

Education Assistant Induction Booklet

Currambine Primary School
Whole School Instructional Model



Vision, Mission and Values

Our Motto

Together Towards Tomorrow

Our Vision

At Currambine Primary School, we are committed to ensuring that each child develops the breadth of capability that will allow them to face their future with confidence. Their 'tomorrow' depends on our today.

Our Mission

We work to reach each child so that they can reach their 'tomorrow' with confidence. It is our work to know our children's individual interests and capabilities. It is our work to provide them with the academic and social/emotional skills that stretch and strengthen them. It is our work to consider deeply the world that they will encounter, so that we are sure that what we teach is relevant to what they face. We walk together as staff and a wider community; remaining open, informed and positive.

Our Values

Our School's core values are captured as ERIK (Excellence, Respect, Integrity and Kindness). These operate in various ways to frame our relationships and work as staff, our growth and development as students and our partnership and connection to the school's parents and carers.

As staff, we understand these as individual values, which offer us guidance in the way we act as professional people at Currambine Primary School.

For us Excellence, the drive to grow and to achieve, is not purely understood as individual success. It is always moderated by a deep Respect for connection and for the value and capability of other people. Integrity, the standing up for what is worth standing up for regardless of the situation, is always moderated by a commitment to treat with true Kindness, the other people involved in any situation we face. Together, these four values work to support us to prepare our students for their 'tomorrow'. This is the Currambine way.

Excellence

We are passionate about establishing engaging, well-managed classroom environments focused on inspiring students to do their best. We work collaboratively with others; we lead by example, we are committed to modelling best practice and professional behaviours.

Respect

We work with flexibility and fairness to ensure others feel valued as members of the team, class, and community; demonstrating a willingness to change or find common ground. We choose our words, actions, and tone to build and maintain effective relationships.

Integrity

We act with integrity; honouring our commitments and delivering on our promises, being trustworthy and accountable. We are self-reflective and take responsibility for our actions and their impact.

Kindness

We work to create an inclusive environment; supporting others both personally and professionally. We value small, daily acts of kindness that build belonging. We bring humour to our work and we check in on each other regularly.

Staff Behavioural Norms

At Currambine Primary our staff will be guided by the following behavioural norms.

Integrity:

- Leading by example through trustworthiness and accountability, creating a safe environment for everybody.
- Taking responsibility for your actions and their impact; owning your mistakes and growing from them.
- Being an upstander, not a bystander.
- Putting the needs of everyone before the needs of self, when appropriate.
- Honouring your commitment, delivering on your responsibilities and promises.
- Contributing to the whole school agenda by following whole school plans and decisions.
- Maintaining confidentiality as an integral practice.
- Welcoming others in providing me with feedback and holding me to account in a positive and constructive manner.
- Having clear agendas and shared minutes at all key meetings of groups and staff.

Excellence:

- Being knowledgeable, prepared and punctual.
- Acting with passion for our roles to inspire students to do their best.
- Having high expectations of self, team and students.
- Leading by example with a commitment to modelling best practice and professional behaviours.
- Recognising and responding appropriately to the needs of the whole child.
- Valuing and building strong and open relationships with all members of the school community.
- Reflecting on performance and outcomes to see what things can be improved.

Respect:

- Choosing our words, actions, and tone with consideration.
- Making the time for conversations and building relationships.
- Acknowledging the worth and successes of other people.
- Allowing and welcoming the diversity of other points of view.
- Starting fresh each day, being open to new possibilities for everyone.
- Showing a deep and practical care for others' social and emotional wellbeing.
- Making others feel valued as a member of the team, class, and community.

Kindness:

- Checking to see if someone is okay and then responding appropriately.
- Consciously offering simple gestures to show you have an awareness of those around you.
- Tuning in to others, knowing the little things and ways that make a big difference to them.
- Being flexible in our approach to each other; people experience care in different ways.
- Creating inclusion proactively and ensuring that others feel welcome.
- Communicating clearly and in a timely way to take unnecessary pressure off colleagues and students.
- Consistently treating others with care and compassion.
- Supporting each other both personally and professionally.



EXPLICIT DIRECT INSTRUCTION MODEL

Lesson Phase	Characteristics / Key Principles
Warm-Up	<ul style="list-style-type: none"> Review of known content 30 - 40 - 30 content management Recall, Recite, Apply Group Responses are preferred for efficiency, support and scaffolding and to maximise student engagement Brisk presentation 10 minutes
I DO (Model Practice)	<ul style="list-style-type: none"> Lesson Goal – expressed as WALT WILF Activate prior knowledge Concept definition Introduce key vocabulary Explain, model, demonstrate – step by step Think Alouds Brisk presentation
WE DO (Shared / Guided Practice)	<ul style="list-style-type: none"> Teacher Centred Guided Practice / Shared Practice Think Alouds Checking for Understanding Feedback Differentiate with varied examples as appropriate
YOU DO (Independent Practice)	<ul style="list-style-type: none"> Independent Practice Differentiated Instruction – mini lessons Re-teaching Individual and / or cooperative learning tasks Application of skills and knowledge Spaced and cumulative practice
Plenary	<ul style="list-style-type: none"> Checking for Understanding Feedback Students demonstrating and articulating learning

WARM-UPS

- Warm-ups are mandated in all English and Mathematics blocks and should be the first activity undertaken.
- Warm-ups are briskly paced sessions to consolidate core content and skills.
- Warm-ups support the transfer of learning from short term to long term memory.
- Warm-ups revise and review what has been presently taught. They do not introduce new learning.
- Warm-up content, changes over time at the year level. Professional Learning Communities determine the content to be included.
- Warm-ups include tiered content - 30% targetting most able students, 40% targetting middle students, 30% targetting least able students.
- Warm-ups should include opportunities to recite lesson content, recall content and apply content.
- Group responses are encouraged so all learners are supported and scaffolded and to maximise student engagement and participation.

I DO

- Each lesson has a clear learning intention clearly stated as a WALT (We are Learning Today).
- Each lesson intention should be supported with a WILF (What I am Looking For).
- The WILF should clearly articulate what success looks like.
- The explicit modelling of new concepts and skills should include activating prior knowledge, concept definition, introducing key vocabulary and step by step modelling.
- Teachers should script the modelling part of the lesson, making the internal thinking and self talk visible to the students.

WE DO

- This stage of the Instructional Model can include continued modelling by the teacher or shared practice with the teacher.
- Think Alouds or scripting should continue to be used.
- Constant checking for understanding and feedback to students is essential - TAPPLE is a useful model.
- Differentiated examples may be used to support students at different levels.

