

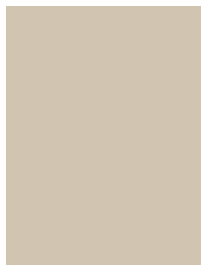
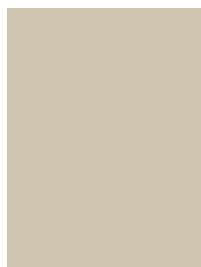
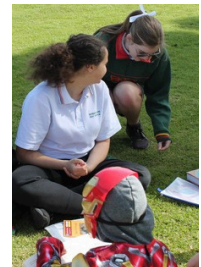
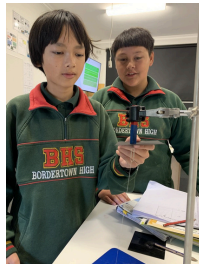
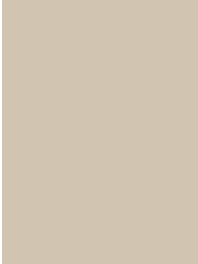
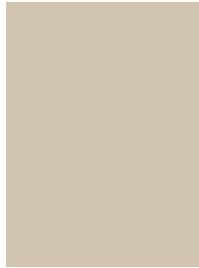


# BORDERTOWN HIGH SCHOOL



## STAFF HANDBOOK

# 2025



# VISION STATEMENT

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## OUR PURPOSE

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Our purpose is to develop students' potential and capacities in striving for excellence in all areas, so that they can make a positive contribution within the local community and beyond.

## OUR MISSION

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To fulfil our responsibilities:

- We anticipate and respond to the educational needs of the students, the local community and beyond.

We maintain an effective, well managed and accountable school.

- We provide a high quality education for all students and equip them to continue learning throughout life.

We foster effective communication throughout the school community.

- We promote a work environment which supports, develops and acknowledges high standards of performance and self esteem.

- We support and provide opportunities for staff professional development to enhance student learning.

## OUR VALUES

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- Excellence
- Respect
- Integrity

## OUR VISION STATEMENT

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Bordertown High School equips young people with the skills that will enable them to realise and enhance their talents and attributes. We are a community that is committed to excellence by raising the achievements of all our students and instilling within them a lifelong love of inquiry and learning.

# STAFF

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## Leadership

**Alicia Keatley - Principal**

**Lauren Kirk**

Assistant Principal Leading Learning  
VET Coordinator  
Year 11 Coordinator

**Shane Orrock**

Year 10 Coordinator  
HPE and Sport Coordinator

**Sam Exton**

Year 9 Coordinator  
Maths/Science Coordinator

**TBA**

Year 8 Coordinator  
English & Humanities Coordinator

**Debra Clarke**

Year 7 Coordinator  
Student Wellbeing  
Student Support Coordinator

## General Teaching

Matthew Aird

Helen Altus

Cassandra Anderson

Renae Bower

Shane Carter

Rebecca Collins

Cody Crane

Naomi Excell

Amy Heinjus

Jamie Illman

Samantha Jenkins

Sam Luck

Amy Manfield

Chloe Matindi

Kate McCarthy

Jacob Murray

Greg Ralph

Chrissy Redden

Krishna Satra

Joey Wells

## Support Staff

Melissa Belluzzo

Tammy Creaser

Janette O'Sullivan

Julie Mathews

Emily Lusher

Cathy Hinge

Dan Perger

Toni Williams

Carly Ralph

Laura Excell

Lucy Bennett

Sarah Shepherd

Bella Nitschke

Amber Dimitriadis

Sakina Hussaini

Kellsey Hinge

Huk Scown

Wade Neumann

Sarah Barras

Trina Mock

Mitch Anderson

Front Office

Finance Officer

Lab Assistant

IT

Exec Secretary and Admin

CPSW (one day)

CPSW (two days)

Student Support

Library/Student Support

Student Support

Student Support

Student Support

Student Support

Student Support

Student Support

Student Support

Groundsman

Maintenance

Canteen

Canteen

School Mental Health

Practitioner

# GENERAL PROTOCOLS

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- Be aware of where to sign in and out
- Familiarise yourself with your surroundings
- Obtain a staff list
- Obtain a list of the school fax/phone numbers and extensions
- You will need a network and Learnlink logon
- Obtain telephone numbers for police and ambulance
- If you have access to e-mail you will need to know your user name and password.
- See your line manager regarding:

*Responding to Abuse and Neglect*

*First Aid*

*Grievance Procedures*

*School's Training and Development Policy*

*Occupational Health, Welfare and Safety Procedures*

## DAY SCHEDULE

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The hours that teachers are onsite for during the school day, will be discussed in Term 1.

At the end of term, when school finishes early, staff need to be on site until the time school normally finishes or until rostered hours finish.

## LESSON AND BREAK TIMES

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**Morning Duty** 8.30 am – 8.45am Students enter grounds and have access to the Front Office.

**Home Group** 8.45 am – 9.00am On Tuesdays / Thursdays home group is extended for 5 minutes for students to focus on Resilience Project.

**Lesson** 9.00am – 9.45am On Wednesdays home group writing activities will be a focus  
**Lesson** 9.45am – 10.30am

**Recess** 10.30am – 10.50am At the end of recess, encourage students to move quickly to class

**Lesson** 3 10.55am – 11.40am

**Lesson** 4 11.40am – 12.25pm

**Lesson** 5 12.25pm – 1.10pm

**Lunch Duty** 11.10pm – 1.30pm

**Duty** 2 1.30pm – 1.50pm At the end of lunch, encourage students to move quickly to class

**Lesson** 6 1.55pm – 2.40pm

**Lesson** 7 2.40pm – 3.25pm

**Dismissal** 3.25pm Bus Yard Duty Teacher on duty until 3.40 or until the last bus  
**Bus Departures** 3.30pm - 3.35pm leaves.

# PERFORMANCE AND DEVELOPMENT

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Developing your skills as a teacher is an important part of lifelong learning and something that teachers reflect on and always do. Planning your professional progress is an important part of this learning and taking control of your Performance and Development Plan (PDP) is part of this.

## Our Work

Department for Education Strategic Direction  
Partnership Priorities  
Site Improvement Priorities  
National Professional Standards for Teachers

- Teaching for Effective Learning Framework

## Professional Development Plan

- goals based on SIP
- Identifying the actions you are going to take

## Professional Development Activities

Faculty meetings  
Implementing SIP

- Engaging in curriculum development activities

DfE Curriculum document implementation

Seeking feedback on our teaching:  
Moderation

- Feedback from your students
- Feedback from your line manager

Informal observations

## Term 1

Complete first two pages of your Performance and Development Plan (PDP)

Link your goals to the Site Improvement plan

- Organise a meeting with your line manager to discuss your plan and get feedback

PDP to be forwarded to your line manager by Week 7

Principal to complete sign off in HR system.

## Term 2

- Meet with your line manager if required

## Term 3

- Meet with your line manager – 6 month review of Performance and Development Plan (PDP)

- PDP to be forwarded to your line manager by end of term

Principal to complete sign off in HR system.

## Term 4

- Meet with your line manager – end of year review

Update / finalise PDP

- Identify goals for next year.

## ABSENCES – Students

Student attendance is marked in Sentral every morning during home group and for each lesson.

Absences in home group need to be marked in Sentral > 'Attendance' > 'Roll status'

Late students must sign in at the front office

Rolls must be completed by the end of home group

Students are expected to provide a reason for their absence

Parents will be contacted by SMS on the morning of an absence and details recorded in rolls

On the third day, if no contact has been made by the parents or caregivers, it is the **home group teacher's responsibility** to phone the parent (where possible) to find out the reason for the extended absence.

The front office will provide fortnightly absence

summaries for home group teachers to follow up.

Where home group teachers have concerns about patterns of absences for a particular student they

should discuss with the Counsellor first, or Year Level Coordinator.

The Counsellor will follow up on extended absences or patterns of absence.

An 'EXEMPTION' form needs to be completed and approved by the Principal, for any absence of 5 days

or more. Exemption forms are available from the front office.

Yard Assembly

- Held when need arises and are of short duration
  - Main purpose - formal dissemination of information to the school or to start yard clean up.
- Double siren indicates a Yard Assembly

Hall Assembly

Held once a term

Program is planned by the SRC Assembly Liaison person and Assistant Principals

Assemblies are formal occasions and provide an opportunity for guest speakers, presentation of awards, reports of events and an address by the Principal to the school

Where possible students who speak at the assembly should have the opportunity to practise their speech using the microphone before the assembly

A triple siren indicates there will be a Hall Assembly

Students are to enter hall and be seated in their designated home group areas, under teacher supervision

Teachers are to sit with their home group and to assist with the orderly entry and exit of students and their proper behaviour during the assembly

Setting up and packing away of seating is done by home groups on a rostered basis organised by the Assistant Principals

## ACCIDENT / ILLNESS / FIRST AID

- Accident Procedures as per DEPARTMENT POLICY
- Accident reporting is done online via EduPortal and the Front Office will assist with this.
- For serious injuries, a report must be completed and submitted to the Principal within 24 hours.
- In the event of illness of a student at school, parent contact is made by Front Office staff via telephone. Arrangements will be made in consultation with parents.
- In urgent cases, the front office may call an ambulance and notify parents while awaiting the ambulance
- In all cases, injuries need to be reported to the Principal, or site leader.
- Staff are not to transport students for medical purposes
- NOTE: all head injuries MUST be reported to the front office immediately. Front office staff will provide first aid and inform parents ASAP.

## ASSEMBLIES

- There are two types of student assemblies that are held:
  - Yard assembly in the quadrangle
  - Formal assembly in the hall
- Emphasis will be placed on student participation in assemblies. This participation will be fostered through the SRC.
- Where possible advance notice of assemblies will be given.

