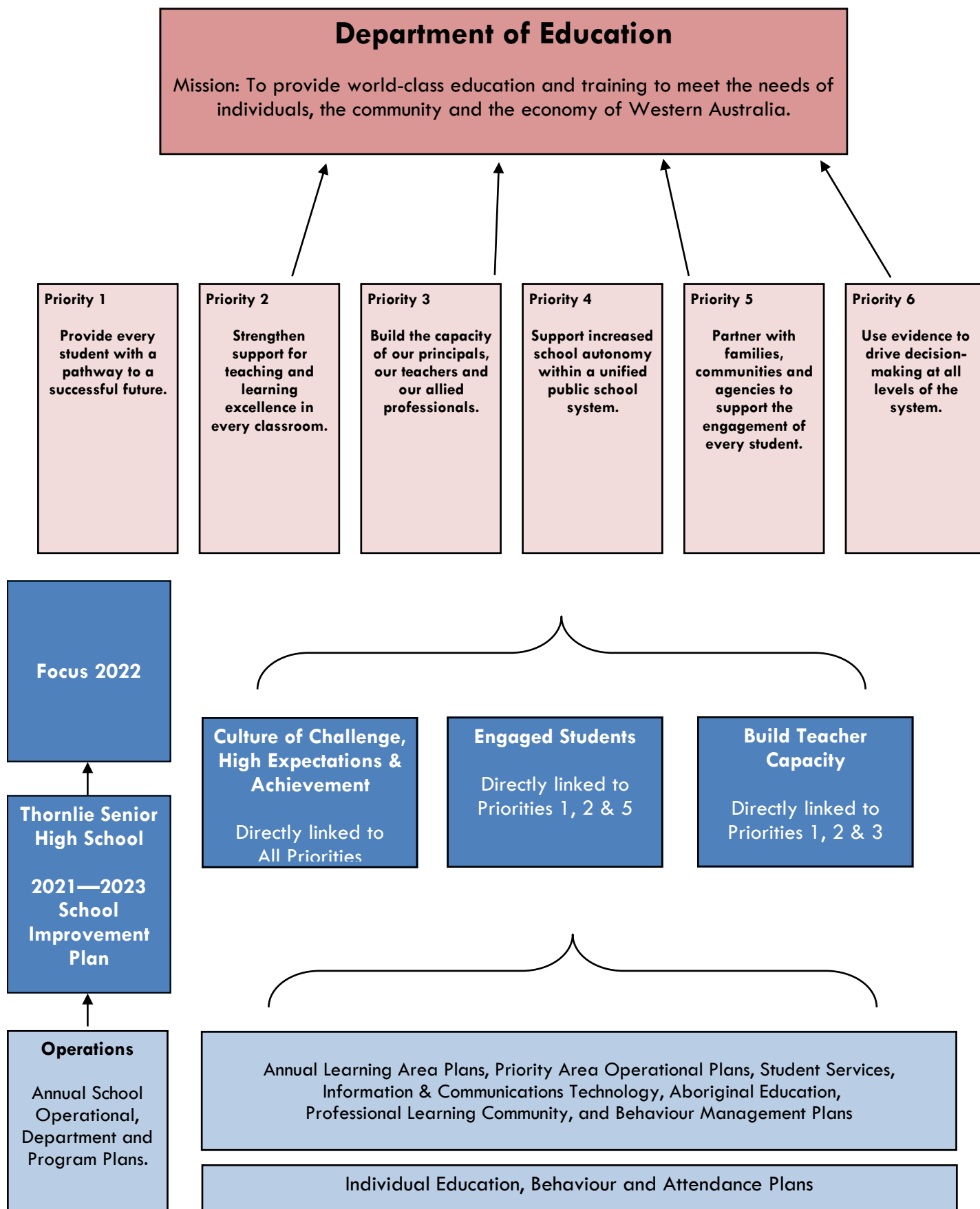
Extensive research and innovation is driven by the work of the STEM, ICT and Positive Behaviour Supports Working Parties and Committees. The recent work of the Health and Well-Being Committee ensures a high care environment for staff and students at Thornlie SHS.

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 Directions for Public Schools 2020 – 2024 and the Director General's Focus 2021 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 2021 to 2023

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

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 2021 - 2023 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 and an External School Review in 2021. 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 2	Transformational Meeting	Executive	Strategic and Operational Planning and Review
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 Week 4	Operational Plans	Deputy Principals, HOLAs, Managers, Coordinators	1 year Operation Plans to be completed by the end of this week.
Term 1 Week 5	OHI Survey opens	Principal	
Term 1 Weeks 6 - 9	Whole School Data Review	Deputy Curriculum & Senior School	Distributed to all staff
	Performance Development 'Self-Reflection' and 2020 sign-off	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 Week 7	Transformational Meeting	Executive	Strategic and Operational Planning and Review
Term 1	Review Policies required	Coordinated by Deputies with Manager Operations	All school policies have a review schedule to follow
Term 2 Week 2	Whole School Data Review	Deputy Curriculum & Senior School	Distributed to all staff
Term 2 Week 2	Transformational Meeting	Executive	Strategic and Operational Planning and Review
Term 2 Week 2	Review OHI Survey results	All staff	
Term 2 Week 3	Whole Day Exec Review and Planning	Principal, Deputy Principals MoO, MSC	Business Plan review
Term 2 Week 6	Whole School Data Review	Deputy Curriculum & Senior School	Distributed to all staff
Term 2 Week 7	Transformational Meeting	Executive	Strategic and Operational Planning and Review
Term 2 (when needed)	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

Timeframe (time that process must be completed)	Self-Assessment Process	Responsibility	Notes
Term 3 Week 2	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 2	Transformational Meeting	Executive	Strategic and Operational Planning and Review
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 Week 7	Transformational Meeting	Executive	Strategic and Operational Planning and Review
Term 3	Review Policies required	Coordinated by Deputies with Manager Operations	All school policies have a review schedule to follow
Term 4 Week 2	Whole School Data Review	Deputy Curriculum & Senior School	Distributed to all staff
Term 4 Week 2	Transformational Meeting	Executive	Strategic and Operational Planning and Review
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 Week 7	Transformational Meeting	Executive	Strategic and Operational Planning and Review
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
2022, Term 1, Week 3-5	Final Performance Management Meeting and Sign off	All Staff	Review of Individual Performance Development

2. Administration

2.1 Contact Details



2 Ovens Road, Thornlie, WA, 6108
Phone: 6235 7900
Email: Thornlie.SHS@education.wa.edu.au
Website: www.ThornlieSHS.wa.edu.au

Administration Team

Principal	Donna McDonald
Deputy Principal: Student Welfare	Glenn Henly
Deputy Principal: Senior School	David De Meo
Deputy Principal: Teaching & Learning	David Norcliffe
Manager Operations	Lori Lockyer
Manager Corporate Services	Maria Jardine

Learning Area Leaders

The Arts	Terry Austin
English & Languages	Will Bronleigh
Health & Physical Education	John Foeken
Humanities & Social Sciences	Joseph Elson
Mathematics	Mandeep Dhillon
Science	Jose Cuenca
Technologies	Steven Young
Year 7 Learning Team	Nigel Bateman

Student Services

Manager of Student Services	Gary Roberts
School Psychologist	Allison Hanshaw
School Nurses	Sue James
AIEO	Charmaine Abraham
Chaplain	Denise Head
Student Support Officer	Naomi Rigby
Learning Support Coordinator	Michelle Allard

Year Level Coordinators

Year 7 Coordinator	Nigel Bateman
Year 8 Coordinator	Rhonda Roberts
Year 9 Coordinator	Thalia Brealey
Year 10 Coordinator	Jarrad Symmans
Year 11 Coordinator	Jason Turner
Year 12 Coordinator	Seth Green

Careers & Vocational Education and Training

VET/RTO Manager	Linley Stewart
Workplace Learning Coordinator	Andrew Zambon
Career Practitioner	James Lamont

2.2 School Day

- ❖ All Periods are of 60 minutes duration.
- ❖ Recess and Lunch breaks are 30 minutes each
- ❖ The school day starts at 8:45am

	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

SSTUWA professional guidelines indicate that staff should be on school site at least 15 minutes prior/after the start and end of the school day.

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	2:50pm – 3:50pm

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 Before School Duty – 30 minutes
- ❖ 1 After School Duty – 30 minutes

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

2.3 Term Dates 2022

	Students	Teachers
Semester 1		
Term 1	Monday 31 January - Friday 8 April	Thursday 27 January - Friday 8 April
Break	Saturday 9 April – Tuesday 26 April	Saturday 9 April – Monday 25 April
Term 2	Wednesday 27 April - Friday 1 July	Tuesday 26 April - Friday 1 July
Break	Saturday 2 July – Monday 18 July	Saturday 2 July - Sunday 17 July
Semester 2		
Term 3	Tuesday 19 July - Friday 23 September	Monday 18 July - Friday 23 September
Break	Saturday 24 September – Monday 10 October	Saturday 24 September - Sunday 9 October
Term 4	Tuesday 11 October - Thursday 15 December	Monday 10 October - Friday 16 December
Break	Friday 16 December – Wednesday 1 February	Saturday 18 December - Monday 30 January

- Students start the school year on Monday 31 January 2022 and end the school year on Thursday 15 December 2022.
- There are six school development days where students do not attend:
 - 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 three days throughout the year in consultation with its school council/board and school community.
- Independent Public Schools have the flexibility to trade-off school development days (except Thursday 27 January and Friday 28 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 2022

- ❖ Thursday 27 January
- ❖ Friday 28 January
- ❖ Tuesday 26 April
- ❖ Monday 18 July
- ❖ Wednesday 3 August
- ❖ Monday 10 October
- ❖ Friday 16 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\Organisational Documents

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.

TERM 1 PLANNER - 2022

WEEK	SUN	MON	TUES	WED	THURS	FRI	SAT
0	23-Jan	24-Jan School Officers & Exec Team & Senior Staff commence	25-Jan	26-Jan Australia Day Public Holiday	27-Jan School Development Day Teaching staff & EA's commence	28-Jan School Development Day	29-Jan
1	30-Jan	31-Jan Students commence	1-Feb	2-Feb	3-Feb	4-Feb	5-Feb
2	6-Feb	7-Feb Yr12 ATAR Curtin Ahead P25	8-Feb PBS Committee	9-Feb	10-Feb STEM Committee	11-Feb Student Census data due	12-Feb
3	13-Feb	14-Feb School Board	15-Feb Curriculum Committee Academic Assembly	16-Feb General Staff Meeting	17-Feb ICT Planning Committee Yr9 Elevate P1-P2	18-Feb Yr10 Elevate P1-P2	19-Feb
4	20-Feb	21-Feb Yr11 ATAR Curtin Ahead P25	22-Feb PBS Committee	23-Feb Yr11 Big Picture Boot Camp	24-Feb STEM Committee	25-Feb Finance Committee	26-Feb
5	27-Feb	28-Feb	1-Mar Curriculum Committee	2-Mar	3-Mar ICT Planning Committee	4-Mar	5-Mar
			OLNA Writing (SCSA)		OLNA Numeracy & Reading (SCSA)		
6	6-Mar	7-Mar Labour Day Public Holiday	8-Mar PBS Committee Interim Rpt data entry open	9-Mar General Staff Meeting	10-Mar STEM Committee	11-Mar	12-Mar
			OLNA Numeracy & Reading (SCSA)				
7	13-Mar	14-Mar Yr11 Elevate P5 School Board	15-Mar Curriculum Committee	16-Mar Interim Rpt data entry closes 9am	17-Mar ICT Planning Committee	18-Mar	19-Mar
8	20-Mar	21-Mar	22-Mar PBS Committee	23-Mar Rugby Gala Day Yr 11 & 12 Parent/Teacher Interviews	24-Mar STEM Committee	25-Mar Finance Committee	26-Mar
9	27-Mar	28-Mar Yr11 ATAR Curtin Ahead Excursion	29-Mar Curriculum Committee	30-Mar	31-Mar ICT Planning Committee	1-Apr	2-Apr

			Sunset on the Green Concert				
		Year 12 Workplace Learning					
10	3-Apr	4-Apr	5-Apr PBS Committee	6-Apr Netball Aranmore Cup	7-Apr STEM Committee	8-Apr Last day of term	9-Apr
		Year 12 Workplace Learning					

TERM 2 PLANNER - 2022

WEEK	SUN	MON	TUES	WED	THURS	FRI	SAT
1	24-Apr	25-Apr ANZAC DAY	26-Apr School Development Day	27-Apr Students Resume	28-Apr ICT Planning Committee	29-Apr	30-Apr
2	1-May	2-May Yr11 Elevate P5	3-May PBS Committee	4-May	5-May STEM Committee Yr10.1 Curtin Ahead Incursion P3	6-May	7-May
3	8-May	9-May	10-May Curriculum Committee	11-May General Staff Meeting	12-May Yr10.1 Curtin Ahead Excursion All day ICT Planning Committee	13-May Finance Committee Yr7-8 Elevate P1-P2	14-May
4	15-May	16-May School Board	17-May PBS Committee	18-May	19-May STEM Committee Yr10.1 Curtin Ahead Incursion P3	20-May	21-May
5	22-May	23-May	24-May Curriculum Committee	25-May	26-May ICT Planning Committee	27-May	28-May
6	29-May	30-May	31-May PBS Committee	1-Jun	2-Jun STEM Committee	3-Jun	4-Jun
7	5-Jun	6-Jun WA DAY	7-Jun Curriculum Committee	8-Jun	9-Jun ICT Planning Committee	10-Jun Finance Committee	11-Jun
8	12-Jun	13-Jun School Board	14-Jun PBS Committee	15-Jun	16-Jun STEM Committee	17-Jun RTP data entry locked 9am	18-Jun
9	19-Jun	20-Jun	21-Jun Curriculum Committee Winter Music Showcase	22-Jun General Staff Meeting	23-Jun ICT Planning Committee	24-Jun	25-Jun
10	26-Jun	27-Jun	28-Jun PBS Committee	29-Jun	30-Jun STEM Committee	1-Jul	2-Jul

						Last day of term	
--	--	--	--	--	--	------------------	--

TERM 3 PLANNER - 2022

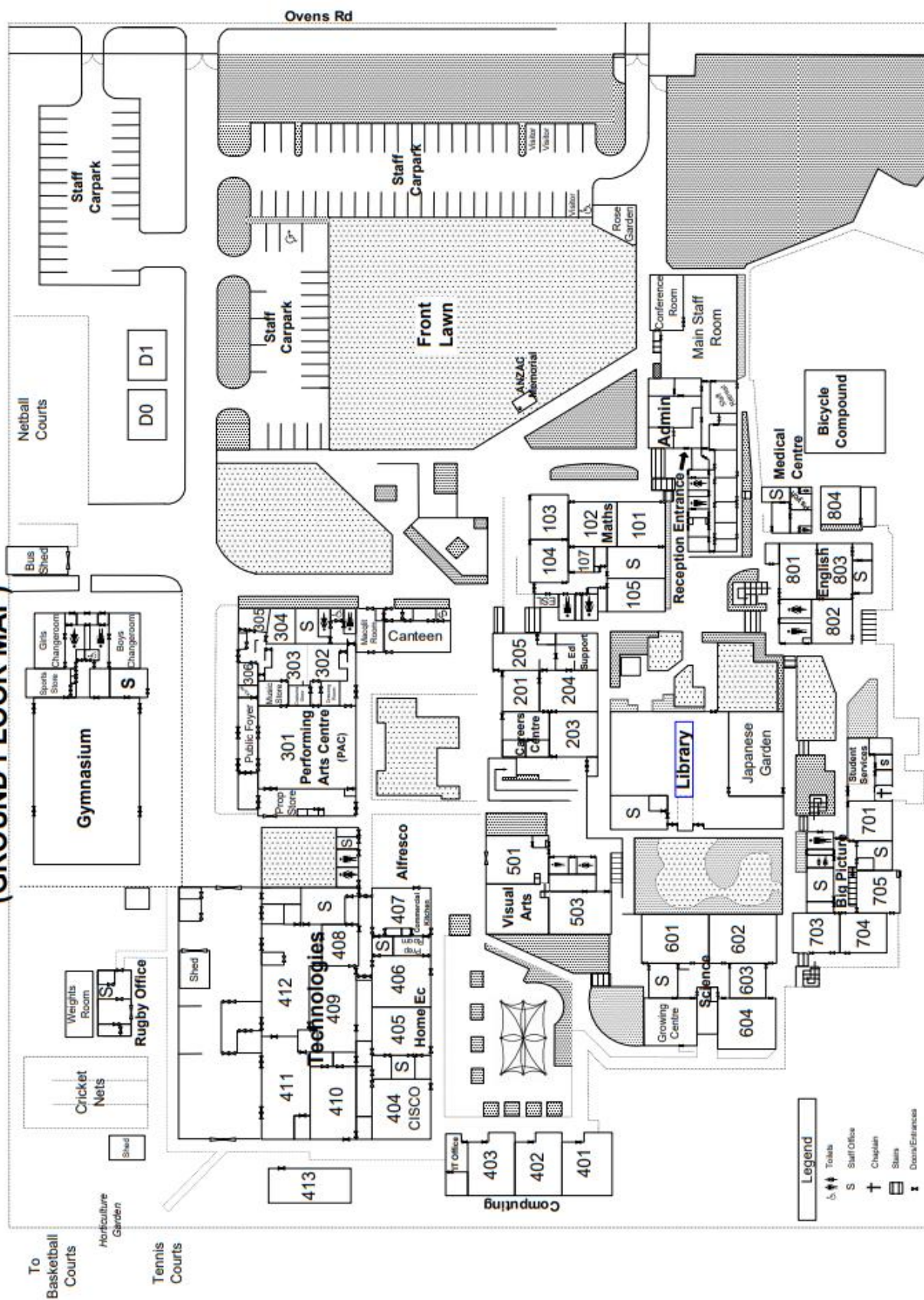
WEEK	SUN	MON	TUES	WED	THURS	FRI	SAT
1	17-Jul	18-Jul School Development Day	19-Jul Students Resume	20-Jul	21-Jul	22-Jul	23-Jul
				Year 12 Workplace Learning			
	24-Jul	25-Jul	26-Jul PBS Committee	27-Jul	28-Jul STEM Committee	29-Jul	30-Jul
				Year 12 Workplace Learning			
3	31-Jul	1-Aug	2-Aug Curriculum Committee	3-Aug	4-Aug ICT Planning Committee	5-Aug	6-Aug
		School Board		General Staff Meeting			
4	7-Aug	8-Aug	9-Aug PBS Committee	10-Aug	11-Aug STEM Committee	12-Aug Finance Committee	13-Aug
		Yr12 ATAR Curtin Ahead TISC P25					
5	14-Aug	15-Aug	16-Aug Curriculum Committee	17-Aug	18-Aug ICT Planning Committee	19-Aug	20-Aug
		Yr12 ATAR Curtin Ahead P25 Yr12 Elevate P5					
6	21-Aug Classical Guitar Festival	22-Aug	23-Aug PBS Committee	24-Aug	25-Aug STEM Committee Yr12 Skills West Expo P1-3	26-Aug	27-Aug
				General Staff Meeting			
7	28-Aug	29-Aug	30-Aug Curriculum Committee	31-Aug	1-Sep ICT Planning Committee	2-Sep	3-Sep Choral Festival
		School Board					
		OLNA Writing (SCSA)			OLNA Numeracy & Reading (SCSA)		
8	4-Sep	5-Sep	6-Sep PBS Committee	7-Sep	8-Sep STEM Committee Yr9.1 Curtin Ahead Incursion P1	9-Sep Finance Committee	10-Sep
			Septimbre Dinner Concert		Band Festival		
9	11-Sep	12-Sep	13-Sep Curriculum Committee	14-Sep	15-Sep ICT Planning Committee Yr9.1 Curtin Ahead Incursion P1	16-Sep	17-Sep Dance Showcase Rehearsal
		Yr11 Elevate P5		General Staff Meeting			
10	18-Sep Dance Showcase Shows 1 & 2	19-Sep	20-Sep PBS Committee	21-Sep	22-Sep STEM Committee	23-Sep	24-Sep
						Last day of term	
	25-Sep	26-Sep	27-Sep	28-Sep	29-Sep	30-Sep	1-Oct

TERM 4 PLANNER - 2022

WEEK	SUN	MON	TUES	WED	THURS	FRI	SAT
1	9-Oct	10-Oct School Development Day	11-Oct Curriculum Committee	12-Oct	13-Oct	14-Oct	15-Oct
2	16-Oct	17-Oct	18-Oct PBS Committee	19-Oct	20-Oct STEM Committee	21-Oct	22-Oct
3	23-Oct	24-Oct School Board	25-Oct Curriculum Committee	26-Oct General Staff Meeting	27-Oct ICT Planning Committee	28-Oct	29-Oct
4	30-Oct	31-Oct	1-Nov PBS Committee	2-Nov	3-Nov STEM Committee	4-Nov Finance Committee	5-Nov
5	6-Nov	7-Nov	8-Nov Curriculum Committee	9-Nov Yr8.1 Curtin Ahead Incursion P1	10-Nov ICT Planning Committee	11-Nov	12-Nov
6	13-Nov	14-Nov	15-Nov PBS Committee	16-Nov Yr8.1 Curtin Ahead Incursion P1 General Staff Meeting	17-Nov STEM Committee	18-Nov	19-Nov
7	20-Nov	21-Nov School Board	22-Nov Curriculum Committee	23-Nov Yr8.1 Curtin Ahead Excursion All day	24-Nov ICT Planning Committee	25-Nov	26-Nov
8	27-Nov	28-Nov	29-Nov PBS Committee	30-Nov	1-Dec STEM Committee	2-Dec Finance Committee Yr7 Curtin Ahead Excursion All day	3-Dec
9	4-Dec	5-Dec	6-Dec Curriculum Committee Summer Music Showcase	7-Dec General Staff Meeting	8-Dec ICT Planning Committee	9-Dec	10-Dec
10	11-Dec	12-Dec	13-Dec PBS Committee	14-Dec Whole School Assembly	15-Dec STEM Committee Students Last Day	16-Dec Staff Development Day	17-Dec

2.6 School Map

THORNIE SENIOR HIGH SCHOOL (GROUND FLOOR MAP)



Legend

- ♂ ♀ Toilets
- S Staff Office
- † Chaplain
- Stairs
- Doors/Entrances

Site Plan Labels:

- Ovens Rd
- Staff Carpark
- Visitor
- Demountables
- Bus Shed
- Gymnasium
- Performing Arts Centre (PAC)
- Canteen
- Alfresco
- Technologies
- Computing
- Visual Arts
- Science
- Library
- Japanese Garden
- Administration
- Medical Centre
- English
- Science
- Prep Area
- Front Lawn
- LANZAC Memorial
- Rose Garden
- Bicycle Compound
- Cricket Nets
- Shed
- Proposed Weighing Room
- Rugby Office
- Prop Store
- 811, 812, 813, 814, 815
- 711, 712, 713, 714, 715, 716
- 502, 511, 512
- 211, 212, 213, 214
- 111, 112, 113, 114, 115

2.7 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.

HOLAs/Program Coordinators will be responsible for managing the use of the additional 2 hours of trade off time. Minutes of all Learning Area/Team Meetings will be forward to the relevant Deputy Principal (Line Manager) and the Principal.

