

Girraween Primary School

PRINCIPAL
Helen Chatto

At Girraween Primary School we believe that as adults we walk hand in hand with each child along their life journey.
"It takes a village to raise a child."



STAFF HANDBOOK

Contents

School Logo and Moto	3
School Session Times	4
Yard Duties	4
Yard Duties Map	5
Teaching Teams/Staffing	6
School Processes	7
Professional Responsibilities	11
Home/School Partnerships	15
Our Environment	16
Behaviour and Well Being	17
Special Education	19
Student Housekeeping	20
Whole School Activities, Community Engagement - Fundraising	21
Excursions and Camps	22
Assessment and Reporting	22
Safety	24
Teaching and Learning - Specialists	26
Student Leadership	27
Teaching and Learning	27
Yearly Overview	28

Girraween School Logo and Motto



Our logo takes the form of an acacia tree, which is common to our area, with a pathway leading to it. It indicates that along our learning pathway there will be many choices to make or branches to take, in order to achieve.

Our Motto 'Rising to the Challenge', recognises that there will be many different challenges to face along the way and that no matter the challenge, we will grow academically, socially, emotionally, physically and spiritually and the solid trunk of our learning will support us.

Girraween School Mission

At Girraween School the whole child is valued so that social, emotional, physical and academic needs are met and self-esteem, resiliency and respect are fostered. We achieve this through working collectively to sustain quality teaching and learning programs, quality learning environments and high level engagement with the wider community.

This means our programs:

- recognise and cater for individual strengths and needs
- develop academic, physical, emotional and social skills
- develop a strong work ethic
- establish a lifelong approach to learning
- teach students to be assessment capable learners

This means our environments:

- develop positive, safe and supportive spaces
- cultivate positive risk taking behaviours
- accommodate the learning and social needs of all community members and stakeholders

This means our community

- promotes a strong sense of belonging
- values and respects one another
- fosters ownership and participation in decision making

We are committed to sustainability and the development of global citizens. These programs are embedded in our school culture.

Seeds for Success

The Girraween School Community values are our seeds for success. These values are the principles and fundamental convictions which act as guides to behaviour; the standard by which the actions of every person in the school community is judged as good or desirable. Our values should be used to establish class protocols and the basis of behaviour policies. The values are care, respect, responsibility, personal best and fairness. Every class is expected to display a copy of the values poster in their room. See the front office staff if you require a copy.



Primary School Session Times

Times	Session	
8:15	Music	<p>The music plays for 5 minutes before school and before the end of the recess and lunch breaks to enable students to get a drink and go to the toilet.</p> <p>Students are to line up outside or sit on the silver benches outside their classrooms at the beginning of each session time.</p> <p>Teachers need to be at their classrooms, before the music finishes, to meet their students.</p>
8:20 - 10:20	First Session	
10:20 - 10:50	Recess break bell	
10:45	Music	
10:50 - 12:40	Second Session	
12:40-12:50	Eat lunch in Class Room	
12:50 - 1:20	Lunch break bell	
1:15	Music	
1:20 - 2:40	Afternoon Session	
2:40	Home time bell	

Preschool Times

Students are funded for fifteen hours per week or thirty hours per fortnight at Preschool. Our students attend full days, 8:30 – 2:30 and attend either Monday, Tuesday and alternate Wednesdays or Thursday, Friday and alternate Wednesdays.

Times	Session
8:15	Music
8:30 - 10:00	Morning Session
10:10 - 10:35	Recess
10:45 - 12:40	Middle Session
12:40 – 1:00	Lunch
1:00 - 1:15	Packing of bags
1:15 - 1:45	Rest and quiet time
1:45 – 2:40	Afternoon Session
2:30	Home time bell

Eating

Teachers supervise students eating lunch and it is preferred that they eat inside at their tables. When the weather is fine, teachers can allow students to eat outside but must supervise and ensure lunch boxes and rubbish is not left lying around. Supervised lunch time from 12:40 – 12:50 is counted in our required teaching time. All children are expected to be seated when they are eating.

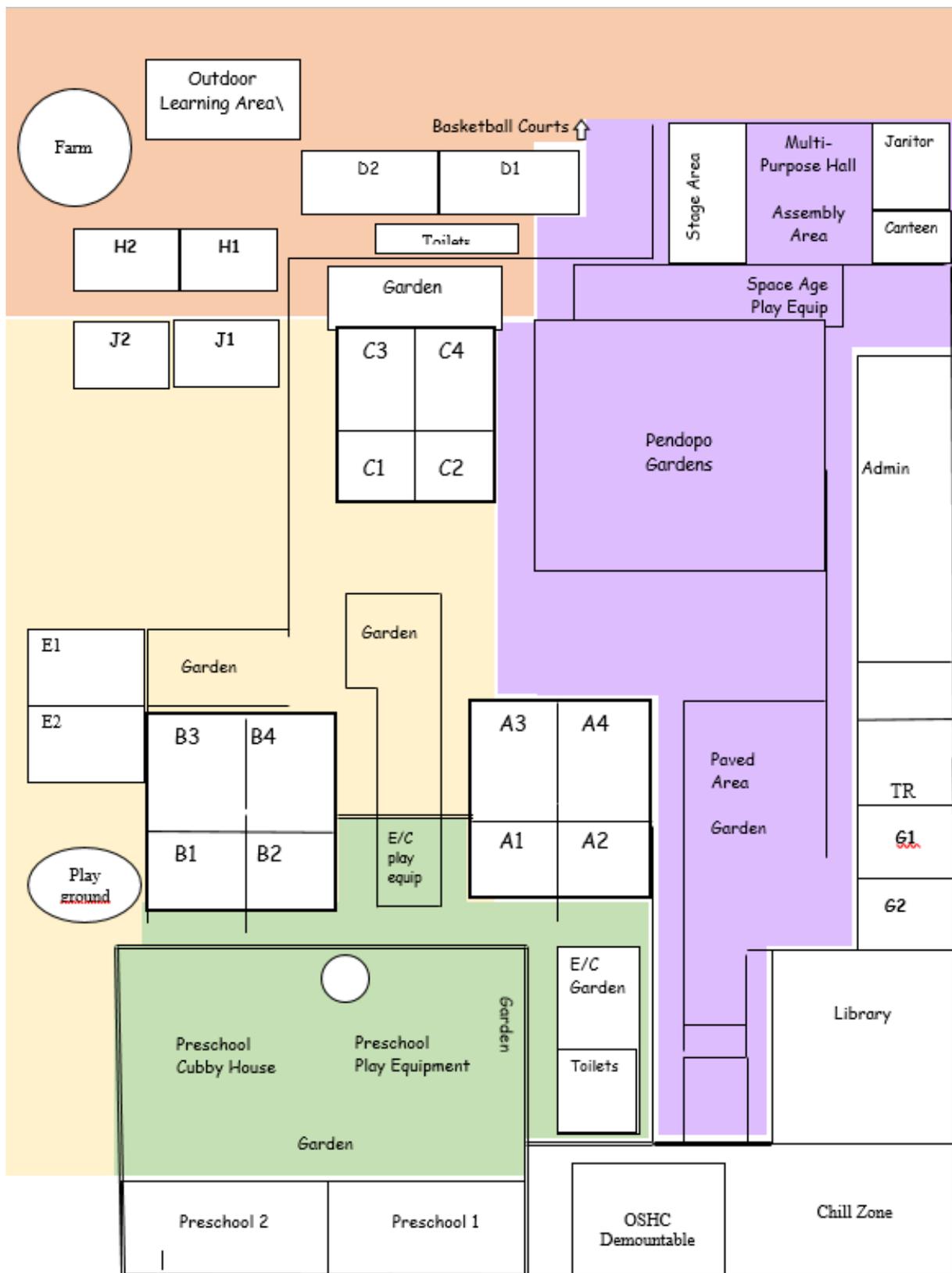
No food or drink is to be taken into the assembly hall. When students purchase food from the canteen they are required to sit on the seats in the area near the canteen to eat their food. To avoid lots of rubbish in the grounds students are not permitted to walk around or play on the oval while eating food.

Yard Duties

Every teacher is assigned up to 4 yard duties per week. These duties include supervision of play grounds, library, chill zone, bus zone and the Herkes road crossing. Senior teachers will do more.

Each teacher is issued a duty bag with emergency provisions to be carried at all times, while on duty. (band-aids, gloves, cards requesting first aid or senior staff support, a card identifying students with severe medical conditions, canteen awards, stickers, TOAL slips and a pen). A pink sash is also provided to identify you as being on duty and available should students need your assistance or wish to talk with you. All teachers are expected to wear a wide brimmed hat when on duty.

If the staff member who is meant to follow you on duty does not arrive, please send a student to the Front Office to find a relief for you. Do not leave the playground until you have sighted your relief. A copy of the yard duty roster is displayed in the staff room, in each classroom and is also available through the [school central-admin-timetables](#).