## ASSESSMENT AND REPORTING

Student progress and performance will be assessed regularly so that an accurate evaluation of success at school is provided.

Teachers, with the help of faculty leaders, are required to submit a "Learning and Assessment Plan" for each subject for which they have responsibility. The full Assessment and Reporting Policy can be obtained from the Principal.

Assessments are processed using Sentral. Timelines of when reports need to be completed are advised at Staff Meetings and through Microsoft Teams.

Parents receive a report of their child's progress four times a year. Mid semester reports are available via Sentral at the end of Terms 1 and 3 and full subject reports at the end of Terms 2 and 4.

For Year 12 students, full subject reports are available via Sentral at the end of Terms 1, 2 and the beginning of Term 4.

## BELLS

Our school runs without the use of bells to remind students and staff where they need to be. Bells are rung for the following reasons:

Emergency Bell: Continuing short blasts Evacuation to main oval

Continuous Siren: Invacuation

Assembly Bells:

Quadrangle Assembly - double blast

Hall Assembly - triple blast

Wet Weather Bell: Four blasts



## BINS

- Bins are placed in appropriate places around the school. The Grounds/Maintenance staff are responsible for emptying bins.
- If teachers are performing end of term clean ups or cleaning out large amounts of heavy rubbish, this needs to be taken straight to the dumpster bins at the oval end of the PE shed.
- Sorting paper and cardboard from classroom clean-ups into the Cardboard Recycling dumpster saves the school money and reduces the waste going to landfill.
- Recycling crates are positioned around the school and contents sorted by a community member on a regular basis.

## BOOKROOM - SUPPLIES FOR TEACHERS

Staff can obtain stationery from the book room at the front office. We operate on an 'honour system'. Please take what you need, but you must fill in the appropriate book which is kept in the book room cupboard.

Stationery supplies are not available to students. If borrowing staplers, etc. please remember that they are "Boomerang Brand".

## BUDGETS

The school budget is managed by the School Finance Committee, which includes parents, staff and SRC representatives. Staff election to the Committee occurs at the beginning of the school year.

Budget management is the responsibility of faculty heads and nominated staff. Questions related to budget matters to be directed to the Business Manager or Principal

The school budget year is from 1st January, and faculties are required to submit special budget requests (on appropriate forms) during August/September.

Faculties will receive regular updates of the faculties' financial position. All orders for faculties must be placed through the Business Manager on a purchase order.

Items budgeted for need to be purchased as soon as possible. Orders outside of the budget must be based on changed priorities and discussed with the budget manager or Business Manager.

A budget figure may be altered after submission to the Finance Committee.

End of year budget amounts may or may not be carried over depending on school priorities. The Business Manager and Principal will consult on this.

## BULLETIN

Items for the student bulletin can be submitted into Sentral.

- Staff announcements to be placed in staff notices.
- Student announcements to be placed in daily notices. These can be placed for all students or specific year levels

## BUSES

A number of our students travel on a school bus and need to be dismissed promptly to ensure they do not miss them.

Buses for school use:

The school has its own school bus which can be used for excursions. Drivers need to have the appropriate licence to drive the bus.

Excursion over 100km in distance require the driver to have a National Driver Work Diary (log book) and manage this according to the log book rules.

The school also has a Government 'yellow' bus, which

- can also be used during school hours, but must be returned to the bus lane, fuelled and clean, before the end of school, as this bus is part of our bus service to students.

## CAMPS / EXCURSIONS / INCURSIONS

Camps and excursions are encouraged as a valuable and integral part of the school's curriculum.

Planning needs to reflect the following policies and

documents:

Camps and Excursions Policy and Procedures on Department for Education intranet

<https://edi.sa.edu.au/hr/for-managers/health-and-safety/creating-a-safe-workplace/camps-and-excursions>

Camps and Excursions BHS checklist – saved on Curriculum M: Drive > Camps and Excursions. This checklist contains links to all the required documents.

Things to remember:

- Dates need to be discussed with management and risk assessment completed prior to any bookings
  - Camps and Excursions checklist must be followed.
  - Communication with the school, parents and students, is key to a well-planned Camp / Excursion / IncurSION
- All costs including travel, need to be approved by the Business Manager and Principal
- If extra vehicles are to be used on the camp/excursion, these must be costed into the travel costs to be paid by students.
  - Extra vehicle costs will be based on fuel used, with teachers asked to fill up before and after travel and provide receipt for fuel.
- All forms and payments must be received before students are able to attend the activity
- All forms must be provided to the front office staff at
- the end of the activity for record management and archiving.

Local Excursions:

Whenever students are taken offsite for any local excursion, teachers must ensure the excursion process is followed including: Risk Assessment, ED169 and ED170.

IncurSIONS:

When organising incurSIONS (guest speakers, visiting performers etc) the organiser needs to consider the school calendar and the busyness of the term when timing these incurSIONS.

Consultation with the Assistant Principals is required before dates are added school calendars.

## CANTEEN

The school canteen is open at recess and lunch times. There is a wide range of foods available and we encourage students and staff to use the facilities. Profits made by the Canteen are returned to the canteen for improvements.

Students and staff can order lunches from the canteen during morning home group periods via the QKR! App or lunch order bag. Canteen price lists and lunch order bags are provided in Home Group classrooms. Lunch orders are sent to the Front Office before 9.00am.

## CHILD PROTECTION

Please see Child Protection Policy

This policy is based on the principles that:

- Children have the right to know and believe that their safety is a prime consideration whilst at school or in the care of the school.
- Children are people in their own right deserving of respect, care and protection.

All education workers will act in a positive way to develop a safe environment for children in their care and will take the action required to fulfil their duty of care. They are required to fulfil the following key responsibilities:

- exercise a duty of care to protect children and keep them safe
- be aware of the definitions of abuse and neglect as contained in the Children's Protection Act
- report suspicion of child abuse and neglect as required by the Children's Protection Act,
- provide children with child protection and abuse prevention programs (within the curriculum).

To ensure that the Key Responsibilities listed above are carried out, the Principal (or delegate) will ensure that all staff have current Responding to Abuse and Neglect training and are familiar with this policy. Additionally, the following activities will be undertaken as needed:

- provision of access to required T&D related to the key responsibilities listed above
- information and consultation with families with current child protection issues
- provision of supportive procedures for fulfilling mandatory notification obligations
- Monitoring, evaluation and review of child abuse and abuse prevention programs.

### MANDATORY NOTIFICATION GUIDELINES

It is the responsibility of every DfE employee to report any and all notifiable cases of abuse. Individuals may wish to consult either the Student Counsellor or Principal if personal support is required in making the notification but the responsibility rests on the individual who has observed abuse or neglect. A record of the notification must be held with the Principal in hard copy (no electronic copy)

- It is not appropriate for a member of a school staff to question a child in relation to abuse. If the evidence suggests abuse or neglect, or if the child has disclosed, the staff member's role is to:
  - Support the child in the immediate and longer term
  - Listen to them, comfort them, but not make judgements or judgemental statements
  - Make the mandatory notification promptly

## CLEANING

The school buildings are cleaned in accordance with the details set out in the cleaning contracts, with the modifications agreed to by contractors and the Principal.

- Contract cleaners are employed to clean the school.
- Industrial Contractors supply cleaning equipment and materials.
- Materials are not openly available for teacher use but may be used if necessary.
- Cleanliness and maintenance is of high priority in terms of school hygiene.
- Teachers are expected to instruct children in the proper care and use of school facilities.
- Problems with cleaning and maintenance items should be reported to the Business Manager.
- Teachers are asked to ensure that all rooms are "shut down" correctly (windows, lights, fans, chairs and litter) after school.
- Cleaners meet with the Principal each semester to discuss matters relating to the cleaning of the school.
- Students do not have access to the Cleaning Room.
- The Business Manager manages cleaning supplies, including the cleaning budget.
- School provides all toiletries eg. paper, soap, deoderisers.

## COLLECTION OF MONEY

Staff are not required to handle money. Students need to bring any money for payments to the front office either before school or during home group.

## COMMITTEES

There are two main committee structures which operate to support the smooth running of the school and the decision making processes:

Governing Council Sub-Committees:  
Finance, Canteen, Facilities/Grounds, Uniform

School Committees:

Personal Advisory Committee (PAC), Agriculture – Verco's farm, Social Club, Sports

Staff are encouraged to be involved in these committees.

The PAC is an elected committee (Term 2 each year)

## COMMUNICATION FROM THE SCHOOL

The Principal is responsible for all official communication from the school. All communications to parents, community members and DfE must be checked and countersigned by the Principal.

### PROCEDURE

All notices and letters which leave the school should be of a high standard ie. correct spelling and grammar, precise and well displayed and are required to be on letterhead. All letters must to have a Principal or Assistant Principal signature.

Following particular activities/events you may be asked to write a brief article for the Border Chronicle / school newsletter / magazine. If you have items you believe are newsworthy discuss your ideas with your line manager. We certainly encourage staff and student involvement in this area.

Newsletters, School Magazine and student diaries are covered in individual procedural statements. Communication by phone is expected of all staff.

Document calls of major significance in Sentral and inform the Year Level Coordinator.

Inform Principal of any public speaking engagements relating to school matters.

## COMMUNICATION WITHIN THE SCHOOL

Regular meetings of staff will be arranged for all sections, in order to assist internal communication.

These meetings include:

Whole staff  
Management  
Faculty  
Admin team  
Curriculum support team

In addition, a Sentral Daily Bulletin with notices to staff and students will be used for the purpose of maintaining a communication network

The onus is upon the individual to read the materials provided

DfE Circulars are emailed regularly, identifying important information for school staff

School policies – some are printed and displayed in front office. All policies currently on Admin system

The Daily Bulletin should be read each morning

- Check whiteboard in staff room for any late notices
- Check pigeon holes for items requiring your attention

General staff meetings are held on Wednesdays on a weekly basis and chaired on a rotational basis

Persons responsible for projects and other areas may arrange meetings and are expected to inform the Principal and Assistant Principal

The pin up board in the staff room should be checked regularly for new information

Microsoft Teams is used for many communications, check BHS staff Team daily for information.