The following meeting schedule is proposed for 2022:

Meeting Schedule 2022 Wednesday (Early Close)
<p style="text-align: center;">TERMS 1- 4</p> <p>General Staff Meetings Three per term, Wednesday Weeks 3, 6 & 9 These meetings will be 60 minutes in length Total: 180 minutes (3 hours)</p> <p>Learning Area Meetings Frequency, minutes and timings coordinated by HOLA/PC Total: 270 minutes (4 ½ hours)</p> <p>Total: 450 minutes/term</p>

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

2.8 Learning Area Meeting Proforma



THORN LIE SENIOR HIGH SCHOOL

Staff Meeting Agenda

(Learning Area)

(Day/Date)

Chair:	Learning Area Leader	Minute Taker:	Representative
--------	----------------------	---------------	----------------

Attendees:

Good 'Stuff':

Business Arising:

Topic	Presenter	Duration
Senior Leadership Team Update <ul style="list-style-type: none">- Update of key information- Discussion of minutes from previous meeting	Learning Area Leader	
Committee Updates from Learning Area Representatives		

Agenda Items:

Topic	Presenter	Duration

****Summary of minutes to be emailed by HOLA/TIC to Line Manager after each meeting****

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 contact the Manager Corporate Services at least 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 the school. 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 upstairs
- 600 block Science Office
- 700 block upstairs
- 800 block upstairs
- Student Services
- The photocopiers in the Administration area **are 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 found 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 keep the visitor's slip. 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 Bookit.

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 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 regard 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 to 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 are the use of Reception's **School Movement Diary and on Compass**. It is essential that all movement and activity is recorded using these processes.

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
- Connect and Compass
- 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. Parents should read this and an appointment made with one of the Deputy Principals if further information is required.

2.13.3 School Newsletter

A whole school magazine is published to parents via email at regular intervals and is available via the website. Staff are invited to submit articles and pictures for the school newsletter to the School Officer of 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 they 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 seventeen. 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. The Minister for Education must grant final approval.

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 or Homeroom teacher.

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. The South Metropolitan Education Region Student Attendance Policy will address truancy. 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. Please refer to the Student Parking Policy in the Appendix of this document for more information.

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.

12/16/2019

Compass

Roll

Knowledge Base > Roll

Sub-Articles

[Mark the Roll in App](#)

Table of Contents

- [How to Mark Your Roll](#)
- [Adding a Note/Approval from the Roll](#)
- [Notes & Checkboxes](#)
- [Sending an Email from the Roll](#)
- [Adding a Chronicle Entry from the Roll](#)
- [Student Information from the Roll](#)
- [Roll Views](#)
- [Unmarked Rolls Alert](#)
- [CRT or Staff Member Not Timetabled or Scheduled to a Class](#)

A separate Knowledge Base article exists for Attendance management. [Click here](#) for more information.

How to Mark Your Roll

When you log into Compass, your homepage will be displayed. A display of your schedule, including all of your classes for the day, is located on the left of the screen. Select which roll you would like to mark by clicking on the corresponding class session within the schedule.

Classes in a schedule yet to be marked will display with a red and white striped bar on the left-hand side. Any classes that have been marked will display with a solid green bar.

Clicking on the relevant class session from your schedule or another staff's schedule will open up the Dashboard of the Class Page.

The screenshot shows the Compass dashboard interface. On the left, a schedule for Tuesday, 04 September 2018, is displayed. A class session from 12:30 PM to 1:00 PM is highlighted with a red and white striped bar, indicating it is yet to be marked. On the right, the 'My News' section contains several alerts: 'There are 1 Chronicle Entries requiring your approval', 'There are 7 Professional Development Activities requiring your feedback', 'There is 1 Professional Development Activity requiring your approval', and 'You have 113 unmarked rolls (1 from today)'. Below these alerts, there are links to 'School Newsletter out now!' and 'Weekly Bulletin & Staff Changes'.

The date, class session start time and 'Current Session' will display. Click on 'Mark the Roll', located on the right-hand side to open the roll for this session.

The class roll of all currently enrolled students in the class will be displayed.

Student	Status	Detected Information	Comments
Margaret ATWOOD, 10B	P NP L		
Alyssa BENNETT, 10D	P NP L	100CC1E	
Hope BETTS, 10D	P NP L		
Annalise BRERETON, 10A	P NP L		
Millicent BULSTRODE, 10B	P NP L		
Naomi CAHILL, 10C	P NP L		
Brandon CHANG, 10A	P NP L	01GEN_01A 10TRAC see 1 more	
Braden FLETCHER, 10C	P NP L		

Compass' intelligent attendance system will preselect the status of students dependent on current attendance information. If any attendance information is detected, Compass will display the status and the reason.

For Example: A parent has added an Attendance Note via their parent portal or the app to inform the school their child will not be at school today as child is ill. The student's status will display as Not Present - NP: Illness on the roll.

If Compass does not detect any attendance information the student's status will be preselected P - Present.

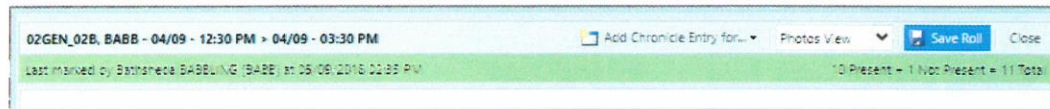
As the teacher, you just need to verify the preselected statuses are right with the students in front of you and make any relevant attendance status changes.

<https://thornlieshs-wa.compass.education/Communicate/KnowledgeBase/?article=Roll>

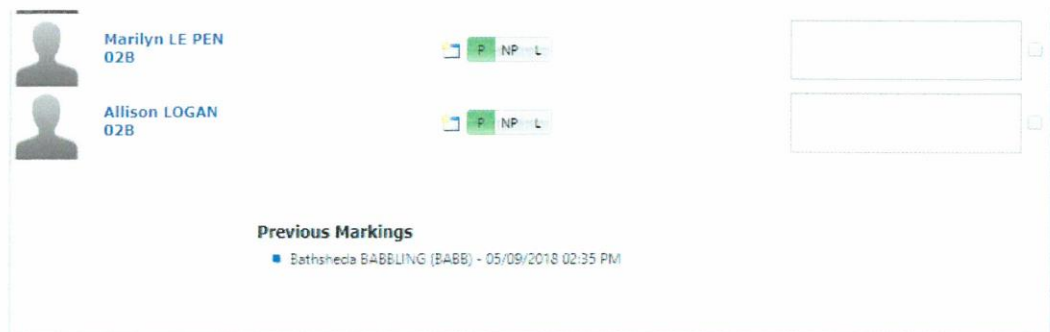
To change a student's attendance status, click on the corresponding radio button beside their name to reflect the appropriate status (see table below):

P	Present - Student is present in the class and arrived before or at the start of the session.
NP	Not Present - Student is not present in the class.
L	Late - Student arrived at class after the designated start time of the session.

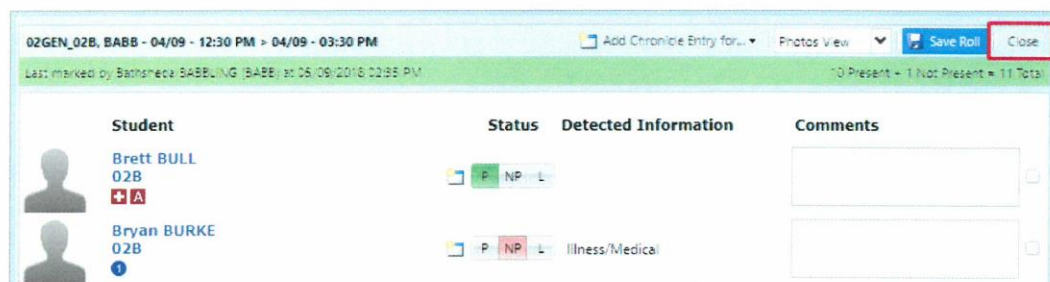
Once the attendance status for each student has been correctly selected (or left at the default value if correct), click 'Save Roll' on the top right-hand side to save all changes. The pink bar at the top of the roll will then change from pink to green and a green pop-up will state the roll is saved.



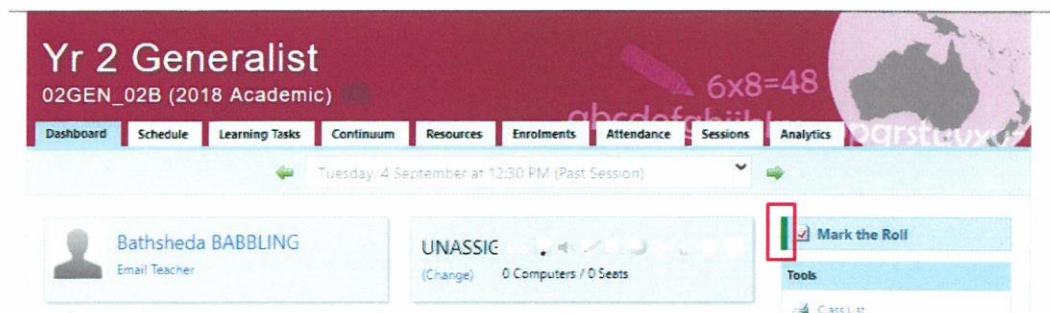
Each time a roll is marked it is date and time stamped with the staff member's name who saved the roll. This information is displayed at the bottom of all marked rolls under Previous Markings.



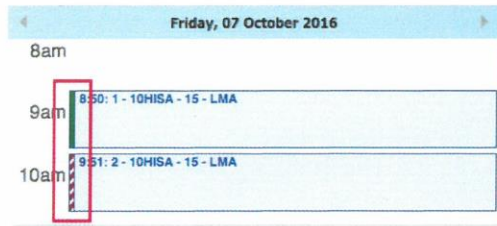
Click the 'Close' button at the top right-hand side to return to your class page.



You will now notice the indicator bar on the 'Mark the Roll' button for this session has changed from a red and white striped bar to a solid green bar on the left-hand side.



This indicator bar will reflect that the roll for the session has been marked throughout Compass. Classes in a schedule yet to be marked will display with a red and white striped bar on the left-hand side. Any classes that have been marked will display with a solid green bar.



You can re-mark a roll at any time. For example, if a student has been marked as Not Present (NP) for a class when the roll was first marked and they have arrived late, you can go back into the roll and mark them as Late (L). **Please note:** this will not approve the student's late arrival, this will only change the status of their whereabouts. A note/approval will be required to cover the time that the student was not in class.

Each time you go in to a roll to make and save changes, the Previous Marking list at the bottom of the roll will display the date and time stamp of each save with the staff member's name.

Previous Markings

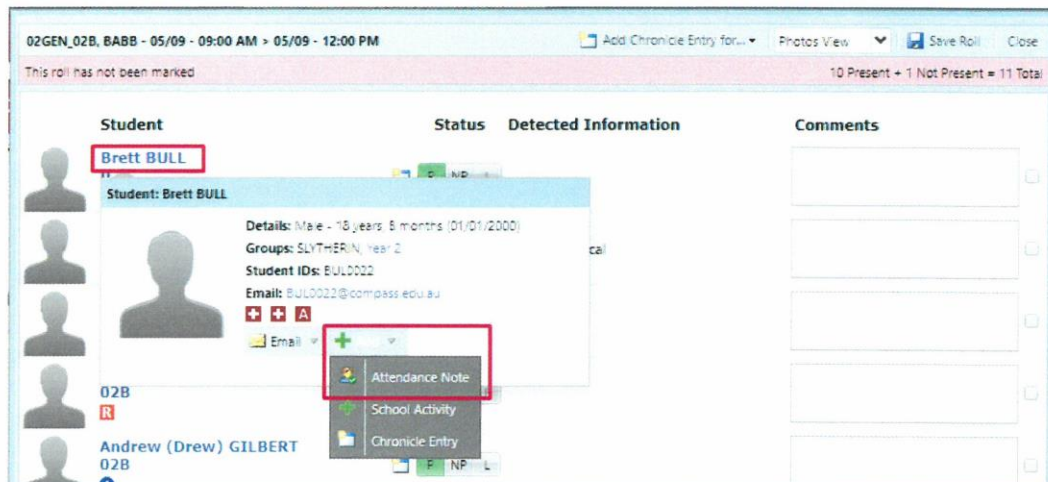
- Albus DUMBLEDORE (PRIS) - 04/09/2018 01:15 PM
- Albus DUMBLEDORE (PRIS) - 04/09/2018 01:15 PM
- Albus DUMBLEDORE (PRIS) - 04/09/2018 01:19 PM
- Bathsheda BABBLING (BABB) - 05/09/2018 02:42 PM

Adding a Note/Approval from the Roll

If the school has allowed teaching staff to add notes and approvals to approve student absences or late arrivals, teaching staff will be able add these from the Roll or on the student's Profile Page. You can turn this feature on or off by contacting the Compass Support Team via support@compass.edu.au.

You do not need to go to the specific roll for the date of the Attendance Note, you can add the Attendance Note from any roll the student is listed on.

When you hover over a student's name in the roll, a pop-up will display with the student's profile details. Click the '+ Add' button and select 'Attendance Note'.



This will open the Attendance Note screen and you can then add the approval details that were provided from the parent (reason, comment, date range) and click 'Save'. The Attendance Note will then be added to the student's record and their attendance data will update accordingly.

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 the school know immediately to enable early contacting of external relief teachers.

In case of absence, ring the Human Resources Officer on the Relief Line in the evening until 9:00pm, or between 6:00 to 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 before 8:30am. This should be emailed to the Human Resource Officer **and** your HOLA or TIC. It is the responsibility of the HOLA/TIC or Second in Charge to present the work in a suitable format.
- Clerical staff will not be provided to photocopy materials for your relief lesson.

2.15.3 Relief Lesson Plan



THORNLIE SENIOR HIGH SCHOOL

DETAILS

Day:	<u>(Enter day of week)</u>	Date:	<u>(Enter date)</u>
Relief for:	<u>(Enter your name)</u>	Relief Teacher:	<u>(Leave blank)</u>
Period:	<u>(Enter period)</u>	Room:	<u>(Enter room number)</u>
Class:	<u>(Enter class name)</u>	P/copier Code:	<u>(Enter code if needed)</u>
Class list:	<u>(Yes or No)</u>	Seating Plan:	<u>(Yes or No)</u>

RESOURCES

(Enter the resources that will be needed and used)

LESSON OUTLINE

(Enter lesson details here for the relief teacher)

SPECIAL INSTRUCTIONS

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

WITHDRAWAL ROOM NUMBER

(Enter the room number)

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 located on the DoE portal homepage. 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 are 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

This entitlement is 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 Learning 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 Duties Other Than Teaching 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 Learning

Professional Learning 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. It may be necessary to collapse classes and/or cover relief classes within the Learning Area.

2.16.6 Professional Learning Application

Thornlie Senior High School Professional Learning Application

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

Name: _____

Learning Area: _____

COURSE DETAILS Please attach all relevant documents to this application *e.g. course brochure, registration form*

Course Title: _____

Venue: _____

Date: _____ Time: _____

Total number of course hours

During School: _____ Out of School: _____

Brief Description of Objectives:

Linking to the School/LA Plan:

Relevance to Students:

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.

Please complete the required evaluation sheet on completion of course and return to the HR Officer.

Attendee Signature: _____

RESOURCES REQUIRED

Registration Cost: _____ Funding Requested: _____

(NB: Once approved, you must complete an order form for all cost centre expenditure, and be submitted to the Finance Officer with a copy of the Registration Form)

Relief Required: **Yes / No**

Relief Time Required: _____ hours / _____ days

Cost Centre Account: (please tick)

- | | | | | |
|--|--|---|--|---|
| <input type="checkbox"/> Big Picture (834) | <input type="checkbox"/> Dance (822) | <input type="checkbox"/> HPE (825) | <input type="checkbox"/> Maths (828) | <input type="checkbox"/> Student Svcs (833) |
| <input type="checkbox"/> Business Ed (820) | <input type="checkbox"/> D&T (823) | <input type="checkbox"/> Home Ec (826) | <input type="checkbox"/> Music (829) | <input type="checkbox"/> Visual Arts (832) |
| <input type="checkbox"/> CAVE (821) | <input type="checkbox"/> English (824) | <input type="checkbox"/> Language (827) | <input type="checkbox"/> Rugby (837) | <input type="checkbox"/> PD/Misc (838) |
| | <input type="checkbox"/> HASS (831) | <input type="checkbox"/> Library (836) | <input type="checkbox"/> Science (830) | <input type="checkbox"/> Yr 7 (839) |

Line Manager Approval: _____

Cost Centre Manager Approval: _____

Manager of Operations Approval: _____

Thornlie Senior High School

Professional Learning Evaluation & Plan

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

Name: _____

Learning Area: _____

Learning Undertaken

Quality of Professional Learning

Would you recommend other colleagues (where relevant) attend?

Action to be Implemented as a result of Professional Learning

Strategy	Planned Implementation Date	Implemented	Completion Date
		<input type="checkbox"/>	
		<input type="checkbox"/>	
		<input type="checkbox"/>	
		<input type="checkbox"/>	
		<input type="checkbox"/>	

	Plan Approved	Plan Completed	Signature
Line Manager	<input type="checkbox"/> Date:	<input type="checkbox"/> Date:	
Attendee	<input type="checkbox"/> Date:	<input type="checkbox"/> Date:	

Line Manager Approval: _____

Cost Centre Manager Approval: _____

Manager of Operations Approval: _____

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 Year Coordinators.

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 & Scooters

Bikes and scooters can be parked in the bicycle enclosure near the Administration 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 746. 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 have almost become 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 used within the constraints of the School Mobile Phone Policy. This policy can be found in the appendix section of this handbook.

2.18.7 Library

The library is open from 8:20am to 3:30pm during the school year. It houses an extensive range of resources and is computerised. The Librarian aims 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 **6235 7900** 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.

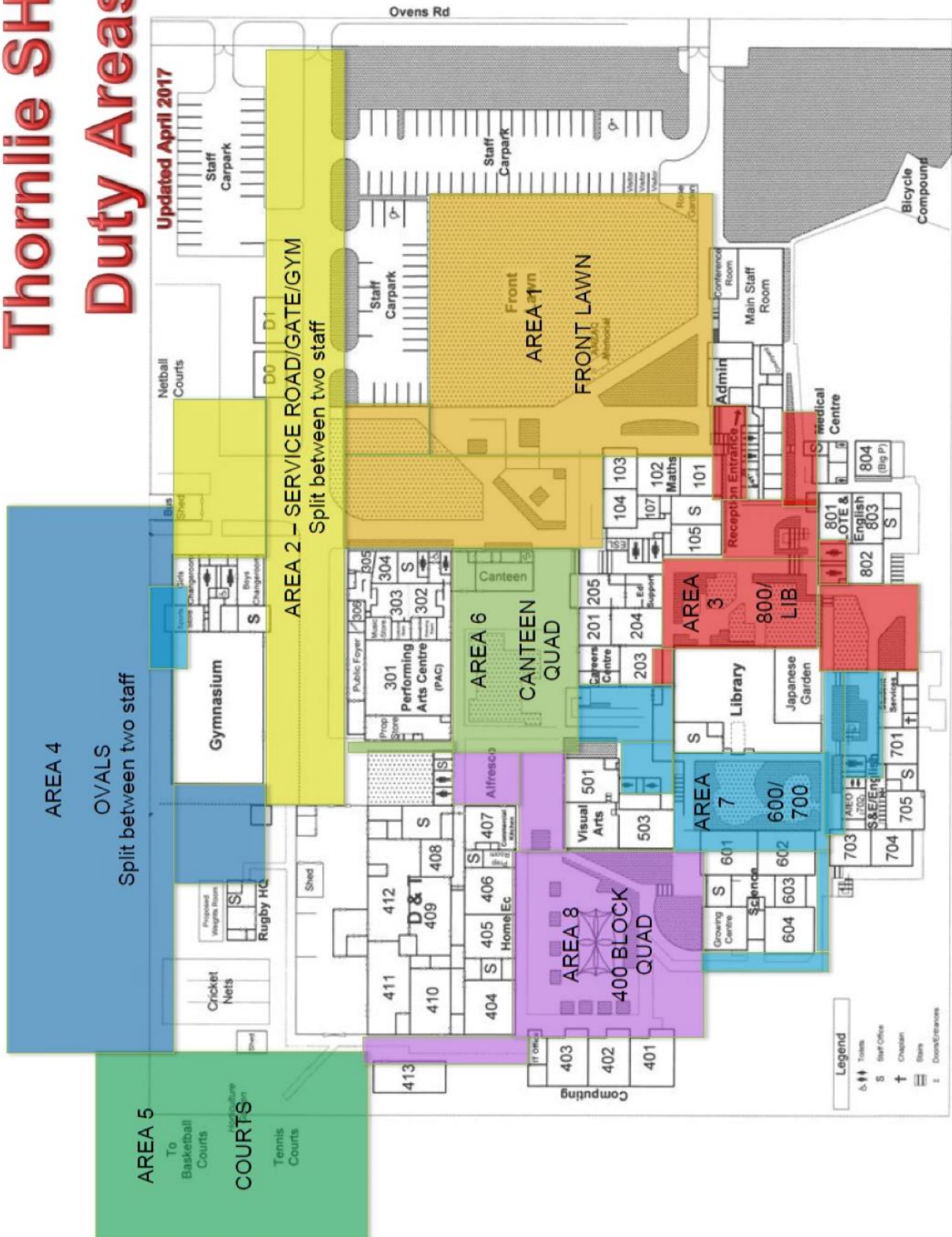
Duty areas are indicated on diagrams posted in the staffroom and offices. If unable to perform a normal duty session because of some other activity etc. please inform the Human Resources Officer so that a substitute can be arranged.

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.

Thornlie SHS

Duty Areas



2.20 Register of Bus Drivers

Both Buses	Rosa Only (smaller bus)
Jeremy Binder	Rebecca Millar
Maurits Bruns	Alisha Bayliss
Rod Firth	
Glenn Henly	
James Lamont	
Megan Mathieson	
Dave Norcliffe	
Gary Roberts	
Jarrad Symmans	

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

2.21 Occupational Health and Safety

Functions of the Occupational Health and Safety Committee

These functions include:

- enable and encourage consultation and cooperation between the employer and the employees
- assist to initiate, develop and implement safety and health measures
- keep informed about safety and health standards in similar workplaces
- make recommendations on safety and health rules, programs, measures and procedures at the workplace
- check that information on hazards is kept where it is readily accessible
- consider and make recommendations about changes that may affect the safety and health of employees
- consider matters referred to it by safety and health representatives.

A Safety and Health Committee can also perform other functions prescribed in the Occupational Safety and Health Regulations 1996 or other tasks as requested by the employer.

The committee may also deal with local policy development, monitoring programs, emergency procedures, training and supervision, trends in accident and illness reports, and resolution of safety and health issues.

For further information on establishing OSH committees, refer to the [WorkSafe WA](#)¹ Guidance Note "Formal Consultative Processes at the Workplace".

Functions of Safety and Health Representatives

Under the *Occupational Safety and Health Act 1984* WA ('the Act'), safety and health representatives do not have 'duties' that must be complied with, in the same way that employers and employees have duties. Representatives have 'functions', which are summarised below:

- Inspect the workplace or any part of it; at times agreed to by the Principal/ Line Manager
- Where the workplace has not been inspected in the last 30 days, inspect the workplace at any time upon giving the employer reasonable notice
- Investigate accidents, dangerous incidents and risks of imminent and serious injury or harm to the health of people in the workplace
- Keep informed on safety and health information provided by the employer and by WorkSafe and other government or private bodies as necessary
- Report hazards that people may be exposed to in the workplace
- Where there is a safety and health committee, refer matters for consideration
- Consult and co-operate with employers regarding all safety and health matters

- Liaise with employees regarding safety and health matters in the workplace

A safety and health representative has the powers that are necessary for carrying out these functions under the Act.

