



STAFF HANDBOOK

AN INFORMATION
GUIDE FOR STAFF
AT THORN LIE SENIOR
HIGH SCHOOL

2025

DOCUMENT VERSION CONTROL

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INDEX OF STAFF HANDBOOK

Kaya Wanjoo, it is an expectation that all staff must read the Staff Handbook. You will find this a useful source of essential information that is crucial to the effective and smooth running of our school.

The index of the handbook is attached, so that you can locate information at the time you need it.

Information is regularly updated and easily accessed via the school website or via the Share Drive "Organisation Documents".

1. Overview	4
1.1 School Priorities 2024-2027	6
1.2 Introduction	6
1.3 Facilities.....	7
1.4 Teaching and Learning	7
1.5 Scope and Sequence	9
1.6 School Planning Methodology	10
1.7 School Priorities	11
1.8 School Business Plan	11
1.9 Operational Plans	11
1.10 Review Cycle	11
2. Administration	14
2.1 Contact Details	14
2.2 Staff	14
2.3 School Day	17
2.4 Term Dates 2025	17
2.5 School Development Days 2025	17
2.6 Calendar	18
2.7 School Map	20
2.8 Meeting Schedule	21
2.9 Learning Area Meeting Proforma	22
2.10 Security	23
2.11 Conference Room	23
2.12 School Meeting Room	24
2.13 Room Bookings and after hours facilities	24
2.14 School Uniforms	25
2.15 Communication	26
2.16 Attendance	27
2.17 Staff Leave Procedures	33
2.18 Application for Leave -All Staff	35
2.19 General Information – To Share With Students	37
2.20 Yard Duty	38
2.21 Registrar of Bus Drivers & Bus Use Rules	41
2.22 Work Healthy and Safety	42
Financial & Human Resources Policy and Procedures	45

3	<u>Online</u>	47
3.1	<u>Staff Code of Conduct</u>	47
3.2	<u>Use Of Online Resources</u>	47
3.3	<u>I.T Support</u>	47
4	<u>Organisation</u>	47
4.1	<u>Leadership and Communication Flowchart</u>	49
4.2	<u>Independent Public School</u>	50
4.3	<u>School Board</u>	49
4.4	<u>P&C Association</u>	49
4.5	<u>Student Council</u>	49
4.6	<u>Consultative Process</u>	50
4.7	<u>Student Services</u>	51
4.8	<u>House Structure</u>	54
4.9	<u>Portfolios and Responsibilities</u>	57
4.10	<u>Performance Development</u>	64
4.11	<u>Future Leaders Framework</u>	67
4.12	<u>Classroom Observation For Personal Growth</u>	70
4.13	<u>Teacher Registration Board of WA</u>	72
5.	<u>Behaviour</u>	74
5.1	<u>Rationale</u>	74
5.2	<u>Positive Behaviour Support Plan</u>	74
5.3	<u>Behaviour Management Flow Chart</u>	75
5.4	<u>Belief Statements</u>	78
5.5	<u>Countering Bullying</u>	78
6.	<u>Academic</u>	79
6.1	<u>Student Engagement</u>	79
6.2	<u>Meeting the Standard</u>	79
6.3	<u>Australian Curriculum</u>	79
6.4	<u>West Australian Curriculum</u>	82
6.5	<u>WACE Requirements</u>	82
6.6	<u>Assessment Policy</u>	
6.7	<u>Homework Policy</u>	
6.8	<u>System Testing</u>	
6.9	<u>Connect & Compass</u>	92
7.	<u>Enrichment</u>	93
7.1	<u>Approved Specialist Programs: Rugby</u>	93
7.2	<u>School Based Specialist Programs</u>	93
8.	<u>Appendix: Policy Documents</u>	101

1. Overview

The Thornlie Senior High School Staff Handbook is compiled for the benefit of all staff. The Handbook is designed to be a comprehensive directory of the life, work and organisation of the school. It is also a formal statement of the expectations that the School has of its entire staff.

1.1 School Priorities 2024 - 2027

Engage, Inspire, Achieve

Thornlie Senior High School is a comprehensive senior high school. It offers its community a broad range of educational opportunities that reflect the social, academic, and vocational needs and aspirations of each student.

Our students fulfill their aspirations working in an environment that emphasizes the importance of respectful relationships and the achievement of personal best. Guided by our 2024-2027 business plan priorities, we focus on **building staff capacity and well-being**, actively **engaging each student** in their learning journey, and **connecting meaningfully with our community** to enhance educational outcomes and support the diverse needs of our students.

1.2 Introduction

We are a proud Independent Public Secondary School with over five decades of experience in providing a successful education to our 1200 Year 7 to 12 students, helping them to identify their aspirations and to achieve their personal goals.

We value well established educational traditions set by past teachers, parents and students and we are passionate in our desire to use the latest research and learning strategies to prepare our students for the 21st Century. We know where we are going and how to get there.

We recognise that the world around us is changing and we are changing with it. Our students come to us from many different backgrounds, but they leave with one thing in common - a great education and a significant head start in life. Our students develop the skills they need to adapt and thrive in a future that is challenging, interesting and dynamic.

In Years 7 to 10, students have access to outstanding programs, including an Approved Specialist Rugby Program, as well as information technology and academic excellence programs. Students also excel in the extra-curricular opportunities offered in our cheer leading, Japanese, Music, Art and numerous sport programs.

In Years 11 and 12 students have a wealth of opportunities to follow their career and aspirational study options. Our tertiary entrance (ATAR) courses are well supported by local universities and our outstanding vocational education and training (VET) courses, combined with general studies and a focus on the big picture, ensures our students are well prepared for life beyond school. Thornlie SHS is accredited as a Registered Training Organisation.