## CRISIS MANAGEMENT POLICY

Schools are dealing with a variety of incidents on a daily basis. At times, events occur which impact on large numbers of students and adults, whereas other incidents may have a significant impact on only a small number of people.

Whatever the type of incident, they are often sudden and unexpected. They can have a dramatic effect on individuals and school communities. They cause considerable disruption in the short and long term and require immediate and planned responses.

Research indicates that planning before an event and early intervention helps a school community to manage an event more successfully. It also minimises the long term effects and enhances the ability of the school to resume normal functioning more quickly.

In managing a school crisis it is important to consider the information required and the possible impact on the following groups • students • school staff • parents • specific individuals and their families • media • police and emergency services • other agencies.

## CUSTODY ORDERS

Please check with the Front Office re students with any custody orders, visiting rights, special conditions etc. This information needs to remain confidential.

## DIARIES

The School requires all students to keep a diary. A diary is a school document, a useful tool which assists each student to be organised and to keep to schedules, in addition to:  
indicating student effort and progress  
communicating between parents and teachers.

### 1. Care of Diaries:

It is the student's responsibility to look after their diary and take to all lessons

The student's timetable and home work allocation is to be entered in the front of the diary

Entries are to be neatly made and should include:

the home work set  
tests and other grades  
brief notices to parents

If a student should lose their diary, it is to be replaced as soon as possible.

### 2. Home Group Teacher Supervision:

Diaries of Year 7 to 11 students should be inspected and initialed weekly. In this inspection specific note should be made of:

appearance of diary  
evidence of adequate, but not excessive, homework  
notices to parents initialed

parent signature after each week of diary use  
(omissions are to be followed up by home group

- teacher with support from year level coordinator if required).

### 3. All Teachers:

Communications to parents re student's progress, failure to do homework, misconduct should be entered in the diary and signed by the parents. Instances of misconduct must be followed up in line with the Student Behaviour Management Policy.

- Avoid conducting prolonged discussion with the parents (or teachers) through the diary. Refer difficult issues in parent replies to year level coordinators firstly, then if needed, the Deputy Principal.

#### 4. Subject Teachers:

- Ensure homework has been entered as directed, in sufficient detail.
- Ensure relevant test results are entered.

#### 5. Communications from parents

The school diary may also be the medium by which parents/guardians may inform teachers of such matters such as:

reason for lateness, or absence.

reasons for non-completion of homework

- requests for permission to leave the school during school hours school uniform.

Parent's notes should be initialled by the class teacher, however separate notices are issued for lateness and non-completion of work.

## DISCIPLINE POLICY/BEHAVIOUR MANAGEMENT POLICY

### ROLE AND RESPONSIBILITIES OF PRINCIPAL

The Principal is ultimately responsible for the management of student behaviour.

- Take a lead in organising, implementing the School Discipline Policy. Ensure consequences are applied

Provide back up and support for teachers with severe behaviour problem students

Initiate regular reviews of School Behaviour Management Policy

Resolve any continuing conflict between staff/students/parents.

### ROLE AND RESPONSIBILITIES OF ASSISTANT PRINCIPALS

Responsible for

Day to day management of policy

Ensure TRTs know the rules and expectations of our school

Help staff develop strategies

Positively support teachers

- Be responsible for students under suspension during recess or lunchtime breaks.

### ROLE AND RESPONSIBILITIES OF YEAR LEVEL COORDINATOR

Monitor behaviour of students in their Year level, and positively reinforce appropriate behaviour

Manage low level behaviours and follow up on initial incidents as needed

Support staff.

### ROLE AND RESPONSIBILITIES OF TEACHERS AND SUPPORT STAFF

Follow the School Behaviour Management Policy by Negotiating expectations with students, setting clear guidelines and communicating these to students

Making students aware of the consequences of irresponsible behaviour

Consistently following the steps outlined under Consequences (as shown in flow chart) regarding negotiating contracts and monitoring behaviour, including contacting parents when required.

Provide critical and constructive input to evaluations of the School Behaviour Management Policy

Assist fellow staff in dealing with behaviour problems Assist in maintaining a clean, healthy and safe environment.

### ROLE AND RESPONSIBILITIES OF STUDENTS

Follow the school rules

Respect others' rights.

Keep diaries up to date and signed.

Do required homework.

- Attend school regularly and bring signed notes of explanation for absences.

Assist in maintaining a clean, healthy and safe environment.

### ROLE AND RESPONSIBILITIES OF STUDENT COUNSELLOR

Assist with individual students in matters which concern them.

Support the Principal, Assistant Principals and teachers in their relationships with students.

- Liaise with parents in matters which concern them.

## ELECTRONIC FILING

The curriculum server has the following share drives for teacher use

M Drive – not accessible to students

J Drive – can share work with students

In addition, all students and staff have their own home drive to store personal files. Please note that home drives need to be managed and excess files removed regularly.

- Office 365 provides access to your school Onedrive.

## HALL BOOKINGS

- No FIRM bookings are to be made until each semester timetable has been established
- Advance TEMPORARY bookings may be made but any bookings made a term in advance need to be confirmed at the start of that term.

## HOME GROUP AND TEACHER RESPONSIBILITIES

- Complete rolls on Sentral and keep up-to-date
- Read out all relevant daily bulletin notices
- Monitor school uniform for correctness
- Ensure home group room windows are shut and locked, lights off and heaters or fans off, and floor is tidy and chairs are placed on desks
- Outline fire drill procedure and path home group must use to get to the oval
- Monitor student lockers to keep lockers and area tidy
- Ensure locker doors are padlocked
- Chase up absentees for notes when students return - and make appropriate note in Sentral

- If a student is absent for 3 consecutive days without any explanation from home, contact the parents by phone
- If school is notified of a student's extended absence, home group teachers should notify relevant staff and collect work for the student, if required
- Distribute parent information/letters and collect replies when necessary.

**CLASS ROLL:** Use Sentral > attendance for HG rolls

**ABSENTEE NOTES:**

Students are to get a written note in their diaries from parents giving the reason for absence - to be signed by class teacher and entered into Sentral. (not required if parents respond to SMS message).  
Notes to leave school for appointments need to be signed by the home group teacher.

**LATE ARRIVALS:**

Students late to school should report to office to sign in. Non-legitimate reasons are given late detention and recorded in Late Detention in Sentral

**BULLETIN:**

Read all relevant notices form Sentral

**LUNCH PASSES:**

Students with a diary note requesting a daily lunch pass are to see front office.

**LUNCHES:**

Display canteen prices on notice boards and keep a supply of lunch bags in class room. Lunch orders are to be sent to the Front Office before 9.00am.  
Many students order lunches through QKR app.

**CARE OF VALUABLES:**

Any money/valuables that need security should be handed to the Front Office.

**LOST PROPERTY:**

Report lost property or found items to Front Office.

**DIARY CHECK:**

Check diaries have been signed by parents. Throughout the week check diaries are up to date and all homework has been entered.  
When appropriate, check that diary notes have been signed by parents.

**LIBRARY:**

Lists of overdue books are forwarded to class teachers periodically.  
Students to return own overdue books to library.

**SILENT READING:**

Every Tuesday and Thursday students and teachers develop their individual reading skills, through reading silently in home group. Home group is extended by 5 minutes on these days to facilitate this.

## HOMEWORK

Homework is an integral part of school life and should be set and completed on a regular basis. Homework may include completing set questions, finishing class work or may even be assignment work that is set over several weeks. Students need to check that all homework is recorded and tackled in a consistent manner.

Students should be encouraged to organise their homework time effectively and where necessary home group teachers should give specific help in how this can be achieved. This is an ongoing process and needs to be constantly reinforced.

Year 7 15 minutes/subject - total time

approx 1 hour per night

Year 8 15 minutes/subject - total time

approx 1 hour per night

Year 9 20 minutes/subject - total time

approx 1½ hours per night

Year 10 25 minutes/subject - total time

approx 1½ hours per night

Year 11 30 minutes/subject - total time

approx 2 hours per night

Year 12 No specific time - total time

greater than 2 hours per night

## HOUSE ALLOCATION

The school is divided into 4 house groups, each with a teacher coordinator.

The four houses and their colours are:

- Canara - Green
- Glenora - Red
- Walamba - Blue
- Pinjali - Yellow

Students entering the school are allocated a house. If previous brothers or sisters have been at the high school, the student will be allotted to his/her family's house.

House captains and vice captains are elected by the students in week one of term one. House coordinators are responsible for the general overseeing of the house activities.

Sporting competitions are held on a house basis, including swimming, cross country, athletics and volleyball.

A house shield is awarded at the final presentation evening on the basis of success/participation in a range of school activities.

## INFORMATION TECHNOLOGY RESOURCES

Please be aware that:

Passwords **MUST** remain confidential and **NOT** be used or acquired by any other student

- Each student is responsible for the content of their storage space
- All personal server storage space and Internet activity will be monitored and logged.

All internet activity will comply with the standards outlined in the Acceptable Use of Information Technology Resources policy  
Failure to use the computing resources properly will be dealt with according to the 'Behaviour Management Policy' and with access to privileges being withdrawn

Students are not to use internet chat lines/rooms unless specifically authorised to do so

Students are not permitted to download programs or inappropriate content from the Web.

## INFORMATION TECHNOLOGY HOME ACCESS

The following can be accessed from home:

Central

- EDI Intranet – emails, EIK, DfE Curriculum materials, policies
- OneDrive.