YELLOW: OVAL AND E BLOCK **GREEN:** SPROUTS **PURPLE:** COURTYARD AND HALL **ORANGE:** FARM AND COURTS

Other duties include:

1. Library – provides students with access to games, puzzles books and computing activities
2. Chill zone – a space for students to chill out if they have had a problem during the break
3. TOAL – Suspension Of Time Out at Lunch

When staffing allows, teachers can run clubs in place of a yard duty. E.g. chess club, Pokémon club, Lego club, hip-hop club.

Teaching Teams/Staffing

Girraween School Organisation

Girraween School Leadership Team

The leadership and coordination of Girraween School is achieved by a Principal, Assistant Principals, Senior Teachers and the Admin Manager.

Principal	Assistant Principals	Administration Manager	Senior Teachers
<ul style="list-style-type: none"> • Establishing goals and expectations • Aligning resourcing with strategic intentions • Planning, coordinating and evaluating teaching and the curriculum • Promoting and leading staff learning and development • Ensuring orderly and supportive environments • Building home, school and community partnerships 	<ul style="list-style-type: none"> • Facilitating school & classroom organisation • Enabling professional learning • Supporting intervention and assistance for students with special needs • Building curriculum, assessment and reporting efficacy across the school • Promoting the use and application of learning technologies across school operations 	<ul style="list-style-type: none"> • Managing administrative staff and operational systems • Sustaining financial management and accountability • Overseeing property management and sustainability 	<ul style="list-style-type: none"> • Guiding classroom teaching and assessment • Leading teaching team performance and achievement • Organising team resources • Coordinating whole school events and performances

Girraween School Teaching Teams

All teachers and classes are organised into stages of schooling teams. These teams comprise of an Assistant Principal, a senior or lead teacher, classroom teachers and in some instances, teaching assistants. The teams work together to plan, teach and evaluate the curriculum and assessment programs for their students. They also collaborate to moderate teacher judgements in line with the Australian curriculum and to analyse the data that is derived from student work, looking for patterns and trends that indicate opportunities for improvement in teacher practice and program design. Additionally teachers are a part of collaborative year level teams and time for collaborative planning is scheduled weekly and each term.

	Early Childhood	Primary	Specialist Teaching
Year Level Range	Preschool Transition Year 1 Year 2	Year 3 Year 4 Year 5 Year 6	Instructional Coaches Sustainability Programs Music & Physical Education Library & Resource Centre Special Education

Girraween School Classroom Support Team

The classroom support team is an important part of the school community. This team works in partnership with classroom teachers, the special education teacher and the Assistant Principal to implement a range of intervention and assistance programs for students with learning difficulties, special needs or behavioural challenges. The work of the team is guided by goals and targets set in operational plans, educational adjustment plans, individual behaviour plans and classroom teaching plans. Funding for the team is drawn from the school's special needs and equity allocations and is constantly reviewed to ensure that resourcing is targeted to meet the needs of students.

Girraween School Council

The school council comprises of elected representatives of the parent body and staff. The school council is incorporated under the Northern Territory *Education Act* and has wide powers within the school community, including financial responsibility for all school funds. Four positions on council are held by staff, in addition to the principal. Each year the council sets up subcommittees to help get things done (e.g. fundraising, finance, grounds, OSHC, preschool). These are an excellent opportunity for staff to contribute without the formalities of council business.

Buddy Classes

Each class has a 'buddy' class. It is up to both teachers to decide how they wish to work together. Buddy class activities usually align with class programs and support students to achieve either curriculum, social/emotional or behavioural goals. Buddy class programs must be documented within teacher programs. Buddy programs are often used as a vehicle for classes to build shared understandings of the [General Capabilities](#) and [Cross Curriculum Priorities](#).

Maintenance Officer

The maintenance officer works in partnership with the Administration Manager to keep the school facilities in ship shape. Teachers are able to log a job for the maintenance officer using the tab on the right hand side of School Central.

Administration Team

The Administration team manage many of the operational processes in our school. You can 'log' administration and IT jobs via School Central. Tasks will be assigned by the Business Manager.

School Processes

Attendance

Girraween School enjoys a relatively high attendance rate across the school. However there is always room for improvement. Teachers are encouraged to closely monitor student absences, be familiar with the [attendance policy](#) and to take action when students have unexplained absences. All teachers use the Attendance Module within SAMS to record attendance every morning and afternoon, rolls should be marked at 8:30 and 1:20 each day. Students arriving late to school should be signed in by a parent at the front office where they will be provided with a red late slip. If students are leaving early, parents must sign them out at the front office. A student is still marked as having attended the afternoon session if they are at school after 11:30, a note would be made if they leave prior to home time. If teachers have concerns about a child's attendance they should work with APs to implement an attendance plan

School Central

At Girraween School, the school central site is a critical communication space. It is advised that all staff make school central their homepage <http://sc.ntschoools.net/e/girrasch/Pages/Home.aspx> School central is the space where all announcements, events, as well as shared information and documents are available.

Student Reference Files

Student reference files (SRF) are a legal requirement for all schools. They are the print based record of a student's schooling. SRFs are kept in teaching blocks in a locked cabinet. Teachers are expected to read the file for each of their students and to ensure that records in the file remain relevant. The files are used to store documents such as: academic and behaviour reports, as well as significant parent communication etc. Student work samples are not placed onto SRFs, these are kept in the Evidence of Learning Folders (ELF).

In addition to the SRF, students with special needs also have a special needs folder that contains all reports, plans and communication relating to their schooling. These files are kept in the Special Education Teachers room and are available to teachers and classroom support team members at any time.

Assemblies

Assemblies occur on Friday mornings at 8:30am during even weeks for the whole school. Classes take turns to host assemblies and to perform items. The format usually includes the welcome to country, national anthem, awards, performances, announcements and occasionally presentations. A roster and running sheet are available on [school central- admin-events](#) at the beginning of each semester for teachers to select dates to suit them.

Merit Awards

Girraween has a number of awards to recognise achievement and improvement. These awards encompass outcomes focused on academic work, civic contribution and personal attributes (values).

1. Girraween Awards are presented to students (max 3 awards per class) at each assembly. Teachers are asked to record the award details, so the admin team can enter the award into the SAMS Behaviour Module, as well as publish it in the newsletter. Awards are presented in recognition of students who are demonstrating our values in the playground and classroom, as well as for academic progress or achievement. Teachers are asked to inform parents when their child is receiving an award so they can attend assemblies.
2. Caught Being Good Awards are also drawn at assembly. These awards are for students who are 'caught being good' in the playground and may be given by any staff members or peer leaders. Caught being good awards are placed in the box at the canteen and then at each assembly, two winners are drawn out. Each winner uses their awards to claim their prize at the canteen.
3. Wrist bands can be earned and are focused on the Seeds for Success. Staff decide when to promote a value and the mechanism for distribution.

All certificates can be found in the black drawers, in the staff room. Please ensure that the award record sheet on the clipboard in the staff room is completed by 4:00 pm on Thursday afternoon and place all awards in the plastic pocket provided, so they can be signed by the Principal.

Harmony Day Awards: Each teacher chooses a student to receive an award which is presented at the Harmony Day assembly.

Awards Assembly

During Week 9 of Term 4, Girraween School community comes together to celebrate the achievements of students and staff. At this assembly, special guests are invited to present awards and students are asked to showcase snippets of their learning (i.e. drum beat group, guitar group, choir etc.).

Teachers present 3 class awards, Academic, Citizenship and Improvement. These are accompanied by a book presented on behalf of the school. Each teacher also selects one student to be awarded the Chief Minister's Literacy Achievement Award. The criteria for this award is available at <http://www.DoE.nt.gov.au/events/cmlaa>. A book is also given.

In addition, special awards are presented to celebrate significant individual achievement including: Board of Studies Award, Australian Day Citizenship Award, Principal's Award and the nomination for the Administrator's Medal. Yr 6 teachers also present their students with graduation certificates and subject area awards. For further information speak with the Assistant Principal or your Senior Teacher.

Book Packs

All students are required to purchase or provide a book pack containing class supplies. As this pack is paid for by the parents, it is important for teachers to remember that the contents of the pack remain the property of the child at all times. Teachers who wish to pool book packs to ensure supplies are available until the end of the year, are required to seek the support of parents.

Budgets

Girraween School Management prides itself on providing a good level of funding for classroom programs. There should be no reason for a class to not have materials or consumables needed for a successful lesson.

1. Teacher Budget

Each teacher is allocated funds to cover any teacher materials / equipment required throughout the year. This can be used to purchase items such as whiteboard markers, folders, textas, post it notes, stickers and so forth.

2. Classroom Budget

Every class is allocated funds each year to cover all consumables. This includes items such as art and craft supplies, science equipment and cooking ingredients or equipment, as well as photocopying, art and craft supplies.

It is important to note that paper, laminating and photocopying will be charged from this budget. Paper is charged at \$5.00 per A4 ream, photocopying at \$30.00 per 1000 single A4 sheets. Colour copying is charged at varying prices, beginning at 30c per page.