A representative may be asked to accompany an Inspector whilst they are in the workplace. A safety and health representative incurs no civil liability from performing (or failing to perform) their functions under the Act.

Site managers (principals and line managers) should meet with elected safety and health representatives to discuss their functions and the duties of the employer to arrange for training and to provide assistance and access to facilities so the safety and health representative can carry out their functions.

OSH legislation does not prescribe the amount of time needed for a safety and health representative to carry out their functions. The amount of time required may depend, for example, on the numbers of persons at a workplace, size of the workplace, the nature of the work and the exposure to hazards. The time required for the safety and health representative to carry out their functions should be discussed and agreed to with the site manager.

For more information refer to WorkSafe's *Guidance Note: Formal Consultative Process at the Workplace (2006)*.



Occupational safety and health induction checklist

Employee name: _____

Position: _____

Line manager: _____

School/ workplace: _____

Location/ section: _____

Line manager: This induction should be completed with new starters as soon as possible after commencement. Please tick off each action and sign when completed. Retain the checklist for your records and provide a copy to the new employee.

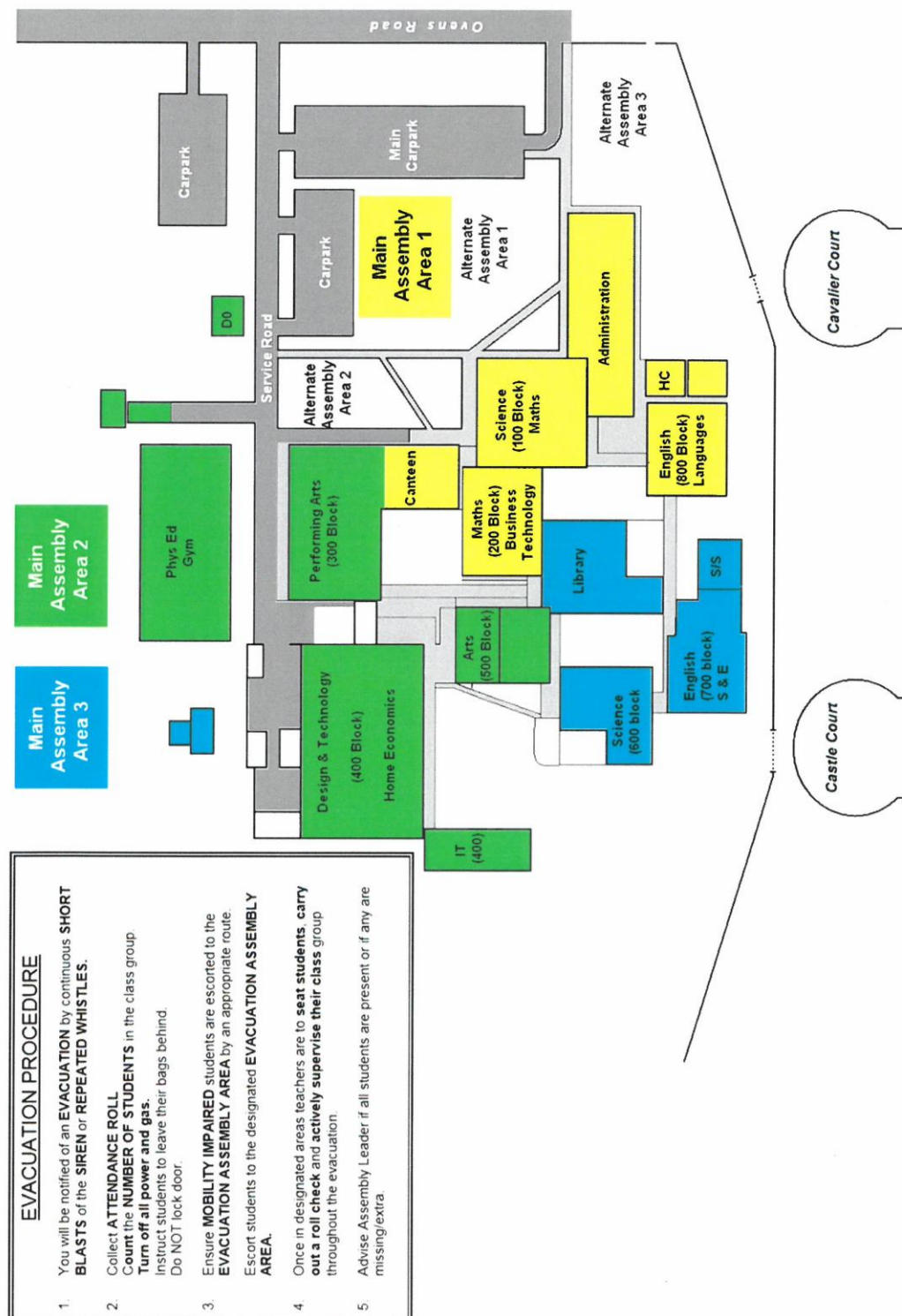
Employee: When actions have been completed, sign the form and retain a record copy.

Further occupational safety and health, workers compensation and injury management information is available on the Department's Employee Support Bureau (ESB) [intranet site](#).

1. General safety and health information	
Department of Education WA occupational safety and health (OSH) policy and procedures - locate and show hardcopy or electronic / provide / discuss	
Department of Education WA guidance: <ul style="list-style-type: none"> Excursions policy Guidelines for first aid in Department workplaces Process for resolving safety and health issues (OSH policy) Risk management/ hazard reporting (forms and discuss) Accident incident investigation report form (AIIR and AIIR-P form) Workers' compensation and injury management Workplace bullying policy Keeping our workplace safe (KOWS) 	
OSH, ESB and workplace wellbeing intranet site	
Known major hazards in the workplace	
Employee assistance program (EAP: forms/ brochure)	
Mediation service	
Role specific training opportunities	
Role specific baseline hearing tests	
2. Emergency procedures	
Provide and explain the emergency procedure for fire, evacuation, bomb threats, working after hours, intruders, lockdown and critical incidents.	
Show emergency evacuation school plan highlighting location of: <ul style="list-style-type: none"> Fire response equipment First aid kits Escape routes and alternative escape routes Muster points and alternative muster points 	
Inform of evacuation drills, communications, warnings and alerts, school lockdown procedure	

Evacuation Diagram

Evacuation Diagram – Thornlie Senior High School



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 is 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 pigeonhole 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

Please do not purchase items for the school on your personal credit card or debit 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/DEBIT 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.

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 CAMPS/EXCURSIONS.

All Information / flyers on the excursion need to be given to the Finance Officer at least 3 weeks prior to the 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 not 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 Tracy Littlefair - Human Resource Officer, on the following details:

Mobile: 0419 925 238

School: 6235 7900

Email: Tracy.Littlefair2@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 the HR Officer personally. Tracy Littlefair can be contacted at night until 9:00pm the evening before and from 6:00am 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 an 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 the Human Resource Officer ext 203 or Manager of Operations ext 213 to organise relief for your remaining classes.
- **Inform your colleagues/HOLA** 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 the 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 **HOLA/TIC** of your impending absence(s).

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

- Contact the HR Officer the evening before if possible. This will allow her to contact relief staff early.
- Inform your HOLA/TIC and let them know you will not be in.
- Organise your relief lessons and email them to Human Resource Officer at Tracy.Littlefair2@education.wa.edu.au as soon as possible
- Ensure you contact the HR Officer 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.

PL 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 WITHOUT 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
- School support staff please notify MCS.

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 injure yourself while at school please note the following procedure:

- Advise your HOLA 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 advice 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 counterproductive 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.

3.13 IT Support

For any staff wishing to report a fault or list an IT task that needs to be fixed/completed, they should use the JobCard program. The link to the JobCard program is on the desktop of all school computers

Staff requiring help with any of the school's IT services should first check the Computer "How To" Folder. This folder holds guides on how to use several programs and applications, and often how to troubleshoot them.

S:\AdminShared\All Staff\Organisational Documents

Computer Lab Protocols

TEACHERS

Teachers using the lab are to have a class seating plan i.e. each time the class enters the lab the students sit at the same designated computer.

Prior to the start of the lesson, the teacher checks each computer within the class. Any issues should be noted and acted upon at a suitable time.

When students are seated, (i) the student checks the computer workstation (monitor, keyboard and mouse) and informs the teacher of any issues before the lesson starts.

(ii) the teacher is to make visual checks (WALK PAST) of every computer during the lesson.

Before the students leave the lab, the teacher makes a visual check of all computer workstations.

Note: (i) Avoid leaving the class unsupervised.

(ii) Report any damage/issues to the Network Technicians using JOB CARD. Student behaviour needs to be dealt with using the TSHS behaviour policy.

(iii) It is the teachers' responsibility to deal with any issues that happen during the lesson using the TSHS behaviour policy. It is not simply a matter of handballing it to other staff members.

STUDENTS

Do not enter the lab without a teacher.

Enter the computer lab quietly and listen for teacher instructions.

Once you are at your computer workstation, check the monitor, keyboard and mouse.

Report any damage/issues to the teacher before the lesson starts.

BE RESPECTFUL! Always treat the computer lab equipment **AND** your teacher and classmates the way that you would want your belongings and yourself to be treated.

Do not remove any hardware from the computers (letters, numbers or symbol keys).

Do not change computer settings or backgrounds.

Surf safely! Only visit assigned websites. Some web links can contain viruses or malware. Others may contain inappropriate content. If you are not certain that a website is **SAFE**, please ask a teacher or other adult.

Ask permission before you print.

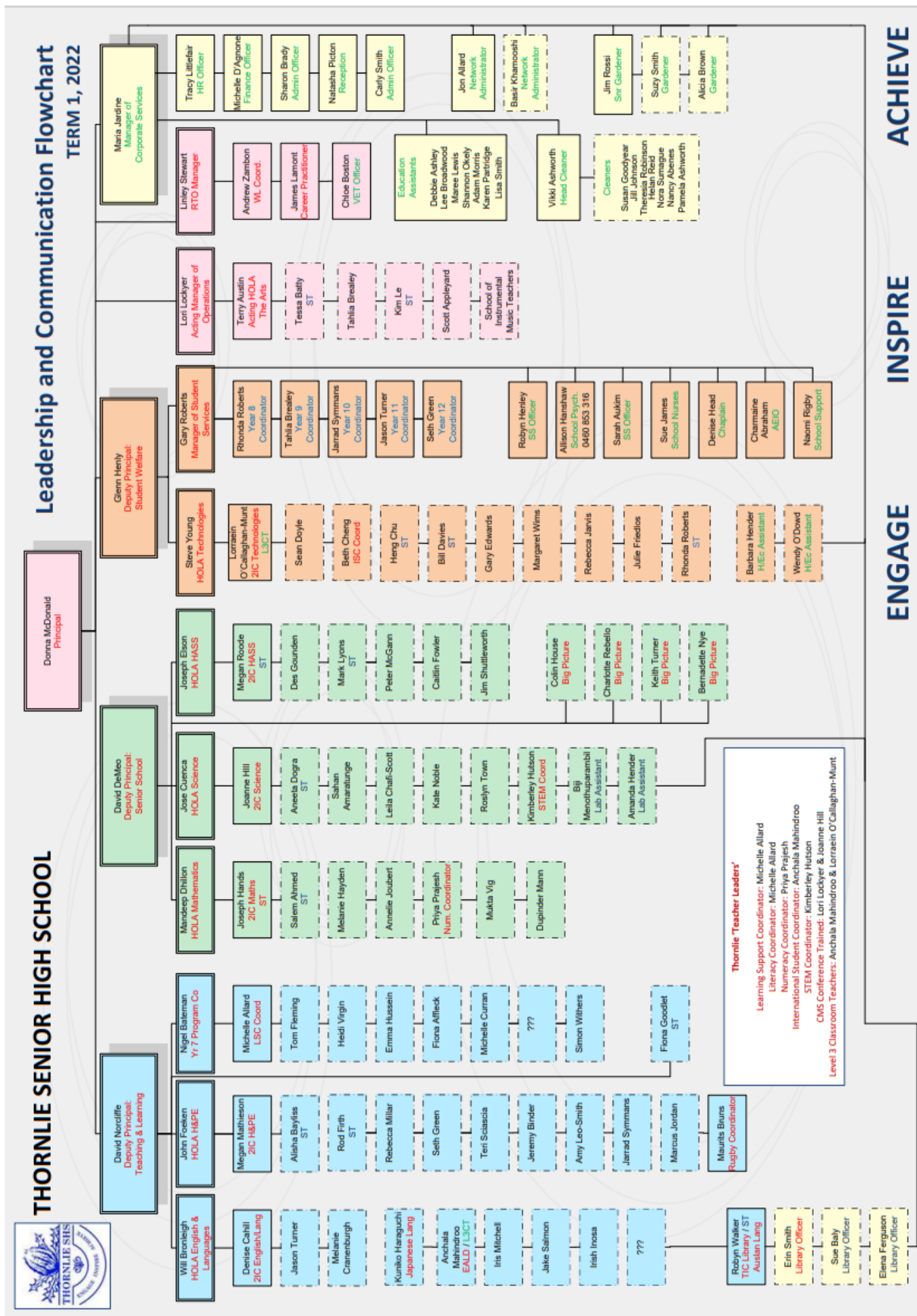
SAVE all work in your My Documents folder. Any work that is not saved to the computer will be deleted when the computer is powered off.

Clean up your work area before you leave. All cords should be placed on the tables (not hanging off the sides). Headphones should be placed back into the storage container. Chair should be pushed under the tables. All rubbish, papers, and pencils should be picked up.

Do not leave the lab until you are dismissed by your teacher.

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 Committee Members	
Name	Position
<i>Teresa Lynes (Chairperson)</i>	Community
Chris Tallentire	Community
<i>Dante Osorio</i>	Parent
Dave Norcliffe	Deputy Principal
Donna McDonald	Principal
Dorothy Ellies	Parent
Joe Elson	Teacher
Leanne Chaproniere	Community
Mandeep Dhillon	Teacher
Maria Jardine	Manager Corporate Services
Michelle D'Agnone	School Support Staff
Peter Gannaway	Parent
<i>Sharon Brady</i>	Minute Taker
<i>Bohdi Gray</i>	Student Rep – Head Boy
<i>Charlotte Fletcher</i>	Student Rep – Head Girl

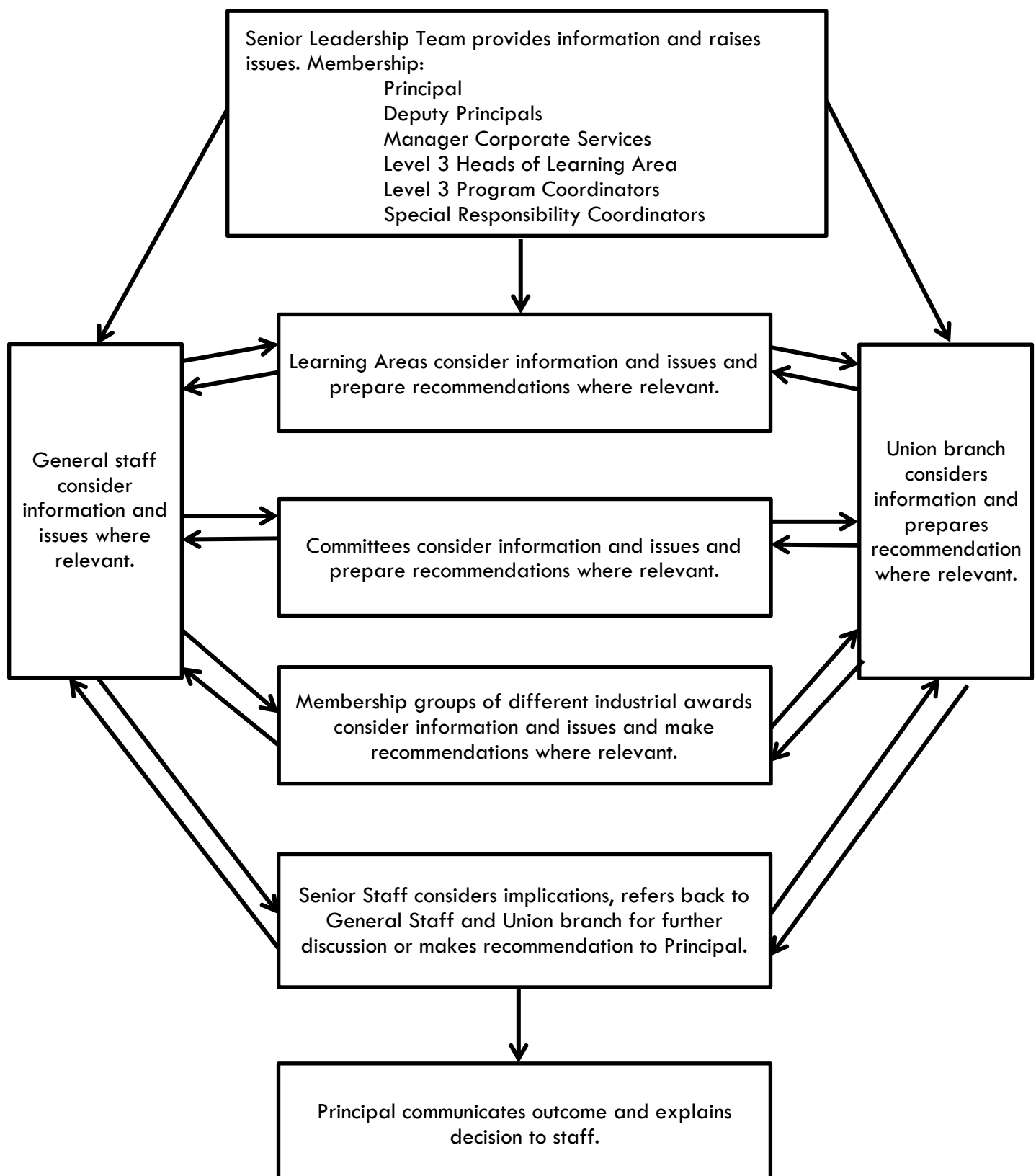
School Board and P&C Committee Members	
Name	Position
Michelle Manolas	President
Tracey Nelson	Vice President
Gentian Evans	Treasurer
Donna McDonald	Principal
Maria Jardine	Manager Corporate Services
Annette Ward	Parent
Carina Brown	Parent
Daniel Evens	Parent
Kim Hayes	Parent
Michelle Gunter	Parent
Nancy Papaphotis	Parent
Peter Gannaway	Parent
Simone Cornwell	Parent

4.4 P&C Association

Thornlie SHS P&C Association is formed from interested parents and community members. The committee meet once a term after a School Board Meeting. The P&C President is Mrs Michelle Manolas.

4.5 Consultative Process

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



4.6 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 professional practitioners qualified in addressing education, health care, behavioural and/or psychological issues.

4.6.1 Manager of Student Services – Gary Roberts

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 Manager 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

4.6.2 Chaplain – Denise Head

The School Chaplain is available 5 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 programs to assist students at school such as Peer Support, P.A.R.T.Y., Grief and Loss workshops and many more.

4.6.3 School Psychologists – Allison Hanshaw

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 to see our psychologists at any time.

4.6.4 School Nurses – Sue James

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 Nurse is involved in health education, health promotion, short term counselling and are available to students who are sick or 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.

4.6.5 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. She liaises with the local community to engage parents in their children's education and assist in addressing any issues that may arise. She also provides classroom support to assist the teacher in the delivery of planned education programs.

4.6.6 Student Support Officer – Naomi Rigby

The school has a School Support Officer in attendance for **5 days a week** to assist students and parents with children who have attendance or engagement issues. Students and parents are able to make appointments at any time.

4.6.7 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, social events, and other initiatives targeting the needs of their students.

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 & Greet
- Guidance with Subject Selections
- Support students in undertaking NAPLAN, OLNA and Exams
- Year 12 Presentation Evening and other events

4.6.8 Pathways for First Aid and Pastoral Care

Please refer to the following page for details on how Thornlie SHS responds to the various health needs of students, as presented in the school day.

Thornlie SHS Pathways for First Aid and Pastoral Care

Minor injury and illness are common in schools. Most problems are minor and do not require specialist or emergency care. As a general rule, the health issues should be dealt with as listed.

GREEN Non Emergency - Students should not be sent out of class for these issues.

AMBER Non Emergency - Students should be sent, with their diaries, to Student Services for these issues.

RED Emergency - Staff should contact the Principle/Delegate ASAP for these issues.

This information has been provided to assist school staff in making decisions relating to first aid and health issues with students in their care.

- The Health Centre is not always attended by the Community Health Nurse please tell students to go to Student Services if Health Centre closed.
- For students frequently requesting health care/attention, please refer to Student Services. A SAER referral may be required to determine underlying psychosocial issues.

EXAMPLE ONLY	Health issue	ACTION
GREEN NON EMERGENCY	<ul style="list-style-type: none"> • Headache / Hayfever • Head cold/Blocked ears • Toothache • Blisters • Insect bite (no allergy) • Piercing soreness • Paper cut • Sore throat • Minor grazes • Period pain 	<p>Student should not be sent out of class for these issues.</p> <p>Encourage student to self manage and use first aid kits in subject area.</p> <p>If persisting, encourage student to visit the Health Centre at recess/lunch.</p>
AMBER NON EMERGENCY	<ul style="list-style-type: none"> • Abdominal pain • Anxiety or panic attack • Broken bones/dislocations • Emotional upset • Fever or Coughing • Nausea or vomiting • Sprains or strain • Suspected drug use • Bullying • Self harm • Significant bleeding from grazes or cuts 	<p>Student to be sent to Health Centre/Student Services.</p> <p>Staff to provide first aid if required, and/or contact parent/guardian to take student home.</p> <p>Monitor for deteriorating condition and a need for (red) emergency actions, as below.</p> <p>If appropriate, staff to refer student to member of the student services or pastoral care team, eg School Psych, Chaplain, Community Nurse</p>
RED EMERGENCY	<ul style="list-style-type: none"> • Severe Asthma • Seizures or fits • Profuse bleeding • Suspected anaphylaxis • Severe trauma • Severe burns • Head injuries • Diabetic collapse • Choking • Snake bite • Eye injury 	<p>Teacher to stay with the student and send someone to Health Centre/Student Services.</p> <p>School officer to contact a member of the Student Services team and check for any medical action plan on SIS.</p> <p>Follow medical action plan and call ambulance-000.</p> <p>Parent and principal to be notified.</p>

4.7 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, selected from the Year 12 student cohort. 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.

4.7.1 House Points and Other Positive Consequences

Thornlie House Points are reward slips, given to students by school staff, to acknowledge that student demonstrating an attribute of positive behaviour. Each time a student is observed demonstrating a particular attribute a reward slip (Thornlie House Point) will be given to the student in acknowledgement of their exemplary behaviour.

These tokens are then submitted by students at Student Services where each week they are entered into the weekly raffle for a canteen voucher. Furthermore, they are then collated and added to the student's homeroom tally for our school wide House Reward System.