## ILLNESS - STUDENT

When sick students are to be picked up by parents, they wait at the front office for collection. Front office staff will make sure students are signed out.

## LATENESS

Students are expected to arrive at school on time.

Students who do not attend home group, due to lateness, are required to follow the procedure:

- report to the front office and sign in electronically.
- Late attendance will be recorded in Central
- Front office staff will issue late detention and record in Central if required
- attend late detention if reason not legitimate.

## LEAVING SCHOOL GROUNDS - STUDENTS & STAFF

As a matter of safety and courtesy it is important that both staff and students need to 'sign out' at the front office when they leave the school grounds.

The school discourages approval for students to leave the school grounds during school hours. On written request from parents, students may be given a pass to leave the grounds.

**Staff**

All staff are required to sign in, in the morning with the Central sign in process. If leaving during the school day, staff are expected to sign out, then sign in on return.

**Students (Lunch passes)**

In the case of an excursion - consent forms must be completed in hard copy, before a student can leave for an out-of-school activity (Camps and Exc Policy)

Students may only leave the school grounds with parent consent

At lunch times students are required to obtain and carry a lunch pass as proof of this consent.

1. Term lunch pass - available, on application, from the Assistant Principal.

A town student may go home for lunch

- A bus student may complete regular tasks for their parents such as mail collection, but not lunch.

2. A daily lunch pass - available for reasonable, specific requests (eg. bus students to conduct some business down the street).

A dated diary note from the parent is required and permission obtained from the front office during home group.

It is not to be used to buy lunch down the street.

A list of term and daily lunch passes are kept in the front office.

- Students who abuse the privilege of a lunch pass may be denied future requests
- All students must be back before 1.45 pm. Students reported for being late back may not have future requests approved
- Students who have appointments at other times during the day should follow the same procedure.
- Students must sign out through the front office and show a parent note to the front office staff.
- On return to school a student must report to the front office and sign in. If a student is to be absent during a lesson it is their responsibility to catch up any missed work
- Any student seen leaving the school grounds or while "down the street" can be spoken to by a staff member and must be able to show their lunch pass or note.
- Students who have been found to abuse their lunch pass may have the privilege of a lunch pass removed for a period of time determined by the Principal.

## LIBRARY

**LIBRARY HOURS**

Monday to Friday: 8.30am – 3.25pm

Recess: Closed to students daily

Lunch: Open every lunchtime 1.20-1.50pm

**BORROWING/RETURNING**

- All teaching resources, DVDs, Electronic learning resources and equipment purchased or acquired by the school are to go to the Library Manager for processing and cataloguing so that resources can be adequately managed.

Staff and students are able to borrow items

- themselves or feel free to ask for assistance any time

New books are displayed on the 'New Books' stands in the library and are then available for borrowing.

New books are also displayed in the Library section of the newsletter.

**BORROWING/RETURNING**

All Staff and students are given a barcode. There is a barcode Loans folder that sits in front of the loans computer in the Library. To borrow you must scan your barcode (under each section, Yr 7, Yr 8, STAFF etc) and then scan your name (in alphabetical order).

All loans must be returned otherwise the borrower will be issued an invoice if the resource is lost. To return you must scan 'Return' on the loan computer desk and then the High School barcode on the back of the book you are returning. The book can then be placed in the returns slot.

**ACCESS TO THE LIBRARY - DURING LESSONS**

The aim of the Resource Centre is to provide as much access to the library service as students require to be successful in their schooling. The emphasis is on the Resource Centre being an area for students to study quietly.

Any students sent to the library to study must be accompanied by a staff member for supervision.

Year 11 and 12 students should be studying in their year level study rooms where supervision is provided. Classes are welcome to visit the library during lesson time with teacher supervision for a quiet space for silent reading etc.

#### ACCESS TO THE LIBRARY – OTHER TIMES

- Students may use the library for study, research, reading and playing games at lunchtime from 1.20pm-1.50pm.

No eating or drinking in the library

Wait outside until staff member supervising is present

Show consideration for others.

- The supervising teacher or Library Manager may ask any student to leave if behaviour is inappropriate.

#### CLASS SETS – BOOK LOAN SETS

Class sets are located in the Archive Room, 1 weeks notice is required for class sets.

Automatic loan period for class sets is for the year, however, students should return copies when finished with, so they are available for other classes.

The Library Manager needs to be notified as each student needs borrow their copy under their name from the Library computer with teacher supervision.

Students fill out their name on the loan ticket in the front cover of the novel and they are responsible for their copy.

#### TEACHER RESOURCES

These include texts, DVDs, Audio visual, and electronic learning resources that are purchased by the school primarily for teacher use.

#### SENIOR READING

A Senior reading section is available for Staff and Years 10, 11 & 12 students. Junior students may borrow these if they have a written diary note signed by a parent/guardian and sighted by the Library Manager, written permission from the parent/guardian will be valid for the remainder of the current year.

#### LAPTOPS AND IPADS

Accessible via booking process on Sentral and available from IT Office via J Mathews.

#### AUDIO-VISUAL EQUIPMENT

Ipads to be booked out on Sentral and collected from the IT Office

Digital Cameras (2 days notice required)

#### PHOTOCOPYING

Available at the Front office area and STEM Centre using specific subject codes

#### LAMINATING

Laminating is available at the front office or the library.

#### LABELLING

The Library has an electronic Dymo Labeller and Cricut for teacher use only. If you would like to be shown how to use it please see the Library Manager.

## LOST PROPERTY

Teachers should encourage students who find any personal property left around to pick it up and hand it in to the Front Office. All lost property is kept in the foyer area and advertised in the daily bulletin for owners to collect. Students may place a “lost” notice in the daily bulletin also, but should check at the Front Office first to see if their property has been handed in.

During the year unclaimed lost property will be given to charity.

Home group teachers should make every effort to ensure that students have their clothing and possessions marked clearly with their names. This could be done in the first few days of school and should be emphasised, especially for new students.

## MAIL

- Incoming mail is sorted out and posted into pigeon holes by morning recess.
- Phone messages are generally sent to teachers through Teams chat. If you need to post anything, take mail to the Finance Officer at the front office.
- Outgoing mail is posted at 2:30 p.m. each day.

## MAGAZINE

Each year a magazine reflecting the school’s activities will be produced. The magazine will contain:

Reports  
Articles  
Short Stories  
Special features  
Photographs  
Art work

Contributions from all parts of the school will be collected and assembled by SSO staff. All collation work will be completed on a computer in school.

Photographs will be prepared in a professional format or by the school. Size of magazine will vary according to input and distribution is to take place during Term 1 of the following year.

## MAINTENANCE AND REPAIRS

The school will ensure that all property is well maintained, so that effective use is possible.

- Staff and students share the responsibility of using the school property correctly.

Repairs and maintenance are separated into three broad areas:

Grounds and Facilities  
Building  
Equipment

Procedures to be followed:

Grounds and Facilities  
Maintained by grounds and maintenance persons - duties allocated by Principal/Finance Officer.

**Action by school staff:**

- keep grounds free of litter
- prevent misuse and abuse of trees, shrubs and grassed areas
- report damage to Principal or Administrative Officer

**Buildings:**

- Teachers observe and act on apparent misuse or abuse
- Report items requiring attention to Principal or Finance Officer
- Make suggestions for improvement
- Repairs and improvements will be done by Maintenance person, Contractor or student groups.

**Equipment:**

- As for buildings.

## MEDICATION / FIRST AID

School Personnel can only supervise the administration of medication. In order to safely supervise medication, staff should request:

- A medication plan signed by the doctor or dispensing pharmacy.
- A daily, pre-measured dose of medication, in the original pharmacy labelled container.

Front Office staff may agree to accept up to a week's supply as long as the medication is properly labelled and no measuring or mixing is required.

Students must be able to self-administer medication. A "Medication Agreement" form must be filled out by the parent/guardian.

PANADOL must never be supplied by the school to a student. Parents/caregivers must provide this for the student. (If medication is given that has not been provided, it can be interpreted as "prescribing" medication to a student). PROTECT YOUR OWN SAFETY.

A generic school puffer is available which is approved by the department and the Asthma Foundation. If the child is in need of a puffer, asthma kits are kept in the following locations.

- Science/Art
- Front Office
- Tech Studies
- Resource Centre
- Ag Room
- Staffroom
- PE Room

The puffer must be cleaned thoroughly with hot water after use.

- Be aware of life threatening medical conditions of students, eg bee sting reaction (check records)
- Always wear gloves when treating blood or bodily fluids. (no matter how small)
- Always record treatment and condition in a First Aid book.

HEAD BUMPS should always be treated with caution. Observe and treat the child, in line with first aid requirements for a head bump, and contact the parent/caregiver.

- If in doubt with any medical condition, seek medical assistance eg. Contact parent/caregiver and call an ambulance if you believe this is required.
- AMBULANCE COVER – If a student's family does not have ambulance cover and are unable to pay the ambulance fee a STATUTORY DECLARATION can be filled in by the parents and sent to the Department.

## MEDICAL PROCEDURES IN RELATION TO STUDENTS

- Student medical information is updated each year to enable all staff to be aware of problems which may arise for students. Information on students with medical conditions is updated in Sentral each year. Please check this for your students
- If organising a camp, ensure medical information is checked and additional health plans/medication are taken on camp

Teachers should be aware of the potential for accidents and supervision practices should reflect this. Students should be made aware of the hazards that exist in classrooms and other work areas as well as playground hazards. A hazard audit of the school buildings and grounds should be performed annually by members of the OHSW Committee

- Staff are expected to update Basic Casualty Care training every three years

Teachers are advised that no matter the emergency, duty of care for all class members must be maintained

- When injuries occur or students complain of illness, make an assessment (based on Basic Casualty Care training) of the situation and take the most appropriate action

- Never leave a sick or injured child unattended. THE CHILD'S WELFARE IS OF PARAMOUNT IMPORTANCE AND THE PARENTS' FEELINGS MUST ALSO BE THOUGHTFULLY CONSIDERED

An Accident Report must be completed as soon as possible by the supervising teacher, through the Administrative Secretary

- First Aid kits are located in the Front Office, Tech Studies, Home Economics, Agriculture Lab, Biology Lab, Physics Lab, Art Room & PE Room

Infections and infectious diseases should be reported to the Principal. Refer to Administrative Guidelines Section 3, Division 1.4

- Staff are required to advise the Administrative Secretary of any student sent out of the school for medical reasons.