YOU DO

- Children move onto specific learning tasks at this stage of the instructional framework. This may be individual, paired or group work depending on the learning task.
- Small group mini lessons to assist children experiencing difficulty or to extend more capable children is encouraged. Mini lessons should be five to ten minutes.
- Constant checking for understanding and feedback is essential - TAPPLE is a useful model.

PLENARY

- Review key learning with the students - WALT.
- Encourage students to share and articulate their learning from the lesson.
- Checking for understanding and feedback is essential - TAPPLE is a useful model.

TAPPLE

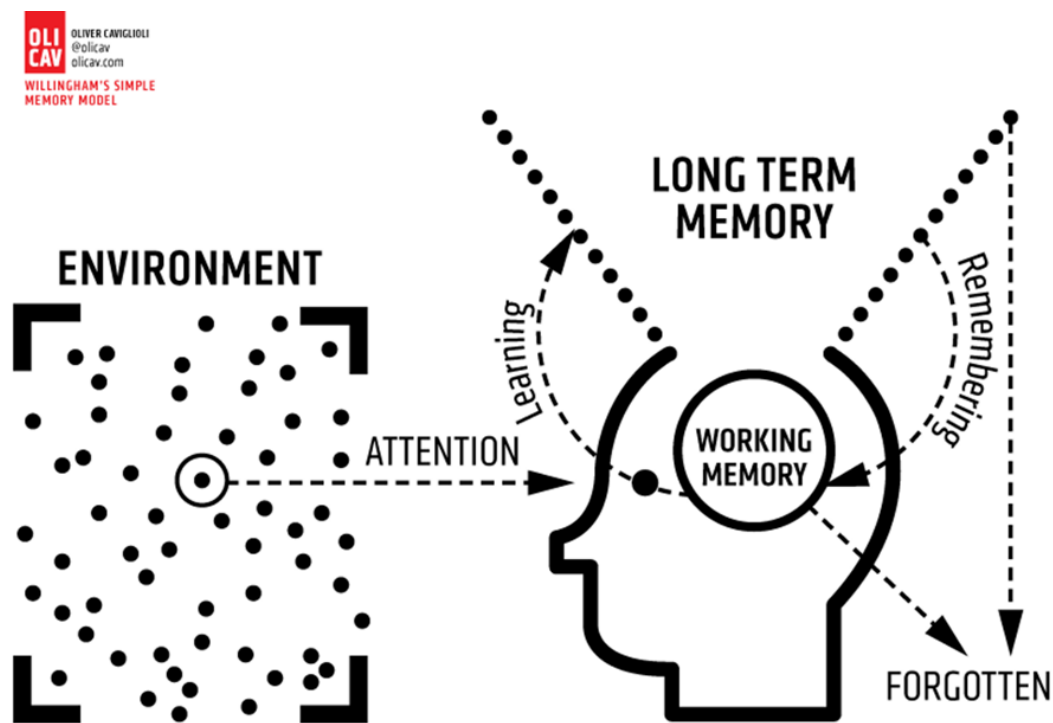
T	-	Teach.
A	-	Ask.
P	-	Pause.
P	-	Pick a non volunteer.
L	-	Listen with care.
E	-	Effective feedback - echo response if correct, elaborate when the student response is tentative or partly correct, explain or re-explain when the student answer is not correct.

THE EXPLICIT CHARACTERISTICS OF EXPLICIT INSTRUCTION

1. **Focus instruction on critical content.** Teach skills, strategies, vocabulary terms/concepts, and rules that will empower students in the future and match the students' instructional needs.
2. **Sequence skills logically.** Consider several curricular variables, such as teaching easier skills before harder skills, teaching high-frequency skills before skills that are less frequent in usage, ensuring mastery of prerequisites to a skill before teaching the skill itself, and separating skills and strategies that are similar and thus may be confusing to students.
3. **Break down complex skills and strategies into smaller instructional units.** Teach in small steps. Segmenting complex skills into smaller instructional units of new material, addresses concerns about cognitive overloading, processing demands, and the capacity of students' working memory. Once mastered, units are **synthesized** (i.e. practiced as a whole).
4. **Design organised and focused lessons.** Make sure lessons are organised and focused in order to make optimal use of instructional time. Organised lessons are on topic, well sequenced, and contain no irrelevant digressions.
5. **Begin lessons with a clear statement of the lesson's goals and your expectations.** Tell learners clearly what is to be learned (WALT) and why it is important. Students achieve better if they understand the instructional goals and outcomes expected, as well as how the information or skills presented will help them.
6. **Review prior skills and knowledge before beginning instruction.** Provide a review of relevant information. Verify that students have the prerequisite skills and knowledge to learn the skill being taught in the lesson. This element also provides an opportunity to link the new skill with other related skills.
7. **Provide step-by-step demonstrations.** Model the skill and clarify the decision-making processes needed to complete a task or procedure by thinking aloud as you perform the skill. Clearly demonstrate the target skill or strategy, in order to show the students a model of proficient performance.
8. **Use clear and concise language.** Use consistent, unambiguous language and terminology. The complexity of your speech (e.g. vocabulary, sentence structure) should depend on students' receptive vocabulary to reduce possible confusion.
9. **Provide an adequate range of examples and non-examples.** In order to establish the boundaries of when and when not to apply a skill, strategy, concept, or rule, provide a wide range of examples and non-examples. A wide range of examples illustrating situations when the skill will be used or applied is necessary so that students do not underuse it. Conversely, presenting a wide range of non examples reduces the possibility that students will use the skill inappropriately.
10. **Provide guided and supported practice.** In order to promote initial success and build confidence, regulate the difficulty of practice opportunities during the lesson, and provide students with guidance in skill performance. When students demonstrate success, you can gradually increase task difficulty as you decrease the level of guidance.
11. **Require frequent responses.** Plan for a high level of student-teacher interaction via the use of questioning. Having the students respond frequently (i.e. oral responses, written responses, or action responses) helps them focus on the lesson content, provides opportunities for student elaboration, assists you in checking understanding, and keeps students active and attentive.
12. **Monitor student performance closely.** Carefully watch and listen to students' responses, so that you can verify student mastery as well as make timely adjustments in instruction if students are making errors. Close monitoring also allows you to provide feedback to students about how well they are doing.