If non-consumables are purchased from either the teacher or classroom budget (such as pots or pans, puzzles, games and so forth) these remain property of the school and need to be put on the asset register. This is done through the library.

Please note these allocations are **NOT** to be used for purchasing food items for events such as class parties, gifts or prizes for students, as well as items not used at school.

Classroom Resources

Girraween Primary has an excellent resource collection. There is no reason for a class to cope without essential teaching and learning resources. If a classroom does not have the required resources, speak with a senior teacher to find out what should be in the room and how best to organise what is outstanding.

Each class has a maths resource bank, laptops and shared use of i-pads. Reading materials are stored in the library and it is expected that every classroom has a large bank of quality books checked out and clearly available for students at all times. Art supplies are purchased from class budgets and teachers are encouraged to place joint orders to save waste.

Classroom furniture is also carefully assigned to each teaching block, this includes both student and teacher furniture. If you need any furniture which is not in your room, please speak to the principal or Business Manager.

Ordering Process

Girraween provides allocations for classroom, teacher and program budgets. Staff are encouraged to expend their budget wisely each year and to familiarise themselves with ordering processes so they can take full advantage of the budgets at their disposal.

For a short tutorial on ordering processes see your Senior Teacher or the Business Manager.

Staff can purchase materials in two ways:

1. Purchase with own funds and put in an order form for re-imbursement (this is for amounts smaller than \$50)
2. Place a purchase order through the Senior Teacher to the Business Manager

It is recommended that teaching teams collaborate when ordering supplies, as it may be more economical to purchase items in larger quantities and it could avoid purchasing items that are already in abundance in another room.

Supplier catalogues are located in the staffroom and to ensure these are available to everyone; please return them to the cupboard after use and do not remove them from the Staff Room.

The majority of consumables are to be purchased at the beginning of the year, as prices are often cheaper. Orders for Term 4 will need to be completed by the end of Term 3 to allow reconciliation of all budget lines and to begin the budgeting processes for the following year.

Items to be acquitted against classroom allocations that cost more than \$50.00 must have authorisation from a Senior Teacher or the Principal. For larger items, check with the Business Manager to see if the school has an account with the company you will be purchasing from.

All requests for purchases must be submitted on a yellow *School Purchase Order* form (located in the Staff Room):

- Use one form per supplier and include all information e.g. description of product, quantity, catalogue number, page number and cost.
- If the supplier has a personalised order form, use it, and attach the yellow school form. You will need to complete the top section and authorisation sections only and mark 'see attached order' in the description section.

Items purchased on personal accounts for reimbursement must:

- be on a single docket or invoice (not mixed up with your personal shopping as these cannot be appropriately accounted for in the school finance records). Photocopying these dockets would be helpful as they do fade.
- have a valid Tax Invoice, with GST information (please present entire docket)
- **be presented within one week of purchase.**

Pigeon Holes

Pigeon holes are located in the staff room and are provided for all staff (i.e. caretaker, cleaners, canteen, classroom support members, teachers, OSHC staff and school council members) except for the Principal, Assistant Principal and the Admin Team (please use the in-trays in the appropriate office). Pigeon holes are to facilitate communication between staff. Storage of other items should be kept to a minimum to allow space. Please check and clear your pigeon hole every day. Some staff share a pigeonhole, so messages for these staff should be clearly identifiable to the recipient.

Dress Standard

Girraween School is an organisation with a strong presence in the local community. For this reason all staff are expected to dress professionally at all times. The school is a *Sun Smart* School and therefore all staff are required to wear tops and dresses that cover their shoulders (no string tops), as well as to wear wide brimmed hats outside at all times. DoE policy deems that all employees wear footwear appropriate to the workplace. No thongs are allowed. Please note that flat heels are required to protect the floor surface in the Assembly Area.

Security and Alarms

All staff are issued with a confidential security code, which allows them to activate or deactivate the school's alarm system. To gain access to areas within the school, staff need to use the security pad located in staff room near the rear door and the AP office. Staff are encouraged to fill in the book in the library, to let others know they are in the building and prevent accidental activation of the alarm system. When the alarm is accidentally activated, staff are to immediately notify the Security Centre.

Please see the Admin Manager for instructions in using the alarm and access procedures.

Security alarms are activated each evening at 6.30pm. Staff must activate security alarms and lock doors, if they are in school buildings after this time. Staff on premises after 6:30pm or on weekends, are asked to notify the Caretaker on 0437 167 815 of their presence at school.

Telephones

Telephones are located in each room of the school. Classroom phones may only be used for incoming calls or to contact internal extensions. For an external line dial 0 on phones located in the following areas of the school: special education office, staff room, print room and executive staff offices. Any staff member needing to make STD calls, for school purposes, will need to use a phone in the executive team offices. Each term, the admin team will provide a list of internal telephone numbers.

Social Club

We encourage staff to use the staff room and to join in staff events. We stock the social club fridge with treats and rely on an honesty system for payment.

Courier Service

DoE provides a twice weekly courier service to facilitate the delivery of departmental and government correspondence to schools. Staff may place appropriately addressed, stamped personal mail for posting, in the mail bag in the reception area.

PROFESSIONAL RESPONSIBILITIES

Teacher Registration Board

To teach in the Territory, every teacher must hold current registration with the TRB. For assistance with your registration, please visit <http://www.trb.nt.gov.au/home> or phone 1800 110 302 or email trb@nt.gov.au. Please be vigilant and do not allow your registration to lapse. Each year the TRB audits selected teachers who need to show evidence of how they have met their 100 hours of professional learning in five years.

Ochre Cards / Working with Children Clearance

All school council and DoE employed staff are required to have a current Working with Children card. This card is designed to keep children safe by preventing those who pose a risk to the safety of children from working with them.

The current legislation states that classroom volunteers do not need an ochre card; however it is important to recognise that classroom teachers are responsible for supervision of their interactions with students. The law changes for those attending an

excursion or camp or working with small groups not in the vision of the teacher, in these situations, the person must have an ochre card. The Principal has responsibility for ensuring that all staff, volunteers and all other persons on school grounds are compliant with the Working with Children Clearance requirements. For more information visit <http://www.workingwithchildren.nt.gov.au/>

Professional Growth

The professional growth process focuses on the ongoing support and development of staff. The process forms an integral part of the school's Improvement Framework. The professional growth process is an opportunity to demonstrate your achievement of expected goals, actions and standards. Information related to professional growth can be found on the:

- DoE Intranet under Professional Growth.

Principals and delegated staff manage professional growth and use the process to build the school's capacity to achieve performance standards and goals. As professionals, all school staff are committed to the attainment of excellence in education and school operations. The quality of the staff's work is the critical influence on the performance of students. Admin staff members are provided with a performance review folder including all details, timelines and evidence to demonstrate professional growth that incorporates school performance goals.

At Girraween the 'Celebrations of Teaching and Learning' evening has been incorporated into the professional growth cycle. At this event, staff share their professional journey with peers and all documentation can be found on [school central-administration-templates](#). Completed forms are stored in the confidential section of school central which is only accessible to the principal.

Celebration of Teaching and Learning

At the end of each year, the whole staff of Girraween School come together to share and celebrate the learning journey of staff. Each staff member is asked to prepare a short showcase or presentation (which can be as formal as the member likes) to the staff. A wide range of presentation techniques are used to share the learning, (e.g. video, power point and short speeches; student work & teacher programs; story boxes with artefacts of significant learning milestones; songs or poems; and narrative recounts). For ideas about what you would like to celebrate and present, speak with your team members or your line manager.

Freedom of Information Act

The Information Act combines freedom of information, privacy and records management legislation. It gives individuals the right to apply for access to government information and the right to apply to correct personal information held by public sector organisations. Girraween School is a public sector organisation which means there are principles, guidelines and policies around how we collect, manage, use and disclose personal information. All staff need to be aware of these and be conscious of how information about staff, students and families is collected, managed, used and disclosed. For further information visit NT DoE – Freedom of Information and Privacy <http://www.DoE.nt.gov.au/about-us/foi>.

Leave

All DoE employed staff need to apply for leave through [MyHR](#). This system will automatically send the application to the appropriate Executive Staff member for approval. Leave requests are the responsibility of the individual staff member; they should be submitted within 7 days of an absence from work.

If leave applications are not received by a senior staff member within the given time, leave information will be provided to DCIS by the Principal. Individuals will need to contact DCIS staffing direct, to resolve any anomalies and if necessary get leave reaccredited.

All extended or extra-ordinary leave requests (such as long service leave or leave without pay, bereavement leave, maternity leave and so forth) must be discussed with the Principal prior to application through MyHR. This enables executive staff to better manage workloads and communicate ongoing staffing needs with DoE.

All School Council employed staff need to speak with either the Assistant Principal or the Admin Manager to organise leave.