Supported by an active P & C and School Board we believe success is all about the individual working effectively with the school and wider community. A dedicated staff and close ties with local industry and the community ensures we provide personalised programs that capture different interests and nurture the

potential in every student. We play to our students' personal strengths and give them the support to develop their talents and abilities. For some, it's a matter of helping them create ambitions and dreams. For others, it's about realising those dreams and ambitions.

At Thornlie Senior High School our approach to visible learning is a little different, and our students are reaping the rewards. Our city, our country and our global community are changing and Thornlie Senior High School is changing with it.

1.3 Facilities

Thornlie Senior High School is located 16 kilometers South East of Perth and caters for students in Years 7 to 12.

Our school takes a holistic approach to education and is concerned with the academic, social and physical progress and wellbeing of all our students. As a specialist sports school we offer scholarships to students wishing to join these exciting programs. Our Specialist Program in Rugby is available by application and a highly competitive selection process.

We offer student-centered learning programs, integrating information technology across our curriculum. Our students have access to an Academic Excellence Pathway and a comprehensive Music program, Cheer and Dance program and Netball Scholarship.

Strong links with further education providers offer our students successful academic pathways leading to university entry and a broad range of vocational pathways leading to employment and further training. Thornlie Senior High School is a Registered Training Organisation (RTO) and provides nationally recognised qualifications from Certificate I to Certificate II in a range of industries. We also offer a Big Picture program, which provides a unique, student-centered approach to learning, allowing students to pursue their passions and develop skills through real-world experiences and project-based learning.

Our students benefit from the latest technology and modern facilities including a commercial kitchen and well-appointed Gymnasium and Performing Arts Centre.

The school has a well-developed focus on pastoral care, catering to the needs of each student. All of our students belong to communities that comprise an allocated Home Room and House. Each Home Room consists of a combination of students from Years 7 to 12.

1.4 Teaching and Learning

Thornlie Senior High School utilises a shared Teaching and Learning Framework, which guides all teaching and learning across our school and community. Our school is influenced by the research of John Hattie's *Visible Learning* and *Teaching for Impact*, focusing on practices that have the greatest effect on student achievement. The framework emphasizes that effective teachers believe in the potential of every student, know their students well, and employ strategies to create positive, inclusive, and impactful learning environments.

Our learning culture is sustained and developed school-wide priorities in Literacy and Numeracy, ICT and STEM that link to learning. Learning Areas and specific Committees explore concepts around learning and guide the development of learning in our community. The Curriculum Committee leads the way in innovation and pedagogical practices to meet the needs of the learner of today. This committee is comprised

of representatives from various Learning Areas who provide a link between pedagogy and curriculum and are the conduit in supporting other classroom teachers in the development of teaching and learning approaches linked specifically to the domain areas.

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

Teaching for Impact

Teaching for Impact outlines what effective teachers believe, what they know, and what they do to have high impact on student outcomes.