- 13. Provide immediate affirmative and corrective feedback.** Follow up on students' responses as quickly as you can, immediate feedback to students about the accuracy of their responses helps ensure high rates of success and reduces the likelihood of practising errors.
- 14. Deliver the lesson at a brisk pace.** Deliver instruction at an appropriate pace to optimise instructional time, the amount of content that can be presented, and on-task behaviour. Use a rate of presentation that is brisk but includes a reasonable amount of time for students' thinking/processing, especially when they are learning new material. The desired pace is neither so slow that students get bored, nor so quick that they can't keep up.
- 15. Help students organise knowledge.** Many students have difficulty seeing how some skills and concepts fit together, it is important to use teaching techniques that make these connections more apparent or explicit. Well organised and connected information makes it easier for students to retrieve information and facilitate its integration with new material.
- 16. Provide distributed and cumulative practise.** **Distributed** (vs. massed) **practice** refers to multiple opportunities to practise a skill over time. **Cumulative practice** is a method for providing distributed practise by including practise opportunities that address both previously and newly acquired skills. Provide students with multiple practise attempts in order to address issues of retention as well as automaticity.

Theory of Learning - Daniel Willingham



Willingham's model of learning notes that our environment provides unlimited stimuli for students to attend to. The first step to learning is to ensure children are attending to the learning stimuli. Ensuring every child in the class is focussed on instruction is the first step to successful learning. Engagement norms and routines are critical to achieving this.

Working Memory holds a limited number of concepts / pieces of information consciously (usually 1 to 3 for children) and allows this material to be thought about and used. Learning is the art of consciously thinking and reasoning about concepts and skills to assist with the transition to long term memory or encoding knowledge.

Encoded information, that is knowledge and skills placed in long term memory, must be consolidated via remembering or retrieval practice. When remembering or retrieval practice does not occur this knowledge and/or skills are forgotten and lost.'

Therefore, engagement in learning firstly requires attending to the key stimuli (teacher instruction), engaging in rehearsal and thinking about the learning, to move to long term memory and retrieval practice such as warmups to embed knowledge and avoid forgetting.

Cognitive Load Theory

Sweller's Cognitive Load Theory (CLT) acknowledges the Willingham Learning Theory noting that the 'bottleneck' to learning is the limits of working memory (WM). Adults can hold between five and seven pieces of information while most children can hold only one to three pieces of information. CLT further notes that given working memory has a limited capacity, instructional methods should avoid overloading WM with additional information that does not contribute to the learning.

Cognitive Load Theory is supported by a robust evidence base which shows children learn best when they are given explicit instruction with clear demonstration, self-talk and scaffolding accompanied with specific feedback and practice.

Sweller notes that intrinsic load (the complexity of what is being taught) is best addressed by breaking skills and concepts into smaller units and teaching each unit to mastery.



Extraneous load refers to load created by poorly designed instruction, for example students being asked how to solve a question without significant instruction and scaffolding by the teacher. Anything that does not focus the child on the learning is extraneous and should be avoided.

The germane load refers to the design of instruction that focuses the students significantly on what is to be learned and directly facilitates transition to long term memory, schema construction and information.

It should be noted that once knowledge, skills and procedures are secure in long term memory that require no cognitive load to retrieve, they do not impact on working memory.

Some key strategies to support cognitive load theory include;

- Tailor lessons towards students existing knowledge and skills.
- Use worked examples to teach children new concepts and skills.
- Gradually invite independent practice as the children become more skilled.

- Cut out non-essential information i.e. visuals on slides not relevant to learning, children sharing information not relevant to the learning task.
- Present essential information together.
- Simplify complex information by presenting it both orally and visually.
- Encourage students to visualise concepts and procedures that they have learnt.

Retrieval, Spaced and Interleaved Practice

Retrieval Practice

Rosenshine (2012) described the importance of a daily review, a fast paced review of previously learned material. This ensures students efficiently acquire, rehearse and connect knowledge. This retrieval practice assists with transfer to long term memory. Daily review (warmups) should be used at the beginning of Maths, English and Science lessons. Other forms of retrieval practice, pop quizzes, retrieval charts, brain dumps etc. are encouraged in other subjects.

Spaced Practice

Learning should also be revised through spaced practice. When teachers space content for review or spread it out over time, the practice will result in cementing learning in long term memory. For example, if you teach addition with regrouping in Term One, it should be reviewed in the weeks immediately following instruction as well at spaced intervals in Term Two, Three and Four, so that the knowledge and skills are not forgotten.

Interleaved Practice

Retrieval practice should also include interleaved practice. This is the retrieval of different content, skills and procedures and applying these. So while retrieving the addition with regrouping process over times is desirable, it should be interleaved, or mixed, with the retrieval of other content such as time, subtraction or fractions.

ENGAGEMENT NORMS

- **Pronounce With Me**
- **Track With Me**
- **Read With Me**
- **Gesture With Me**
- **Pair-Share**
A→B, B→A
- **Attention Signal**
Eyes Front, Back Straight
- **Whiteboards**
Chin-it
- **Complete Sentences**
Public Voice, Academic Vocabulary

PERFORMANCE DEVELOPMENT

PERFORMANCE DEVELOPMENT POLICY

INTRODUCTION

All members of the school staff have a responsibility to be accountable for and actively seek to improve their performance in relation to organisational and workplace goals.

It is essential that staff members of the public education system are able to provide evidence that demonstrates their professionalism and commitment to improving the quality of student achievement. The performance management process seeks to meet this requirement and in so doing optimises the performance of each member of staff.

DEPARTMENT OF EDUCATION POLICY

Under governing legislation and common law, an employee is required to carry out duties and responsibilities with due competence and care, in accordance with the requirements of their role.

All employees will participate in a performance management process consistent with the Performance Management Standard where:

- Staff regularly demonstrate accountability for their performance;
- Staff have access to growth and development opportunities that allow for employee professional interests and role responsibilities ; and
- The process links to the intended outcomes of the Department's strategic directions.

All line managers will conduct and document performance management with staff.

THE PROCESS

The process of performance management comprises several elements including:

- **Self-Reflection** – It is valuable for any performance management meeting to be preceeded by self-reflection. Staff members are provided with tools to support their self-reflection (National Professional Standards for Teachers or Position Role). This process is designed to support you in role clarity, identifying strengths and areas for development.
- **Planning Meeting (Term One)** – The purpose of this meeting is to ensure both the staff member and performance manager:
 - develop clarity regarding Expectations / Roles / Responsibilities,
 - review previous performance management goals,
 - provide quality and timely feedback,
 - identify coaching and classroom observation opportunities,
 - identify opportunities for professional growth; and
 - demonstrate accountability.