## MOBILE PHONE POLICY

The Bordertown High School Mobile Phone Policy was reviewed and approved by Governing Council in June 2021. Refer to this policy.

Teachers are expected to implement this policy and adhere to the policy themselves.

## NEWSLETTER

The school endeavours to keep the community well informed on matters concerning the school and the distribution of a newsletter is an important means of communication.

- Newsletters are posted on Fridays (every three weeks)

Newsletter items should be emailed to the front office by Tuesday lunchtime of the week of publication. Melissa will remind staff in Sentral, when items are required

The newsletter is published on Sentral, posted to reciprocating schools, community organisations and some parents or other persons on request.

## ONE PLANS

OnePlans are an important document to support students with additional needs or learning goals.

- A OnePlan is required for all students who are Aboriginal or Torres Strait Islander (ATSI), under the Guardianship of the Minister (GOM) or have a verified disability.

These documents need to be reviewed and updated regularly. Copies of student OnePlans are kept in student files and also accessible from Eduportal > LEAP.

## ONLINE LEARNING

Microsoft Teams is used by all staff to allow students to access work from home. Staff are expected to continue to use Teams as part of their teaching program to support students who may have to access work from home.

## ORDERING / PURCHASING PROCEDURES

Ordering of goods is the responsibility of the school Finance Officer.

Persons placing orders must use an Internal School Purchase Order and the order should be processed through the Finance Officer. Orders should be accurate and allow ample time for processing

- Any dockets must be checked for correct supplies and then given promptly to the Finance Officer
- Telephone orders must be confirmed by the issue of a School Purchase Order appropriately marked "Confirmation of Telephone Order"

Approval requisitions must be signed by the Principal

All major orders must be processed by end of Term 3, unless negotiated with the Finance Officer. This enables accounts to be cleared before the end of the calendar year for budget purposes

Teachers must avoid wherever possible paying cash then seeking reimbursement

It is illegal for staff to make personal purchases through the School fund

## PARENT / TEACHER INTERVIEWS

Parent/Teacher interviews will be conducted at the beginning of Term 2 and Term 4.

Parent/Teacher interviews are an expected part of the teacher role and as such, teachers will be expected to be available. Part time teachers need to discuss interview times with their line managers.

The opportunity exists for teachers or parents to arrange an interview at any stage of the year to discuss student progress and attitude. This may be done in writing, by phone or indicated by means of the term report.

Regular communication with parents is encouraged - this way parents are regularly updated on their child's progress and any areas of concern. It can also be used most effectively to highlight successes and achievements.

## PHONES

School number: 8752 1455  
School Fax: 8752 1091  
Principal (Alicia): 0428 565 463  
Assistant Principal (Lauren): 0432 586 482  
For external calls, please press 0 prior to dialling from school telephones.

## PHOTOCOPYING / PRINTING

There are two photocopiers in the Admin area. Each subject area has a code that you are required to use for photocopying work in that subject area.

Teachers are expected to do their own photocopying.

Most office spaces and some classrooms have printers available for staff and students to print to.

Check with Front Office staff for costs if community or personal printing.

## RELIEF PROCEDURES

Teachers will be required to take relief lessons during the year.

TRT's will be used whenever possible and practical/economical to do so. Otherwise, lessons have to be covered by staff available. A record is kept of relief lessons taken by each member of staff above normal teaching load. If you require reliefs to be set for you, you need to see the Daily Organisation person or Assistant Principal as soon as possible with this information. This should be notified at least a week before, obviously illness is an exception. If you are going to be away for a known absence, please do the following:

Complete leave form at least 2 weeks prior to intended absence to assist with planning.

- Write relief slips for the cover required, including home group and give to Emily.
- Unless your reliefs are going to be covered by a TRT (check about this) leave reliefs that allow your colleague covering the lesson to get on with, as much as possible, their own work

Ensure plenty of work is set in a relief lesson, resources are easily obtained and details are clear

Do not rely on having a specialist teacher available to take the lesson. Practical teachers may need to set theory lessons

Tell the relieving teacher what to do with the students' work at the end of the lesson (eg "collect and put in pigeonhole", etc.)

In circumstances where work was unable to be set by the absent teacher, the Coordinator of the faculty will be asked to give guidance to the relieving teacher.

Please ensure that you give your reliefs to Emily as early as possible eg. days rather than hours before - this helps allocating relief lessons.

**Taking a relief lesson:**

Be punctual and prepared

Become involved in the lesson if it is appropriate and you are able to do so

- Follow the guidelines set down by your absent colleague if at all possible
- Communicate with the colleague when he or she returns.

If teachers have made specific plans to use their off lesson for an appointment or interview, let the Assistant Principal know well in advance and in writing. This will save last minute changes and confusion.

## SECURITY - ALARMS and PROTOCOLS

Alarms are monitored by Police Security  
In the event of setting off alarms call Police Security 82260888

Finance Officer will provide you with a security code and instructions for key pad

- If on site outside of normal hours, as a safety precaution please inform someone.

### SECURITY CONTACTS AFTER HOURS

Julie Mathews 0400 737 846

**Aim:** To ensure that the school is secured against illegal entry.

It is the responsibility of every member of staff or person employed to work on this site to observe the following protocols outside of school hours:

Ensure you only deactivate the alarm for the areas you are working in

Check to see if you are the last person in any given area

- Secure all windows in any space or classroom that you use last

Check that all machinery/computers are turned off

Turn off lights

•

Lock doors behind you when leaving a room/building (if the area has more than one outside door, check them all)  
Put on the security alarm for your area.

N.B On occasions you may be instructed not to activate the alarm for your area because one person is responsible for ensuring that the alarms are on for the whole school (eg. on Parent/Teacher Interview evenings this will often be done by the Assistant Principal.

## SCHOOL HOURS AND USE OF SCHOOL GROUNDS OUT OF SCHOOL HOURS

Teachers supervise students at school and those who take part in activities organised by the school from 8.30 am - 3.40 pm. Teachers also accept responsibility for supervision when they organise out of hours authorised school activities.

**Main Points:**

- 1.Children are supervised at school from 8.30 am to 3.25 pm.
- 2.Children participating in school activities authorised by the Principal during and after school hours are supervised.
- 3.Principal does not accept responsibility for children authorised by parents to leave the school grounds for personal reasons or breach school rules to do so.
- 4.Principal does not accept responsibility for children and other persons at the school outside of school hours and involved in activities not organised by the school.

Parents are asked not to allow their children to enter the school grounds before 8.30 am on a school day.

## STAFF MEETINGS

Staff meetings are held every Wednesday from 3.30-4.30pm. All staff are expected to attend staff meetings, unless it is not your normal day of work. Staff who do not work on Wednesdays are expected to keep up to date through minutes and their line managers,

Meeting minutes are kept in Sentral>meetings.

## STAFF ABSENCES

**Sickness** - Contact the Daily Organisation person, at the earliest opportunity, preferably by 7.15am.

Lesson information can be emailed Emily  
Relief notes must be on the school relief sheet

- After absence, teachers need to enter their leave request for sickness, onto EIK.

**Preplanned absences** - leave needs to be discussed with the Principal, prior to leave being organised

- Leave needs to be requested on the Leave form, either for T&D, meetings or personal leave requests
- Once leave is approved by the Principal, leave form to be given to Daily Organisation for processing

Please note requests for leave on pupil free days/training days will not be approved.

## STAFF ROOM / SOCIAL CLUB

- Tea and coffee are supplied in the staffroom
- Please bring your own cup/mug to use. If you like to take your hot drink to class with you, consider using a travel mug
- The staff room has cutlery and crockery available for staff use, please make sure these items remain or are returned to the staff room daily, so that others can use them
- Please wash your own items and return to cupboards after use
- Social club fees will be paid to the Social Committee.

## STAFF REIMBURSEMENT FOR TRAINING & DEVELOPMENT ACTIVITIES

The school's T & D committee has decided that the following rates of reimbursement for expenses incurred for staff training & development activities will apply from 2018.

### REIMBURSEMENT

Monies will be made available for approved Training and Development for all. This money can be used to cover:

Conference registration

Accommodation

Full time staff will have access to funds for personal training and development for each school year to achieve their identified agreed upon Performance Development Plan goals

Staff attending Training and Development on behalf of the school will be provided with separate Training and Development funds, for example:

OHW&S

DfE mandated training

### NOTE:

When claiming reimbursement for fees or for accommodation or travel, a copy of the receipt is required to be attached to the claim form. If you are claiming from another source, funding from this source is not available.

A brief synopsis of the Professional Development activity is required on the form or attached to it. Payment approval of any extraordinary claims outside this structure will be made by the Principal in consultation with the Management Committee.

## SUN PROTECTION POLICY

- Students and staff must wear broad brimmed hats in terms 1, 3 and 4, for all outside activities
- Students and staff wear appropriate clothing for all outdoor activities.
- Our Athletics day starts at 7.30am to reduce student and staff exposure to UVR.
- Students who do not wear a hat are expected to sit in designated shaded areas.