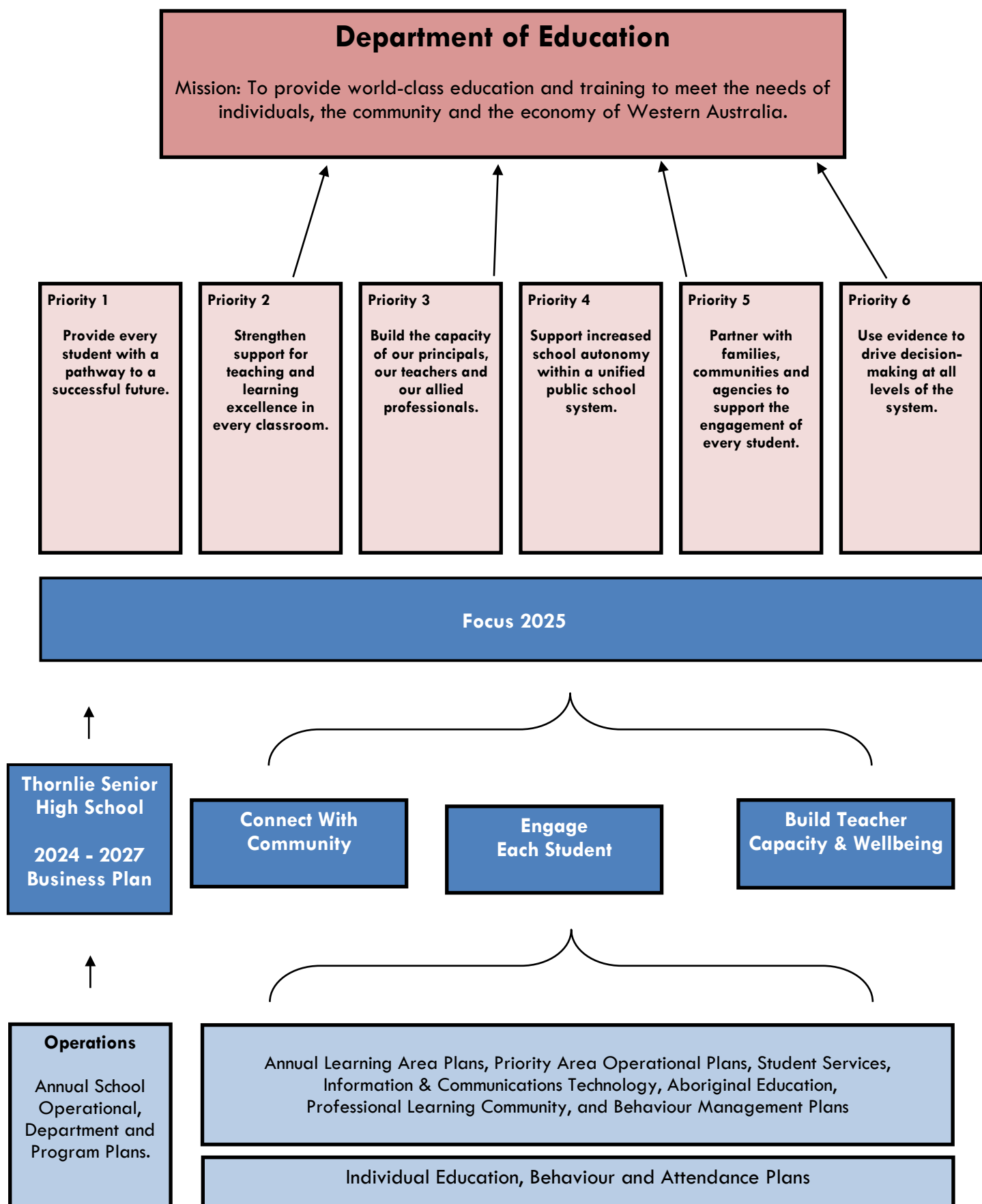
Believe	
Effective teachers believe they can unlock the learning potential of every student	Effective teachers believe they have the responsibility to evaluate the impact of their practice and seek to improve
Effective teachers believe in inclusion and value student diversity	Effective teachers believe student wellbeing and engagement are essential to student achievement
Effective teachers believe they share the responsibility for student success with schools, families and the broader community	Effective teachers believe in equity and reconciliation
Effective teachers believe in preparing students to become their own teachers and successful life-long learners	
Know	
Effective teachers know themselves They are culturally responsive and critically reflect on their own cultural background, values and beliefs. They use this knowledge to respond to the diverse needs, backgrounds and experiences of all students.	Effective teachers know their students They understand that students come from a diverse range of linguistic, cultural, religious and socioeconomic backgrounds who have varied strengths, interests and needs. They know how students learn and how to teach students to process, recognise, remember and transfer learning.
Effective teachers know the curriculum They understand the Western Australian curriculum content and the knowledge, skills and understandings students need to master at each stage of learning. They know how to develop teaching and learning programs that address the learning needs of their students.	Effective teachers know what works best They draw on a range of evidence-based instructional strategies, understand which have the greatest impact and when to evaluate the impact of their choices on student wellbeing, engagement, progress and achievement.
Do	
Plan	Assess
Engage Effective teachers focus on creating the preconditions for positive learning • clearly communicate a positive culture of high expectations for the achievement of all students • identify and integrate student strengths, interests, abilities and experiences • create a child safe environment where students develop a positive identity with learning and school • have visible systems to promote positive behaviour, classroom management and restorative approaches • provide opportunities for student agency and voice • use culturally responsive pedagogies that build on the strengths of Aboriginal students • use strong relational skills to build positive connections with students, families and the community	Effective teachers assess student learning and teacher impact • design assessments for learning (formative and formative) of learning (summative) and on learning (self-assessment) • design assessments that are educative, fair and reliable • design assessments that are responsive to the developmental, cultural and linguistic backgrounds of students
Teach	Assess
Instruct Effective teachers differentiate to ensure students understand content and expected learning • clearly communicate learning intentions and success criteria • activate students' prior knowledge • provide opportunities to review previous learning • explicitly teach concepts, ideas, skills and strategies for learning • provide scaffolded examples that demonstrate to students the steps required to understand new content and skills • use scaffolds and frameworks to support learning • implement a gradual release of responsibility • use questioning to enable frequent checks for understanding • provide opportunities for discussion and to extend student learning	Practise Effective teachers enable students to consolidate the content and skills • foster opportunities for students to develop personal and social capability • provide opportunities and time for students to compare mastery of content, skills and concepts • utilise multiple methods of learning to review, practise and consolidate skills and processes • provide students with explicit feedback to scaffold and plan the next steps in their learning • employ metacognitive strategies that enable students to understand themselves as learners • give students the opportunity to review, reflect and set goals for future learning
Apply Effective teachers enable students to apply their knowledge and skills • empower student agency and voice to build self-efficacy and autonomy, and to be partners in their learning • develop students' capacity to activate core content, knowledge and skills in contexts that require higher order thinking and deep learning • use problem solving and inquiry to develop learners' capacity to be collaborative, critical, creative and innovative thinkers • equip students with work capabilities • explicitly select and apply technologies to maximise every student's learning and progress • support students to transfer their learning to new and original contexts and communicate their knowledge and understanding	Assess Effective teachers assess student learning and teacher impact • assess student performance using explicit criteria • provide meaningful and timely feedback to students • reflect on student outcomes to monitor impact • make professional judgements about student learning to accurately report against the relevant achievement standards