The outcomes of this meeting should be the production of a performance management agreement which will include:

- Agreed goals
- Agreed strategies and actions
- Agreed success indicators.

All staff will receive written feedback from a planning meeting.

- **Implementation / Ongoing Feedback / Support** – Line managers will work with staff to provide ongoing support which may include:
 - Formal and informal meetings to provide feedback.
 - Classroom observation visits by peers and performance managers (Term One & Three). Classroom observation visits should be followed up with a feedback meeting and written feedback.'
 - Peer observation visits are conducted via negotiation through the performance management process or on an ad-hoc basis as required to support teacher growth.
 - Education Assistants will have a line manager observation in Term Three with a follow up feedback meeting and written feedback; and
 - Discussions about further professional learning.
- **Review Meeting (Term Three / Four)** - The purpose of the review meeting is for the:
 - Employee to demonstrate accountability (All staff members are asked to provide evidence of their work at this meeting in the form of student works samples, planning documents, records of student achievement, case management plans that reflect their goals and areas of focus as determined by the Executive Team.
 - Employee to demonstrate achievement with their goals
 - Manager to provide quality feedback.'

All staff will receive written feedback from the review meeting.

CURRAMBINE PRIMARY SCHOOL STUDENTS AT EDUCATIONAL RISK POLICY AND PROCEDURE

DEFINITION

A Student at Educational Risk is any student who is not performing to their academic, emotional, social or behavioural potential.

RATIONALE

In order to successfully educate students at educational risk a formalised identification, tracking and monitoring process must be established and implemented across the school.

PURPOSE

To ensure that students at risk of not achieving their potential are identified and appropriate measures are implemented.

GUIDELINES

1. Identification – CPS has clearly identified processes for the early identification of Students at Educational Risk.
 - Achievement below the benchmark in the Whole School Literacy and/or Numeracy Assessments, NAPLAN, Kindy Screeners, On-entry Assessments
 - Teacher or parental concerns raised as per the SAER guidelines
 - The need to communicate information regarding a disability or medical condition
 - Other agencies
 - Students with an E Grade in English or Maths, with a disability, on the EALD Progress maps or with significant challenges with socialising, managing behaviour or attendance should have a case management plan.
 - Students identified as gifted and talented via a combination of teacher judgement and internal student data or via an external assessment.
2. Provision – CPS uses performance data and intended educational outcomes as the key elements of planning for Students at Educational Risk.
 - Case Management Plan
 - The students at Educational Risk Profile should be completed annually
 - The Students at Education Risk Record of on Intervention Should be completed annually
 - Meeting records sheets should be maintained including noting when records (emails) are placed on the child's record file or notes placed in Integris
 - Case Management Plans should have specific mastery goals and strategies to be reviewed in Week Eight of each term with an Associate Principal
 - Case Conference with School Psychologist
 - Positive Partnership Matrix

- In class assistance
 - Modified programs
 - Specialist Withdrawal Programs
 - Student Needs Summary
 - SSEN Planning via Reporting to Parents
3. Monitoring and Reporting - CPS collects and provides meaningful information to assist planning to improve learning outcomes and report on the progress of Students at Educational Risk.
- Review of Case Management Plans or Positive Partnership Matrix
 - Review of student performance in Whole School Literacy and/or Numeracy Assessments and NAPLAN Assessments
 - Teacher observations
 - Parent conferencing
 - Other agency reports
 - Written reports
 - Absentee tracking
4. Class Profiles - All classes will have a profile which provide information for the teacher the following year. Teachers will update the profiles with admin staff managing the transition process for the new class structure each year. The document will identify areas of concern including children on a CMP, interventions and Lexile and STARS Comprehension results.
5. Annual Handover Process - Staff will meet with colleagues to conduct a handover process during the school development days at the commencement of the school year. The following information will be provided to staff during the process;
- **Kindy** - Verbal Summary for each child / Letter-Sound Checklist / Case Management Plans - with evidence of achievement / Progress Maps
 - **Pre-Primary** - Verbal Summary for each child / Letter-Sound / Case Management Plans - with evidence of achievement / Progress Maps
 - **Year One** - Verbal Summary for each child / Letter-Sound Checklist / Final PM Benchmark Assessment / Case Management Plans - with evidence of achievement / Progress Maps
 - **Year Two** - Verbal Summary for each child / Case Management Plans - with evidence of achievement / Progress Maps
 - **Year Three** - Verbal Summary for each child / Case Management Plans - with evidence of achievement / Progress Maps
 - **Years Four to Six** - Verbal Summary for each child / Case Management Plans - with evidence of achievement / Progress Maps

Associate Principals may identify students who require a specialised transition and manage such arrangements with the appropriate staff. This could include social stories, visiting the new teacher and class or parent meetings.

Updated Class Profiles will be given to teachers at the beginning of the year by Admin.

Teachers will be responsible for updating these at the conclusion of the year. Class profiles will include English and Maths grades, STARS levels (Years Three to Six), CARS results (Pre-Primary to Year Two) and Lexile scores (Years Three to Six).

Staff will be provided with the opportunity to conduct handover discussion during the staff meeting in Week Three of the new year to further clarify student needs.

Any students removed from Case Management Plans will be marked as Monitored on the Class Profile and relevant information filed in their Student File at the office.

Special Needs Students Transition Process

All PLC's in consultation with executive will determine which students require a formal transition and what level of transition will occur.

These transition levels are:

Level 1

A social story outlining who the year level teachers are, the classrooms and any other applicable areas.

A general tour of the year level areas including all classrooms and play areas.

Level 2

As per level 1 plus an invitation sent out on Friday the 27th January by relevant Associate Principal outlining the student's teacher and class with an invitation for a 5 minute meet and greet on the afternoon of Mon 30th or Tues 31st January.

Level 3

As per level 1 and 2 plus finding out who their teacher is in Week 10 of Term 4. A personalised social story if applicable.