## TATIARA PARTNERSHIP

Our school is a member of the Tatiara Partnership. Other sites in the partnership include:

Our Educational Director is Jim Michalanney

Preschools

Carol Murray Children's Centre (Bordertown)

Keith War Memorial Kindergarten and Childcare

Primary schools

Bordertown Primary

Mundulla Primary

Area Schools

Keith Area School

High Schools

Bordertown High School

## TRAINING AND DEVELOPMENT OF STAFF

Training and development activities are an essential part of the school program and people can expect access to assistance and guidance.

### 1. Training and Development Program

These programs will have THREE major features.

Personal

Group - Faculty, Interest, etc

Whole staff

An effective means of improving the quality of learning in the school is by assisting the staff to perform at their best level. The development of the individual is the main focus for any activities.

There are many ways to provide training development activities. Most of these will be used at some time during the school year.

support and monitoring classroom activities  
organised seminars

• observation of other staff - own school and other schools

in-service activities

individual discussions with senior staff

classroom observation

• Staff can expect to be involved in deciding on the nature of the training and development activities for the whole staff. These are focused around the Site Improvement Plan

A personal record may include:

Duty Statements

Performance Development Plans

Performance Statements drafted by supervising staff

Curriculum Vitae

Teachers on Contract

Teachers on contract can expect to have more

• contact with senior staff as support during these periods has proven to be the most beneficial.

Contract reports will continue to be prepared for teachers on contract and probation.

## UNIFORMS AND SECOND HAND CLOTHES

The School has a policy of students wearing uniform. The School uniform has been continuously evaluated by parents, staff and students with strong support apparent from all involved. Parents, in particular, have indicated the uniform provides an economical means of clothing children in a manner suited to the working conditions of the School. Most students are proud to wear the uniform as an important means of identification with Bordertown High School.

All students are expected to be wearing school uniform and provide a note for any day they are not able to be in full school uniform.

Home group teachers are expected to monitor school uniform and notify parents through a uniform sticker in diaries if uniform is not correct.

Ongoing uniform issues are best managed by phone contact with parents, rather than ongoing notes. If support is needed, speak to your year level coordinator.

The uniform policy should be displayed in home group rooms.

### No Hat

Students will need to sit under designated verandah areas.

### Inappropriate footwear

Students will be restricted to activities where they will be safe, this may mean not participating in practical subject areas.

Reminding students of appropriate footwear for casual clothes days is proactive to reduce this issue.

## VISITORS

If you have made appointments to meet with parents or other visitors, please advise the Front Office of arrangements and of your possible location. All visitors to the school must sign in and out at the front office, as well as meet any current DfE requirements.

## WORD PROCESSING

All faculty typing is done by teaching staff. Administration typing takes priority over any other. Pressure of work can be fairly heavy at times in the Front Office, so please allow plenty of time if requesting work to be done.

## WET WEATHER POLICY

### Students

Students may use their Home Group room (provided a teacher is present) at breaks designated as "Wet Weather" times.

The siren will be sounded four times to notify students and staff at the commencement of the break.

### Staff

Normal yard duty to operate for wet weather locations ie. Resource Centre, Canteen and Common Room.

Staff to supervise in Home Group rooms.

- Arrangements can be made by staff for supervision of blocks of rooms.

## WORKPLACE HEALTH AND SAFETY

All staff have responsibility to ensure they are working safely and those around them are working safely (including other staff, students and visitors, contractors, volunteers, etc)

If you see something unsafe or an unsafe practice, please intervene (if necessary) and/or report it to a leader. If it is a grounds/maintenance issue, report to Front Office

All serious accidents and injuries must be documented via (online form) and reported to the site leader immediately. Depending on seriousness of accident, there is a time requirement for when form has to be filled in. Front office staff can help with this

When ordering new supplies, please ensure these

- meet DEPARTMENT requirements and are approved for use in schools eg: cleaning products and chemicals.

## YARD DUTY

- Yard duties and daily changes are shown in relief notes.
- Please be prompt to duties and ensure you follow sun protection policy.
- Make sure you are moving around your yard duty area to keep an eye on all spaces.

# SSO / GSE INFORMATION

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## Toil

SSO staff can accrue TOIL through attending staff meetings and other meetings as required by the school. Any other TOIL must be negotiated with the Principal and requires approval prior to the work being commenced.

## Public Holidays

- The rules around public holidays does not depend on whether you are permanent or temporary but rather is based on what your employment conditions are.
- If you are a part time term time loading (inc. employees opted into the 52-week payment scheme) or casual employee, then you are automatically paid for the public holidays that occur during term time if it is part of your normal roster. You must either:
  - Use TOIL through mutual agreement with the Principal/Line Manager.
  - Make the time up with agreement from the Principal
- Should the employee choose not to make up the time and does not have any hours in their TOIL then the Principal/Line Manager must notify payroll by sending a VL514 to ensure that they are not paid for that public holiday.
- If you are a full-time employee or part time (no term time loading) employee then you are entitled to be paid for public holidays, if it is part of your normal roster, and do not need to make up the time.

## Government Services Employees

- Leave Conditions are entitled to be paid for public holidays.
- Casuals are not entitled to payment for public holidays and are not paid for these days.

## Aboriginal Community Education Officers

- 46/52 Conditions are entitled to be paid for public holidays.
- Casuals are not entitled to payment for public holidays and are not paid for these days.

## School Closure

- Ancillary Staff are normally required to remain on duty when there is a school closure day
- Ancillary Staff may request to use recreation leave to cover these days providing leave entitlements are available.
- Alternatively, the Principal may grant leave without pay for the day or authorise the employees to work additional hours on other working days during that period.
- SSO staff may access their TOIL with the approval of the Principal/Line Manager.

## Pupil Free Days

- Ancillary Staff must attend work on these days.
- Arrangements may differ within worksites with Ancillary Staff either involved in activities organised for whole of staff or in separate training and development activities specifically organised for Ancillary staff.
- If no activities are organised Ancillary staff should continue with their work as normal

## Absences

- Please refer to and follow the procedure as outlined for staff absences and contact the Assistant Principal.
  - Staff absences (unplanned)
  - Staff absences (planned)

# 2019 EXTERNAL REVIEW DIRECTIONS



## EXPERT TEACHING

How effectively are teachers using the Australian Curriculum and SACE to support and improve student learning?

How effectively are teachers using evidence-based pedagogical practices that engage, challenge and improve outcomes for all learners?

How effectively are teachers analysing assessment and feedback data to inform differentiated curriculum planning and instruction to improve learning outcomes?



## QUALITY LEADERSHIP

How well does leadership facilitate the effective delivery of a guaranteed, viable curriculum to sustain a culture of high expectations and continuous improvement in student achievement?

How effective are the school's professional learning and performance development processes in building teacher capability to accelerate student learning?

To what extent is leadership capability developed across the school to monitor and improve student learning?



## CONDITIONS FOR OPTIMAL LEARNING

To what extent does the school promote, maintain and monitor a culture of learning and high expectations of achievement for all learners?

To what extent are all students, including Aboriginal students and other priority groups improving in their learning?

To what extent does the school provide and monitor a safe, supportive and respectful environment to maximise engagement, wellbeing and achievement?



## QUALITY SCHOOL IMPROVEMENT PLANNING

### Step 1 - Analyse and prioritise:

How well does the school analyse evidence from student achievement and growth data to inform relevant and high-impact goals and targets for improvement?

### Step 2 - Determine challenge of practice:

How well does the school identify and understand the teacher practice required to achieve the improvement?

### Step 3 - Plan actions for improvement:

How well does the school identify the success criteria and actions, resources and timelines to achieve improvement goals?

### Step 4 - Improve practice and monitor impact:

How effectively does the school monitor the implementation and enhance the impact of their actions on student learning?

### Step 5 - Review and evaluate:

How well does the school review and evaluate the effectiveness of its improvement planning processes and impact on student learning to inform next steps?

How effectively does the school use improvement planning processes to raise student achievement?

To what extent does teacher practice impact on improving student learning?

How effectively does the school leadership ensure a clear focus on improving teaching and student learning?

To what extent does the school provide conditions for optimal student learning?

## Outcome of External School Review 2019

### Direction 1:

Support teacher's and leaders' reflective practices in monitoring their impact by further developing and aligning professional learning and evidence-based performance development structures and processes that enable the successful achievement of the challenges of practice.

### Direction 2:

Ensure challenge and engagement for all learners by reaching agreement on what is highly effective differentiated practice in assessment and learning supported by appropriate performance development processes.

### Direction 3:

Ensure the needs of all learners, in particular higher band students, by reaching agreements of high impact, evidence-based pedagogical practices to guide teachers work.

# BEHAVIOUR MANAGEMENT POLICY

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## THE RIGHTS OF PEOPLE AT BORDERTOWN HIGH SCHOOL

Students have the right to learn and teachers have the right to teach.

We all have the right to:

- feel that our property will be secure at school
- be free of physical, emotional and verbal abuse
- have equal access to education
- make choices based on known consequences
- be valued as an individual
- work in a pleasant, safe, clean, healthy environment.

## RESPONSIBILITIES

We have the responsibility to ensure the rights of all are met. We need to follow the school rules.

**GENERAL RULES** - these apply everywhere and at all times.

Students will respect each other physically and verbally.

Students will address staff in a courteous manner

Students will respect the school's property.

Students will seek permission before using the equipment of others and return it in good order.

Students will seek permission before leaving school grounds.

Students will follow directions of staff.

Students will not possess or use dangerous or illegal substances or objects at school.

Students will be punctual, attend all lessons and seek permission to leave class during lesson time.

Students will wheel their bikes and scooters around the school on arrival and departure.

## RULES FOR SPECIFIC AREAS

### CANTEEN

Students should line up at the counter, in groups of five or less, in an orderly manner and follow directions of the canteen staff.

### CORRIDORS

Students are to move in an orderly and quiet manner and access the door nearest to the classroom they are entering.

### CLASSROOMS

At recess and lunch times, to be used only with direct teacher supervision.