1.5 Scope and Sequence

Scope and sequence – for development of the whole student over years 7 to 12						
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Transition	Orientation Day	Orientation Day	Career Ed Goal Setting Engage Big Picture	Career Ed US Course Counselling Interviews for VET Work Experience Big Picture	Competency Based Education – Study Skills	Competency Based Education – Study Skills
Pastoral Care	Year 7 Coordinator Deputy: Student Welfare	Year 8 Coordinator Deputy: Student Welfare	Year 9 Coordinator Deputy: Student Welfare	Year 10 Coordinator Deputy: Student Welfare	Year 11 Coordinator Deputy: Senior School	Year 12 Coordinator Deputy: Senior School
Curriculum Progression	Australian Curriculum NAPLAN Academic Challenge	Australian Curriculum Academic Extension	Australian Curriculum NAPLAN Academic Extension	Australian Curriculum Big Picture Academic Extension OLNA	ATAR Big Picture VET/ General Foundation OLNA	ATAR Big Picture VET/ General Foundation OLNA
	Literacy/Numeracy Support and STEM		Literacy/Numeracy Support and STEM		Literacy/Numeracy Support and STEM	
Pathways	Year 7 Learning Team	Course 1 Year 8 Course 2 Year 8 Additional support Smaller classes	Course 1 Year 9 Course 2 Year 9 Additional support Smaller classes	Course 1 Year 10 Course 2 Year 10 Additional support Smaller classes	ATAR General Traineeship	ATAR General Traineeship
	Academic Challenge	Academic Excellence	Academic Excellence	Academic Excellence		
Student Support	Student Services Team	Student Services Team	Student Services Team	Student Services Team	Foundation courses Maintain the standard WACE tracking Student Services Team Deputy: SS	Foundation courses Maintain the standard WACE tracking Student Services Team Deputy: SS
	Education Assistants International Coord.	Education Assistants International Coord.	Education Assistants International Coord.	Education Assistants International Coord.	Education Assistants International Coord.	Education Assistants International Coord.
VET			Career Practitioner	Course Advisory Day Course Counselling Program Career Practitioner	Range of Cert II Traineeship Workplace Learning Career Practitioner	Range of Cert II Traineeship Workplace Learning Career Practitioner
				Year 10-12 VET Coordinator/RTO Manager		
Exit Pathway	Transfer	Transfer	Transfer	Transfer Apprenticeship Training provider Endorsed Programs BPL	Transfer Apprenticeship Training provider Endorsed Programs Employment Work Place	WACE WASSA Uni / Further training Employment Endorsed Programs

1.6 School Planning Methodology

Thornlie Senior High School's Strategic Plan, Operational Plan and Department level plans have direct links to the Department of Education Mission and Strategic Directions for Public Schools 2020 – 2024 and the Director General's Focus 2024 document.



1.7 School Priorities

Priorities are based on quality analysis of systemic data collected in the previous year. The progress and results relating to Priorities are reported to the School Board annually and included in the Annual Report that is published by the end of Term 1 each year.

School Priorities for 2024 to 2027

- ❖ Build Staff Capacity & Wellbeing
- ❖ Engage Each Student
- ❖ Connect with Community

1.8 School Business Plan

As an Independent Public School our School Development Plan has now become a Business Plan. This incorporates our Operational Plans and an overview of our One Line Budget. The Operational Plans are developed by all of the teachers working collaboratively and these plans are shared with the School Board. One of the roles of the School Board is to review and endorse this plan. The completed Business Plan is then co-signed by the Principal and the Chair of the School Board.

The Thornlie Senior High School Business Plan 2024 to 2027 is available through the Schools Online Department website. [J-2401-7466-THO-Business-Plan-2024-2027 v9.pdf](#)

1.9 Operational Plans

Thornlie Senior High School's Operational Plans are based around teaching strategies and resourcing for the different learning areas. These are developed after reviewing data collected in different learning areas across the course of the year.

The data is collected from a range of sources including NAPLAN, OLN testing, WACE and VET data, as well as teacher judgments and formative assessments conducted throughout the year. These Plans identify strategies, resourcing, timelines and methods of monitoring data collected that will enable Thornlie staff to effectively plan for improving student outcomes. These plans also identify specific focus areas throughout the school that have been identified as areas of specific need.

Learning Areas, Programs, Focus Area and PLC Committees will document Operational Plans and make those plans available in shared storage for Whole School Planning documentation. Operational Plans will identify priorities, targets and KPI's in order to meet school improvement targets.

1.10 Review Cycle

The School Strategic Plan will aligns with the Independent Public School Business Planning Cycle and was successfully evaluated by an Independent Review Group in 2019 and an External School Review in 2021. Operational Plans will be reviewed and refined each year in conjunction with data from reporting, system testing, and WACE. Operational Plan targets should be tested for progress at 5 weekly intervals – twice per term – for a total of 8 reviews over the Operational Planning year.

ANALYSIS AND REVIEW TIMELINE

Timeframe (time that process must be completed)	Self-Assessment Process	Responsibility	Notes
Term 1 Week 0 (School Exec Meeting)	School Review	Executive Team	Review Y12 results; Grade Report Analysis, NAPLAN; OLNA; Attendance; Behaviour for previous year.
Term 1 Week 0 (Senior Management Meeting)	Review of previous year's achievement data	Senior Management	As Above
Term 1 Week 2	Transformational Meeting	Executive	Strategic and Operational Planning and Review
Term 1 Week 3	Semester 2 Review	Executive Team, Senior Management, Teaching Staff, Student Services	The Semester 2 Review to be completed by the end of the week.
Term 1 Week 4	Semester 2 Review	Principal, Deputy Principals Manager Operations, Manager Corporate Services	Business Plan review and Annual Report
Term 1 Week 4	Operational Plans	Deputy Principals, HOLAs, Managers, Coordinators	1 year Operation Plans to be completed by the end of this week.
Term 1 Week 5	OHI Survey opens	Principal	
Term 1 Weeks 6 - 9	Whole School Data Review	Deputy Curriculum & Senior School	Distributed to all staff
	Performance Development 'Self-Reflection' and 2020 sign-off	All Staff	Self-Reflection Meeting and previous year's data.
Term 1 Week 7	Annual Report	Principal	The Annual Report to be ready for uploading to Schools Online
Term 1 Week 7	Transformational Meeting	Executive	Strategic and Operational Planning and Review
Term 1	Review Policies required	Coordinated by Deputies with Manager Operations	All school policies have a review schedule to follow
Term 2 Week 2	Whole School Data Review	Deputy Curriculum & Senior School	Distributed to all staff
Term 2 Week 2	Transformational Meeting	Executive	Strategic and Operational Planning and Review
Term 2 Week 2	Review OHI Survey results	All staff	
Term 2 Week 3	Whole Day Exec Review and Planning	Principal, Deputy Principals MoO, MSC	Business Plan review
Term 2 Week 6	Whole School Data Review	Deputy Curriculum & Senior School	Distributed to all staff
Term 2 Week 7	Transformational Meeting	Executive	Strategic and Operational Planning and Review