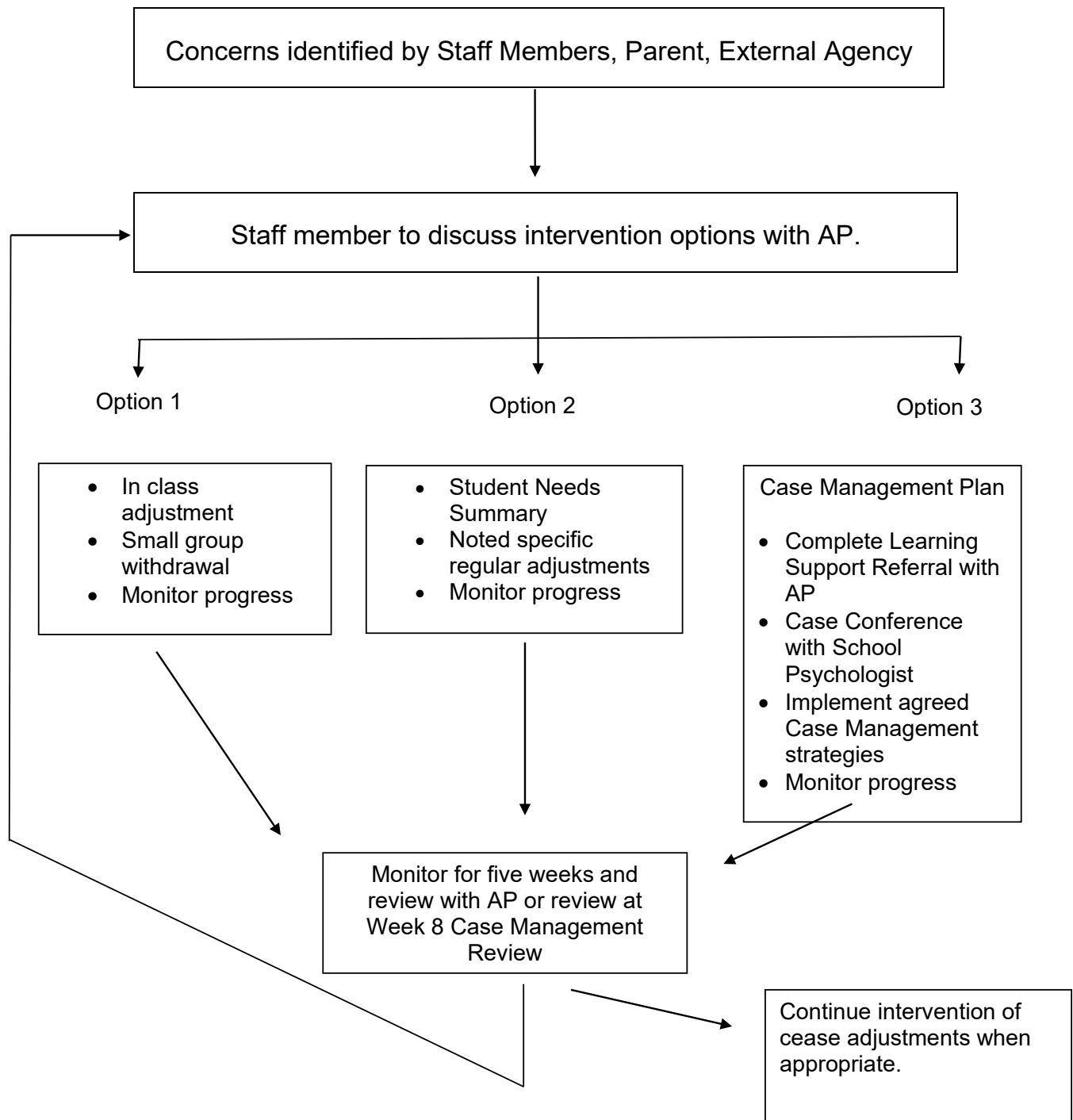
CONCLUSION

This policy is to operate within the guidelines of other school policies. Meeting the needs of Students at Educational Risk is a whole school responsibility that is reflected in school planning.

CURRAMBINE PRIMARY SCHOOL STUDENTS AT EDUCATIONAL RISK TIMELINE

Term	Week	Action	Comments
1	1-6	CMP	Teachers to develop and implement a CMP with reference to recommendations from previous years teachers.
	6-8	CMP	New CMPs developed for all identified SAER children, both existing and new students. Copies to Line Manager and saved on shared. Teachers to meet with parents to discuss and sign new CMP.
2	6-8	CMP Reviews	CMP reviewed for all identified SAER students. New students added as required. Copies to Line Manager, parents and saved on shared.
3	6-8	CMP Reviews	CMP reviewed for all identified SAER students. New students added as required. Copies to Line Manager, parents and saved on shared.
4	6-8	CMP Reviews	CMP Reviewed and recommendations created for the next teacher to consider the following year when developing a CMP.
	9 & 10		

Currambine Primary School Students at Educational Risk Action Plan



Positive Behaviour Support Program

The aim of the Positive Behaviour Support Program is to create safe positive learning environments where students are engaged and successful.

The program recognises the importance of creating a culture of high academic engagement and a sense of belonging and wellbeing through a shared and integrated approach to behaviour, learning and teaching.

There are four key integrated elements to the PBS program;

- Data for discussion making
- Measurable outcomes supported by and evaluated by data
- Practices with achievable outcomes
- Systems that efficiently and effectively support implementation of those practices.

In our school PBS aims to develop;

- Consultative and collaborative processes which are facilitated through the PBS Leadership team
- A consistent whole school approach with common language in regard to positive behaviour expectations
- Procedures for responding to behavioural errors, with a focus on teaching and re-teaching expected behaviour
- Clearly defined teacher managed and office managed behaviour
- The use of data to help track and identify areas to target for intervention.

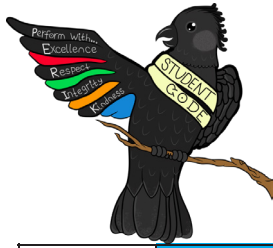
Our school values are;

Excellence: We are passionate about establishing engaging, well-managed classroom environments focused on inspiring students to do their best. We work collaboratively with others; we lead by example, we are committed to modelling best practice and professional behaviours.

Respect: We work with flexibility and fairness to ensure others feel valued as members of the team, class, and community; demonstrating a willingness to change or find common ground. We choose our words, actions, and tone to build and maintain effective relationships.






Integrity: We act with integrity; honouring our commitments and delivering on our promises, being trustworthy and accountable. We are self-reflective and take responsibility for our actions and their impact.

Kindness: We work to create an inclusive environment; supporting others both personally and professionally. We value small, daily acts of kindness that build belonging. We bring humour to our work and we check in on each other regularly.