Only teachers operate the heaters/air conditioners.

Students to line up outside classrooms unless prior arrangement has been made with the teacher.

### BASKETBALL COURTS AND PLAYING FIELDS

These are bottle-free zones for reasons of safety.

### LIBRARY

Students are to work quietly.

The Library is a food- and beverage- free zone for the protection of books and equipment.

All items are to be borrowed using the Borrowing System.

### PRACTICAL AREAS and STEM CENTRE

Students should wear clothing and footwear appropriate to the activities.

### PERMISSION ONLY AREAS

Classrooms, workshops, shed, Ag.Plots and corridors during lesson breaks.

Hall side of the main entry road during recess and lunch breaks

### SCHOOL BUSES

Students to follow the directions of the driver.

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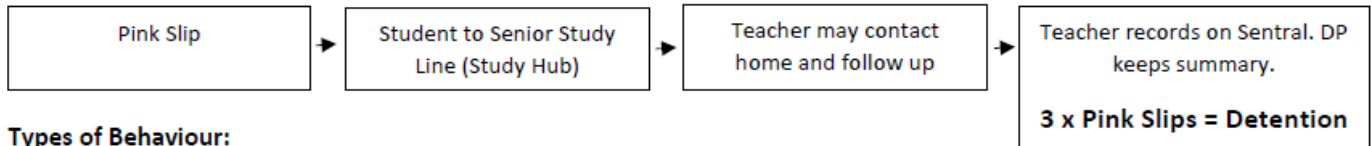
# Bordertown High School Consequences Map

## Level 0: Class Expectations

Students and teacher devise a code of conduct suitable for the learning environment.

Warning is given for poor behaviour.

## Level 1: Classroom Level



### Types of Behaviour:

Behaviour that interrupts the effective running of the classroom or the orderly operation of the school.

- Disrupting learning and teaching - e.g. talking in class; interrupting others
- Unacceptable learning behaviour - e.g. indifference to work

SSOs can pink slip students from Support Lessons

### Late Detention:

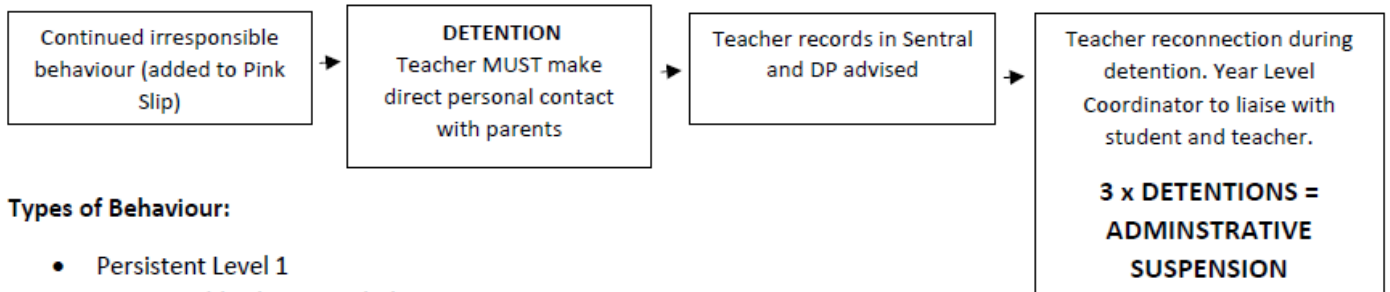
10 minutes in Room 7 at 1.10pm

- Late to lesson
- Late to school with no explanation
- Disorganised

### Refusal to Leave Classroom:

Contact front office who will find a Senior Leader or Year Level Coordinator to escort student

## Level 2: School Level DETENTION

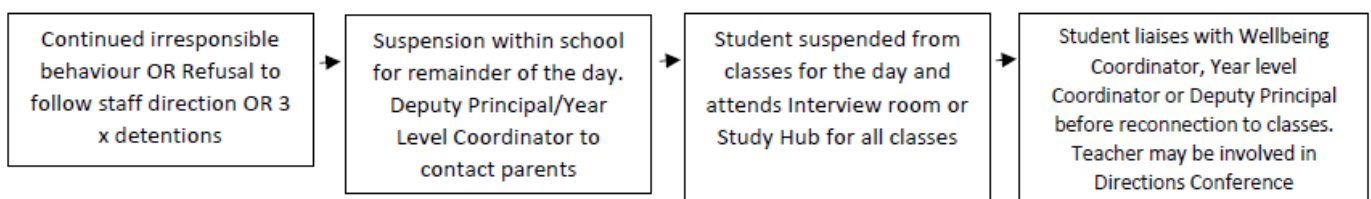


### Types of Behaviour:

- Persistent Level 1
- Irresponsible classroom behaviour
- Refusal to comply with a reasonable instruction
- Act of irresponsible behaviour that undermines the good order of the school

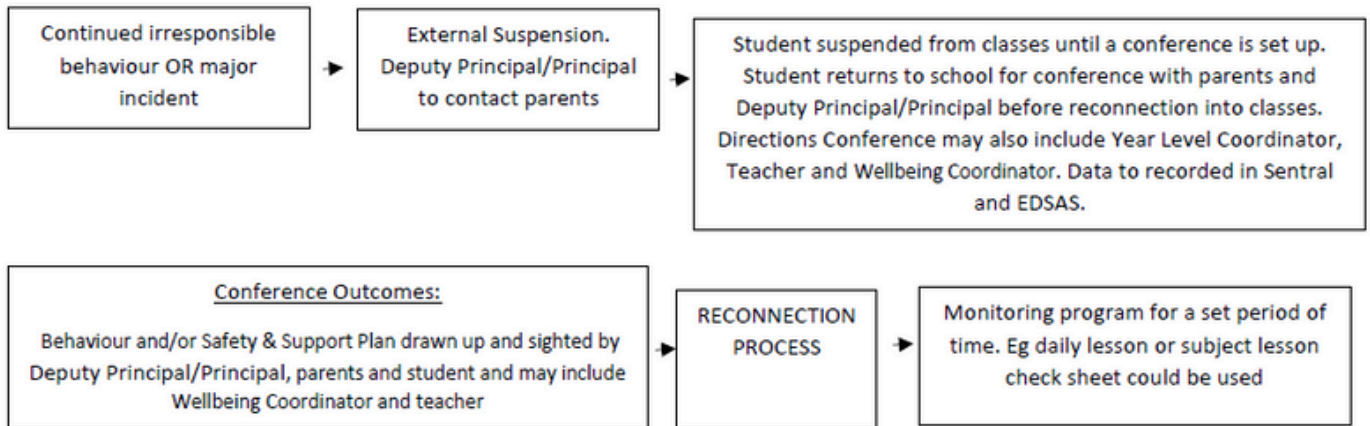
**Teacher:** Restorative conversation needs to be conducted with teacher when student is completing their detention in study hub. The teacher needs to follow up completion of the detention and discuss with Year Level Coordinator if not attending.

## Level 3: ADMINISTRATION SUSPENSION



“Irresponsible behaviour” which contributes towards a suspension, will apply within one semester

**EXTERNAL SUSPENSION:**

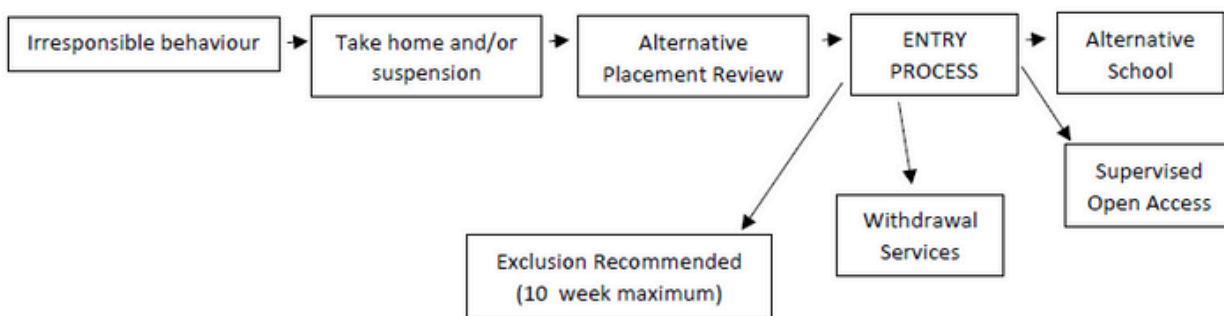
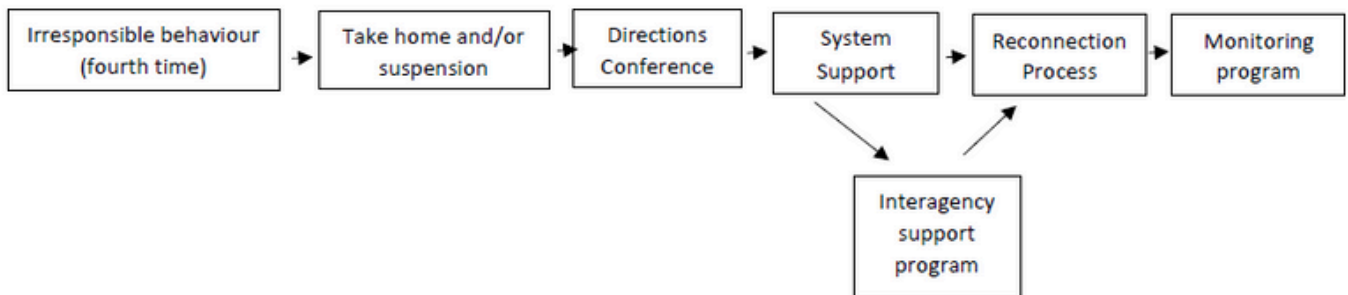


**Types of Behaviour:**

- Persistent Level 2
- Irresponsible behaviour
- Acts directed against persons or property
- Acts that may endanger the health/wellbeing/safety of others
- Examples: vandalism, theft, repeated harassment, direct verbal abuse of staff, possession/use of some unauthorised substances, graffiti
- Acts that are criminal and/or that are definitely threatening and dangerous to the safety of persons, and as such require the immediate removal of the student from school, and possibly police intervention

**CONSEQUENCE – Students externally suspended will be unable to attend Socials for that Semester. Student attendance of Camps, Sporting Activities and Excursions will be at the discretion of the Principal.**

**Level 4: System Level**



# RESTORATIVE CONVERSATIONS

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Restorative conversations are an important part of the Behaviour Management process. Students need the opportunity to talk about what happened and feel as if they have been heard. It is also important to begin a pathway to restoring the relationship between the individuals involved in the incident. This is also important when a student has behaved badly towards a teacher.