Staff Meetings

All DoE staff are expected to attend whole staff meetings, team meetings and PLC meetings as appropriate. Staff who are unable to attend these meetings are asked to speak with the principal. Attendance records are kept so that professional learning can be recorded. At the start of each term the cycle of meetings is published.

Meeting	Time	Purpose	Comments
Whole staff	Wednesday 3:00 to 4:20 pm	<ul style="list-style-type: none"> Housekeeping information, including OH&S Business arising from last meeting Team Reports Discussion and decision making Professional learning or training Champagne moments 	<ul style="list-style-type: none"> All teaching staff take turns in chairing and recording the minutes of meetings Agenda items are put onto the portal prior to the meeting Minutes are saved on the portal site under meetings
Collaborative teaching teams	Wednesday 3:00 to 4:20 pm	<ul style="list-style-type: none"> Work on the teaching learning cycle Work on the assessment and reporting cycle Shared tasks and activities Professional feedback loops 	<ul style="list-style-type: none"> Held in teaching classrooms Minutes and other information relevant to team business saved to team site on the staff portal
School Council Employees	Requested by appropriate line manager	<ul style="list-style-type: none"> Learning together Collective problem solving Organisation of programs and timetables 	<ul style="list-style-type: none">
Admin team	As required	<ul style="list-style-type: none"> Organisation and prioritisation of work Assignment of projects and tasks Professional learning or training 	<ul style="list-style-type: none"> Agenda set by the team Held during school hours to accommodate all team members
Professional Learning Communities	Wednesday 3:00 to 4:20 pm	<ul style="list-style-type: none"> Work together on specific tasks and activities focus on improvement school programs, resources or organisation 	<ul style="list-style-type: none"> All teaching staff participate in a network Information and documents produced by networks are saved to the staff portal site

Staff Absences

From time to time, staff members may need to be away from the workplace due to illness, training, professional development as well as for personal or professional commitments. In these instances all staff are asked to provide as much notice as possible, to give the best opportunity to identify appropriate relief staff and manage the impact on school operations or programs. A record of absences is maintained on school central by the Admin Manager and the Assistant Principal.

When admin staff are sick or unavailable for work they are required to contact the Admin Manager. See the staff notice board for contact phone numbers. When teaching staff and classroom support staff are sick or unavailable for work, they are required to telephone or text the Assistant Principal between 6:00 and 7:00 am in the morning and before 8:00 pm in the evening. See the staff notice board for contact phone numbers.

If teaching staff know they are going to be away, they are expected to ensure that the class day book plus any relief teacher notes are up to date and clearly laid out on the teacher's desk or emailed to the AP. Timetables and rosters should be prominently displayed in the room. If no relief teacher is available a class may need to be split, with students placed in other classes, parents will be notified as appropriate.

The school phone number for absences is 0448 884 233

Emergency Relief Teacher Folder

All teachers are expected to prepare an ERT (Emergency Relief Teacher) folder that will be stored in the Assistant Principal's office for emergency use. ERT folders are required to include the following items:

- Class list
- Class paper roll for recording attendance
- Class split options (groups of two or three)
- Learner profiles for students with special or learning / behaviour needs
- Classroom expectations and routines (including Buddy Teacher details)
- One week's worth of daily contracts – (year level appropriate tasks for literacy, numeracy, general knowledge, visual arts and so forth)

Please see the Assistant Principal if you would like assistance with this folder.

Non-contact Time

Specialist programs provide students with learning experiences that go beyond mainstream programs. These programs focus on building student enjoyment and engagement in the performing arts, literature and physical activity. These programs also provide classroom teachers with 3 hours per week of non-contact to plan, prepare and assess their teaching programs, as well as to catch up on administrative or organisational tasks. Japanese is a whole school LOTE program, taught by a teacher from School of Languages with the support of the class teacher.

Photocopying and Scanning

There are photocopying / scanning machines located in A block, B block, C block, the library, the print room, preschool and the front office. All staff have a confidential code to allow access to machines. This code also enables all copying to be charged to the classroom budget. Coloured copying is done through the front office and charged to classroom budgets accordingly.

Staff are able to place a folder with photocopying and laminating requests into the print room pigeon holes. Please ensure the Details of the request are clearly explained and allowed a couple of days for turn around.

Faxes

The photocopier located in the front office is also the school's fax machine. Incoming faxes are diverted to the school's email address (admin.girrasch@ntschoools.net) and forwarded via email to the appropriate staff members. For a short tutorial on using the fax machine, see a member of the admin team. The school fax number is 8983 4202.

Keys

Most staff are allocated the key set they require on a day to day basis. Teacher keys open all classrooms in a block, as well as the administration block (via staff room entry), library, sports store and toilets. Teachers should also have keys for the cupboard or filing cabinet in their classroom. Administration team members are allocated keys appropriate to their duties across the school. See the Admin Manager should you have any questions regarding key access or management. All staff are reminded that classroom doors must be locked at recess, lunch, after school and any other time the room is unoccupied.

Kitchen Duty

At Girraween, the staff room is a communal area and all staff pitch in to help keep it clean and tidy. Each week, staff are rostered to ensure that benches and tables are wiped down, fridges are cleaned out, the milk and tea / coffee / sugar are stocked up, the dishes are washed and the dishwasher is unpacked.

Tea Money

All staff who choose to consume tea, coffee, milo or milk are asked to contribute towards the costs of these items each term. Please pay the Front Office at the start of each term or let an admin team member know if you do not use anything, so it can be recorded and negate the need to send out reminder notes. Those not drinking tea and coffee are asked to pay \$5 per term towards the general running of the kitchen e.g. glasses, microwaves etc.

Laminating

Laminating is generally done on a needs basis by admin staff. Please see the list of charges relating to laminating in the print room. Small items will be put through the A4 laminator while larger items will be completed with the roller. All laminating requests should be written onto the sheets in a folder and placed into the pigeon holes in the print room. Items laminated for class use remain the property of the school and will be charged to the appropriate class budget. If assistance is required with laminating, please speak with the admin team.

Visitors

All visitors to the school, except parents, must sign in and out through the ERT/Visitors/Contractors' Book located in the Front. Badges are available to clearly identify the purpose of the visit and must be worn while the person is on school premises, clearly identifying them as a visitor. Departmental staff may wear their own name badges.

Staff should challenge any unknown person on the school grounds and direct them to the Front Office.

Mobile Phones

It is accepted that staff and students will have mobile phones at school. All students are expected to turn their phones off and put into the class message bag each day for safe keeping. Staff are asked to have their phones switched to silent when in classrooms and to only respond to calls during break periods.

Staff Welfare

The Girraween School values guide expectations around the conduct of staff. Staff who are experiencing difficulties with either professional or personal issues are also welcome to talk with a member of the Executive Team. Girraween also nominates a Grievance and Harassment Officer to offer support as required. This person is listed on the staff noticeboard. In addition, all DoE

employees are able to access the [Employee Assistance Scheme](#) (EAS). Information is available on the staff noticeboard or phone 8941 1752. Assistance for staff is also available through the Department of Education's Human Resources division on 8944 9328. <https://ntgcentral.nt.gov.au/quick-guide-provision-employee-assistance-programs>

Calendars, Rosters and Term Dates

Calendars, rosters and term dates can be found on the Timetable List on school central- as well as on the Noticeboards in the staffroom. Important dates are established as early as possible in the year to allow forward planning. These dates are also distributed to parents and the school community. School Central also includes a calendar for advertising classroom, team and whole school events with the school community. Please ensure that ALL events are published with any relevant documents attached to help front office staff respond to parent enquiries in a satisfactory manner.

HOME / SCHOOL PARTNERSHIPS

Communication with Parents

The Girraween community values communication between home and the classroom. We believe that communication with parents/carers should not only occur when there is a problem but also to share achievements, special events and celebrations of learning. All teachers are encouraged to send home regular class newsletters via email or in paper form.

At Girraween every class teacher is expected to send home a letter with each child during the first week of each term. These letters need to outline the curriculum focus for the term, highlight special events, and indicate to parents how best to stay in touch.

If communicating tricky issues or concerns that may become a problem, check what is written with a senior teacher. It is expected that a copy of the letter is emailed to the Principal & Assistant Principal so they are able to offer support, should the need arise. Please remember that it is easy to misunderstand written communication, so make sure words are carefully constructed and checked prior to sending home.

Letters to parents and carers must be checked by a senior teacher prior to being copied or sent out. All notes requiring a response from parents must be copied onto pink paper. This pink paper is located in the print room and is not to be used for any other purpose. A copy of all written communication is to be placed on **School Central-Admin- Newsletters. Filing convention: Teacher name-title of document-year, month, and date.**

Social Media

We have a Facebook page, website and a school app. If you would like any information shared through social media, please complete the request on the administration school central link.