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

House 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 <ul style="list-style-type: none">- 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 – <ul style="list-style-type: none">- Asiawise Competition- Australian Geography Competition- Australian Mathematics Competition- National Science Competition Home Room Competition 3rd Place

House Points Value	Sanctioned Events and Values (for e.g)
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

Other Positive Consequences:

Teachers at Thornlie SHS will continue to ensure that positive behaviour is given recognition. The staff are committed to increasing communication not only between teachers and students, but also between school and home. This may come in the form of:

- House Point acknowledgements
- Student of the Month (STOM) Nominations and Awards
- Top Student Awards
- Encouraging phone calls to parents
- Positive Behaviour Reports
- Letter of Commendation
- Reward Activities.
- Attendance Champion certificate.

4.7.2 Positive Behaviour Supports

Improving student academic and behaviour outcomes is about ensuring all students have access to the most effective and accurately implemented instructional and behavioural practices and interventions possible. PBS provides an operational framework for achieving these outcomes.

PBS builds a continuum of supports for staff and students. At each level (or tier) there is an emphasis on outcomes in the form of agreed expectations for student and staff behaviour, and data to guide decision-making about what practices should be put in place to support student learning and social behaviour. There is equal emphasis on the system supports that will be needed to build fluency with new or revised practice among all teachers and staff within the school.

Positive behaviour support is an ecological approach to behaviour, learning and teaching. It encompasses many factors such as physical setting, teacher, student, curriculum and resources. PBS requires administrators, team members and coaches to make a commitment to outcomes, systems, practices, and data in order to effectively and efficiently implement and sustain PBS.

Our Purpose statement at Thornlie Senior High is to establish, through a consultative process, an agreed framework of behaviours that is embraced by the whole school community. This will create a safe, supportive and positive learning environment.

In 2018 we created Thornlie Senior High Schools Behaviour matrix. The Behaviour Matrix creates the 'curriculum' that will guide the teaching of our expected behaviours and enhances communication and creates

common language among staff and students. The 4 main values within the Thornlie Senior High School matrix are Responsibility, Respect, Perseverance and Pride.

Phase 2 of PBS is developing lessons around the behaviour matrix. These lessons will be taught starting in Term 2 2020 after PBS is officially launched in the school.

Andrew Higginbottom 2018. *Positive Behaviour Support (PBS)*. [ONLINE] Available at <http://det.wa.edu.au/studentsupport/behaviourandwellbeing/detcms/navigation/positive-classrooms/positive-behaviour-support/> [Accessed 31 January 2020]



**AT THORN LIE SENIOR
HIGH SCHOOL STAFF
AND STUDENTS
AGREE THAT WE:**



IN THE CLASSROOM	<ul style="list-style-type: none"> • are prepared and punctual • use learning resources appropriately • ask questions to learn • use technology appropriately for learning 	<ul style="list-style-type: none"> • encourage and support others to learn and teach • use positive and supportive words and gestures 	<ul style="list-style-type: none"> • show tenacity, grit and determination • reflect and use mistakes to keep learning • give everything a go 	<ul style="list-style-type: none"> • celebrate our efforts and achievements • wear our school uniform and professional attire with dignity • demonstrate our personal best
ON SCHOOL GROUNDS	<ul style="list-style-type: none"> • take responsibility for our own behaviour • are positive role models • speak appropriately • keep our school clean 	<ul style="list-style-type: none"> • treat our own, others and school property with care • celebrate and embrace diversity • show empathy and care for all people 	<ul style="list-style-type: none"> • demonstrate positive social behaviours • work hard and cooperate with others • show confidence and self-belief 	<ul style="list-style-type: none"> • work together to create a positive school culture • care for our school environment • actively participate in school activities
WITHIN THE COMMUNITY	<ul style="list-style-type: none"> • are positive ambassadors of the school • help others in need 	<ul style="list-style-type: none"> • display manners and appropriate social behaviours • support others and contribute to the community • are polite and respectful of other cultures and traditions 	<ul style="list-style-type: none"> • seize all opportunities and take on challenges • demonstrate resilience 	<ul style="list-style-type: none"> • promote our school and our achievements positively • participate with spirit and be active global citizens

4.8 Portfolios and Responsibilities

4.8.1 Principal Responsibilities

The Principal will lead and manage the planning, delivery, evaluation and improvement of the education of all students in our 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.

4.8.2 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 2022 the Portfolios of the Principal, Deputies and Manager of Operations include:

Task	Principal	DP T & L	DP Welfare	DP Senior	Manager Operations
Prac Teachers					✓
Improving OLNA		✓			✓
Curriculum Audit		✓			
Teaching and Learning		✓		✓	
Senior School Year 10, 11 & 12				✓	
Middle School Year 7, 8 & 9			✓		
SCSA Liason				✓	
Course Counselling Year 10, 11 & 12				✓	
Graduate Teacher Induction		✓			✓
Assessment Outlines – Year 10, 11 & 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					✓
Disseminating OLNA Results		✓			
NAPLAN Conducting					✓
Disseminating NAPLAN results		✓			
EST's Conducting					✓
Disseminating 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	✓				
Student Council		✓			✓
House Captains				✓	
Staff Development Days	✓				
Year 12 Final Activities			✓	✓	
WACE External Exams				✓	
Assemblies:					
- Academic (Term 1)		✓			
- ANZAC (Term 2)					✓
- Academic (Term 3)		✓			
- Year 12 Final (Term 4)				✓	
- End of Year (Term 4)		✓	✓		
School Photos			✓		
Year 11 & 12 ATAR Parent Nights (x2)				✓	
Year 7 Meet and Greet			✓		
Peer Support			✓		
Year 10 Parent Night (selections)				✓	
Year 10 Subject Information Day				✓	
School Ball			✓	✓	

4.8.3 HOLA Responsibilities

As a member of the Senior 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 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 and encouraging teachers to experiment with innovative strategies and best practices.
- Using available data to monitor department and program effectiveness.
- Assisting staff to creatively modify and adapt instructional practices/programs in order to become more effective.
- Providing ongoing feedback to 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 staff in curriculum development opportunities.

As a member of the Senior Leadership Team, Heads of Learning Area will promote success for every student by:

- Expecting staff to share the belief that all students can experience success.
- Modelling and developing best practices to ensure student success.
- Articulating program and philosophy to feeder schools on a continuous basis.
- Assisting staff 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.

4.8.4 Teacher Responsibilities

Daily Expectations

- School Day. Teachers are required to arrive by 8:35am and to remain on school site until 3:20pm. 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.
- Compass electronic attendance. Teachers are legally responsible for maintaining accurate records for reporting student attendance, student grades, and late arrivals. Absences must be entered in the first 20 minutes of each period. First period absences are to be entered by 9:10am.

General Expectations

- Changing Rooms. Teachers must not change room locations without prior approval from their HOLA. Temporary moves should be reported to administration 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 proposals to the Manager of Operations via Consent2Go for approval – at least 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 pigeonholes. Each teacher is assigned a pigeonhole at the beginning of the school year. Names are placed over each space. Teachers should check and clear their pigeonholes 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.

4.8.5 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.

4.8.6 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.

4.8.7 Homeroom Teacher Responsibilities

There is a formal Homeroom Period after recess on Monday, Tuesday, Thursday and Friday, with 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.
- iYarn check-ins.
- 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 Homeroom 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.
- 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

4.9 Performance Development

Performance Development is an active ongoing process of reflection, planning, monitoring and review. The employee and Line Manager should develop a Performance Development Plan (PDP) that contains goals, performance indicators, timeframes and agreed support that links to operational priorities. The process should focus on a culture of providing support and feedback.

Reflection

The Performance Development Plan contains a self-reflection tool, which participants should use to reflect on practice. Teachers are encouraged to use the self-reflection tool to assist with identification of their areas of strength and those requiring development.

Teachers should also refer to the [*Australian Professional Standards for Teachers*](#)

Planning

This part of the process provides an opportunity for teachers and line managers to reflect on teachers' achievements, assess performance, set goals for improvement and identify support. It is important to identify the resources and strategies that will be used to achieve the goals that have been identified.

Monitoring

Ongoing and informal monitoring of the agreed plan is desirable. Changes may be made owing to unexpected circumstances, eg. the availability of additional funding to support a particular strategy. At least one formal meeting should occur to enable feedback on progress to be given.

Review

The timing of the review meeting will depend on the contents of the plan. In most cases, plans will be initiated in term 1 and reviewed in term 4, however, not all goals are achievable in this time span and effectiveness of long-term strategies can be difficult to assess in a relatively short-term period. It is legitimate to plan for long-term change, although given the potential for disruption with the changing personnel a review should occur within 18 months. Staff are able to continue striving towards achieving the same goal over a longer term but should agree on success indicators or targets that can be measured within this time frame.

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 whoever 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.

To safe guard you

If at any time there is cause for concern it is obligatory on the part of either party to the performance agreement to express that concern. A panel can be set up consisting of the Principal, Your Mentor, Yourself and a Peer (if needed). The panel will address your concerns and put in place any strategies, actions or reasonable requests that are forthcoming.

Process/Stages

The Performance Development process is usually annual.

1. Self-Reflection	Term 1, Week 6-10	30 Mins suggested	Employee alone
2. Planning Meeting	Term 2, Week 1-3	40 mins meeting	Employee & Performance Manager
3. Implementation & Development	Terms 2-4	Incidental informal & formal meetings as per plan	Employee Performance Manager
4. Review Meeting	Term 1, Week 3-5	40 mins meeting	Employee & Performance Manager

Copies of the Performance Development Plans for all career stages can be found in the Appendix section of this handbook, via the below hyperlinks

- **Performance Development & Review**
 - [Teacher](#)
 - [Senior Teacher](#)
 - [Level 3 Classroom Teacher](#)
 - [HOLA](#)
 - [Program Coordinator](#)
 - [Deputy Principal](#)

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.

4.10 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 ① [Professional Standards for Teachers in Western Australia](#) and ② [Fit and Proper](#) Requirements
- is complying with any conditions on his or her registration
- has met the applicable ③ [professional engagement](#) and ④ [professional 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 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:

- 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 Positive Behaviour Support Plan

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

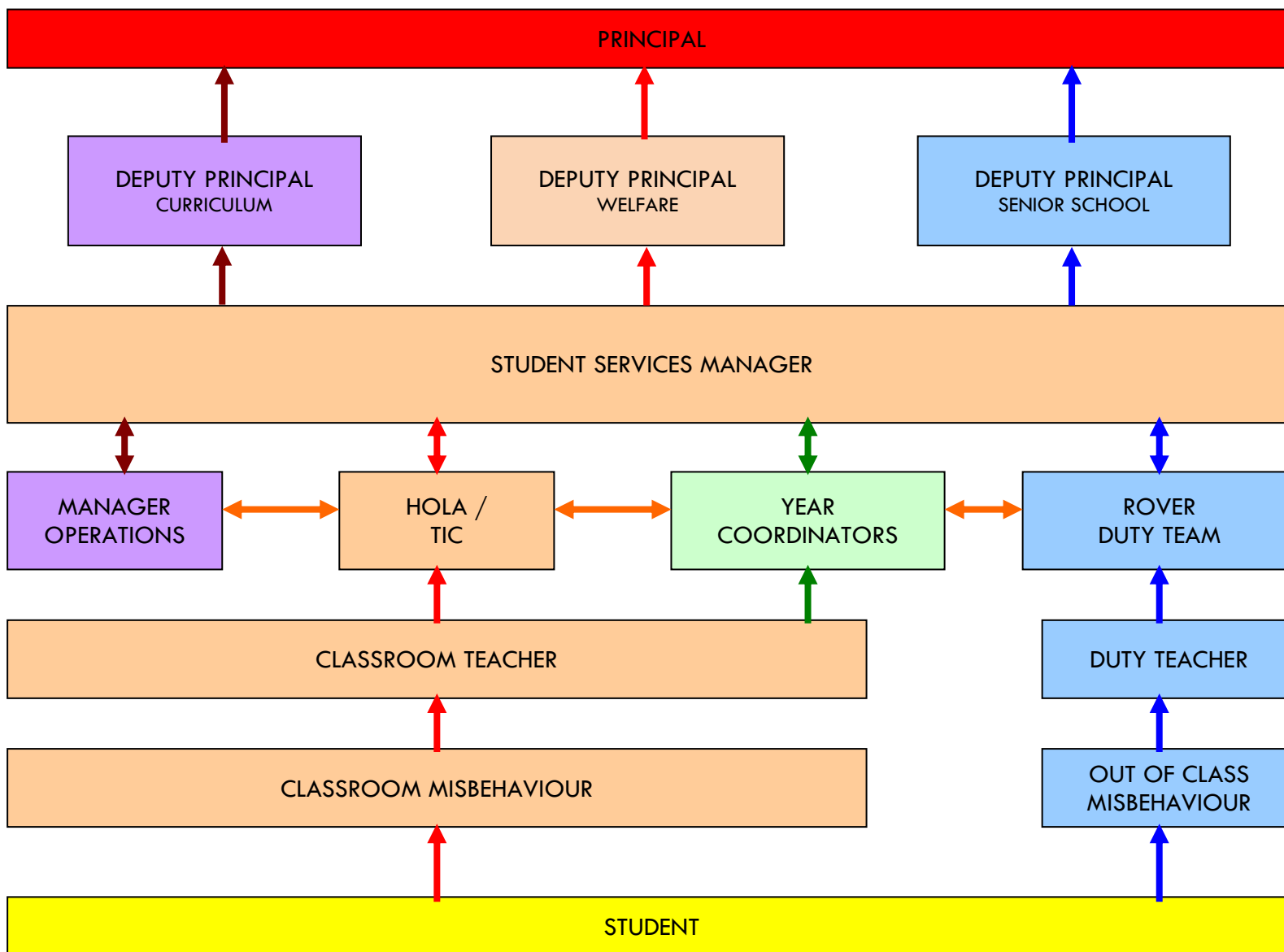
5.3 School Rules

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



THORNIE SENIOR HIGH SCHOOL 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 that 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, Assessment and Reporting Authority (ACARA) have developed the Australian Curriculum (Pre-primary to Year 10) 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

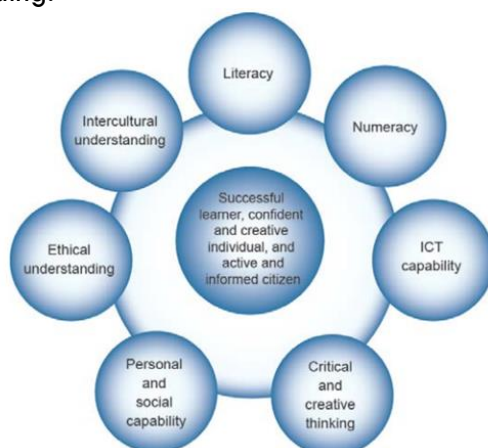
These are embedded in the content of the learning areas. They play a significant role in realising the goals set out in the Melbourne Declaration on Educational Goals for Young Australians (MCEETYA 2008) – that all young people in Australia should be supported to become successful learners, confident 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 the Western Australian Curriculum, which has been developed and is monitored by the School Curriculum and Standards Authority (SCSA). All Learning Areas have now fully implemented the new curriculum with only Languages awaiting further phased implementation.

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) from 2017 onwards.

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	<p>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:</p> <ul style="list-style-type: none"> • 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 <i>Disability Discrimination Act 1992</i> and meet the above criteria. <p>Preliminary courses do not contribute to achievement of the WACE.</p>
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.

Courses and Programs	General Features
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:

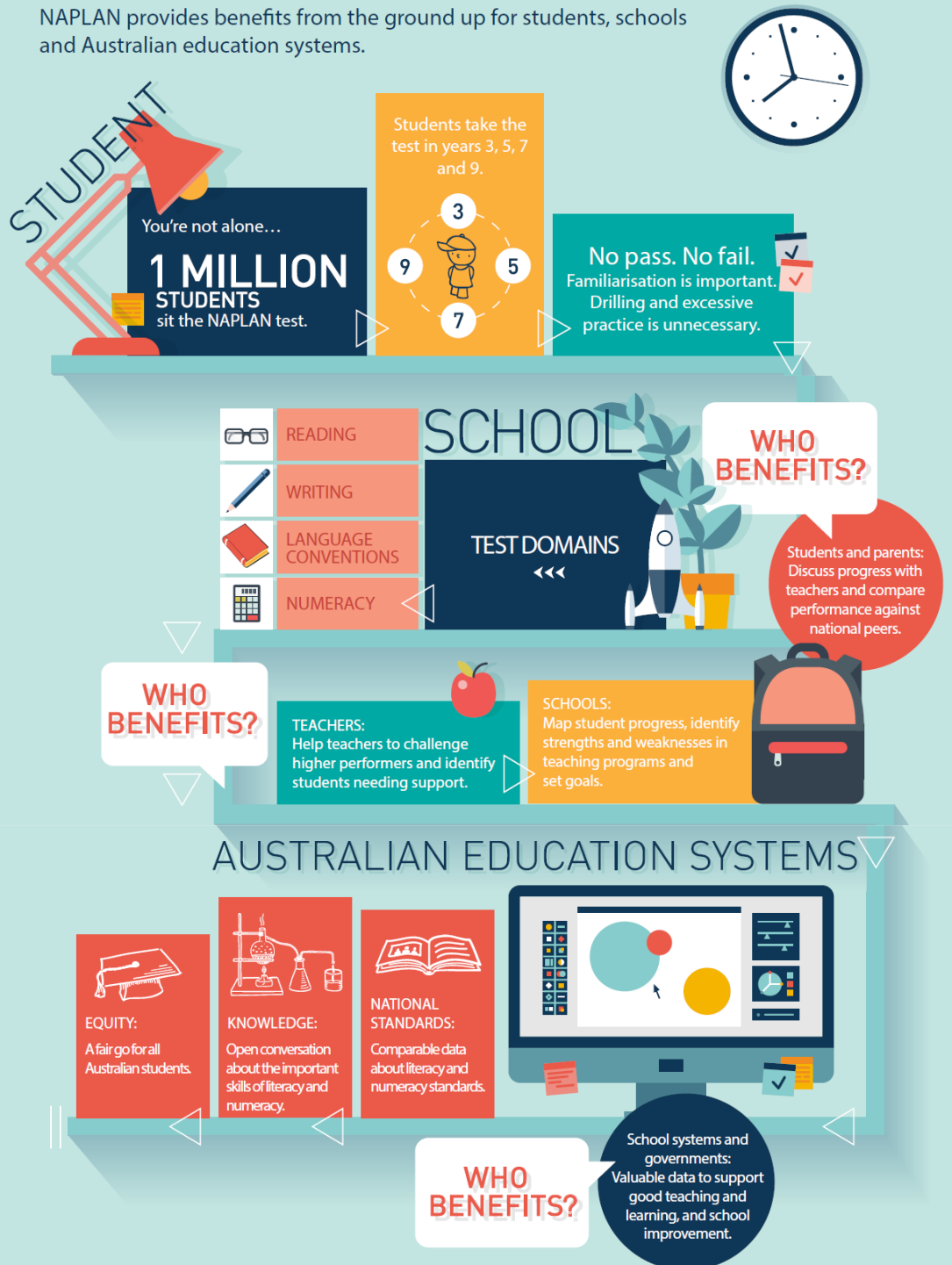
- reading
- writing
- language conventions (spelling, grammar and punctuation)
- numeracy.

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.

2022 OLNA Dates	
Round One	
Writing:	28 February - 2 March
Numeracy and Reading:	28 February – 25 March
Round Two	
Writing:	29 - 31 August
Numeracy and Reading:	29 August – 23 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.

6.9 Connect

Our aim for 2022 is to continue to be a fully CONNECTED school community.

Connect allows you to communicate easily with students and parents allowing them to be more informed about learning in our school.

Connect assists Parents and Caregivers to stay informed with their child's learning anywhere, anytime. They can securely access their child's individual attendance and academic information. Parents will be engaging in their child's Learning Journey through secondary schooling.

For Students, Connect assists them to access their course work and daily school information anytime, anywhere. They can communicate directly with you their teacher to ensure they are fully prepared for class, excursions, extra-curricular activities and social events. Connect will assist students to see their progress in each of their classes and help them to achieve your personal best at school.

To support students in their learning, it is expected that all teachers will create a Connect class for each of their timetabled classes and have the required course information loaded on to this page by the end of Week 2, Term 1.

Teachers are required to have a Course Outline, Assessment Outline and a Welcome Message loaded on to each of their Connect classes.

It is anticipated that teachers will develop their use of Connect across the school year, and look to employing the advanced features that Connect has to offer, including uploading of class resources, submissions and online marks books. Support for staff members who would like to develop their use of IT is provided through the ICT/STEM Committee and other key staff members.

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.

Student Selection and Application

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 compete 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

Incursion/Excursion Approvals Process

- simple and easy -

For all Incursion and Excursion Approvals, application must be lodged via the Consent2Go program.

- **All incursion/excursion proposal & application forms must be submitted to the Manager of Operations via Consent2Go at least two (2) weeks prior to the excursion, to allow adequate planning and approval timelines**

STEP ONE: PROPOSAL

- Organising Staff member completes electronic 'Proposal'
- This Proposal is considered/approved by the Manager of Operations

When assessing Incursion/Excursions for approval, consideration is given to educational purposes/relevance, school calendar and staffing/relief liability.

STEP TWO: PLANNING

- Organising Staff member completes electronic 'Planning' of incursion/excursion
- This Proposal is considered/approved by the Manager of Operations (MO) and Principal

STEP THREE: CONSENT

- Organising Staff member electronically sends excursion invite to parents for approval
- Parents electronically confirm consent for attendance, update students medical conditions and make payment if required

STEP FOUR: COMMUNICATION

- **At least 1 week** prior to in/excursion, email staff the details of activity and anticipated attendees
- All teachers attending incursion/excursion to complete relief forms and submit to Relief Coord.
- Relief Lessons must be completed and left in each teacher's pigeonhole.
- Make arrangements for use of an Excursion Mobile if necessary; and a First Aid Kit.

STEP FIVE: FINAL PLANS

School manages and conducts the excursion

- Organiser surveys incursion/excursion summary and makes additional plans as required
- Organiser downloads electronic summary to iPad for storage on excursion
- Organiser sends Student Services Officer confirmed list of attendees
- School nurses are alerted to students health conditions and date of the excursion, and make preparation if required (in addition to Organiser taking First Aid Kit and Excursion Mobile Phone)
- On day of incursion/excursion, confirm student attendance with Student Services (Phone: 9235 7900)

The excursion is archived for record keeping

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

Appendix:

Policies:

- Positive Behaviour Support Plan
 - Countering Bullying Policy
 - Mobile Phone Policy
 - Drug Education Policy
 - Late to School Policy
 - Uniform Policy
 - Smoking Policy
 - Good Standing Policy
 - Management of Aggression Policy
 - Suicidal/Self Injury Guidelines
- Assessment Policy
- Communicating with your School
- Homework Policy
- Lockdown Policy & Procedures
- Evacuation Procedures
- Student Parking Policy

Performance Development & Review:

- Teacher
- Senior Teacher
- Level 3 Classroom Teacher
- HOLA
- Program Coordinator
- Deputy Principal

THORNLIE SENIOR HIGH SCHOOL

Senior Secondary Assessment Policy

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 due to absence 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 mark will be included in the student's school mark but will not be uploaded to SCSA.

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 all schools have completed the task/exam.