## For one-one conversations you can ask:

What happened? Or what did you hope would happen when you...?  
What are you thinking about that now that we are chatting?  
Who gets affected by this kind of behavior?  
How does this affect people?  
What will fix this?  
Would you like my help to do that?  
What's a fair way to deal with it if this happens again?

## For conversations involving more than one person, try this:

### Before you begin:

- Ensure all participants are emotionally & physically ready to engage in the chat (i.e. not visibly angry/distressed, not hungry, needing first aid)

Ensure everyone knows each other's name

- Create the space (clear the area of bystanders, friends, move the chat to an appropriate space)
- Think about whether a participant has any special needs that require you to modify the chat.

### 1. Ask the mistake-maker:

What happened?

### 2. Ask the harmed:

Does that sound right? Was there anything different from your perspective?

### 3. Ask the mistake-maker:

What were you thinking/feeling when you?

What do you think/feel about your choice now?

Who here has been affected/harmed/upset by what's happened?

How do you think ... has been affected?

### 4. Ask the harmed:

What did you think when this happened?

How was it/has it been for you?

What's been the worst thing?\* optional

What needs to be done to make things better?

### 5. Ask the mistake-maker:

What do you think of (harmed person's) idea?

Does that sound fair?

### 6. Ask both:

What is a fair way to deal with it if (mistake-maker) doesn't do what they have agreed to here?

We have an agreement. Is this ok to be verbal or should it be documented?

### 7. Closing (ask both):

Is there anything else someone needs to say before we finish?

Well done on handling this so maturely

I'll catch up with you both to see how things are (give a time)

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# GRIEVANCE PROCEDURES - STAFF

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Bordertown High School staff are committed to providing the best possible educational outcomes for our students. For this to happen, positive working relationships need to exist between all school staff. Clear lines of communication and a defined process for dealing with issues contribute to this process

## Guiding Principles

Maintain confidentiality of people, information and involvement

Minimise disclosure - don't tell too many people.

Prevent victimization

Outside agencies can be used at any time

### 1. Personal Resolution

Solve by self

Seek advice from friends, peers, staff.

Speak to Student Counsellor.

Speak to person of choice.

Speak to Principal/Deputy.

Resolution/lay a complaint.

### 2. School Resolution

Express concern to Counsellor, Principal, Line manager.

Explain rights, strategies, options available to the person.

Monitor learning and working environment and behaviour of person causing concern.

Caution person causing concern, counsel, provide strategies and continue to monitor the situation.

Options available

Resolution

complaint within the Department

outside agency

### 3. System Resolution

Letter/Contact DSE

Letter to the Director Personnel

Informs CE, interviewing officer appointed, contacts persons involved.

Investigation conducted, written report and recommendations to Educational Director.

Educational Director's decision

disciplinary action

counselling

conflict resolution

no further action.

### 4. Outside Agencies

The complainant may at any stage of the proceedings wish to contact outside agencies.

Commissioner of Equal Opportunity

S.A. Education Union (AEU)

Public Service Association (PSA)

Employee Assistance Program

Employees, managers and their immediate families can access up to 6 free sessions per year. All costs associated with these counselling services are paid for by the department. The EAP is provided by an independent organisation and counselling is completely confidential. EAP providers can support a range of personal and work related issues including: relationships, stress, violence, anger, work performance difficulties, conflict, bullying and harassment. Information can be found on EDI intranet.

# ANTI-BULLYING POLICY

Our school is committed to providing a safe and caring environment that fosters respect for others and does not tolerate bullying.

Bullying is the repeated verbal, physical or social behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Cyber-bullying refers to bullying through information and communication technologies.

Conflict or fights between equals and single incidents are not regarded as bullying.

Bullying can take many forms.

We consider the following repeated behaviour to be bullying:

## PHYSICAL:

Hitting, kicking, punching, biting, pinching  
Pushing, shoving, spitting, tripping

- Physical contact with the intent to harm

Making rude gestures

- Taking or damaging something which belongs to someone else
- Forcing others to hand over food, money or something which belongs to them

Making someone do something they do not want to

Vandalism  
Sexual gestures

## VERBAL:

- Name calling
- Teasing
- Threatening
- Impersonating
- Put downs
- Swearing
- Making fun of someone because of their appearance, physical characteristics or cultural background
- Making fun of someone's actions.

## INDIRECT (Social/Emotional & Psychological):

- Excluding others from the game or group
  - Spreading untrue stories about others.
- Manipulating friendships  
Written notes with nasty connotations  
Intimidation  
Peer pressure  
Negative body language  
Setting some one up for ridicule  
Reciprocal bullying

## Strategies we will use to deal with bullying:

Openly talk about bullying – what it is, how it affects us and what we can do about it

- Teach our children the skills that will build their self-esteem and empower them to take the responsibility for themselves – and give them the opportunity to practise these skills

Include aspects of the Child Protection Curriculum where appropriate eg English, HPE

Formulate a policy that clearly states what actions we will take to deal with bullying behaviour.

Conduct a bully audit at each site which identifies repeat offenders

## Responsibilities of staff:

- To model appropriate behaviours at all times
  - To listen to children when disclosing a bullying situation
  - Actively teach skill and strategies to deal with bullying situations
  - Actively encourage students to report incidents of bullying
- To deal with reported and observed incidents of bullying as set out in this policy
- To report incidents to the Principal if this is warranted
- Reinforce positive student anti-bullying behaviours.

## Responsibilities of children:

To help someone who is being bullied by being a positive bystander. Helpful bystanders can assist by telling the bully to stop, being a friend to the person being bullied, walking away so the bully does not have an audience, telling an adult, getting help.  
To not bully others  
To report others who are bullying others at school or on the way to or from school.

## Responsibilities of parents:

- To watch for signs that their child may be being bullied
- To speak to someone on staff at the appropriate school if their child is being bullied, or they suspect that this is happening.
- To instruct their children to use the school complaint procedure if they are being bullied
- Be a positive role model for your child.

## Reporting of Bullying:

Children and their parents can report incidents of bullying to any teacher or the Principal. Any bullying incidents that are dealt with will be recorded.

## Acting and responding to reported incidences of bullying:

When a bullying incident is reported or observed we will use the following graded sanctions.

Initially using, "No Blame" responses that seek to resolve problems and develop skills and understanding in both the bully and victim. These responses may include:

Mediation

Peer support groups

Shared concern

Monitoring through the bullying audit results

Assertiveness training

Individual meetings / conferences with both the bully and the victim to gain information

Monitoring both the bully and the victim

Informing parents of both bully and victim of the school's responses

- Using school level behaviour management responses or Suspension, Exclusion, and Expulsion Guidelines responses when bullying persists.

# SEXUAL HARASSMENT POLICY

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Sexual Harassment is the imposition of verbal or physical behaviour which is unwanted, unwelcome or unsolicited, and which may be offensive. This can be deliberate or repeated including sexual comments and gestures, or any other conduct of a sexual nature which is perceived to be embarrassing, demeaning or compromising. Such conduct should not be confused with making genuine compliments, behaving with common courtesy or expressing friendship.

## POLICY

DECD has a clear commitment to provide equal opportunities for all who work and learn in its environs. Under State and Commonwealth legislation sexual harassment is unlawful.

- Bordertown High School regards sexual harassment as an important and serious issue and is committed to providing a working and learning environment which is free from sexual harassment.

It is the policy of Bordertown High School that senior staff must ensure that staff, students and workers under their care are not subjected to sexual harassment in the work or learning place.

Sexual harassment is unacceptable and complaints of such conduct will be considered seriously. Sexual harassment is a legally reportable offence and may be handled by the Commission of Equal Opportunity, AEU or the P.S.A.

Sexual harassment among staff will be dealt with under Section 87b (1) and (2) of the Equal Opportunity Act or the Education Act Section 122.

Sexual harassment among students will be dealt with under Regulations 122 and 123 of the Education Act or relevant sections of Equal Opportunity Act and should be covered by school policy.

Sexual harassment of teachers by students may be dealt with under Equal Opportunity Act - Section 30 (d) or Section 87.

## PROCEDURES

The Principal, Deputy Principal and Student Counsellor will act as sexual harassment focus persons. The Staff and Students have the right to speak to whoever they feel comfortable with to discuss their concern. It is the responsibility of every person at Bordertown High School to follow up any report of harassment.

If this policy is to be effective, it must be supported by a Grievance Procedure. The Procedure must enable an aggrieved person to lodge a complaint in the knowledge that it will be taken seriously, dealt with in fair and effective ways, whilst maintaining confidentiality and protecting against victimisation. At all times it is important that the interests and rights of both the complainant and the alleged offender are adequately protected.

The Principal needs to be kept informed and confidentiality must be a high priority.

- A curriculum component will be taught to educate and empower students covering Sexual Harassment and the Grievance Procedure.

The Grievance Procedure acts as a guide-line for all persons who work and learn at Bordertown High School. At any stage or time, outside agencies may be consulted.