Newsletter

The Girraween newsletter is a vital communication link with the school community, it goes home on Wednesday afternoons via the message bag or email. Newsletters placed into the message wallet are sent home with the youngest member of the family. All staff are able to submit items for inclusion in the newsletter via your senior teacher. Specialist programs often run a weekly column during busy times of the year to keep parents informed of upcoming events and programs. In addition, each class takes a turn to prepare an article for publication in the newsletter. When it is your turn, you need to ask your senior teacher to proofread your article for you and then email your contribution to the admin team by Monday afternoon. The newsletter is also published on the **Staff Portal**.

Foyer Display

Every class takes turns to display student work in the front office. The display stays up for one week and a roster is used to ensure that all classes get a turn. The roster is available on the **School Central Administration-Events**

Homework

At Girraween Primary School we understand that many students are involved in 'out of school activities' such as sport and music tuition. Homework can be a source of tension for children, parents and teachers. To alleviate this tension a homework policy has been adopted. It is expected that parents will be notified throughout the year about their child's consistency and quality of completed homework. For further information about homework, please see the School Policies section on our school website or visit the **Staff Portal-Policies and Procedures**.

Message Bags

Each class has a message bag which should be sent to the office by 8.30am and collected during the afternoon session at 2:30pm. Inside the message bag are three different wallets, which will only be placed in the message bag when there are notes to go home:

- Clear - messages to go home with all students (e.g. head lice notes)
- Red - messages to go home with Family Representatives (i.e. youngest student in family)
- Blue - messages to go home with students whose names are highlighted

Messages to students are to be distributed by teachers each afternoon. It is important to check the bag each day, hand out messages and remove any old notes and newsletters. Notes for absent students should be kept in the class room and given out when student returns or be sent home with a sibling.

All money handed into teachers must be listed in the cashbook, stating the date and reason for collection such as excursion, book club etc. Teachers should also maintain class checklists as personal records of who returned notes or paid costs incurred for activities.

In addition, the messages bags also contain the Commonwealth School Banking bag. Please see the school banking header for further information.

Our Environment

Gates

There are a number of entry/exit points to Girraween School. These gates are locked outside of school hours. During school hours most of these gates will also be locked to prevent students from leaving school grounds without an adult. There are also a number of gates that act as entry/exit points to the Sprouts play and classroom areas. It is important that these gates are kept closed. OSHC has a key pad operating system to allow parents and guardians to collect students after hours.

Grounds

Girraween School Council employs a part time groundsman to help with maintaining gardens and common areas. If you would like to make a suggestion or recommendation or have plans for the construction of a garden area, please speak with the Principal or a member of the School Council Grounds Committee.

Playgrounds

Students are allowed to play anywhere within the school grounds with the exception of the early childhood area which is reserved for students from Preschool to Year 1. Students in Year 1 have the option of playing within the Sprouts fenced area or in the general school

The Farm

The Girraween School award winning farm is a cornerstone of the school's sustainability effort. It is a wonderful context for real life learning. It is also a valuable context for working with students with special needs. All classes are welcome to contribute to the farm's ongoing growth and development. Currently the farm is home to a range of livestock, a thriving horticulture project and a burgeoning butterfly enclosure. Classes take turns to look after our animals and all classes are encouraged to manage a section of the vegetable garden. Produce and eggs are sold to the community and funds are used to cover costs of animal food. To become involved in the life and activities of the farm, speak with the Sustainability Network or your senior teacher.

Sewerage Plant

Girraween School has its own sewerage treatment plant and only authorized cleaning products can be used. See the Admin Manager if you have any queries.

There are sludge boxes under the sinks in each classroom. It is important that NO food items or drinks are put down the sink as these will cause a nasty smell in your room. Paint and clay may also cause problems and should also be disposed of in other ways. If you need assistance with the sludge box, please log a job on the [School Central- Maintenance Officer](#)

Outdoor Learning Centre

This is a great place for learning and teachers are encouraged to utilise this space, taking learning beyond the four walls of the classroom.

Library & Resource Centre

Girraween aims to create, develop and maintain a library and resource space that is the 'centre of learning'. The library is a comfortable, happy and safe environment to complement, support and fully extend classroom learning. Students can explore, investigate and extend their knowledge, as well as use process skills according to individual preferences, interests and learning styles.

Girraween School has an extensive collection of reading sets, puzzles, games, maths resources, science equipment and teacher reference materials that can be borrowed from the library. Please return these when they are not in use so they can be shared. Staff and students are able to search the library catalogue from any computer in their classes that have an OPAC shortcut icon on the desktop.

Teachers are expected to keep track of books and resources borrowed for classroom collections and activities, the teacher librarian will follow up items that are not returned.

All staff can use the library computer to borrow books and resources. Staff who would like to learn how to use the library computer should speak with the librarian for a short tutorial.

Information on how to 'log on' to both the computer and OLIVER (the Library borrowing program) is written in the front of the diary kept by the main library computer. Whenever possible, staff should 'log on' to Alice and borrow directly through the computer. If for some reason the computer is not available, staff are asked to please record what has been borrowed in the book beside the computer.

Posters and other items without barcodes and items unable to be borrowed via scanning (displaying invalid or error messages on computer) may also be written into the 'borrowing book'.

Canteen

The canteen is open every day and is a privately run and operated business. All food sold complies with the [Australian Government's](#) healthy canteen guidelines and is overseen by the school council in line [NT DOE's healthy canteen nutrition and eating guidelines](#). Since 2013 the canteen has offered an online ordering service for parents and staff. Go to www.ouronlinecanteen.com for more information.

Recess and lunch boxes with orders should be taken to the canteen by 8.30am each morning a bell will sound as a reminder. Recess orders may be collected from the canteen just before recess. Students must place their recess and lunch orders in the morning and are not to go to the canteen to buy hot food at recess or lunch time. Snack food is always available for sale although, at lunch time, students are **NOT** permitted to go to the canteen until 12.50 pm. The canteen may also cater for special events such as Christmas parties, celebrations, meetings and so forth. Contact the canteen manager Melissa Nevill for further details.

Behaviour and Wellbeing

Girraween School Values – Seeds for Success

Values are the principles and fundamental convictions, which act as guides to behaviour, the standard by which the actions of every person in the school community is judged as good or desirable.

Girraween School has a set of clearly defined core values called 'Seeds for Success'. These values are what the school community believe are important for successful learning and living. They are:



- care
- respect
- responsibility
- personal best
- fairness

We have identified the need to work together to explicitly teach the values.

Staff will be provided with a poster that further defines what each value means. All staff need to consider carefully how to ensure that the 'Seeds of Success' are interwoven into the classroom/playground environment and wider school community life.

Chaplaincy Program

A Chaplain works within the school for 2 days per week. This program is a valuable component of the school's wellbeing team and participation is voluntary. The focus of the service includes working with small groups or individuals in areas such as personal development, crisis support, pastoral care, as well as providing a listening ear. In addition, the chaplain also works to advocate for families or staff who require services available in the community or through government agencies. All requests for chaplaincy services must go through Principal or Assistant Principals so that the correct permissions are obtained.

The chaplain also implements a number of programs across the school both within classrooms and in small group settings, this includes: Shine, Seasons for growth, Anxiety and Friendship groups.

School Counsellor

One day a week we have a counsellor on sight. If you feel a student requires this level of support, discuss this with the Assistant Principal of Principal and they will assist you to organise a referral.

Code of Conduct

The Code of Conduct aims to assist students to take ownership of and accountability for their behaviour; provide some consistency whilst being aware that the different personalities of students and staff can lead to variations; and to involve parents in the social-emotional development of their children. For further information speak with a senior teacher and/or read the full code of conduct in the policies section of the handbooks.

Chill Zone

Students can be sent to the chill zone during recess and lunch if they are playing inappropriately. Teachers have blue slips to send with the child informing the teacher on duty of the offence and length of time out. Students can also choose to play in the chill zone if they want a quiet space. The teacher on duty will use Restorative Justice Processes to help the student/s fix the problem or reach closure. A record is kept of all students who are sent to the chill zone and is regularly monitored by senior staff.

Harassment / Bullying

Girraween is a community that expects people to respect, care and take responsibility for each other. Any form of harassment and bullying is against our Code of Conduct and is, in some cases, unlawful. Harassment and bullying will not be tolerated. At Girraween we believe that everyone has the right to feel safe and comfortable at school and work and learn free from harassment. When a member of our community feels harassed or bullied, we encourage them to report their experience to an adult (if they are a student) or to the Harassment Officer (if they are a staff member). See the School Policies for further Details.

Individual Behaviour Plans (IBP)

IBP's are for students who exhibit behaviour that may not be covered in a teacher's general classroom management plans. IBPs should become a part of a teacher's overall approach to managing their classroom and catering for all students. They support the teacher to diagnose triggers, identify strategies that will support the student to self-manage their behaviour and for the teacher to select practices that influence a child to listen, learn and co-operate. For assistance in constructing an IBP, speak with the Assistant Principal.

School Based Constable

A police officer is no longer attached to the school. If police support is required the Humpty Doo Police Station can be contacted by the leadership team.