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 Authority has accepted the marks. The written assessment tasks would be available to students for collection after that time. The school would securely dispose of all materials not collected by the end of the school year. 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 9:30am 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

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 8:00am and 4:00pm 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

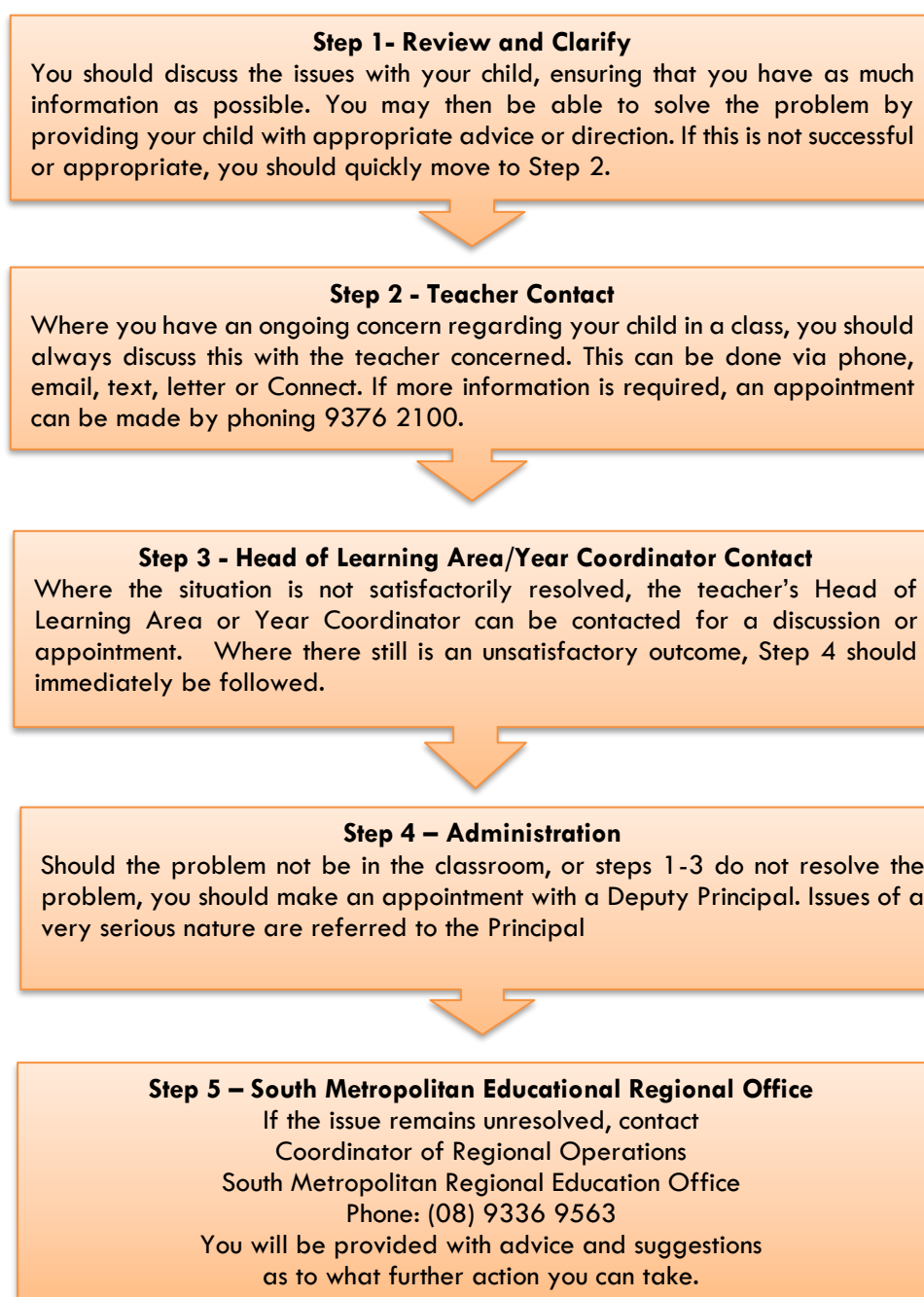
There is nothing quite as motivating or rewarding as receiving a compliment. When a parent, student or community member compliments one of our staff members, it helps us recognise that person appropriately.

Making an Enquiry or Suggestion

We welcome and encourage you to contact the school whenever 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:



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 textbooks 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 school-work, 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:	<ul style="list-style-type: none">• 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:	<ul style="list-style-type: none">• 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:	<ul style="list-style-type: none">• SS Staff interview student and administers After School Detention.• Letter sent home regarding Late to School offences.
SUBSEQUENT Offences Date:	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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

Lockdown Policy & Procedures Policy

PURPOSE

Thornlie SHS is implementing this policy to ensure that students, staff and visitors are safe in situations where there is a perceived threat of physical harm at the school site by confining people to classrooms and other school buildings.

This policy applies to employees, volunteers, parents/carers/students, and people visiting the school site. It covers the procedures and personnel responsibilities when the school is required to go into lockdown.

GUIDELINES

The Thornlie SHS Lock-down Policy applies when students and staff need to be locked within buildings for their own safety (isolation rather than evacuation). This will usually occur if there is an intruder on school grounds, but may also occur in some circumstances in the event of a hazardous situation such as a chemical spill or extreme weather event, which makes it dangerous for students, staff and visitors to be outside.

Copies of this policy will be made available to parents, staff and students via notices, Connect and the school website.

The Deputy Principal - Welfare, will schedule at least one practice lockdown drill per year to test and review the policy. They will also be responsible for communicating the policy to all staff and students to ensure a level of familiarity and clear understanding of the policy, procedure and roles.

Teachers will familiarise students of the lockdown policy procedures during the first week of the year during Homeroom.

PROCEDURE

In the event of an emergency, the Principal (or site manager) will initiate a lockdown based on an assessment of the risks to students and staff. The decision to initiate a lockdown will be informed by advice from other agencies, the educational regional office, Police or other information available on site.

If the decision is made to lockdown:

A public address system will be activated and the Deputy Principal of Welfare or site manager will give the following announcement.

- Activate lock-down procedures immediately.
- All students, staff, and visitors please proceed to the nearest classroom or safe area.
- Staff, secure your rooms and students.
- An intruder is located (location given) and is wearing (description) OR the reason for the lock-down is... (where it is appropriate to give such information).
- Authorities have been notified.
- **REPEAT:** Activate lock down procedures immediately. All students, staff, and visitors please proceed to the nearest classroom or safe area.

PRINCIPAL OR SITE MANAGER ACTIONS DURING A LOCKDOWN

- Liaise with school staff, other agencies and the education regional office in considering a lockdown.
- Activate lockdown using the predetermined activation signal.
- Advise WA Police and other appropriate emergency service agencies.
- Advise Regional Executive Director/education regional office.
- Establish the incident management team (to plan further actions and enact the response plan).

- Allocate specific responsibilities.
- Collect evacuation kit.
- Guide visitors to safety.
- Divert parents and returning groups from the school.
- Ensure a telephone line is kept free.
- Keep public address system free.
- If possible, stop the usual school siren from sounding period changes or break times.
- Secure external doors and entrances.
- Keep main entrance as the only school entry point. This entrance must be constantly monitored and no unauthorised people have access.
- Have a delegated staff member wait at the main entry to the school to guide emergency services personnel, if safe to do so.
- Ascertain (as possible) if all students, staff and visitors are accounted for.
- Record some details of actions undertaken and times (use Emergency and Critical Incident Diary attached).
- Await de-activation advice from emergency services personnel.
- Confirm with emergency service personnel that it is safe to de-activate lockdown.
- Determine whether to activate the school parent re-unification process.
- Determine if there is any specific information staff, students and visitors need to know (e.g. areas of the school to avoid or parent re-unification process)
- De-activate lockdown using the predetermined de-activation signal.
- Advise staff, students and visitors of any specific information they need to know.
- Ensure any students, staff or visitors with medical or other needs are supported.
- Provide appropriate information on the lockdown to staff and students.
- Print and issue pre-prepared parent letters and give these to students for them to take home.
- Advise the education regional office that the lockdown is over and the outcomes.
- Seek support from the Regional Executive Director or Coordinator Regional Operations, as required.
- Brief staff on the incident.
- Ensure all personnel are made aware of Employee Assistance Program contact details.

FOLLOW UP

- Prepare and maintain records and documentation.
- Follow up with any students, staff or visitors who need support
- Have an operational debrief to review the lockdown and school procedural changes that may be required

STAFF ACTIONS DURING A LOCK DOWN

- If in class, stay in the classroom.
- If out of class, move into the closest classroom or safe area. Check and collect people from adjacent areas.
- Direct students who are out of class into their regular or closest classroom.
- Do not leave classroom to get students.
- Close the classroom door and lock if possible.
- Close windows, blinds and shutters
- Turn off the lights, fans and electrical devices.
- Position all people close to the ground (e.g. on the floor), away from windows and doors and out of sight (if possible).
- Tell students that mobile phones are not to be used and are to be turned off.
- Staff may only use mobile phone to give administration and police further information about the emergency if appropriate (phone should be on silent).

- Record the names of all people in the classroom.
- Stay calm and encourage others to be calm and silent.
- No one is to leave the room during the lockdown.
- Provide information to the principal or site manager, as required.
- Do not allow any unauthorised people into the room.
- If emergency medication is required then contact the administration office for advice.
- If a toilet is needed consider the use of a plastic lined bin.
- Remain in the room until the de-activation signal “all clear” is given over the PA system and await specific instructions from the Deputy Principal – Welfare or site manager.
- Follow any specific instructions.

PARENT/GUARDIAN RESPONSIBILITIES

Information about the school's lockdown procedures will be disseminated to all parents via the schools website and Connect.

Usually a lock-down situation will be declared on the recommendation of police or emergency personnel. If this occurs, parents will be notified as soon as it is practical to do so. Parent/guardians are requested to follow the following during a lockdown situation:

- Do not come to the school, as students will not be released to parents during a lockdown.
- Parents and visitors will be restricted from entering the school site during a lockdown.
- Do not call the school as this may tie up emergency lines that must remain open.
- Do not expect their child to call them, nor should they call student mobiles, as the lock-down situation requires silence in order not to alert an intruder to the presence of students and staff in classrooms.

If your child needs to be collected early or if your child's stay at school is extended beyond the regular time, you will receive information about the time and place to pick up your child.

INTRUDER PROCEDURES

From time to time, staff may be confronted by an intruder in the school grounds, or may need to confront someone who does not appear to have any legitimate reason for being on campus. In such a case, you should use the following procedure:

- When confronting an intruder, take another staff member with you.
- Ask a third staff member who is not involved to call the office.
- Determine who will initiate contact with the intruder and who will be the back-up person. If possible include a third staff member so that you can actually form a triangle around the intruder. This will put you in a stronger defensive position.
- Attempt to direct the intruder to the main office. Use casual conversation or body language to calmly direct the situation.
- If the intruder refuses to cooperate, do not escalate the situation. Leave and call administration who will immediately call the police.
- If the intruder shows a weapon, assure him/her that it is not necessary for him/her to consider using the weapon.
- Back away slowly and leave the area. Both of your hands should be up with your palms facing the intruder while slowly backing.
- As soon as it is safe to do so, report the situation to the Principal

THORNIE SENIOR HIGH SCHOOL

Evacuation Procedures SPECIFIC EMERGENCY SITUATIONS

- **THE SAFETY OF STUDENTS AND STAFF IS PARAMOUNT.**
- **MOVE STUDENTS FROM DANGER BEFORE ANY FURTHER ACTION IS TAKEN.**

There are a number of potential emergency situations which could occur in a school. Some of these situations would not require the evacuation of whole school, just the immediate area. For others an immediate evacuation may be the wrong action unless there is an imminent danger.

For the specific situations listed below the initial response should be:

Earthquake

Indoors (Normal Classroom)

- Get everybody under desks, tables or a door frame.
- Ensure nobody leaves the building.
- Turn off gas.
- When the tremor has subsided follow the evacuation procedure outlined below. Keep clear of buildings, trees and power lines.

Indoors (Gymnasium)

- Evacuate through emergency exits.
- Move quickly away from buildings and power poles.
- Evacuate to designated assembly area.

Outdoors

- Move quickly away from buildings and power poles.
- Evacuate to designated assembly area.

Lockdown

- Get everybody under desks, tables and away from windows.
- Lock doors if possible.
- Ensure nobody leaves the room.

Fire in the Bush at the Rear of the School

In the event of a major fire in the bush at the rear of the school evacuation to the Oval may be deemed as dangerous. In this event an announcement will be made instructing **ALL** students and staff to evacuate to the Front Lawn area

Area 1 – Main Lawn

Area 2 – Main Lawn side of the Canteen

Area 3 – Between the Staffroom, Bike Racks and Main Gate.

Non-Contact Time

If an emergency evacuation is called during a break (recess or lunch), staff are asked to assist all students to assemble on the front lawn. Students will be directed to assemble in Houses and then their Home Room groups. Home Room teachers are to take charge of their class and call the roll.

EMERGENCY EVACUATION PROCEDURE

The following plan has been developed to provide quick, orderly and controlled movement of persons on site should an evacuation of the school be required due to:

- FIRE
- EARTHQUAKE
- DISASTER
- EMERGENCY

IN CASE OF AN EMERGENCY THE SCHOOL WILL BE NOTIFIED OF AN EVACUATION AS FOLLOWS:

If the PA system is operating, evacuation siren will sound, accompanied by verbal instructions/warnings.

“Students are to exit the school under teacher direction.”

If PA system is not operating, repeated sound of loud haler siren/air horn and verbal warnings through runners will signal evacuation.

- Teachers must remain with and in complete control of their class at the time of evacuation and subsequent assembly in designated area/s. They are to:
 - Collect class list/ iPads
 - Count students.
 - Turn off gas / power / air conditioning.
 - Leave **all** personal effects in classroom.
 - Don't lock door.
- Make an orderly exit to assembly area as per evacuation map.
(Should an evacuation assembly area be deemed unsuitable by the Assembly Area Leader then the staff should escort the students to the secondary evacuation area as per evacuation map).
- Keep class seated together in the assembly area and report following to the Zone Leader who will pass the information on to the Assembly Area Leader.
 - Room number**
 - Missing persons**
 - Injuries**

The Assembly Area Leader completes the checklist and forwards summary of information to the Evacuation Controller at the Control Centre.

- Teachers without a class report to the nearest Assembly Area.
- Students and teachers must **wait for instructions** at this time.
- Return to school buildings when authorised by the Evacuation Controller.

If during a break (recess or lunch), staff are asked to assist all students to assemble on the front lawn. Students will be directed to assemble in their House groups. Home Room teachers are to take charge of their class and call the roll.

SCHOOL EVACUATION ROLES

CLASS TEACHERS / STUDENTS

1. On identifying the evacuation warning the teacher is to (if possible),
 - Collect class list.
 - Count the number of students in the class group.
 - Turn off all power and gas.
 - School bags to remain in classroom.
 - Do NOT lock door.
2. Escort students to the area designated on the Evacuation Map.
3. Check and clear adjacent rooms if possible.
4. On arrival at evacuation area have the class sit in 2 lines, conduct a roll check and maintain control of the class group.
5. Advise Zone Leader what room you have cleared and if all students are present or if any are missing/extra.
6. Remain supervising your class group in the designated areas until “all-clear” is advised by Assembly Area Leader.
7. Students will move back to classrooms under the control of their class teacher.

NOTE: Teachers without classes and non-teaching faculty members:

- Assist teachers in your area to evacuate students and make area safe
- Assume responsibility for Zone Leaders class (if they have one)
- report to Zone Leader in nearest Assembly Area
- assist as required.

ADMINISTRATION TEAM

PRINCIPAL (Evacuation Controller)

1. Evaluate situation and initiate evacuation procedures either to the Normal Evacuation Area or towards the Front of the school.
2. Communicate decision to Deputy – Student Welfare, other Deputies and Front Office Staff.
3. Obtain vest and Evacuation File from Evacuation Kit.
4. Decide on position for Control Centre and First Aid Post.
5. Supervise Control Centre activities.
6. Contact emergency services 000 / Regional Office.
7. Brief Emergency Services on arrival
8. Initiate “All Clear” when ready – communicate this to the Deputy –Student Welfare.

DEPUTY PRINCIPAL – STUDENT WELFARE (Assembly Area Leader)

AREA 1 – FRONT LAWN

1. Advise school of evacuation using PA/siren. If the siren does not work then notify the other Deputy Principals to commence evacuation procedures in each of the areas they are responsible for.
2. Collect Evacuation Kit labelled Area 1 – Front Lawn (located in front office in plastic tub).
3. Advise Area 1 of evacuation by using a Megaphone (if PA not usable) and move to Area 1 (the front lawn) or the Alternative Area 1 (admin lawn).
5. Report to Control Centre by phone/runner on arrival at assembly area.
6. Set out the assembly area markers (to assist orderly control of classes).
7. Check off Assembly Area Checklist when provided information from Zone Leaders.
8. Report to Control Centre by phone/runner Assembly Area Checklist information.
9. Remain in the area to:
 - liaise with emergency services personnel
 - provide support to Zone Leaders as required.

DEPUTY PRINCIPAL – SENIOR SCHOOL (Assembly Leader)

AREA 2 –SCHOOL OVAL (behind gym)

1. Proceed to Front Office and collect Evacuation Kit labelled Area 2 – School Oval (located in front office in plastic tub).
2. Advise Area 2 of evacuation by using a Megaphone (if PA not usable) and move to Area 2 (the school oval) or the Alternative Area 2 (lawn behind Canteen).
3. Report to Control Centre by phone/runner on arrival at assembly area.
4. Set out the assembly area markers (to assist orderly control of classes).
5. Check off Assembly Area Checklist when provided information from Zone Leaders.
6. Report to Control Centre by phone/runner Assembly Area Checklist information.
7. Remain in the area to:
 - liaise with emergency services personnel
 - provide support to Zone Leaders as required.

DEPUTY PRINCIPAL – CURRICULUM (Assembly Leader)
AREA 3 – SCHOOL OVAL

1. Proceed to Front Office and collect from Evacuation Kit labelled Area 3 – School Oval (located in front office in plastic tub).
2. Advise Area 3 of evacuation by using a Megaphone (if PA not usable) and move to Area 3 (the school oval).
3. Report to Control Centre by phone/runner on arrival at assembly area.
4. Set out the assembly area markers (to assist orderly control of classes).
5. Check off Assembly Area Checklist when provided information from Zone Leaders.
7. Remain in the area to:
 - liaise with emergency services personnel
 - provide support to Zone Leaders as required.

MANAGER STUDENT SERVICES

1. Notify Student Services staff of evacuation and direct them to assembly Area 3.
2. Complete Zone Checklist.
3. Deputise for Deputy in their absence.

SCHOOL OFFICERS – STUDENT SERVICES

1. Collect the following and proceed to Area 3:
 - student timetable files
 - absentee list
 - early leave/late arrival register
 - excursion file

YEAR COORDINATORS

1. Report to Control Centre.
2. Remain in the Control Centre to help coordinate all communication

MANAGER CORPORATE SERVICES

1. Collect:
 - finance records
 - keys
 - mobile phone/s
2. Check all office personnel have collected necessary school files/documents and that they have evacuated the office.
3. Notify Gardeners and Cleaners of evacuation.
4. Evacuate to Area 1.
5. Check that the office staff has arrived at Area 1.
6. Liaise with Principal and emergency services.

SCHOOL OFFICERS – FRONT OFFICE

1. Collect:
 - visitors log book
 - staff out of school diary
 - maintenance log book
2. Evacuate to Area 1 where you will assist as directed.

NURSE

1. Evacuate medical centre.
2. Report to Control Centre with First Aid Kit / materials.

ANCILLARY STAFF

CLEANERS / GARDENERS

1. Evacuate to nearest designated area or as instructed.
2. Report to the Assembly Area Leader.

CANTEEN MANAGER

1. Check that the canteen is clear.
2. Evacuate to area 1 (the front lawn).
3. Report to the Assembly Area Leader the evacuation of Canteen.

ZONE LEADERS

1. Assemble students in class ready for evacuation (if teaching).
2. Delegate class to another teacher or non-teaching staff member to evacuate class to assigned area.
3. Check designated rooms/toilets/offices/areas to confirm they are cleared as per Zone Checklist.
4. Confirm your Zone is cleared and advise Assembly Area Leader of any relevant information.
5. Assist teachers to supervise students in assembly area.
6. Initiate "all clear" procedures when advised by the Assembly Area Leader and direct the return of staff and students to classrooms.

NOTE: The first HOLA or TIC to arrive at the Assembly Area will assume the duties of Assembly Area Leader until the Assembly Leader arrives.

CHECKPOINTS

1. Proceed immediately to your Check Point.
2. Control access into and out of the school and report appropriate information to the Area 1 Assembly Leader.

NOTE: During an evacuation no one (other than emergency services personnel) is permitted to enter the school grounds

GENERAL NOTES:

1. Copies of School Evacuation map and Procedure will be located near exits in all classrooms and staff offices.
2. Teachers and students to be familiar with designated assembly areas and evacuation paths.

ZONE INFORMATION

Evacuation Controller:	Principal
Assembly Leaders:	Deputy Principal - Student Welfare Deputy Principal - Senior School Deputy Principal - Curriculum
First Aid	School Nurse

Checkpoint – Front Gate	Human Resource Officer
Checkpoint – Far Gates/Car Park	Finance Officer

Zone	Assembly Wardens		Assembly Area Wardens (Green Fluoro Vest)
1	Administration Building	Manager CS	Deputy of Welfare
2	100 Block Rooms 101-105 Rooms 111-115	MATHS HOLA	
3	200 Block Rooms 201-205 Rooms 211-217	VET HOLA	
4	800 Block Rooms 801-803 Rooms 811-814	ENGLISH HOLA	
5	300 Block Rooms 301-306	MUSIC TEACHER	Deputy of Senior School
6	500 Block Rooms 501 -503 Rooms 511 & 512	ARTS HOLA	
7	400 Block - D & T Rooms 408-412	D & T HOLA	
8	400 Block – Home Ec Rooms 404-407 Rooms 401-403	TECHNOLGIES 2IC	
9	Gym	HPE HOLA	
10	600 Block Rooms 601-604	SCIENCE HOLA	Deputy of Teaching & Learning
11	Library	LIBRARIAN	
12	Student Services	MANAGER OF SS	
13	700 Block Rooms 701-705 Rooms 711-715	HASS HOLA	

NOTE:

In the event that Zone Wardens / Assembly Area Wardens have a class, they are to delegate their class to a teacher on DOTT, another teacher or an assistant.

THORNLIE SENIOR HIGH SCHOOL

Student Parking Policy

The Student Parking Policy has been formulated in an attempt to provide acceptable access to students to park and secure mopeds/scooter vehicles on school grounds. The policy is outlined below:

1. A formal parking area for these vehicles has been created as the M/C bay in the school car park
2. Parking is permitted only in this designated area.
3. All students' vehicles entering the school grounds are to be **registered** so they and the owner can be identified.
4. Student registration occurs via an application form available from the Year 12 Coordinator. This requires the student and parents agreeing to the policy as well as the provision of personal and vehicle details.
5. Students are not to exit school grounds unless they have formally signed out with parental permission or they have approval from Student Services.
6. No movement is permitted between 8.50 am and 3.05 pm during a normal school day. If a student has a flexible timetable due to a "0" period they will be required to show their pass indicating this.
7. Students are NOT permitted under any circumstances to transport passengers on their vehicle on school grounds.
8. Students are to travel on school grounds at a maximum of 10km per hour and drive in a manner that is deemed to be safe and responsible. Vehicles are only permitted on designated driveways within the school.
9. Vehicles are considered to be out of bounds during school hours and may not be accessed during this time. School CCTV cameras will be used to monitor this.
10. Students seen violating the conditions on the permit are to be banned from parking on school premises. Please refer to the table below for consequence management.