Term 2 (when needed)	Review Policies required	Coordinated by Deputies with Manager Operations	All school policies have a review schedule to follow
Term 2 End of Term	Semester 1 Review Years 11 & 12	Deputy Curriculum & HOLAs	LA Grades, Attendance, Behaviour, WACE 11 Data

Timeframe (time that process must be completed)	Self-Assessment Process	Responsibility	Notes
Term 3 Week 2	Whole School Data Review	Deputy Curriculum & Senior School	Distributed to all staff
Term 3 Week 2	Semester 1 Middle School Review	Executive Team, Deputy Curriculum & Welfare, HOLAs	Review of all Year 7 -10 grades, Attendance, Behaviour
Term 3 Week 2	Transformational Meeting	Executive	Strategic and Operational Planning and Review
Term 3 Week 3	Whole Day Exec Review and Planning	Principal, Deputy Principals Manager of Operations & Manager Corporate Services	Business Plan review
Term 3 Week 6	Whole School Data Review	Deputy Curriculum & Senior School	Distributed to all staff
Term 3 Week 7	Transformational Meeting	Executive	Strategic and Operational Planning and Review
Term 3	Review Policies required	Coordinated by Deputies with Manager Operations	All school policies have a review schedule to follow
Term 4 Week 2	Whole School Data Review	Deputy Curriculum & Senior School	Distributed to all staff
Term 4 Week 2	Transformational Meeting	Executive	Strategic and Operational Planning and Review
Term 4 Week 2	Specialist Programs Review	Specialist Program Coordinators	Distributed to all staff
Term 4	Half Day Strategic Planning Meetings	HOLAs & Managers	Review available data and plan for the following year
Term 4 Week 3	Whole Day Exec Review and Planning	Principal, Deputy Principals Manager of Operations & Manager Corporate Services	Business Plan review
Term 4 Week 6	Whole School Data Review	Deputy Curriculum & Senior School	Distributed to all staff
Term 4 Week 7	Transformational Meeting	Executive	Strategic and Operational Planning and Review
Term 4	First Review of NAPLAN	Executive Team & Senior Management	As data becomes available.
Term 4	Review Policies required	Coordinated by Deputies with Manager Operations	All school policies have a review schedule to follow
2022, Term 1, Week 3-5	Final Performance Management Meeting and Sign off	All Staff	Review of Individual Performance Development

2. Administration

2.1 Contact Details



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

2.2 Staff

Administration Team

Role	Name
Principal	Donna McDonald
Deputy Principal: Student Welfare	Dee Kennedy
Deputy Principal: Senior School	Linley Stewart
Deputy Principal: Teaching & Learning	Lori Lockyer
Manager Operations	Nathan Trengove
Manager Corporate Services	Maria Jardine

Learning Area Leaders

Learning Area	Leader
The Arts	Melissa McDonald
English & Languages	Jake Salmon
Health & Physical Education	Alisha Bayliss
Humanities & Social Sciences	Joseph Eison
Mathematics	Jerry Hands
Science	Roberta Stacy
Technologies	Steven Young
Year 7 Learning Team	Emma Hussein

Student Services

Role	Name
Manager of Student Services	Jason Turner
Manager of Student Services	Dillon Webb
School Psychologist	Allison Hanshaw
School Psychologist	Kathryn Hallifax
Community Health Nurse	Sue James
AIEO	Charmaine Abraham
Student Support Officer	Ellena Murdock
Student Support Officer	Samantha Edgerton
Student Support Officer	Martin Wynn
Learning Support Coordinator	Michelle Allard
School Officer	Sarah Aukim

Year Level Coordinators

Year Level	Coordinator
Year 7 Coordinator	Emma Hussein
Year 8 Coordinator	Michelle Curran
Year 9 Coordinator	Heidi Virgin
Year 10 Coordinator	Teri Sciascia
Year 11 Coordinator	Rhonda Roberts
Year 12 Coordinator	Tahlia Brealey

Careers & Vocational Education and Training

Role	Name
VET/RTO Manager	Andrew Zambon
Workplace Learning Coordinator	Andrew Zambon
Career Practitioner	James Lamont

2.3 School Day

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

	Monday, Tuesday, Thursday, Friday	Wednesday
Warning Bell	8:45am	8:45am
Period 1	8:50am – 9:50am	8:50am – 9:50am
Period 2	9:53am – 10:50am	9:50am – 10:50am
Recess	10:50am – 11:20am	10:50am – 11:20am
Homeroom	11:20am – 11:35am	No Homeroom
Period 3	11:35am – 12:35pm	11:20am – 12:20pm
Period 4	12:35pm – 1:35pm	12:20pm – 1:20pm
Lunch	1:35pm – 2:05pm	1:20pm – 1:50pm
Period 5	2:05pm – 3:05pm	1:50pm – 2:50pm

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

Due to the flexible timetabling of our school, Year 11/12 classes may run in a Period 0/6 format.
The timings of these classes are as follows:

	Monday, Tuesday, Thursday, Friday	Wednesday
Period 0	7:50am – 8:50am	7:50am – 8:50am
Period 6	3:05pm – 4:05pm	2:50pm – 3:50pm

2.4 Term Dates 2025

	Students	Staff
Semester 1		
Term 1	Wednesday 5 February – Friday 11 April	Monday 3 February – Friday 11 April
Break	Saturday 12 April – Sunday 27 April	Saturday 12 April – Sunday 27 April
Term 2	Tuesday 29 April – Friday 4 July	Monday 28 April – Friday 4 July
Break	Saturday 5 July – Sunday 20 July	Saturday 5 July – Sunday 20 July
Semester 2		
Term 3	Tuesday 22 July – Friday 26 September	Monday 21 July – Friday 26 September
Break	Saturday 27 September – Sunday 12 October	Saturday 27 September – Sunday 12 October
Term 4	Tuesday 14 October – Thursday 18 December	Monday 13 October – Friday 19 December
Break	Friday 19 December – TBC	Saturday 20 December – Sunday 1 February

- Students start the school year on Wednesday 5 February 2025 and end the school year on Thursday 18 December 2025
- There are six school development days where students do not attend:
 - Two of these days are before the school year starts for students and one day is after the school year ends for students.
 - Each school schedules another three days throughout the year in consultation with its school council/board and school community.
- Independent Public Schools have the flexibility to trade-off school development days (except Monday 3rd February and Tuesday 4th January). All other schools have the flexibility to trade-off the last school development day of the school year (Friday 19 December). Teachers should confirm arrangements for their school development days with the school.

2.5 School Development Days for 2025

- ❖ Monday 3rd February 2025
- ❖ Tuesday 4th February 2025
- ❖ Monday 28th April 2025
- ❖ Monday 21st July 2025
- ❖ Monday 13th October 2025
- ❖ Friday 19th December 2025

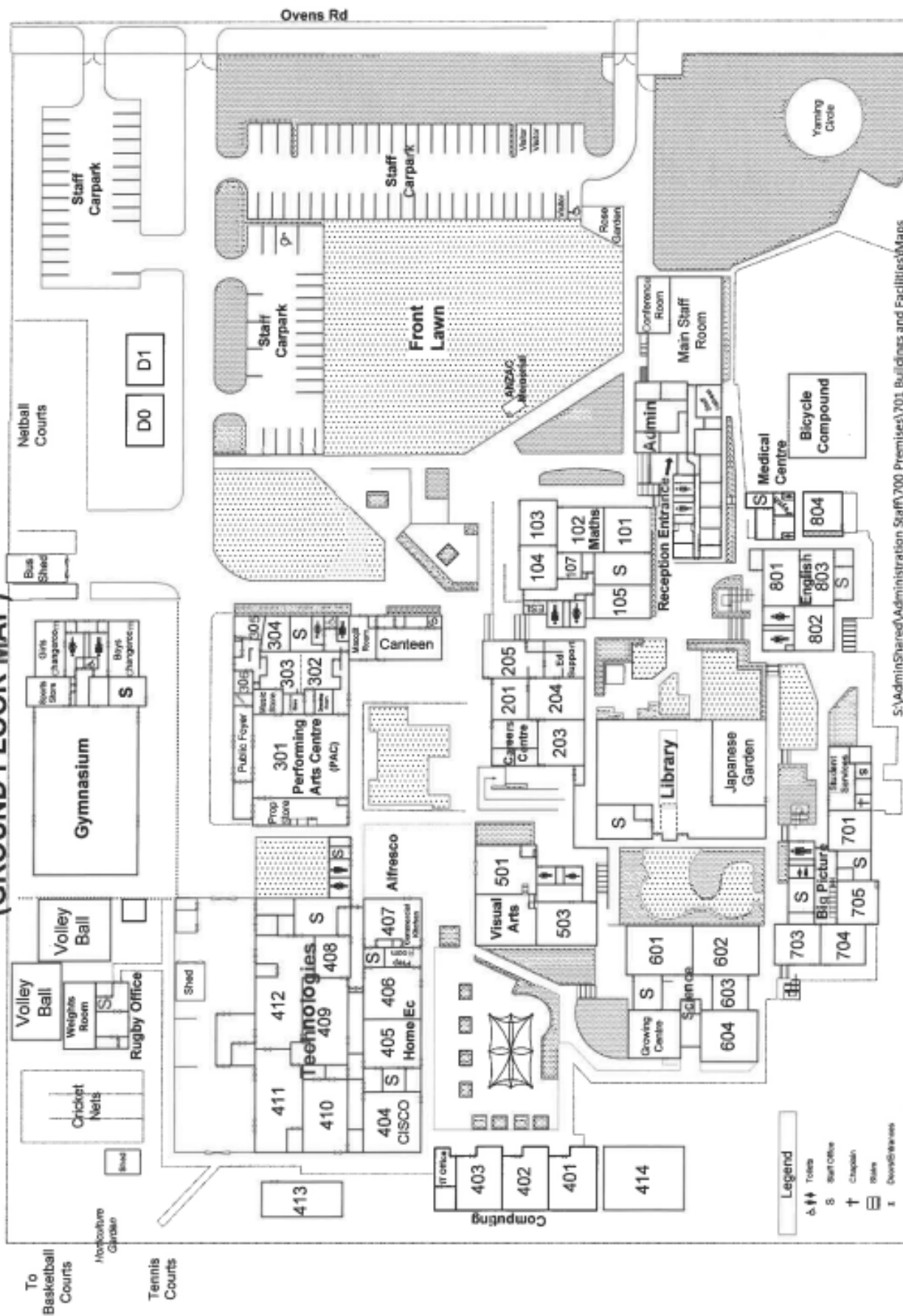
2.6 Calendar

The Term Planner is updated frequently. The most up-to-date School Calendar can always be found at:
S:\AdminShared\All Staff\Organisational Documents