Restorative Justice

The Girraween School values provide the framework around which all staff and students monitor their behaviours and actions. When conflict arises or problems become challenging, staff use practices drawn from the Real Justice framework to support people to work through the issues.

Posters with the key questions to guide the conversation are displayed in each teaching block, the chill zone and in the Principal / Assistant Principal's offices. For further information about restorative justice practices, check out the resources in the library and resource centre or refer to the Safety and Wellbeing Handbook.

Restorative Questions

When someone has been hurt.

- *What did you think when you realised what had happened?*
- *What impact has this incident had on you and others?*
 - *What has been the hardest thing for you?*
- *What do you think needs to happen to make things right?*

When things go wrong.

- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?

TOAL

Time out at lunch (TOAL) is used when a student has persistently and recklessly breached the school code of conduct either in class or in the yard. Teachers who send students to TOAL must complete the form (available in the staff room) to provide Executive Staff with the background essential for counselling the student and supporting them to form a plan of action for avoiding future offenses. Details concerning the offence are recorded in SAMS and repeated visits will result in parent contact. For further information concerning TOAL speak with the Assistant Principal.

SPECIAL EDUCATION

We work under the guidelines of the Northern Territory Disability Policy and this means we need to make reasonable adjustments to include and educate all students within our school. Students with a disability are often supported through the Special Education Support Program. (SESP) and have a case manager from Student Services. Other students may require additional support but will be school managed. Our special needs teachers will support you to work with these students.

When a teacher becomes concerned about the academic performance or social-emotional competence of a student, their first step is to ensure that all baseline assessments are current and that parents are aware that the student is not meeting expectations. Teachers then need to complete a Learner Profile (this form is in school central) and may be completed in consultation with the Special Education Teacher (SET) or the Assistant Principal (AP) and aims to help the teacher identify the specific concerns they have for the students learning and development. Once the Learner Profile is completed, the teacher will work with the AP and SET to determine the most appropriate pathways for supporting the student.

Students with special needs also have a special needs folder that contains all reports, plans and communication relating to their schooling. These files are kept in the Special Education Teacher's office and are available to teaching staff at any time.

Learner Profiles

Learner profiles are profiles of a student who is not learning or behaving in line with a teacher's expectations. Learner profiles are constructed in partnership with the Assistant Principal and / or the Special Education Teacher. To get a template, go to the [school central-students-additional needs](#)

Student Support Plans

A Student Support Plan is developed when a teacher has observed that a student is not performing in line with their expectations and when baseline data provide confirmation of this. Prior to a support plan being constructed, the teacher needs to speak with the Special Education Teacher and the Assistant Principal to determine the best pathway for accommodating the student's academic, social, emotional or physical needs. A support plan is implemented for a minimum of six weeks, with the plan's outcome to inform further action. For further information and to see the support plan template, go to [school central- students-additional needs](#).

Educational Adjustment Plans

An Education Adjustment Plan is a negotiated plan that outlines the adjustments needed to facilitate access to the curriculum for students with an identified disability. It is a legal document and is constructed with input from parents, the classroom teacher, the special education teacher, student services staff and other health professionals. For further information, speak with the Special Education Teacher or the Assistant Principal.

Intervention Programs

After considering all data staff make decisions on the programs required to help students reach the year level standard.

- | | | |
|--|---|---|
| <ul style="list-style-type: none">• Number Crunch• Reading Coaching• Perceptual Motor• Levelled Literacy Intervention | <ul style="list-style-type: none">• Oral Language• SPOT (speech & occupation therapy)• Play Therapy | <ul style="list-style-type: none">• EC Literacy & Phonemic Awareness• Social & Emotional Learning Programs |
|--|---|---|

STUDENT HOUSEKEEPING

Hats

Girraween School Council has endorsed a [sun safe policy](#) and is accredited by the *Cancer Council of Australia* due to our close adherence to this policy. This means that students must wear bucket hats and school uniform when outside for play or work. Students without hats or clothing that does not meet the standard, are to remain in areas with a solid roof (No hat – No play). All staff are expected to model wearing hats during playground duty and outside class activities.

Uniforms

Girraween School has an attractive, durable and practical school uniform which is compulsory. The uniform complies with the Cancer Council Sun Smart accreditation standards. Uniforms are available for purchase from the front office and include a range of options for boys and girls. Teachers are asked to encourage all students to wear full school uniform. Uniform note templates are available to send home to notify parents of any instances of inappropriate clothing or footwear.

Sport Houses

Girraween Sports Houses are named after local flowering trees or shrubs, to reflect the meaning of our school's name. Girraween means "Place of Flowers". Sports Houses are: Acacia (green), Calytrix (purple), Kurrajong (red), and Melaleuca (yellow). Elections for Captains and Vice Captains for each of the four Sports Houses are also held during Term 1 each year.

School Banking

The Commonwealth Bank School banking service is currently run at Girraween School by parent volunteers. Student bank books should be placed into the Banking Wallet in the message bag and noted in the cash book. A parent volunteer usually co-ordinates this program and families are notified to have all bank books returned to the front office by Thursday of each week.

Bus Travel (Buslink – School Buses)

As a significant number of students travel home from school by bus, it is important that all staff make themselves aware of the [Code of Conduct for School Bus Travel](#) and Bus Rules. As buses depart shortly after school it is essential that students move as quickly as possible to the bus line up area. Please be aware that students are not permitted to eat or drink (water bottles are the exception) on the bus, so it is best to save food treats until the following morning.

Water Bottles

The tropical climate of the rural area, means that Girraween School strongly encourages all students to have a water bottle at school and to drink whenever they need. Each year students are provided with a Girraween water bottle which can remain at school. Teachers need to establish a system so that bottles are washed regularly. This may be a student roster or using parent volunteers.

Personal Devices / Electronic Devices

Many students will bring electronic equipment and devices (such as mobile phones, MP3 Players, tablets etc.) to school. While this is not encouraged, we understand that for some families staying in touch necessitates devices come to school each day. To keep these items safe and avoid distractions during lessons, all electronic devices must be labelled and turned off before going into the message bags each morning. These will be returned to students in the afternoon.

Sick or Injured child in class

You will have some green slips that can be used if a child needs to be sent to the sick bay. This helps the first aid officer to know you are aware the child is at the office and helps them to provide the level of care required.

Whole School Activities Community Engagement - Fundraising

Book Fair

Each year, the library in partnership with Scholastic Australia, holds 2 book fairs. These fairs are an important fundraiser for our library and resource centre. It is also a great opportunity for the school community to purchase quality literature at a reasonable price. To offer your assistance or to find out more, speak with the teacher librarian.

Dance Night

During Term 3, Girraween School invites the community to the annual dance night. The evening is co-ordinated by teachers and parents and is a major event on the school calendar. During Term 3, teachers usually design their units of work to accommodate this event using The Arts curriculum to support learning design and assessment. For ideas and help speak with a member of your teaching team.

Fundraising

The Girraween School Council has a very active and enthusiastic fundraising committee. This committee holds fundraising events each term and uses the monies raised to fund school improvements to programs, resources, grounds and facilities. In addition the pre-school holds regular fundraising activities to assist with the high costs of consumables in their programs. The Year 6 students also hold a range of fundraising activities during Semester Two as part of their financial literacy unit of work and to raise funds for their graduation dinner in Term 4. All fundraising initiatives must be discussed with the Principal.

Sustainability Field Days

Each year, Girraween School hosts Sustainability Field Days, usually during Term 2. These days are an opportunity for students to share with the local and broader community, the range of activities that are conducted on the farm and across the school to promote and practice sustainable living. Each class prepares a presentation or activity for the day. For further information speak with the Senior Staff.

Harmony Day

Each year a committee determines how we will celebrate Harmony Day. Teachers can give out one award for a student who demonstrates the values and behaviours that characterise co-operative and inclusive values.

Reading Challenge

During the four week stand down, students are encouraged to read and record their reading minutes. Each class chooses a book worm award and the class with the most minutes receives a prize. The library is opened twice a week during the holidays.

Sports Day

Sports Day is held in Term 2 and run over 3 days. Girraween Sports Houses are named after local flowering trees or shrubs, to reflect the meaning of our school's name. Girraween means "Place of Flowers". Sports Houses are: Acacia (green), Calytrix (purple), Kurrajong (red), and Melaleuca (yellow). Elections for Captains and Vice Captains for each of the four Sports Houses are also held during Term 1 each year. Teachers will be given their teams to support.

EXCURSIONS/CAMPS

Excursions

Excursions are an important part of the school program and should have clear educational outcomes related to classroom learning programs. Excursions need to be carefully planned with sufficient advance notice to allow for all necessary approvals.

When planning excursions appropriate teacher-student ratios are a legal requirement. For pre and primary school excursions a minimum ratio of 1:15 is considered satisfactory. A teacher must be in charge of every excursion; however, other responsible adults may assist to maintain minimum ratios. All volunteers must have a current [Working with Children](#) card. Where an activity may be considered more than usually hazardous (e.g. outdoor activities, swimming etc) lower ratios may be required and supervisors must have relevant qualifications.