Offence	Ban length	Authority Involved
1st offence	1 month	Year Coordinator
2nd offence	6 months	Student Services Manager
3rd offence	Permanent ban	Deputy Principal

The Year 12 Coordinator will issue permits and maintain a register of offences.

Offences can be reported by any member of the staff or public who witness an incident.



PERFORMANCE DEVELOPMENT AND REVIEW PLAN FOR TEACHERS

Name:

Learning Area:

Year:

2022

Performance Development

Performance Development is an active ongoing process of reflection, planning, monitoring and review. The employee and Line Manager should develop a Performance Development Plan (PDP) that contains goals, performance indicators, timeframes and agreed support that links to operational priorities. The process should focus on a culture of providing support and feedback.

Reflection

The Performance Development Plan contains a self-reflection tool, which participants should use to reflect on practice. Teachers are encouraged to use the self-reflection tool to assist with identification of their areas of strength and those requiring development.

Teachers should also refer to the [Australian Professional Standards for Teachers](#)

Planning

This part of the process provides an opportunity for teachers and line managers to reflect on teachers' achievements, assess performance, set goals for improvement and identify support. It is important to identify the resources and strategies that will be used to achieve the goals that have been identified.

Monitoring

Ongoing and informal monitoring of the agreed plan is desirable. Changes may be made owing to unexpected circumstances, eg. the availability of additional funding to support a particular strategy. At least one formal meeting should occur to enable feedback on progress to be given.

Review

The timing of the review meeting will depend on the contents of the plan. In most cases, plans will be initiated in term 1 and reviewed in term 4, however, not all goals are achievable in this time span and effectiveness of long-term strategies can be difficult to assess in a relatively short-term period. It is legitimate to plan for long-term change, although given the potential for disruption with the changing personnel a review should occur within 18 months. Staff are able to continue striving towards achieving the same goal over a longer term but should agree on success indicators or targets that can be measured within this time frame.

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 whoever 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.

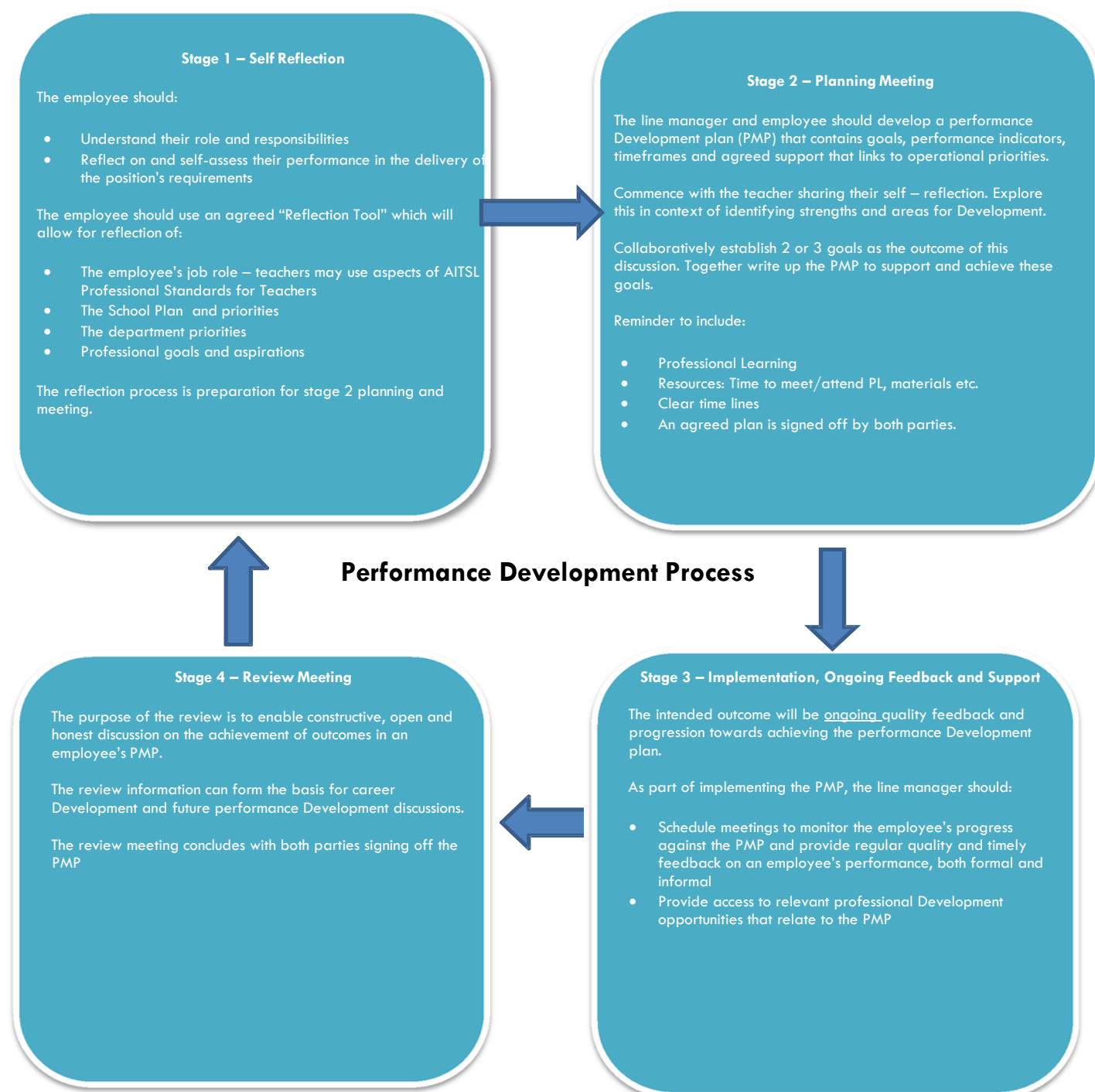
To safe guard you

If at any time there is cause for concern it is obligatory on the part of either party to the performance agreement to express that concern. A panel can be set up consisting of the Principal, Your Mentor, Yourself and a Peer (if needed). The panel will address your concerns and put in place any strategies, actions or reasonable requests that are forthcoming.

Process/Stages

The Performance Development process is usually annual.

1. Self-Reflection	Term 1, Week 6-10	30 Mins suggested	Employee alone
2. Planning Meeting	Term 2, Week 1-3	40 mins meeting	Employee & Performance Manager
3. Implementation & Development	Terms 2-4	Incidental informal & formal meetings as per plan	Employee Performance Manager
4. Review Meeting	Term 1, Week 3-5	40 mins meeting	Employee & Performance Manager



PERFORMANCE MANAGEMENT PLAN FOR TEACHERS

This template provides a guide for the performance and development of teachers when preparing documentation to support the requirements of the Department's [Employee Performance policy](#).

The policy requires teachers to use the [Australian Professional Standards for Teachers](#) as a prime reference for performance discussions and assessment. It also requires line managers to observe teachers' practice in the classroom and use this as evidence in the annual process.

The policy articulates with the [Australian Teacher Performance and Development Framework](#).

When considering the performance management plan, additional documents for framing performance goals may include:

- [Strategic Directions for Public Schools 2020 - 2024](#)
- [Classroom First Strategy](#)
- School Plan.

PERFORMANCE DEVELOPMENT PLAN	
TEACHER	LINE MANAGER
NAME:	NAME:
POSITION:	POSITION:
Record of process	
STAGE	DATE/s
Self-reflection	
Planning and goal setting meeting	
Professional learning completed	
•	
•	
•	
Classroom Practice Observations	
• Peer	
• Line manager (mandatory)	
Review meeting	
TEACHER'S SIGNATURE	Date:
LINE MANAGER'S SIGNATURE	Date:

REFLECTION TOOL

Australian Professional Standards for Teachers (AITSL)

1. Reflect on each standard in the context of your current role and school/ student context.
2. Highlight those areas that can be identified as areas that would assist improvement and consider areas that need further Development and support.
3. Identify specific aspects of this standard in the context of your current role – (right side box)
4. Share your self-reflection with your line manager in the PDP meeting, using it to drive identification of your PDP goal/s.

STAGE 1: Self Reflection: AITSL Australian Professional Standards for Teachers		
Name:	Date:	
STANDARD 1: KNOW STUDENTS AND HOW THEY LEARN		
1.1 Physical, social and intellectual Development and characteristics of students 1.2 Understand how students learn 1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds 1.4 Strategies for teaching Aboriginal and Torres Strait Islander students 1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities 1.6 Strategies to support full participation of students with disability	Areas of Strength	Areas for Development
STANDARD 2: KNOW THE CONTENT AND HOW TO TEACH IT		
2.1 Content and teaching strategies of the teach 2.2 Content selection and organisation 2.3 Curriculum, assessment and reporting 2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between indigenous and non – Indigenous Australians 2.5 Literacy and numeracy strategies 2.6 Information and Communication Technology (ICT)	Areas of Strength	Areas for Development
STANDARD 3: PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING		
3.1 Establish challenging learning goals 3.2 Plan, structure and sequence learning programs 3.3 Use teaching strategies 3.4 Select and use resources 3.5 Use effective classroom communication 3.6 Evaluate and improve teaching programs 3.7 Engage parents/carers in the educative process	Areas of Strength	Areas for Development

STANDARD 4: CREATE AND MAINTAIN SUPPORTIVE AND SAFE LEARNING COMMUNITIES		
4.1 Support student participation 4.2 Manage classroom activities 4.3 Manage challenging behaviour 4.4 Maintain student safety 4.5 Use ICT safely, responsibly and ethically	Areas of Strength	Areas for Development
STANDARD 5: ASSESS, PROVIDE FEEDBACK AND REPORT ON STUDENT LEARNING		
5.1 Assess student learning 5.2 Provide feedback to students on their learning 5.3 Make consistent and comparable judgements 5.4 Interpret student data 5.5 Report on student achievement	Areas of Strength	Areas for Development
STANDARD 6: ENGAGE IN PROFESSIONAL LEARNING		
6.1 Identify and plan professional learning needs 6.2 Engage in professional learning and improve Practice 6.3 Engage with colleagues and improve practice 6.4 Apply professional learning and improve student Learning	Areas of Strength	Areas for Development
STANDARDS 7: ENGAGE PROFESSIONALLY WITH COLLEAGUES, PARENTS/CARERS AND THE COMMUNITY		
7.1 Meet Professional ethics and responsibilities 7.2 Comply with legislative, administrative and organisational requirements 7.3 Engage with the parents / carers 7.4 Engage with professional teaching networks and broader communities	Areas of Strength	Areas for Development
REFERENCE: AITSL Australian Professional Standards for Teachers - For detailed examination of the standards Identified for your growth and Development, use this reference: http://www.teacherstandards.aitsl.edu.au		

PLANNING

Professional Knowledge

- Standard 1 Know students and how they learn
- Standard 2 Know the content and how to teach it

Comment:

Professional Practice

- Standard 3 Plan for and implement effective teaching and learning
- Standard 4 Create and maintain supportive and safe learning environments
- Standard 5 Assess, provide feedback and report on student learning

Comment: Refer to evidence relating to classroom observation

Professional Engagement

- Standard 6 Engage in professional learning
- Standard 7 Engage professionally with colleagues, parents/carers and the community

Comment:

KEY GOALS

1.

2.

3.

4.

SUPPORT / PROFESSIONAL LEARNING / RESOURCES

Comment:

OTHER – factors that may impact on performance (eg carer responsibilities, cultural obligations and study)

Comment:

TEACHER'S SIGNATURE

Date:

LINE MANAGER'S SIGNATURE

Date:

REVIEW

Professional Knowledge

- Standard 1 Know students and how they learn
Standard 2 Know the content and how to teach it

Comment:

Professional Practice

- Standard 3 Plan for and implement effective teaching and learning
Standard 4 Create and maintain supportive and safe learning environments
Standard 5 Assess, provide feedback and report on student learning

Comment: Refer to evidence relating to classroom observation

Professional Engagement

- Standard 6 Engage in professional learning
Standard 7 Engage professionally with colleagues, parents/carers and the community

Comment:

General comment:

TEACHER'S SIGNATURE

Date:

LINE MANAGER'S SIGNATURE

Date:



PERFORMANCE DEVELOPMENT AND REVIEW PLAN FOR SENIOR TEACHERS

Name:

Learning Area:

Year:

Performance Development

Performance Development is an active ongoing process of reflection, planning, monitoring and review. The employee and Line Manager should develop a Performance Development Plan (PDP) that contains goals, performance indicators, timeframes and agreed support that links to operational priorities. The process should focus on a culture of providing support and feedback.

Reflection

The Performance Development Plan contains a self-reflection tool, which participants should use to reflect on practice. Teachers are encouraged to use the self-reflection tool to assist with identification of their areas of strength and those requiring development.

Teachers should also refer to the [Australian Professional Standards for Teachers](#)

Planning

This part of the process provides an opportunity for teachers and line managers to reflect on teachers' achievements, assess performance, set goals for improvement and identify support. It is important to identify the resources and strategies that will be used to achieve the goals that have been identified.

Monitoring

Ongoing and informal monitoring of the agreed plan is desirable. Changes may be made owing to unexpected circumstances, eg. the availability of additional funding to support a particular strategy. At least one formal meeting should occur to enable feedback on progress to be given.

Review

The timing of the review meeting will depend on the contents of the plan. In most cases, plans will be initiated in term 1 and reviewed in term 4, however, not all goals are achievable in this time span and effectiveness of long term strategies can be difficult to assess in a relatively short term period. It is legitimate to plan for long term change, although given the potential for disruption with the changing personnel a review should occur within 18 months. Staff are able to continue striving towards achieving the same goal over a longer term but should agree on success indicators or targets that can be measured within this time frame.

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 whoever 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.

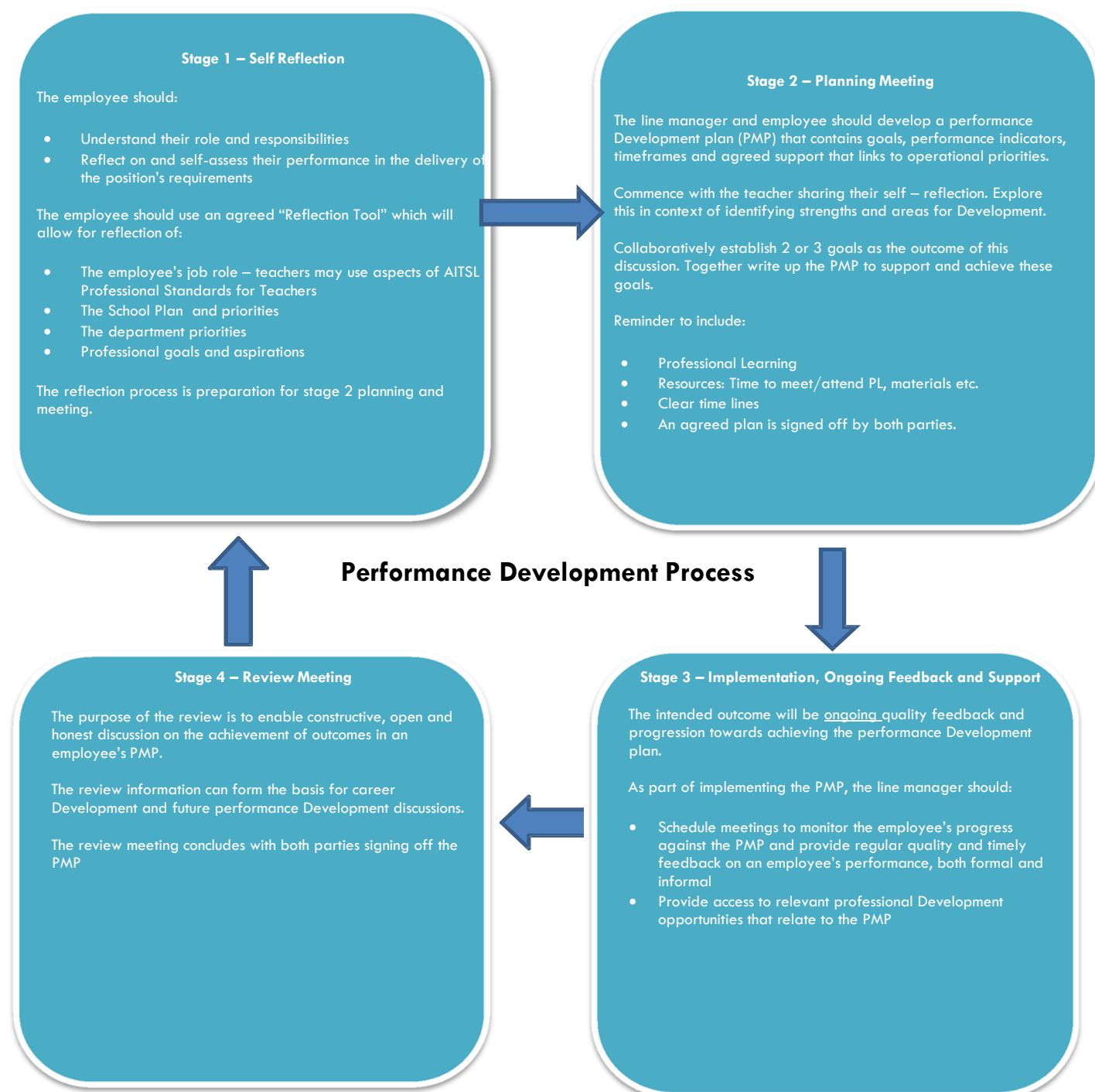
To safe guard you

If at any time there is cause for concern it is obligatory on the part of either party to the performance agreement to express that concern. A panel can be set up consisting of the Principal, Your Mentor, Yourself and a Peer (if needed). The panel will address your concerns and put in place any strategies, actions or reasonable requests that are forthcoming.

Process/Stages

The Performance Development process is usually annual.

1. Self-Reflection	Term 1, Week 6-10	30 Mins suggested	Employee alone
2. Planning Meeting	Term 2, Week 1-3	40 mins meeting	Employee & Performance Manager
3. Implementation & Development	Terms 2-4	Incidental informal & formal meetings as per plan	Employee Performance Manager
4. Review Meeting	Term 1, Week 3-5	40 mins meeting	Employee & Performance Manager



PERFORMANCE MANAGEMENT PLAN FOR SENIOR TEACHERS

This template provides a guide for the performance and development of teachers when preparing documentation to support the requirements of the Department's [Employee Performance policy](#).

The policy requires teachers to use the [Australian Professional Standards for Teachers](#) as a prime reference for performance discussions and assessment. It also requires line managers to observe teachers' practice in the classroom and use this as evidence in the annual process.

The policy articulates with the [Australian Teacher Performance and Development Framework](#).

When considering the performance management plan, additional documents for framing performance goals may include:

- [Strategic Directions for Public Schools 2020 - 2024](#)
- [Classroom First Strategy](#)
- School Plan.

PERFORMANCE DEVELOPMENT PLAN	
SENIOR TEACHER	LINE MANAGER
NAME:	NAME:
POSITION:	POSITION:
Record of process	
STAGE	DATE/s
Self-reflection	
Planning and goal setting meeting	
Professional learning completed <ul style="list-style-type: none">•••	
Classroom Practice Observations <ul style="list-style-type: none">• Peer• Line manager (mandatory)	
Review meeting	
SENIOR TEACHER'S SIGNATURE	Date:
LINE MANAGER'S SIGNATURE	Date:

REFLECTION TOOL

Australian Professional Standards for Teachers (AITSL)

5. Reflect on each standard in the context of your current role and school/ student context.
6. Highlight those areas that can be identified as areas that would assist improvement and consider areas that need further Development and support.
7. Identify specific aspects of this standard in the context of your current role – (right side box)
8. Share your self-reflection with your line manager in the PDP meeting, using it to drive identification of your PDP goal/s.

STAGE 1: Self Reflection: AITSL Australian Professional Standards for Teachers		
Name:	Date:	
STANDARD 1: KNOW STUDENTS AND HOW THEY LEARN		
1.1 Physical, social and intellectual Development and characteristics of students 1.2 Understand how students learn 1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds 1.4 Strategies for teaching Aboriginal and Torres Strait Islander students 1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities 1.6 Strategies to support full participation of students with disability	Areas of Strength	Areas for Development
STANDARD 2: KNOW THE CONTENT AND HOW TO TEACH IT		
2.1 Content and teaching strategies of the teach 2.2 Content selection and organisation 2.3 Curriculum, assessment and reporting 2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between indigenous and non – Indigenous Australians 2.5 Literacy and numeracy strategies 2.6 Information and Communication Technology (ICT)	Areas of Strength	Areas for Development
STANDARD 3: PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING		
3.1 Establish challenging learning goals 3.2 Plan, structure and sequence learning programs 3.3 Use teaching strategies 3.4 Select and use resources 3.5 Use effective classroom communication 3.6 Evaluate and improve teaching	Areas of Strength	Areas for Development

programs 3.7 Engage parents/carers in the educative process		
STANDARD 4: CREATE AND MAINTAIN SUPPORTIVE AND SAFE LEARNING COMMUNITIES		
4.1 Support student participation 4.2 Manage classroom activities 4.3 Manage challenging behaviour 4.4 Maintain student safety 4.5 Use ICT safely, responsibly and ethically	Areas of Strength	Areas for Development
STANDARD 5: ASSESS, PROVIDE FEEDBACK AND REPORT ON STUDENT LEARNING		
5.1 Assess student learning 5.2 Provide feedback to students on their learning 5.3 Make consistent and comparable judgements 5.4 Interpret student data 5.5 Report on student achievement	Areas of Strength	Areas for Development
STANDARD 6: ENGAGE IN PROFESSIONAL LEARNING		
6.1 Identify and plan professional learning needs 6.2 Engage in professional learning and improve Practice 6.3 Engage with colleagues and improve practice 6.4 Apply professional learning and improve student Learning	Areas of Strength	Areas for Development
STANDARDS 7: ENGAGE PROFESSIONALLY WITH COLLEAGUES,PARENTS/CARERS AND THE COMMUNITY		
7.1 Meet Professional ethics and responsibilities 7.2 Comply with legislative, administrative and organisational requirements 7.3 Engage with the parents / carers 7.4 Engage with professional teaching networks and broader communities	Areas of Strength	Areas for Development
SENIOR TEACHER ROLE		
Details:	Areas of Strength	Areas for Development
REFERENCE: AITSL Australian Professional Standards for Teachers		

- For detailed examination of the standards Identified for your growth and Development, use this reference: <http://www.teacherstandards.aitsl.edu.au>

PLANNING

Professional Knowledge

Standard 1 Know students and how they learn

Standard 2 Know the content and how to teach it

Comment:

Professional Practice

Standard 3 Plan for and implement effective teaching and learning

Standard 4 Create and maintain supportive and safe learning environments

Standard 5 Assess, provide feedback and report on student learning

Comment: Refer to evidence relating to classroom observation

Professional Engagement

Standard 6 Engage in professional learning

Standard 7 Engage professionally with colleagues, parents/carers and the community

Comment:

SENIOR TEACHER ROLE

Comment:

KEY GOALS

1.