Learning Areas



	Kindness	Excellence	Respect	Integrity
Outside areas (eating/ verandahs)	<ul style="list-style-type: none"> *Engage everyone in the group by taking turns and valuing all ideas. *Support your peers to succeed. *Speak kindly to everyone. 	<ul style="list-style-type: none"> *Stay focused and on task. *Strive to do your best work at all times. 	<ul style="list-style-type: none"> * Show consideration to other classes. * Use all equipment appropriately. *Be responsible for all personal equipment and learning. 	<ul style="list-style-type: none"> * Follow adult instructions. *Only access equipment assigned for your task.
Classrooms (specialist rooms includ- ed)	<ul style="list-style-type: none"> *Co-operate with your class-mates. *Stay in your own personal space. 	<ul style="list-style-type: none"> *Do your best work. *Work towards your personal goal. * Be ready to learn. 	<ul style="list-style-type: none"> *Look after your own and others' belongings. 	<ul style="list-style-type: none"> *Stay on task. *Take responsibility for your own actions.
Undercover Area	<ul style="list-style-type: none"> *Share the area. * Encourage others. *Stay in your own personal space. 	<ul style="list-style-type: none"> * Engage in set activity. *Work collaboratively. 	<ul style="list-style-type: none"> *Follow the teacher instructions. *Use whole body listening and appropriate volume. *Keep area tidy. 	<ul style="list-style-type: none"> *Make safe choices. *Use equipment the way it's in- tended and put it away quietly. 
Middle Areas	<ul style="list-style-type: none"> *Speak politely. *Help others who are in need. *Clean up. 	<ul style="list-style-type: none"> *Stay on task. *Strive to do your best work. *Contribute to group tasks. * Seek help when needed. 	<ul style="list-style-type: none"> *Appropriate noise levels. *Allow others' to continue to learn in the shared space. *Knock before entering. 	<ul style="list-style-type: none"> *Be responsible for all personal equipment. *Follow adult instructions. *Only access equipment as- signed for your task.
Oval	<ul style="list-style-type: none"> *Encourage others to do their best. 	<ul style="list-style-type: none"> *Be prepared. *Try your best. 	<ul style="list-style-type: none"> *Be involved. *Listen to instructions. 	<ul style="list-style-type: none"> *Stay within the expected areas. *Follow instructions/ rules of the game.



Our School Community









	Kindness	Excellence	Respect	Integrity
Library	<p>*Use manners.</p> <p>*Keep hands, feet and objects to ourselves.</p> <p>*Wait patiently and help others in the library.</p> 	<p>*Use markers to hold the place when choosing a book.</p> <p>*Return borrowing card to the correct spot.</p> <p>*Choose appropriate book in a timely manner.</p> <p>*Know your library number (Lexile score for 3-6).</p> <p>*Read your book while you wait for the class.</p>	<p>*Use quiet a voice.</p> <p>* Push in chairs.</p> <p>*Take care of books and report any damage.</p> <p>* Walk and wait in a calm manner.</p>	<p>*Return books to the correct location when returning, choosing and borrowing.</p> <p>*Take overdue slips home.</p> <p>*Bring book and bag every week and take them back to class at the end of the Library session.</p>
Office	<p>*Wait quietly</p> <p>*Use your manners; say please, thank you</p>	<p>* Knock on the doors (before entering) of the Principal, Associates, PE and Chaplain.</p> <p>*Use titles</p>	<p>*Hold the door open for others.</p> <p>*Remove your hat before entering the office and walk in the office.</p> 	<p>*Wait your turn</p> <p>*Visit with a purpose</p>
Canteen	<p>*Help others</p> <p>*Use manners.</p>	<p>*Walk to the canteen.</p> <p>*Leave the UCA after buying my food and sit down to eat it in the correct area.</p>	<p>*Use an indoor voice in the line</p> 	<p>*Wait for your turn in the correct line.</p> <p>*Only line up if you have money to spend.</p> <p>*Spend your own money and hold it still.</p>
Buses	<p>*Be inclusive (let anyone sit with you).</p> <p>* Use manners when speaking to the driver.</p> 	<p>*Walk to your seat and put your seatbelt on.</p> <p>*Partner talk (reasonable volume while travelling).</p> <p>*Line up quietly.</p>	<p>* Check that you have all of your belongings and clean up after yourself.</p> <p>*Keep your hands and feet to yourself.</p> <p>*Bus stops / voice stops.</p>	<p>*Face forward.</p> <p>*Stay seated until directed by the teacher.</p> <p>*If no partner, go to the back of the line.</p>
Incursions/ Excursions	<p>*Use manners.</p> <p>* Support your peers to do the right thing.</p>	<p>*Stay in line, follow the leaders' instructions.</p> <p>* Be prepared with all of the correct items and look after them.</p> <p>* Get involved appropriately.</p>	<p>*Use an appropriate level of noise.</p> <p>*Listen when the 'leader' is speaking and wait your turn to speak.</p>	<p>*Keep your hands and feet to yourself.</p> <p>*Stay with your group and complete the assigned task.</p> <p>*Make positive choices about who to sit with.</p> 



Our School Grounds



	Kindness	Excellence	Respect	Integrity
Transitions between classes	<p>*Be mindful of others' safety by keeping my personal space.</p>	<p>*Walk on hard surfaces.</p> <p>* Walk together in lines with our class</p> 	<p>*Listen to and follow teacher instructions when moving around the school.</p> <p>*Move around the school quietly.</p>	<p>*Stay in line and wait quietly for the teacher.</p> <p>* Wait to be asked by staff to enter a classroom.</p>
Play Areas	<p>*Include others and share.</p> <p>*Help those that are hurt or upset.</p> 	<p>*Wear a hat.</p> <p>*Follow the rules of the games.</p> <p>*Play in the correct area.</p>	<p>*Use equipment correctly.</p> <p>*Follow agreed game rules.</p> <p>*Follow instructions.</p> 	<p>*Tell a teacher if there is a problem.</p> <p>*Take responsibility for and be honest about my behaviour.</p> <p>*Choose to play in the correct areas.</p>
Eating Area	<p>*Welcome anybody to sit with me.</p> 	<p>*Sit to eat.</p> <p>*Keep our eating area clean and tidy.</p>	<p>*Put rubbish in the bin.</p> <p>* Eat my own food.</p> <p>*Speak quietly to the people around me.</p>	<p>*Put my lunchbox in my bag and put my bag away.</p>  <p>*Wait to be released by the teacher.</p> <p>*Speak up when something is not right.</p>
Toilets	<p>*Wait for your turn.</p> <p>*Be quiet in the toilets.</p>	<p>*Walk quickly and quietly to the toilets.</p> <p>*Wash your hands.</p> <p>* Only use what you need (toilet paper, soap, water).</p>	<p>*Remember personal space: keep your eyes to yourself.</p> <p>*Clean up after yourself and flush the toilet.</p> 	<p>*Only go when you need to go to the toilet.</p> <p>*Report any problems / bad behaviour.</p> <p>*Do what you need and leave.</p>
Before/ After School	<p>*Help others who are in need or upset.</p> <p>*Greet and respond to others.</p> <p>*Encourage others to stay where you can see a teacher.</p>	<p>* Go straight home.</p> <p>*Pay attention</p> 	<p>*Be safe in your actions toward yourself, others and the environment.</p> <p>*Take care of personal belongings.</p>	<p>*Stay sitting/standing quietly in the allocated area.</p> <p>*Walk (promptly), quietly and sensibly when leaving the area.</p> <p>*Stay within eyesight of parents/ caregivers.</p>