All the required forms and guidelines are available on [school central- right hand side bar and in policies and procedures](#). All excursion proposal documents need to be submitted to the Principal for approval at least **4** weeks prior to the date of the excursion.

When an excursion is approved, teachers are responsible for organising yard duty covers, saving copies of excursion notes for parents onto the [staff calendar](#), as well as ensuring specialist teacher are notified if the excursion impacts on their lessons.

Admin staff will collate all permission notes and records of any payments as required. Teachers are able collect this information prior to departure to monitor student participation and adequately prepare catering, medical contingencies and so forth.

Bus – Girraween School Bus

Teachers are able to book the Girraween School bus for excursions in and around the Greater Darwin Area. Bookings are made via School Central. As the bus is only legally able to seat 23 passengers plus an adult, it is important that teachers consider this when making excursion arrangements. Teachers who are interested in getting a licence to drive the bus are able to organise lessons with the Admin Manager.

Camps

The Outdoor Education and Camp Policy aims to provide students with the opportunity to develop the skills, behaviours and dispositions that support them to become confident and creative individuals, with a strong sense of self and connection with the communities to which they belong. It provides them with rich activities in settings beyond the classroom, to build and apply their knowledge of the natural, built and social world, furthering their capacity to become active and informed citizens.

All of the required excursion forms and guidelines are available on [School Central](#). All excursion proposal documents need to be submitted to the Principal for approval following the on line booking system. For further information about the Outdoor Education and Camp policy, visit the Policy and Guidelines section of this handbook or [School central-policies and procedures](#).

Assessment and Reporting

A – E Reporting Requirements

Reporting standards provide a frame of reference for communicating the level of student achievement to parents through a standardised judgement. It is an Australian Government legislative requirement to report learner achievement and progress using a 5-point scale (A to E achievement levels or grades) twice a year in parent friendly language. The A to E grades are described as:

A	B	C	D	E
Well above expected level	Above expected level	At expected level	Below expected level	Well below expected level

Reports go home to parents in term 2 and term 4. Guidelines, templates, timelines and editing buddies will be provided at the start of the reporting term.

Baseline Data

Each term teachers collect information about student progress. This information is collated and recorded and used to inform classroom plans, whole school programs and teacher professional development. All baseline data results and work samples are to be recorded in the students' Evidence of Learning Folder. Assessments include:

	Literacy	Numeracy
Early Childhood Only	Assessment of Student Competencies	First Steps Maths Diagnostic Task SENA 1 & 2 MTS Online Assessment Tasks
Middle & Upper Primary Only	NAPLAN Reading NAPLAN Spelling NAPLAN Reading	SENA 2 PAT Maths NAPLAN Numeracy MTS Online Assessment Tasks
All Years Levels	PAT Reading Words Their Way Benchmarks Common Writing Task	

Speak with Senior Teachers for assistance or training in administering these assessments and preparing your data for whole school analysis.

Diagnostic Tasks

Diagnostic Tasks are used during the teaching and learning cycle to collate assessment for learning data. They are designed to reveal what students really think and understand about a concept, idea or issue. Diagnostic tasks help teachers to set targets for the next steps in teaching and learning. Each term, teaching teams work together to design and collate diagnostic information about their students. Speak with your senior teacher for further information.

Evidence of Learning Folders (ELF)

Each student has an ongoing ELF which is transferred to the teacher each year. This folder is a collection of work samples and baseline assessment information, demonstrating the student's growth in literacy and numeracy over a 12 month period. The folder is used as a basis for discussion during parent/teacher conferences and as a source of evidence for A-E reports.

Culled evidence must be destroyed by either placing in the Confidential Bin or shredding. For students who transfer from Girraween School, folders are only transferred to the new school on request by the parent; otherwise they are archived for 6 months then destroyed. Teachers will be given professional feedback relating to these portfolios through performance review processes. For assistance with ELF requirements, speak with your senior teacher.

Confirming Judgements

Each semester Girraween teachers come together to moderate samples of work for English and Mathematics. The schedule and the range of samples required is determined by Teaching Teams. Teachers are encouraged to use the moderation protocols available on the [Staff Site \ Curriculum Assessment Reporting \ Moderation](#) to support quality dialogue concerning the evidence presented in each piece of work.

For further information on how to prepare and participate in the confirming cycle, speak with your Senior Teacher.

NAPLAN

The National Assessment Program (NAP) measures and monitors student achievement against national and international standards. The program includes the tests for students in Years 3 and 5 in reading, writing, language conventions (spelling, grammar and punctuation) and numeracy.

The results from this assessment provide an important measure of how Girraween students are performing in literacy and numeracy against national achievement bands. For further information speak with the Assistant Principal or visit <http://www.DoE.nt.gov.au/parents-community/assessment-reporting/nap>.

FELA

Students in transition are assessed using the Foundation Early Literacy Assessment in term 2.

Student Assessment Information System (SAIS)

SAIS is a one stop shop for teachers, principals and schools to create, record and report on student assessments. It provides a flexible framework to manage assessment and reporting for class, school and system wide assessments. There are two separate purposes for SAIS: recording assessment data and reporting to parents. For further information about SAIS talk with your senior teacher or visit <http://sais.ntschoools.net/>.

Three Way Conferences – Parents / Student / Teacher

The purpose for a 3-way conference is to discuss a child’s progress with their parents. The evidence of learning folder and the student portfolio forms the basis for this discussion. Conferences are held after hours across the school on a designated week during Term 3. A conference may also be initiated by the parent or teacher and lasts 10 – 15 minutes in duration. Students are active participants in conferences and teachers are encouraged to teach their students how to talk about their learning with their parents. Tips for Successful conferences include:

1. Plan Carefully	2. Consider seating arrangements	3. Be a good host	4. Build rapport
<p>have copies student ready have the ELF / portfolio ready and familiarise yourself with the contents make notes of things / the student specifically wants to discuss tidy classroom</p>	<p>non-confrontational placement of chairs – 2 or 3 chairs placed together no barriers you should be able to see door (so you know when someone is waiting) place several chairs outside room to accommodate early arriving parents</p>	<p>greet parent in friendly manner look at ease relaxed and confident even if you don't feel it</p>	<p>be an attentive listener give and gain information – 2 way communication begin and end the interview with a positive comment about the child</p>
5. Guide the interview	6. Watch time carefully	7. End on positive note	8. After the conference
<p>be truthful, but be careful with terminology avoid arguments make suggestions for improvement, concentrate on 1 or 2 things you can work together on you may get unflattering remarks about other teachers / parents – be professional don't let conversations about other children enter the discussion</p>	<p>be punctual warn parents when 5 minutes remaining if more time needed make another appointment – don't keep others waiting</p>	<p>end on encouraging news, summarise main areas discussed, clarify next step stand up and escort parent to door</p>	<p>review points discussed and jot down notes implement any agreed plans speak with your Senior Teacher if you had an tricky conversations and would like support to follow up</p>

SAFETY

More detail can be found in the Emergency Management Handbook

Emergency Management Planning Committee

To enhance the effectiveness of work health and safety in the workplace, the School has established an Emergency Planning Committee. This committee includes the Principal, Assistant Principal and Administration Manager and is responsible and accountable, in their area of authority to:

- manage or properly control foreseeable risks to people, property and environment arising from work activities
- report all risks as soon as practicable if an incident occurs
- monitor the health and wellbeing of employees, students and community members
- adopt a continuous improvement approach to work health and safety through consultation between school leadership and employees
- provide or promptly seek appropriate work health and safety advice, information and support.

Employees

Individually and collectively, every DoE and School Council employee has a responsibility and accountability to do everything possible to comply with legislative requirements, we:

- work in a manner which is safe
- support the health and safety of others in the workplace
- report injuries, incidents and unsafe conditions to their line manager as soon as practicable
- actively participate and contribute to discussion to embed work health and safety considerations into everyday behaviours
- use equipment and controls properly, safely and efficiently
- comply with the directions of the person in charge (principal or delegate) in the interests of order and safety
- seek appropriate work health and safety advice, information and support.¹
- participate in drills and contribute to policy reviews.

Delegations

In the event of an emergency, all staff are assigned roles to ensure the smooth and effective implementation of operational plans.

Wet Weather Policy

During the months of October to May, Girraween will experience wet weather. When there is a severe storm with thunder, lightning and heavy rain at the end of the day, students are not dismissed unless an adult collects them from their classrooms. Students travelling on buses are assembled and escorted on to the buses. Students who normally meet parents, ride bikes or walk will be in their classrooms until they are collected. Students not collected by the time all buses are loaded will then be brought to the bus area and supervised until they are collected. This helps us to keep all of our students safe.