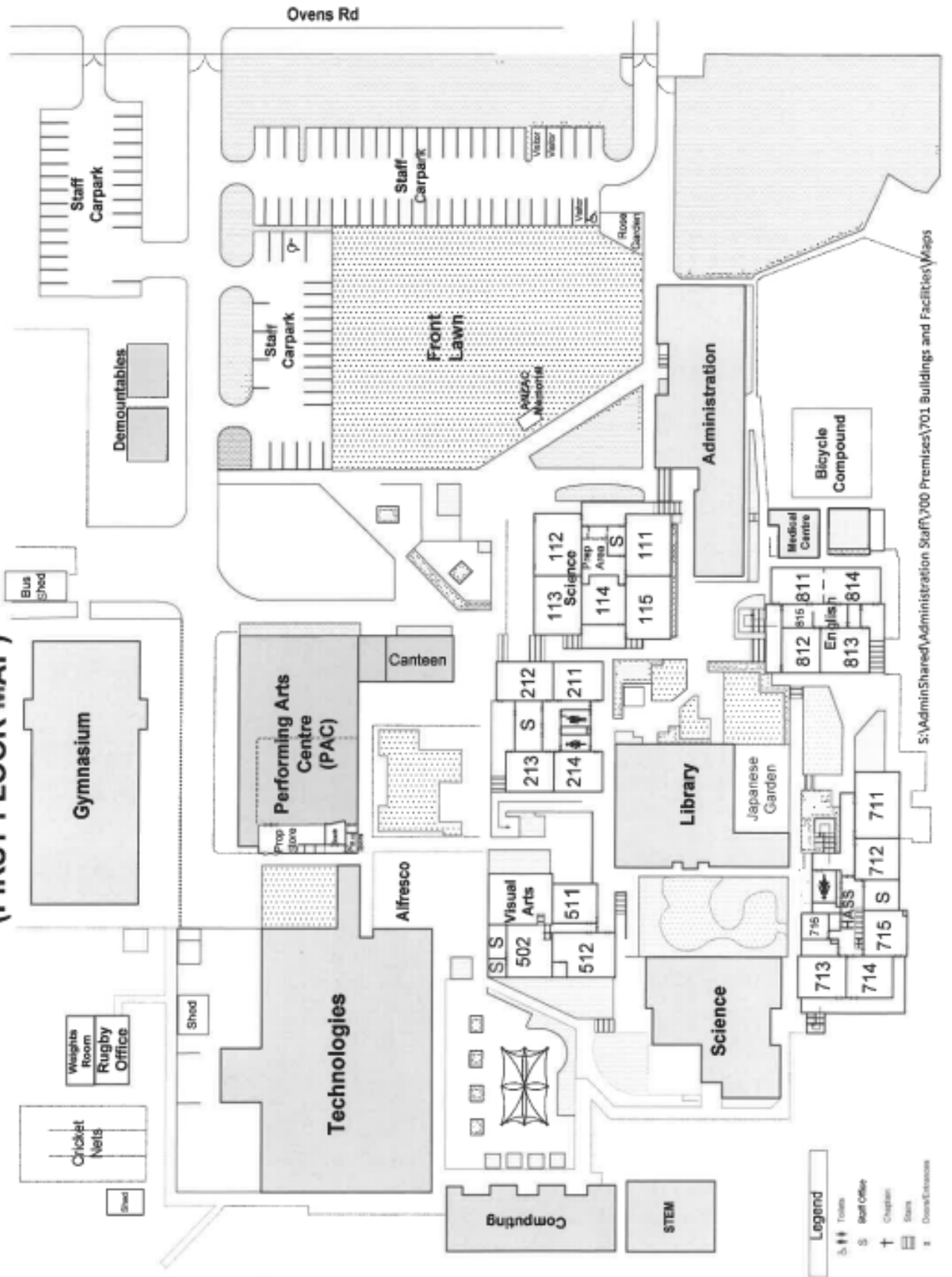
All School Calendar dates should be passed on to HR Officer for entry into the master copy of the calendar.
 All excursion applications must be submitted to Senior Staff two weeks prior to the excursion date.

2.7 School Map

THORNIE SENIOR HIGH SCHOOL (GROUND FLOOR MAP)



THORNIE SENIOR HIGH SCHOOL (FIRST FLOOR MAP)



2.8 Meeting Schedule

As per the requirements as the EBA Agreement Clause 9.3-9.4; the Principal can require teachers to attend whole staff meetings outside the normal school day or normal operating hours, totalling **five hours** (300 minutes) per term. These meetings are to be used for collaborative purposes to improve the school's performance. Whole of staff meetings may include meetings of groups of teachers working in phases of learning or learning areas.

In addition to this time allocation is the 15 minutes per week due to early closure of the day x 10 weeks – totalling 150 minutes, making the total meeting time allocation per term being 450 minutes.