Evacuation Policy

Teachers are to make themselves and their class familiar with the following procedures where an emergency requires evacuation of the whole school.

1. An emergency will be announced by either:
 - (a) **Three blasts of the siren in rapid succession** and/or an announcement made via the P.A. system or the siren on the megaphone.
 - (b) Three blasts from a whistle in each block by an Administration member.
2. Teachers should immediately lead the children they are with (via the route indicated on the school plan) to the school oval, check roll, then remain with class.

Specialist teachers in charge of children are to retain their control of the class and escort them to the oval via the most appropriate route. The Home room teacher is to collect the roll and meet their class on the oval following the appropriate route. **PRINCIPAL TO BE NOTIFIED OF ANY CHILDREN MISSING FROM A CLASS.**

3. A copy of the **School Evacuation Plan MUST** be displayed in each classroom or teaching area.

Responsibilities:

Principal - Co-ordinator	- Mobile phone will be carried at all times: 0420 297 127.
Associate Principals	- Carry first aid kits to the evacuation area.
School Officer	- To pick up Relief Teacher Book, Pass Tab iPad, Student Medication and Health Care Plans from Admin Office.
	- School Officer to print off role from Integris-Absent Students by Form.
	- Manager Corporate Services to print out staff list and check. Inform Principal of any missing staff.
	- Put "Evacuation in Progress - go to the oval" sign on Admin doors.
	- Manage traffic at Paddington Ave as students cross to oval.
Library Officer	Manager Corporate Services
Administration Block	Associate K/PP/Year One
Block One (toilets)/Supervise Oval Gate	TA21 Teacher
Block Two (toilets)	TA33 Teacher
Block Three (toilets)	TA43 Teacher
Block Four (toilets)	Associate Principal Years Four/Five/Six
Library/Cottage/Supervise Stairway Gate	Associate Principal Years Two/Three
Staffroom/Toilets/Supervise Oval Gate	Principal
Undercover Area/Canteen/Uniform Shop/Gardener	

Teacher in identified rooms to be provided with a master key to lock toilets.

4. NOTIFICATION - Bomb threat, Siege, Hostage, Fire

- Principal to:
1. Evacuate school - give appropriate signal.
 2. Contact Police (131 444), Joondalup Police Station (9400 0888), Fire Brigade (9400 0000), Alinta Gas (131 352), Western Power (131 351), Water Corporation (131 375)
 3. EMERGENCY NO: 000.
 4. Await instructions from relevant authority list in point 2.
 5. Notify District Office (9285 3600).

5. Points to Note:

- a) Children do not take bags, cases etc. with them. Teachers should take their duty bags.
- b) Children should be taken as quickly as possible to the school oval in an orderly fashion, i.e. two lines. They should sit in two lines in classes on the oval on the far side of the second cricket pitch.
- c) Teachers must take their roll in order to check off all children.
- d) Associate Principals will check all staff have completed roles and match with the print out from Integris. Inform Principal if any students are missing.
- e) In a real emergency, children will be alarmed and upset so teachers **MUST** stay with their children and not congregate in groups away from their class.
- f) Children requiring medical or first aid treatment should be taken to the appropriate Associate Principal or designated person.

Principal to take mobile phone with him to oval. If Principal/Associate Principals are teaching or not in attendance at the time, their roles will be undertaken by the Principal, other Associates and Office Staff. If the evacuation takes place during a RECESS OR LUNCH BREAK, all children and staff are to go to the oval.

THE PRINCIPAL WILL ANNOUNCE THE END OF THE EMERGENCY AND UNTIL SUCH TIME AS THIS OCCURS - NO CHILD WILL LEAVE THE OVAL.

Emergency Lockdown

Rationale

The efficient and organised lock down of students may be necessary if their welfare is at risk.

Purpose

This procedure will be used for situations that require all students and staff to remain indoors.

Broad Guidelines

An emergency **LOCK DOWN** will be announced by either:

- A PA system announcement (either Stage 1 or Stage 2 lockdown).
- An Administration member advising teachers individually.

When teaching areas are secure, team leaders or, in their absence, one elected teacher will phone the Manager Corporate Services.

Procedure:

Stage 1 Lockdown:

1. Lock all external and internal doors to Homerooms.
2. Those outdoors are to follow instructions of Principal or Associate Principal. Physical Education students and staff secure themselves in the Undercover Assembly Area.
3. Class teachers to lock common area entrance doors – front and back.
4. Lock all windows.
5. Teachers in the following classes email: **currambine.ps@education.wa.edu.au** confirming that all children in the block/classrooms are present and identify any children on the site who are not present (do not telephone):

Block 1	Teacher TA14
Block 2	Teacher TA22
Block 3	Teacher TA33
Block 4	Teacher TA44
Transportables	Individual Teacher
PE Classes	PE teacher phone through canteen
Library	Library Officer

School Officer to collate emails for Executive Team.

6. Listen for instructions over the PA and follow them without hesitation.
7. Remain calm.
8. **DO NOT** leave your students.