During the day when there is stormy weather an announcement will be made before the break for teachers in each block to work together to implement a wet weather roster. Procedures to follow at recess and lunch include:

- Students remain in their classrooms under the supervision of class teachers
- Teachers 'buddy up' with the teacher next door to give each other a break
- All outside areas will be out of bounds unless accompanied by a teacher
- When possible, students will be given the opportunity to have supervised play in the undercover areas
- The Library may be open for quiet use only and will be available to classes on a rotational basis over the duration of the wet period
- All other duties will be cancelled

Wet Weather Dismissal Procedure

In the event of a severe storm at dismissal time the following actions will be taken.

Students:

- attending OSHC will make their way to the service
- travelling on buses will be loaded on to the buses
- who are collected from Kiss and Go in Carruth Road will be assembled and directed to cars in the straight area of the zone
- who have siblings in preschool will be able to meet their parents at preschool.
- riding bikes or walking home will wait in their classroom until most students have gone and will then be brought to the front office and parents will be contacted.
- who are collected from any other area will be held in the classroom until parents collect them. When most students have left the school any remaining students will be brought to the front office and parents will be contacted.

We will put a note on Facebook and the app when we call a wet weather dismissal process.

Occupational Health and Safety

Any staff member noticing any hazards or work health issues is required to notify these immediately to the OH&S Officer. This position is a volunteer position and the person is nominated at the start of each school year. See the notice board in the staff room for the current contact officer.

OH&S resources for school-based staff are available on the intranet. Please see OH&S Policy in the GPS Emergency Handbook on the [School central-Policies and Procedures-handbooks](#). All electrical equipment is tested and tagged before being used in the school. If you have equipment that requires testing, please see the Admin Manager.

Evacuation / Invacuation processes are practised each term. Please see the Emergency Handbook for further details.

Teaching and Learning - Specialists

Our World

This subject draws on the cross curriculum priority of sustainability, Science, and Geography. Students participate in learning incorporating the farm and whole school approaches towards sustainability.

Performing Arts Program

The Performing Arts program is a specialist program and builds students' skills in all aspects of the performing arts. In addition the school will provide students with a range of performance opportunities throughout the year aimed at building their music, dance and drama skills, appreciation and experience.

Choir

For several years, Girraween has been fortunate to enjoy a Junior and Senior Choir. Senior Choir usually starts in Term 1 and culminates at the DoE annual BEAT performance at the Darwin Performing Arts Centre. Junior Choir usually commences in Term 4 and culminates in a performance at the annual Presentation Ceremony. See the Music Specialist for further Details.

Instrumental Program

Students from Years 4 - 6 are able to enrol in one of the instrument programs available through the [NT Music School](#). The range of programs is dependent on the availability of teachers and enrolment interest. Historically the school has been able to offer tuition in wind, percussion and guitar. Year 5 & 6 students are given priority and if there is room available, year 4 students are able to participate.

Piano and guitar lessons are offered by private providers and are user pay programs.

Library-Literature Programs

Each week, classes have a library lesson and which allows dedicated time for browsing and borrowing books from the library. All students are issued with a water proof Girraween library bag as part of their book pack to avoid damage to books. In addition, this program aims to provide the students with opportunity to enjoy, engage with and experience quality literature, supporting them to develop the essential skills and habits for becoming lifelong readers.

Physical Education Programs

PE is taught as a specialist subject across the school; however in the EC classes it is often integrated with Music or Drama programs to cater for the natural growth and development of students at this stage of schooling. The Girraween PE programs aim to support student to develop the gross and fine motor skills that lead to coordinated movement patterns; skills and knowledge of a range of games and sports; as well as to increase lifelong participation in physical activity. The programs also connect with [School Sport NT](#) and local sporting clubs to provide students with opportunity to participate in PaRCS Cluster Try-days, State or Regional Representative Teams, as well as sport development programs such as Walla Rugby, Milo Cricket and so forth.

In addition, to the specialist PE classes, classroom teachers are expected to plan and implement a regular physical activity program for their students (approximately 3 x 20 min sessions per week). Daily fitness programs build student fitness across the key domains of cardio-respiratory endurance, muscular strength and endurance, flexibility and speed

Sports Equipment

At recess and lunch, students are able to borrow sports equipment from the Sport Room. Students who use equipment responsibly and return equipment promptly, will maintain borrowing rights, however those who do not demonstrate responsible use of equipment may be barred for a period of time. Each break period the Sports Room Co-ordinators help students to borrow and return items. Please see the PE teacher for further information.

Classes are also able to access the equipment in the Sports Store for their own PE / PA activities providing there isn't a clash with what is required for the specialist PE program. Any equipment removed from the Sports Store and not immediately returned must be written on the board in the Sports Store. Please liaise with the PE teacher if you wish to remove sports equipment for any length of time.

PARRS

PARRS (Palmerston and Rural Region Sports) is the organisation made up of PE teachers and interested people to co-ordinate and run a range of sporting carnivals and events for students in the region. PARRS events are coordinated by the PE teacher and come under the umbrella of Schools Sport NT.

Sensory Motor Program

During each year, early childhood teachers, collaborate to implement a sensory motor program several mornings a week. This program is based on the Gateways to Literacy program which is an integrated program of oral language, phonological awareness and perceptual /sensory motor skill development for five to eight year old learners. It was developed by NT Early Years teachers in conjunction with speech pathologists and occupational therapists. Further information is available on the [staff portal site \ Whole School Programs \ Sensory Motor](#).

Swimming Programs

Girraween offers a voluntary swimming program, at a fee to families, in the second semester of each year. This program is coordinated by Senior Teachers and is delivered in partnership with Royal Life Savings Australia. The program usually runs for 8 days over a two week period. Students who do not participate in the swimming program, are provided with a water safety program delivered by a teacher from each team. For information about swimming, go to the [staff portal site \ whole school programs](#).

Student Leadership

At Girraween School, we recognise that students learn to become global citizens through real opportunities to develop their leadership skills and practices. Accordingly there is a range of opportunities for students to contribute to the life of the school:

- Student Leadership Team (SLT): is the peak organisation for students to come together and work collaboratively to contribute to the Girraween School Community. The SLT is made up of house captain and peer leaders. Two class representatives are elected by each of the classes with Year 3 – Year 6 students.
- House and Music Captains/Vice Captains: are elected to the SLT in Term 1 each year. Students from Years 5 – 6 are able to nominate and vote in this election. These positions work closely with the PE and Music teacher, often working very hard to help prepare, run and pack up at whole school events.
- Girraween Student Jobs: are advertised at the start of Term 1 each year. Students must be in years 3 -6 to apply for one of the positions and have at least one staff referee to support their application. In the past jobs have included library monitors, canteen workers, sound crew, farm hands, sports equipment co-ordinators and bus monitors.
- Peer Mediators: are students from Years 3 – 6 who nominate themselves for a selection process during Term 1. Successful nominees undergo training to learn how to resolve conflict fairly and help others respectfully in the playground. Mediators are rostered on yard duties and wear sashes to make them clearly visible during breaks.

Teaching and Learning

See the Teaching, Learning and Assessment Handbook for more detailed information on whole school approaches.

Australian Curriculum

Girraween School uses the [Australian Curriculum](#) to plan, teach, assess and report student learning.

Yearly Overview

Term Planner

The events listed below are flexible, at the start of each semester, staff meet to set the calendar and prioritise actions. Please check the term planner in the staff room for the most current version of this overview.

	School	Curriculum, Assessment & Reporting	Community	NT & Beyond
Term 1	Staff Development Day Life Ed Van (bi-annual) Student Leadership Team Elections PARRs Sporting events NAPLAN preparation PAT-R, PAT-M testing Professional Growth goal setting	-Parent-Teacher Interviews Programs: Yearly Overview, Classroom Routines, Unit/s Of Work Numeracy Diagnostic Tasks Literacy Diagnostic Tasks Writing / Maths Moderation	Harmony Day School Council Fundraiser Pre-School Meet and Greet	Australia Day
Term 2	Sports Carnival Sustainability Field Day Musica Viva PARR's Sports Events Professional Growth	NAPLAN Moderation Literacy Moderation Numeracy A-E Reports Baseline Assessments EAP Submissions	Book Fair School Photos Mothers' Day Stall Movie Night Book Fair	Anzac Day
Term 3	Staff Development Day PARRs Team Sports Try-Day Middle/Upper Primary Camps	3 Way Conferences Portfolios Literacy and Numeracy Moderation Education Adjustment Plan Re-appraisals	Fathers' Day Stall Dance Night Beat Choir Concert Music. Count Us In	Literacy and Numeracy Week Science Week
Term 4	Pre-school and transition orientation program Swimming Year 6 transition program Professional Growth	Moderation Literacy Moderation Numeracy A-E Reports Baseline Assessments Update Student Reference File Update Evidence of Learning Folder PAT-M, PAT-R	Christmas Stall Book Fair Yr 6 Graduation Awards Assembly Musical Assembly Red Faces Celebration of Teaching and Learning Evening Mini Fete	Remembrance Day