2.

3.

4.

SUPPORT / PROFESSIONAL LEARNING / RESOURCES

Comment:

OTHER – factors that may impact on performance (eg carer responsibilities, cultural obligations and study)

Comment:

SENIOR TEACHER'S SIGNATURE

Date:

LINE MANAGER'S SIGNATURE

Date:

REVIEW

Professional Knowledge

Standard 1 Know students and how they learn

Standard 2 Know the content and how to teach it

Comment:

Professional Practice

Standard 3 Plan for and implement effective teaching and learning

Standard 4 Create and maintain supportive and safe learning environments

Standard 5 Assess, provide feedback and report on student learning

Comment: Refer to evidence relating to classroom observation

Professional Engagement

Standard 6 Engage in professional learning

Standard 7 Engage professionally with colleagues, parents/carers and the community

Comment:

SENIOR TEACHER ROLE

Comment:

General comment:

SENIOR TEACHER'S SIGNATURE

Date:

LINE MANAGER'S SIGNATURE

Date:



PERFORMANCE DEVELOPMENT AND REVIEW PLAN FOR LEVEL 3 CLASSROOM TEACHERS

Name:

Learning Area:

Year:

Performance Development

Performance Development is an active ongoing process of reflection, planning, monitoring and review. The employee and Line Manager should develop a Performance Development Plan (PDP) that contains goals, performance indicators, timeframes and agreed support that links to operational priorities. The process should focus on a culture of providing support and feedback.

Reflection

The Performance Development Plan contains a self-reflection tool, which participants should use to reflect on practice. Teachers are encouraged to use the self-reflection tool to assist with identification of their areas of strength and those requiring development.

Teachers should also refer to the [Australian Professional Standards for Teachers](#)

Planning

This part of the process provides an opportunity for teachers and line managers to reflect on teachers' achievements, assess performance, set goals for improvement and identify support. It is important to identify the resources and strategies that will be used to achieve the goals that have been identified.

Monitoring

Ongoing and informal monitoring of the agreed plan is desirable. Changes may be made owing to unexpected circumstances, eg. the availability of additional funding to support a particular strategy. At least one formal meeting should occur to enable feedback on progress to be given.

Review

The timing of the review meeting will depend on the contents of the plan. In most cases, plans will be initiated in term 1 and reviewed in term 4, however, not all goals are achievable in this time span and effectiveness of long-term strategies can be difficult to assess in a relatively short term period. It is legitimate to plan for long-term change, although given the potential for disruption with the changing personnel a review should occur within 18 months. Staff are able to continue striving towards achieving the same goal over a longer term but should agree on success indicators or targets that can be measured within this time frame.

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 whoever 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.

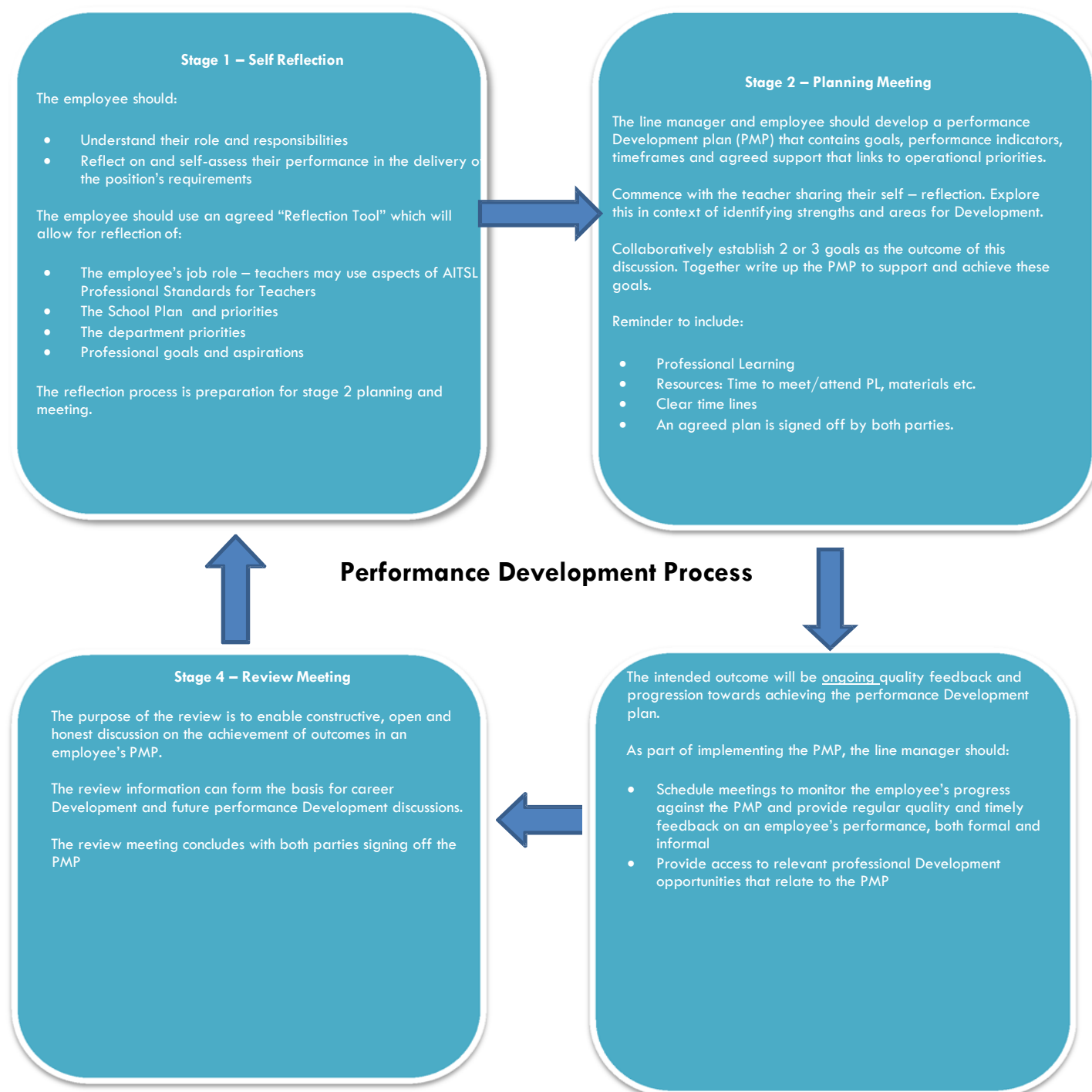
To safe guard you

If at any time there is cause for concern it is obligatory on the part of either party to the performance agreement to express that concern. A panel can be set up consisting of the Principal, Your Mentor, Yourself and a Peer (if needed). The panel will address your concerns and put in place any strategies, actions or reasonable requests that are forthcoming.

Process/Stages

The Performance Development process is usually annual.

1. Self-Reflection	Term 1, Week 6-10	30 Mins suggested	Employee alone
2. Planning Meeting	Term 2, Week 1-3	40 mins meeting	Employee & Performance Manager
3. Implementation & Development	Terms 2-4	Incidental informal & formal meetings as per plan	Employee Performance Manager
4. Review Meeting	Term 1, Week 3-5	40 mins meeting	Employee & Performance Manager



PERFORMANCE MANAGEMENT PLAN FOR LEVEL 3 CLASSROOM TEACHERS

This template provides a guide for the performance and development of teachers when preparing documentation to support the requirements of the Department's [Employee Performance policy](#).

The policy requires teachers to use the [Australian Professional Standards for Teachers](#) as a prime reference for performance discussions and assessment. It also requires line managers to observe teachers' practice in the classroom and use this as evidence in the annual process.

The policy articulates with the [Australian Teacher Performance and Development Framework](#).

When considering the performance management plan, additional documents for framing performance goals may include:

- [Strategic Directions for Public Schools 2020 - 2024](#)
- [Classroom First Strategy](#)
- School Plan.
- [Your Guide to Becoming a Level 3 Classroom Teacher](#), particularly the Level 3 Classroom Teachers' role (page 11) and the Assessment Rubric focusing on Indicators 3 and four (Appendix A)
- Clause 15.4 of [The School Education Act Employees' \(Teachers and Administrators\) General Agreement 2014](#) "The primary role of the Level 3 Classroom Teacher is of an instructional nature, modeling high standards of teaching in the classroom and continually improving professional teaching practice. The role of the Level 3 Classroom Teacher is to be negotiated at the school level with the principal or line manager and is to be consistent with the Level 3 Classroom Teacher Information and Guidelines."

PERFORMANCE DEVELOPMENT PLAN	
L3CT TEACHER	LINE MANAGER
NAME:	NAME:
POSITION:	POSITION:
Record of process	
STAGE	DATE/s
Self-reflection	
Planning and goal setting meeting	
Professional learning completed	
•	
•	
•	
Classroom Practice Observations	
• Peer	
• Line manager (mandatory)	
Review meeting	
L3CT TEACHER'S SIGNATURE	Date:
LINE MANAGER'S SIGNATURE	Date:

REFLECTION TOOL

Australian Professional Standards for Teachers (AITSL)

9. Reflect on each standard in the context of your current role and school/ student context.
10. Highlight those areas that can be identified as areas that would assist improvement and consider areas that need further Development and support.
11. Identify specific aspects of this standard in the context of your current role – (right side box)
12. Share your self-reflection with your line manager in the PDP meeting, using it to drive identification of your PDP goal/s.

STAGE 1: Self Reflection: AITSL Australian Professional Standards for Teachers		
Name:	Date:	
STANDARD 1: KNOW STUDENTS AND HOW THEY LEARN		
1.7 Physical, social and intellectual Development and characteristics of students 1.8 Understand how students learn 1.9 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds 1.10 Strategies for teaching Aboriginal and Torres Strait Islander students 1.11 Differentiate teaching to meet the specific learning needs of students across the full range of abilities 1.12 Strategies to support full participation of students with disability	Areas of Strength	Areas for Development
STANDARD 2: KNOW THE CONTENT AND HOW TO TEACH IT		
2.7 Content and teaching strategies of the teach 2.8 Content selection and organisation 2.9 Curriculum, assessment and reporting 2.10 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between indigenous and non – Indigenous Australians 2.11 Literacy and numeracy strategies 2.12 Information and Communication Technology (ICT)	Areas of Strength	Areas for Development
STANDARD 3: PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING		
3.8 Establish challenging learning goals 3.9 Plan, structure and sequence learning programs 3.10 Use teaching strategies 3.11 Select and use resources 3.12 Use effective classroom communication 3.13 Evaluate and improve teaching	Areas of Strength	Areas for Development

programs 3.14 Engage parents/carers in the educative process		
STANDARD 4: CREATE AND MAINTAIN SUPPORTIVE AND SAFE LEARNING COMMUNITIES		
4.6 Support student participation 4.7 Manage classroom activities 4.8 Manage challenging behaviour 4.9 Maintain student safety 4.10 Use ICT safely, responsibly and ethically	Areas of Strength	Areas for Development
STANDARD 5: ASSESS, PROVIDE FEEDBACK AND REPORT ON STUDENT LEARNING		
5.6 Assess student learning 5.7 Provide feedback to students on their learning 5.8 Make consistent and comparable judgements 5.9 Interpret student data 5.10 Report on student achievement	Areas of Strength	Areas for Development
STANDARD 6: ENGAGE IN PROFESSIONAL LEARNING		
6.5 Identify and plan professional learning needs 6.6 Engage in professional learning and improve Practice 6.7 Engage with colleagues and improve practice 6.8 Apply professional learning and improve student Learning	Areas of Strength	Areas for Development
STANDARDS 7: ENGAGE PROFESSIONALLY WITH COLLEAGUES,PARENTS/CARERS AND THE COMMUNITY		
7.5 Meet Professional ethics and responsibilities 7.6 Comply with legislative, administrative and organisational requirements 7.7 Engage with the parents / carers 7.8 Engage with professional teaching networks and broader communities	Areas of Strength	Areas for Development
LEVEL 3 CLASSROOM TEACHER ROLE		
Details:	Areas of Strength	Areas for Development
REFERENCE: AITSL Australian Professional Standards for Teachers		

- For detailed examination of the standards Identified for your growth and Development, use this reference: <http://www.teacherstandards.aitsl.edu.au>

PLANNING

Professional Knowledge

- Standard 1 Know students and how they learn
- Standard 2 Know the content and how to teach it

Comment:

Professional Practice

- Standard 3 Plan for and implement effective teaching and learning
- Standard 4 Create and maintain supportive and safe learning environments
- Standard 5 Assess, provide feedback and report on student learning

Comment: Refer to evidence relating to classroom observation

Professional Engagement

- Standard 6 Engage in professional learning
- Standard 7 Engage professionally with colleagues, parents/carers and the community

Comment:

LEVEL 3 CLASSROOM TEACHER ROLE

Comment:

KEY GOALS

5.

6.

7.

8.

SUPPORT / PROFESSIONAL LEARNING / RESOURCES

Comment:

OTHER – factors that may impact on performance (eg carer responsibilities, cultural obligations and study)

Comment:

L3CT TEACHER'S SIGNATURE

Date:

LINE MANAGER'S SIGNATURE

Date:

REVIEW

Professional Knowledge

Standard 1 Know students and how they learn

Standard 2 Know the content and how to teach it

Comment:

Professional Practice

Standard 3 Plan for and implement effective teaching and learning

Standard 4 Create and maintain supportive and safe learning environments

Standard 5 Assess, provide feedback and report on student learning

Comment: Refer to evidence relating to classroom observation

Professional Engagement

Standard 6 Engage in professional learning

Standard 7 Engage professionally with colleagues, parents/carers and the community

Comment:

LEVEL 3 CLASSROOM TEACHER ROLE

Comment:

General comment:

L3CT TEACHER'S SIGNATURE

Date:

LINE MANAGER'S SIGNATURE

Date:



PERFORMANCE DEVELOPMENT AND REVIEW PLAN FOR HEADS OF LEARNING AREA

Name:

Learning Area:

Year:

Performance Development

Performance Development is an active ongoing process of reflection, planning, monitoring and review. The employee and Line Manager should develop a Performance Development Plan (PDP) that contains goals, performance indicators, timeframes and agreed support that links to operational priorities. The process should focus on a culture of providing support and feedback.

Reflection

There are two different reflection stimuli sheets provided. Participants should use the forms to reflect on practice. HOLAs are encouraged to use a self-reflection tool to assist with identification of their areas of strength and those requiring development; for example, [AITSL Self-Assessment Tool \(Teacher SAT\)](#).

HOLAs should also refer to the [Australian Professional Standards for Teachers](#). Reference may also be made to the [Australian Professional Standard for Principals](#) where relevant.

Planning

This part of the process provides an opportunity for HOLAs and line managers to reflect on the HOLA's achievements, assess performance, set goals for improvement and identify support. It is important to identify the resources and strategies that will be used to achieve the goals that have been identified.

Monitoring

Ongoing and informal monitoring of the agreed plan is desirable. Changes may be made owing to unexpected circumstances, eg. the availability of additional funding to support a particular strategy. At least one formal meeting should occur to enable feedback on progress to be given.

Review

The timing of the review meeting will depend on the contents of the plan. In most cases, plans will be initiated in term 1 and reviewed in term 4, however, not all goals are achievable in this time span and effectiveness of long-term strategies can be difficult to assess in a relatively short term period. It is legitimate to plan for long-term change, although given the potential for disruption with the changing personnel a review should occur within 18 months. Staff are able to continue striving towards achieving the same goal over a longer term but should agree on success indicators or targets that can be measured within this time frame.

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 HOLAs a copy of documentation.

The Plan is confidential between the teacher and whoever 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.

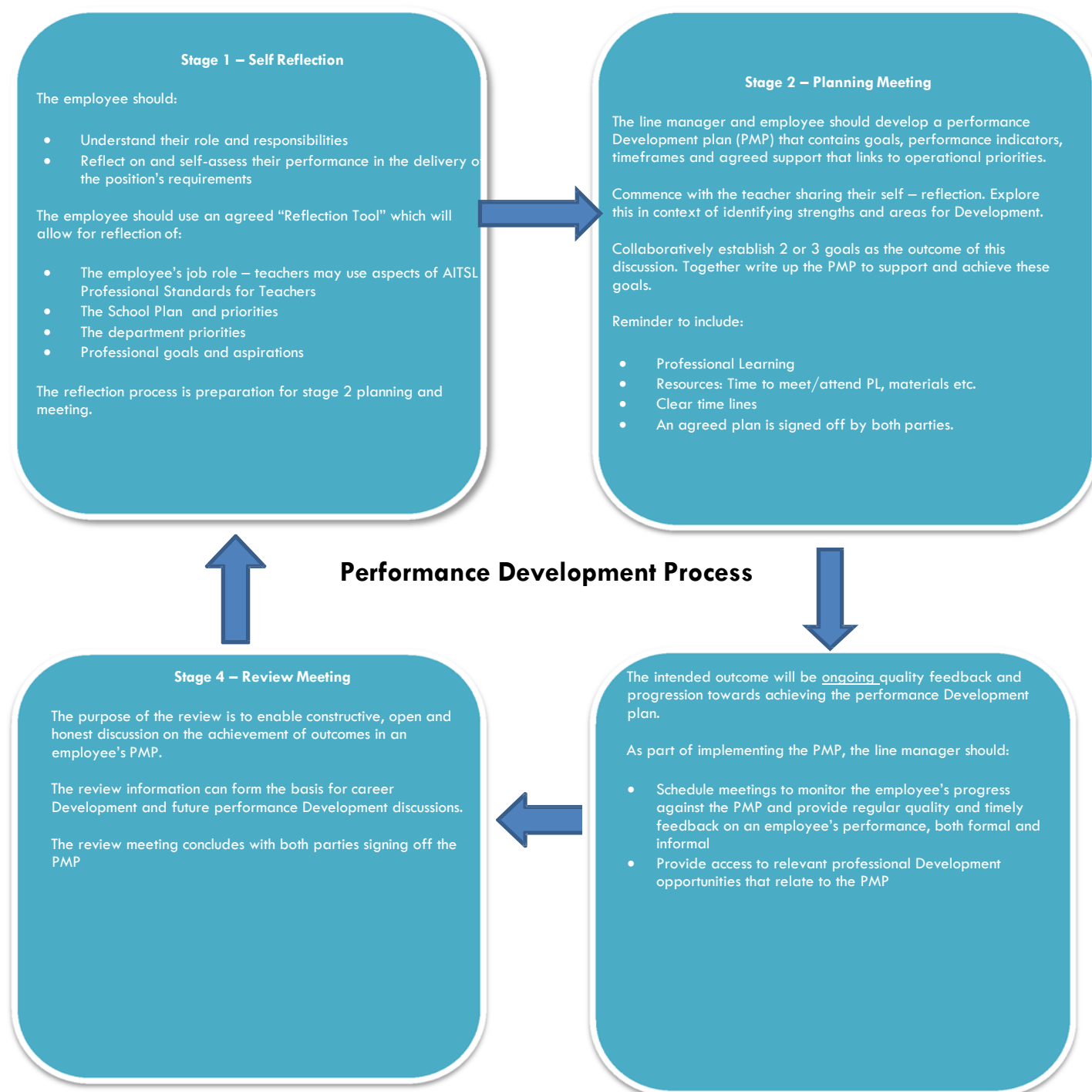
To safe guard you

If at any time there is cause for concern it is obligatory on the part of either party to the performance agreement to express that concern. A panel can be set up consisting of the Principal, Your Mentor, Yourself and a Peer (if needed). The panel will address your concerns and put in place any strategies, actions or reasonable requests that are forthcoming.

Process/Stages

The Performance Development process is usually annual.

1. Self-Reflection	Term 1, Week 6-10	30 Mins suggested	Employee alone
2. Planning Meeting	Term 2, Week 1-3	40 mins meeting	Employee & Performance Manager
3. Implementation & Development	Terms 2-4	Incidental informal & formal meetings as per plan	Employee Performance Manager
4. Review Meeting	Term 1, Week 3-5	40 mins meeting	Employee & Performance Manager



PERFORMANCE MANAGEMENT PLAN FOR HOLAs

This template provides a guide for the performance and development of HOLAs when preparing documentation to support the requirements of the Department's [Employee Performance policy](#).

The policy requires HOLAs to use the [Australian Professional Standards for Teachers](#) as a prime reference for performance discussions and assessment. It also requires line managers to observe teachers' practice in the classroom and use this as evidence in the annual process.

The policy articulates with the [Australian Teacher Performance and Development Framework](#).

When considering the performance management plan, additional documents for framing performance goals may include:

- [Strategic Directions for Public Schools 2020 - 2024](#)
- [Classroom First Strategy](#)
- School Plan.

PERFORMANCE DEVELOPMENT PLAN	
HEAD OF LEARNING AREA	LINE MANAGER
NAME:	NAME:
LEARNING AREA:	POSITION:
Record of process	
STAGE	DATE/s
Self-reflection	
Planning and goal setting meeting	
Professional learning completed	
•	
•	
•	
Classroom Practice Observations	
• Peer	
• Line manager (mandatory)	
Review meeting	
HOLA'S SIGNATURE	Date:
LINE MANAGER'S SIGNATURE	Date:

SELF-RELECTION
~ Head of Learning Area Capacity ~

HOLA's are required to use the below table to reflect on their progress from previous performance and development cycle.

Key Achievements	
Knowledge, Skills, Abilities	
Goals	Career Pathways
Other Factors	

SELF-RELECTION

~ Teaching Capacity ~

Professional Knowledge

- Standard 1 Know students and how they learn
Standard 2 Know the content and how to teach it

Comment:

Professional Practice

- Standard 3 Plan for and implement effective teaching and learning
Standard 4 Create and maintain supportive and safe learning environments
Standard 5 Assess, provide feedback and report on student learning

Comment: Refer to evidence relating to classroom observation

Professional Engagement

- Standard 6 Engage in professional learning
Standard 7 Engage professionally with colleagues, parents/carers and the community

Comment:

Line Manager's comments/feedback on HOLAs reflections

Comment:

PLANNING
~Head of Learning Area Capacity~

Outcomes – JDF	Areas of Individual Responsibility <small>Linked to JDF & specified leadership role/s</small>	Goals/Areas for development	Strategies/Key Actions	Evidence to be provided <small>Evidence to show achievement of goals and specified areas of responsibility</small>
1. Effective leadership in the context of the educational policies and programs of the Department of Education is provided to staff and students and the school vision is promoted to the school community.				
2. The school plan and associated policies and learning programs are developed, implemented, monitored and reviewed in collaboration with Department of Education staff, students and the community.				
3. Accountability for student learning outcomes and learning programs is demonstrated through appropriate monitoring and reporting of outcomes.				

4. Administrative and operational systems and resources, including financial and physical resources, are managed effectively and ethically.				
5. Effective and equitable human resource management practices that comply with the Public Sector Standards ensure that staff have access to appropriate professional development and performance management and change are managed strategically.				
6. Accrued leave of staff is managed effectively.				
7. Performance management and development is delivered effectively.				