Stage 2 Lockdown:

1. Close all blinds/curtains (if available).
2. Turn off lights.
3. Children to lie down on the floor.



TA11, 12, 13 exit to the oval through oval gate

TA14, 15, 18, 19 exit through staff carpark gate

TA16, 17 exit through gate next to Year One/Two playground (key kept TA16)

TA21, 22, 23, 24, 25, 26 exit through carpark exit gate

TA27, 28, 43, 44, Art 2 & Music Room exit through ANZAC gate (key kept TA43)

TA41, 42, 47, 48, 45, 46, 38, 39 exit through the stair case gate (key kept in TA38)

TA31, 32, 33, 34, 36, 37, Art, UCA exit through the oval gate

THE FUNDAMENTALS OF COVER

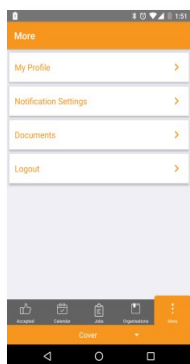
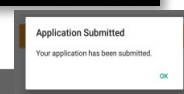
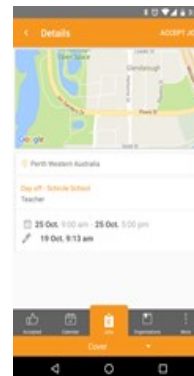
Using Schrole Cover as a **Cover** (Relief) User.

The Basics

- How to accept a job
- Managing your profile
- How to upload documents
- Managing your availability
- Organisations

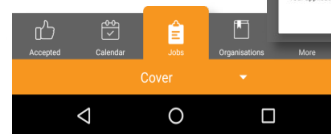
How to Accept a Job

- ◆ Tap or click the notification or e-mail link.
- ◆ Tap the Job Name to view the details.
- ◆ Tap the Accept button on the top right of the screen.
- ◆ You will receive an immediate successful message or if the job is already filled an unsuccessful message.
- ◆ To jobs that you've accepted, tap the Accepted tab in the lower navigation.



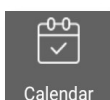
Managing your Profile

- ◆ To view your profile and other settings tap the More icon in the lower navigation.
- ◆ Tap any of the fields to update the details.
- ◆ If you wish to take a profile picture using your phone camera, tap your profile image.
- ◆ You can also change which notifications you wish to receive under Notification Settings



Uploading Documents

- ◆ From the More icon, tap on Documents
- ◆ Tap the Documents menu item
- ◆ To add a new document tap the icon in the top right
- ◆ Add the document details and tap to "Select + Document."
- ◆ Tap "Submit" and the document will be saved.

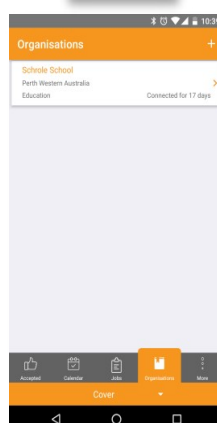


Managing Your Availability

- ◆ You can make yourself unavailable for work via the Calendar options.
- ◆ By default you are available, and if you accept a job in Schrole Cover you will be marked as unavailable for the duration of that job.

Viewing and Applying to Other Organisations'

- ◆ To apply to another organisation for Cover work, tap the Organisation tab in the navigation.
- ◆ To review an existing organisation tap its name.
- ◆ To search and add a new Organisation tap the + icon.



Quick FAQ

Q: I've got a notification for a job, but when I go to accept it the job is not there.

A: In this case another Cover user has already taken the job over 8 hours ago.

Q: How do I check I got a job?

A: You will receive a confirmation that you have accept a job within the App, you can also check the Accepted Jobs tab.

Q: I've accepted a job and am no longer available, how can I delete a job?

A: Cover users cannot delete jobs, you will need to contact the organization's staff coordinator.

Q: I'm not receiving any jobs for an organisation?

A: The prioritisation of Cover users and the job types that are setup are all configured by each organisation. Contact the organization's if you are not receiving any jobs.



CURRAMBINE PRIMARY SCHOOL

EDUCATION ASSISTANT INDUCTION POLICY

An effective induction program ensures new staff gain an understanding of the school's ethos, goals and procedures. The induction of new staff is essential to develop a sense of collaboration and an understanding of the school's vision, culture and policy positions.

Guidelines

- Wherever possible new staff are encouraged to contact the school Principal/Associate Principal prior to the commencement of the year. If possible, a visit to the school site is encouraged.
- A tour of the school should be organised at the earliest opportunity and should include;
 - School grounds
 - Resource locations
 - Library Resource Centre
 - Specialist Facilities
 - Staff facilities
- A new Education Assistant should be linked with an existing member of staff who will act as a mentor/supportive colleague.
- A meeting should be scheduled between the Education Assistant and the sub-school Associate Principal to discuss all items listed on the Education Assistant Induction Checklist. On completion of the checklist the Education Assistant and Associate Principal should sign the checklist. The checklist should be stored in the Education Assistants Performance Management file.
- A new Education Assistant will be provided with a copy of the Education Assistant Induction Booklet.
- It is recommended that Education Assistants new to the Department of Education complete the Education Assistants Induction Program offered at a regional level.
- It is recommended that all employees new to the Department of Education complete the following online training
 - Accountable and Ethical Decision Making
 - Child Protection and Abuse Prevention (Mandatory – 6 months)
 - Workforce Induction
 - Aboriginal Cultural Appreciation
 - Records Management (Mandatory – 6 months)

Education Assistant Induction Checklist

Induction Item Associate Principal		Tick	Induction Item Mentor	Tick
1	School Focus 1.1 Grounds/Buildings (staffroom etc) 1.2 Classroom		1. School Focus 1.1 Resource locations 1.2 Library Resource Centre 1.5 Specialist Facilities	
2	Department of Education Policy 2.1 Staff Conduct and Discipline Policy 2.2 Equal Opportunity and Diversity Policy 2.3 Anti-Racism Policy 2.4 Workplace Bullying Policy 2.5 Occupational Health and Safety Policy 2.6 Employee Performance Policy 2.7 Grievance Procedures		2. Planning/Preparation Requirements 2.1 Timetable 2.2 Daily work pad	
3	School Policy 3.1 School Procedures 3.1.1 Accidents – First Aid 3.1.2 Badges 3.1.3 Duty/Supervisor 3.1.4 Sun Protection Policy Responsibilities 3.1.4 Leave arrangements 3.2 Policy Statements 3.2.1 Students at Educational Risk Case Management 3.2.2 Student Welfare Policy 3.2.3 Evacuation Policy 3.2.4 Crisis Management Policy 3.2.5 Performance Management 3.2.6 Positive Behaviour Support 3.2.7 Education Assistant Induction Booklet		5 Communication 5.1 Staff newsletters 5.2 Nobody Told Me Meeting 6.0 Social Issues 6.1 Morning Tea Money 6.2 Nobody told Me 6.3 Social Club	

Education Assistant: _____

Date: _____

Induction Manager: _____

NOTES

[illegible]