PLANNING
~ Teaching Capacity ~

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

Professional Knowledge

Standard 1 Know students and how they learn

Standard 2 Know the content and how to teach it

Comment:

Professional Practice

Standard 3 Plan for and implement effective teaching and learning

Standard 4 Create and maintain supportive and safe learning environments

Standard 5 Assess, provide feedback and report on student learning

Comment: Refer to evidence relating to classroom observation

Professional Engagement

Standard 6 Engage in professional learning

Standard 7 Engage professionally with colleagues, parents/carers and the community

Comment:

AGREED SUPPORT & RESOURCES**HOLA's Comments****Line Manager's General Comments**

HOLA'S SIGNATURE

Date:

LINE MANAGER'S SIGNATURE

Date:

REVIEW
~Head of Learning Area Capacity~

Outcomes – JDF	Areas of Individual Responsibility <small>Linked to JDF & specified leadership role/s</small>	Goals <small>Goals/specified areas of responsibility achieved</small>	Feedback based on Evidence
1. Effective leadership in the context of the educational policies and programs of the Department of Education is provided to staff and students and the school vision is promoted to the school community.			
2. The school plan and associated policies and learning programs are developed, implemented, monitored and reviewed in collaboration with Department of Education staff, students and the community.			
3. Accountability for student learning outcomes and learning programs is demonstrated through appropriate monitoring and reporting of outcomes.			
4. Administrative and operational systems and resources, including financial and physical resources, are managed effectively and ethically.			
5. Effective and equitable human resource management practices that comply with the Public Sector Standards ensure that staff have access to appropriate professional development and performance management and change are managed strategically.			
6. Accrued leave of staff is managed effectively.			
7. Performance management and development is delivered effectively.			

REVIEW
~ Teaching Capacity ~

Professional Knowledge

Standard 1 Know students and how they learn

Standard 2 Know the content and how to teach it

Achievement of Goals/Comment:

Professional Practice

Standard 3 Plan for and implement effective teaching and learning

Standard 4 Create and maintain supportive and safe learning environments

Standard 5 Assess, provide feedback and report on student learning

Achievement of Goals/Comment:

Professional Engagement

Standard 6 Engage in professional learning

Standard 7 Engage professionally with colleagues, parents/carers and the community

Achievement of Goals/Comment:

HOLA's Comments

Comment:

Principal/Line Manager's General comments:

HOLA'S SIGNATURE

Date:

LINE MANAGER'S SIGNATURE

Date:

A copy of this document has been provided to the HOLA

☐ Yes ☐ No



PERFORMANCE DEVELOPMENT AND REVIEW PLAN FOR PROGRAM COORDINATORS

Name:

Portfolio:

Year:

Performance Development

Performance Development is an active ongoing process of reflection, planning, monitoring and review. The employee and Line Manager should develop a Performance Development Plan (PDP) that contains goals, performance indicators, timeframes and agreed support that links to operational priorities. The process should focus on a culture of providing support and feedback.

Reflection

There are two different reflection stimuli sheets provided. Participants should use the forms to reflect on practice. Program Coordinators are encouraged to use a self-reflection tool to assist with identification of their areas of strength and those requiring development; for example, [AITSL Self-Assessment Tool \(Teacher SAT\)](#). Program Coordinators should also refer to the [Australian Professional Standards for Teachers](#). Reference may also be made to the [Australian Professional Standard for Principals](#) where relevant.

Planning

This part of the process provides an opportunity for PROGRAM COORDINATORS and line managers to reflect on the Program Coordinators achievements, assess performance, set goals for improvement and identify support. It is important to identify the resources and strategies that will be used to achieve the goals that have been identified.

Monitoring

Ongoing and informal monitoring of the agreed plan is desirable. Changes may be made owing to unexpected circumstances, eg. the availability of additional funding to support a particular strategy. At least one formal meeting should occur to enable feedback on progress to be given.

Review

The timing of the review meeting will depend on the contents of the plan. In most cases, plans will be initiated in term 1 and reviewed in term 4, however, not all goals are achievable in this time span and effectiveness of long-term strategies can be difficult to assess in a relatively short term period. It is legitimate to plan for long-term change, although given the potential for disruption with the changing personnel a review should occur within 18 months. Staff are able to continue striving towards achieving the same goal over a longer term but should agree on success indicators or targets that can be measured within this time frame.

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 Program Coordinators a copy of documentation.

The Plan is confidential between the teacher and whoever 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.

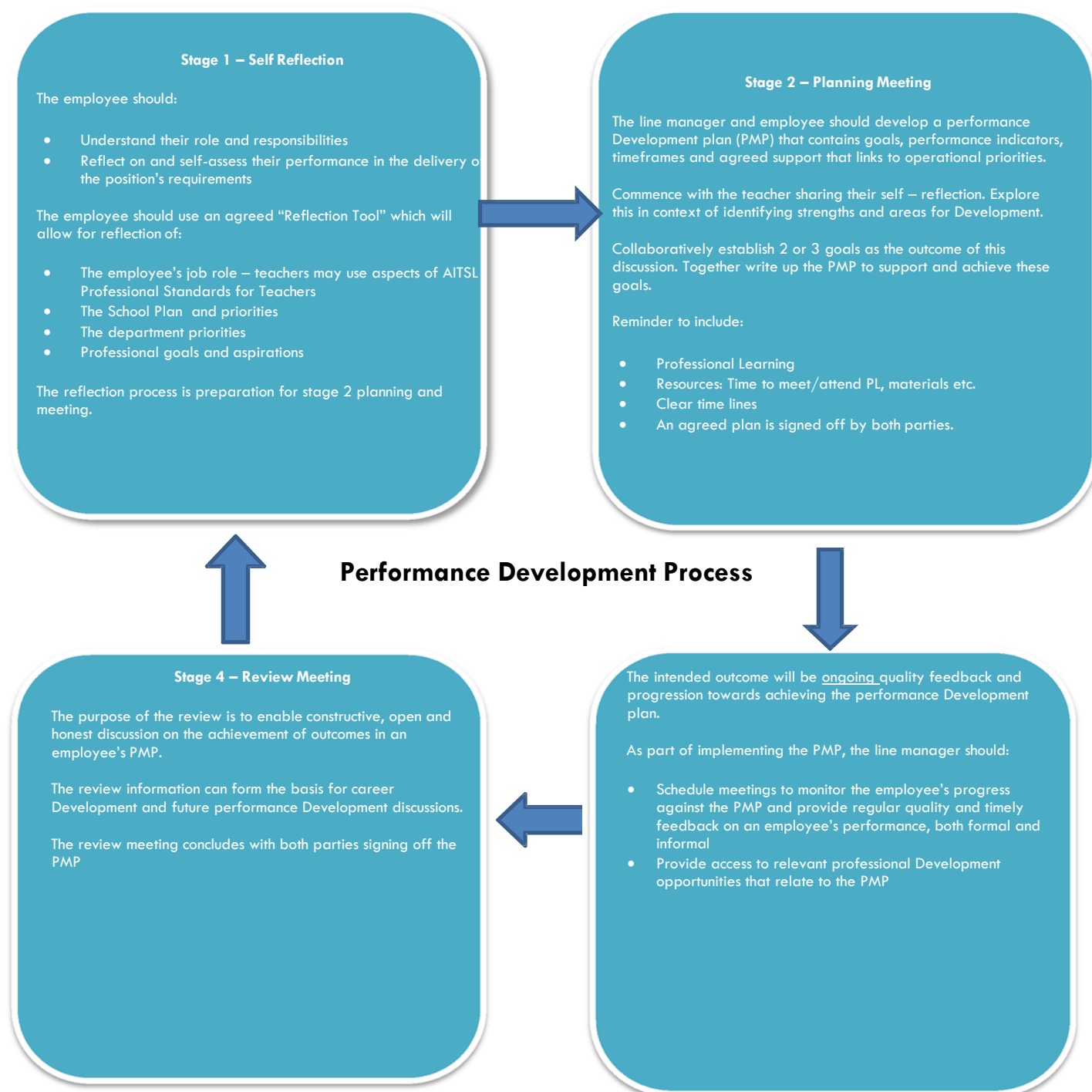
To safe guard you

If at any time there is cause for concern it is obligatory on the part of either party to the performance agreement to express that concern. A panel can be set up consisting of the Principal, Your Mentor, Yourself and a Peer (if needed). The panel will address your concerns and put in place any strategies, actions or reasonable requests that are forthcoming.

Process/Stages

The Performance Development process is usually annual.

1. Self-Reflection	Term 1, Week 6-10	30 Mins suggested	Employee alone
2. Planning Meeting	Term 2, Week 1-3	40 mins meeting	Employee & Performance Manager
3. Implementation & Development	Terms 2-4	Incidental informal & formal meetings as per plan	Employee Performance Manager
4. Review Meeting	Term 1, Week 3-5	40 mins meeting	Employee & Performance Manager



PERFORMANCE MANAGEMENT PLAN FOR PROGRAM COORDINATORS

This template provides a guide for the performance and development of Program Coordinators when preparing documentation to support the requirements of the Department's [Employee Performance policy](#).

The policy articulates with the [Australian Teacher Performance and Development Framework](#).

When considering the performance management plan, additional documents for framing performance goals may include:

- [Strategic Directions for Public Schools 2020 - 2024](#)
- [Classroom First Strategy](#)
- School Plan.

PERFORMANCE DEVELOPMENT PLAN	
PROGRAM COORDINATOR	LINE MANAGER
NAME:	NAME:
PORTFOLIO:	POSITION:
Record of process	
STAGE	DATE/s
Self-reflection	
Planning and goal setting meeting	
Professional learning completed	
•	
•	
•	
Classroom Practice Observations	
• Peer	
• Line manager (mandatory)	
Review meeting	
PROGRAM COORDINATOR'S SIGNATURE	Date:
LINE MANAGER'S SIGNATURE	Date:

SELF-RELECTION
~ Program Coordinator ~

Program Coordinators are required to use the below table to reflect on their progress from previous performance and development cycle.

Key Achievements	
Knowledge, Skills, Abilities	
Goals	Career Pathways
Other Factors	
<div style="border-bottom: 1px solid black; margin-bottom: 10px; padding-bottom: 5px;">Line Manager's Comments/Feedback on Program Coordinator's reflections</div> <div style="height: 150px;"></div>	

PLANNING
~Program Coordinator~

Outcomes – JDF	Areas of Individual Responsibility <small>Linked to JDF & specified leadership role/s</small>	Goals/Areas for development	Strategies/Key Actions	Evidence to be provided <small>Evidence to show achievement of goals and specified areas of responsibility</small>
1. Effective leadership in the context of the educational policies and programs of the Department of Education is provided to staff and students and the school vision is promoted to the school community.				
2. The school plan and associated policies and learning programs are developed, implemented, monitored and reviewed in collaboration with Department of Education staff, students and the community.				
3. Accountability for student learning outcomes and learning programs is demonstrated through appropriate monitoring and reporting of outcomes.				

4. Administrative and operational systems and resources, including financial and physical resources, are managed effectively and ethically.				
5. Effective and equitable human resource management practices that comply with the Public Sector Standards ensure that staff have access to appropriate professional development and performance management and change are managed strategically.				
6. Accrued leave of staff is managed effectively.				
7. Performance management and development is delivered effectively.				

AGREED SUPPORT & RESOURCES**Program Coordinator's Comments****Line Manager's General Comments**

PROGRAM COORDINATOR'S SIGNATURE

Date:

LINE MANAGER'S SIGNATURE

Date:

REVIEW
~Program Coordinator~

Outcomes – JDF	Areas of Individual Responsibility <small>Linked to JDF & specified leadership role/s</small>	Goals <small>Goals/specified areas of responsibility achieved</small>	Feedback based on Evidence
1. Effective leadership in the context of the educational policies and programs of the Department of Education is provided to staff and students and the school vision is promoted to the school community.			
2. The school plan and associated policies and learning programs are developed, implemented, monitored and reviewed in collaboration with Department of Education staff, students and the community.			
3. Accountability for student learning outcomes and learning programs is demonstrated through appropriate monitoring and reporting of outcomes.			
4. Administrative and operational systems and resources, including financial and physical resources, are managed effectively and ethically.			
5. Effective and equitable human resource management practices that comply with the Public Sector Standards ensure that staff have access to appropriate professional development and performance management and change are managed strategically.			
6. Accrued leave of staff is managed effectively.			
7. Performance management and development is delivered effectively.			

REVIEW

Program Coordinator's Comments

Comment:

Principal/Line Manager's General comments:

PROGRAM COORDINATOR'S SIGNATURE

Date:

LINE MANAGER'S SIGNATURE

Date:

A copy of this document has been provided to the Program Coordinator

☐ Yes ☐ No



PERFORMANCE DEVELOPMENT AND REVIEW PLAN FOR DEPUTY PRINCIPALS

Name:

Portfolio:

Year:

Performance Development

Performance Development is an active ongoing process of reflection, planning, monitoring and review. The employee and Line Manager should develop a Performance Development Plan (PDP) that contains goals, performance indicators, timeframes and agreed support that links to operational priorities. The process should focus on a culture of providing support and feedback.

This Performance Management Plan is developed within the context of the School/Business Plan, the Deputy Principal's Job Description Form and the Department's:

- [Strategic Directions for Public Schools 2020 - 2024](#)
- [Classroom First Strategy](#)
- [Employee Performance policy](#).

Reference may also be made to the [Australian Professional Standard for Principals](#) where relevant.

Role (as outlined in the JDF)

The Deputy Principal role is generic; however, specific duties within the role may vary among schools. This is influenced by factors such as: teaching experience and skills of staff, geographical location, type of community served, curriculum structures within the school and local needs. Specific responsibilities associated with the role are negotiated with the Principal and administration team. The Deputy Principal is at times expected to take on the Principal's role and needs to build partnerships and develop a climate of trust within the school community.

Leadership

In collaboration with the Principal and other members of the administrative team, the Deputy Principal:

- provides educational leadership in the school and the community by helping develop and promote the school values, ethos and priorities, and encouraging staff, volunteers from the community and others to share ownership of the school's vision and goals
- uses effective change management strategies to assist the school community to accept and develop opportunities for improved service
- assists the Principal to facilitate workforce effectiveness in leading and motivating staff in planning directed at improving outcomes for students and the level of service delivered by the school
- contributes to developing the School Plan through participative decision-making, including assisting in developing policy, and establishing and maintaining systems
- uses professional knowledge and understanding to promote teaching and learning within the school community, fostering development of a responsive and inclusive school-based curriculum
- provides strategic direction for staff, and models and promotes a culture of improvement of professional performance, providing coaching and mentoring where appropriate
- establishes and manages administrative and operational systems in the relevant area of responsibility to deliver effective school operations within legislative and industrial policy and guidelines
- plays a significant role in the daily management of staff and student wellbeing and may have responsibility for management, or shared management, of timetabling.

Management

The Deputy Principal is accountable to the Principal for effective operations of relevant areas of responsibility through:

- assisting the Principal to ensure compliance with relevant legislation, Departmental policies and procedures and management of financial, physical and human resources
- ensuring staff are provided with timely and appropriate feedback about their performance and presented with opportunities for professional learning in accordance with the Public Sector [Performance Management Standard](#) and Departmental policy
- assisting the Principal to ensure appropriate information systems are in place to report on compliance and the use of proper accounting procedures
- using information systems to ensure accurate and timely reporting on school performance to inform school planning

- monitoring and managing staff leave entitlements to ensure accrued leave is cleared within a reasonable timeframe and in accordance with relevant awards, agreements and Departmental policy.

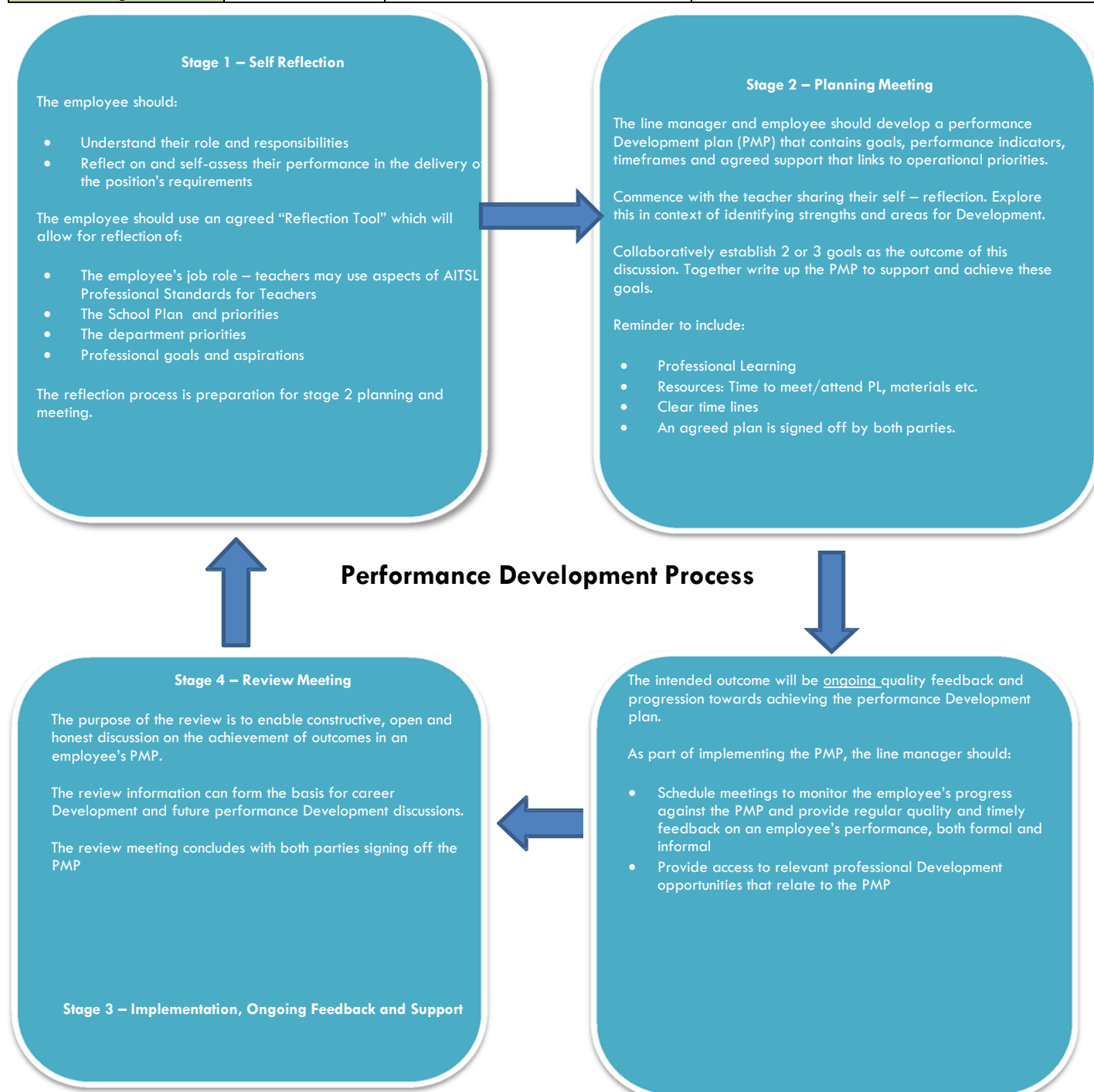
To safe guard you

If at any time there is cause for concern it is obligatory on the part of either party to the performance agreement to express that concern. A panel can be set up consisting of the Principal, Your Mentor, Yourself and a Peer (if needed). The panel will address your concerns and put in place any strategies, actions or reasonable requests that are forthcoming.

Process/Stages

The Performance Development process is usually annual.

5. Self-Reflection	Term 1, Week 6-10	30 Mins suggested	Employee alone
6. Planning Meeting	Term 2, Week 1-3	40 mins meeting	Employee & Performance Manager
7. Implementation & Development	Terms 2-4	Incidental informal & formal meetings as per plan	Employee Performance Manager
8. Review Meeting	Term 1, Week 3-5	40 mins meeting	Employee & Performance Manager



PERFORMANCE MANAGEMENT PLAN FOR DEPUTY PRINCIPALS

This template provides a guide for the performance and development of Deputy Principal's when preparing documentation to support the requirements of the Department's [Employee Performance policy](#).

The policy articulates with the [Australian Teacher Performance and Development Framework](#). When considering the performance management plan, additional documents for framing performance goals may include:

- [Strategic Directions for Public Schools 2020 - 2024](#)
- [Classroom First Strategy](#)
- School Plan.

PERFORMANCE DEVELOPMENT PLAN	
DEPUTY PRINCIPAL	LINE MANAGER
NAME:	NAME:
PORTFOLIO:	POSITION:
Record of process	
STAGE	DATE/s
Self-reflection	
Planning and goal setting meeting	
Professional learning completed	
<ul style="list-style-type: none"> • • • 	
Classroom Practice Observations	
<ul style="list-style-type: none"> • Peer • Line manager (mandatory) 	
Review meeting	
PROGRAM COORDINATOR'S SIGNATURE	Date:
PRINCIPAL'S SIGNATURE	Date:

SELF-RELECTION
~ Deputy Principal ~

Deputy Principals are required to use the below table to reflect on their progress from previous performance and development cycle.

Key Achievements	
Knowledge, Skills, Abilities	
Goals	Career Pathways
Other Factors	
Principal's Comments/Feedback on Deputy Principal's reflections	

PLANNING
~ Deputy Principal~

Outcomes – JDF	Areas of Individual Responsibility <small>Linked to JDF & specified leadership role/s</small>	Goals/Areas for development	Strategies/Key Actions	Evidence to be provided <small>Evidence to show achievement of goals and specified areas of responsibility</small>
1. Effective leadership in the context of the educational policies and programs of the Department of Education is provided to staff and students and the school vision is promoted to the school community.				
2. The school plan and associated policies and learning programs are developed, implemented, monitored and reviewed in collaboration with Department of Education staff, students and the community.				
3. Accountability for student learning outcomes and learning programs is demonstrated through appropriate monitoring and reporting of outcomes.				

4. Administrative and operational systems and resources, including financial and physical resources, are managed effectively and ethically.				
5. Effective and equitable human resource management practices that comply with the Public Sector Standards ensure that staff have access to appropriate professional development and performance management and change are managed strategically.				
6. Accrued leave of staff is managed effectively.				
7. Performance management and development is delivered effectively.				

Agreed Support & Resources**Deputy Principal's Comments****Principal's General Comments**

DEPUTY PRINCIPAL SIGNATURE

Date:

PRINCIPAL SIGNATURE

Date:

REVIEW
~ Deputy Principal ~

Outcomes – JDF	Areas of Individual Responsibility <small>Linked to JDF & specified leadership role/s</small>	Goals <small>Goals/specified areas of responsibility achieved</small>	Feedback based on Evidence
1. Effective leadership in the context of the educational policies and programs of the Department of Education is provided to staff and students and the school vision is promoted to the school community.			
2. The school plan and associated policies and learning programs are developed, implemented, monitored and reviewed in collaboration with Department of Education staff, students and the community.			
3. Accountability for student learning outcomes and learning programs is demonstrated through appropriate monitoring and reporting of outcomes.			
4. Administrative and operational systems and resources, including financial and physical resources, are managed effectively and ethically.			
5. Effective and equitable human resource management practices that comply with the Public Sector Standards ensure that staff have access to appropriate professional development and performance management and change are managed strategically.			
6. Accrued leave of staff is managed effectively.			
7. Performance management and development is delivered effectively.			

REVIEW

Deputy Principal's Comments

Comment:

Principal's General comments:

DEPUTY PRINCIPAL'S SIGNATURE

Date:

PRINCIPAL SIGNATURE

Date:

A copy of this document has been provided to the Deputy Principal

☐ Yes ☐ No

2 Ovens Road, Thornlie WA 6108

(08) 6235 7900

thornlie.shs@education.wa.edu.au

www.thornlieshs.wa.edu.au