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

The following meeting schedule is proposed for 2025:

Meeting Type	Frequency	Duration per Meeting	Total Time (Per Term)	Terms
General Staff Meetings	3 per term, Weeks 3, 6 & 9	60 minutes	180 minutes (3 hours)	1 - 4
Learning Area Meetings	Flexible by HOLA/PC	Variable	270 minutes (4 ½ hours)	1 - 4
Total			450 minutes/term	

Meeting Type	Frequency	Duration per Meeting	Terms
Senior Staff Meetings	Fortnightly	60 minutes	1 - 4
PLC	Fortnightly	45 minutes	1 - 4
HOLA/TICS/DPs	Weekly	60 minutes	1 - 4
Finance	Twice a term	60 minutes	1 - 4

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

2.9 Learning Area Meeting Proforma



THORNLIE SENIOR HIGH SCHOOL

Staff Meeting Agenda

(Learning Area)

(Day/Date)

Chair:	Learning Area Leader	Minute Taker:	Representative
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Attendees:

Belief Moments:

Business Arising:

Topic	Presenter	Duration
Senior Leadership Team Update - Update of key information - Discussion of minutes from previous meeting	Learning Area Leader	
Committee Updates from Learning Area Representatives		

Agenda Items:

Topic	Presenter	Duration

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

2.10 Security

2.10.1 School Keys

All staff members must see the Manager of Corporate Services - for the issue and return of keys. You are required to sign for all keys. The keys issued to you **must not** be passed to any other staff member – they are assigned to you and you take responsibility for their use. Any lost keys must be reported immediately to the Manager Corporate Services to ensure school security is not breached.

2.10.2 School Access out of Normal Hours

If wishing to visit the school site outside of normal school hours, staff must contact the Manager Corporate Services prior to the planned day or time. Different sections of the school are covered by separate alarms. The school alarm system will activate if you have not been given prior access. Out-of-hour alarms are attended by Education Security and also Police, and if this is caused by staff entry, the school is issued with a substantial fine. A policy is currently being developed to address this.

2.10.3 School Access During Holidays

If accessing the school premises during the holidays, you must contact the Manager Corporate Services at least one day prior to the planned visit, to organise a time and point of access. Similarly, you must also report when leaving the premises. Failure to do this results in your safety being jeopardised.

2.10.4 School Security System

During school days the security system is generally switched off early in the morning when the cleaners open the school. At the end of the day the cleaners switch on the security system at approximately 5.30pm. If you intend to stay after 5.00pm please let the Head Cleaner know. After this time, you will be responsible for activating the alarm and locking doors and gates behind you when you leave. Contact the Manager Corporate Services for a security code. You may be allocated a number for your use only – do not share this number with other staff.

2.10.5 Photocopiers

Photocopiers for staff use are located throughout the school in the following locations:

- Library
- Upstairs and downstairs of 100 block
- Upstairs and downstairs of 200 block
- H&PE Office
- D&T Office
- 500 block upstairs
- 600 block Science Office
- 700 block upstairs
- 800 block upstairs
- Student Services
- The photocopiers in the Administration area **are not available** for general staff use.
- Staples and toner are available from the administration office.
- Please ensure that any copier faults are reported promptly to the IT Office via the JobCard program, which can be found on the desktop of all networked computers.

2.10.6 Visitors

All visitors must report to Reception on arrival. They are to sign 'in' and 'out' electronically via the touchscreen and keep the visitor's slip. The electronic system will send an email to the person they register as visiting. This is an OH&S requirement and is vital for communication and evacuation (if necessary). Teachers expecting visiting speakers, parents, photographers etc. should advise Reception of expected arrival time and where you can be contacted.

- ❖ Visitors for students should remain in Reception. They should not go into the yard, particularly during break times.

2.10.7 Insurance

In order to expedite the processing of insurance claims, the following procedure has been implemented:

- ❖ In the event of a break-in to school premises where Education Security has attended, a yellow Insurance Details form will be sent out. Please complete all details and return it to the Manager Corporate Services office with 24 hours.
- ❖ If you discover any evidence of a break-in where goods have been stolen from your classroom or office and Education Security **has not** attended, it is your responsibility to advise the Manager of Corporate Services urgently.

2.10.8 School Gates

The electronic gate remains open for vehicle access until 8:00 a.m. for staff. After 8:00 a.m., the gate will close, and entry will require a personalized PIN, which can be entered into the intercom system. To receive your PIN, please contact Maria Jardine. The intercom system is also available to connect with the front office should any issues arise.

The gates to Knightsbridge Way, Discovery Drive, Cavalier Court and Castle Court are closed after the start of the school day and opened again at the end. They are to remain locked during the day. Any staff member wishing to enter or exit, through these gates, during the school day must lock them afterwards.

2.10.9 Asbestos Register

All school works must be done in conjunction with the School's Asbestos Register and the appropriate materials handling policies and procedures followed. The Asbestos Register is kept in Administration.

2.11 Conference Room

The Conference Room is adjacent to the Staffroom and can be booked for meetings. Bookings can be made via Bookit.

2.12 School Meeting Room

The meeting room is adjacent to both the Principal and Deputy Principal office and can be booked for meetings. Bookings can be made via Bookit.

2.13 Room Bookings and after hours use of facilities

After Hours Use of Facilities:

If you are planning an after-hours activity please check with the Manager Corporate Services to ensure that you do not clash with external users and ring Education Security to advise of closing time.

Meeting Room and other School Resource Bookings (School Time and After Hours):

You are advised to book the following rooms for group meetings via the Bookit system on-line.

- Computer labs
- Performing Arts Centre
- Gymnasium
- Library

2.14 School Uniforms

School uniform is compulsory in all public schools. After consultation with student representatives, parents and the wider community, a range of school uniform items was determined.

Students and families are aware of our requirements before accepting enrolment at our school.

Students dressed in full school uniform are all part of the public image, which is important to a school. They are the face we present to the community. It is in all our interests to ensure our school maintains a high profile and a positive image in the community.

If families face financial difficulties in regard to uniform, the school can assist through the student assistance scheme. All enquiries to the Principal are confidential. All items of school uniform are available at the school's Uniform Shop (except for school shoes).

The Uniform Shop is operated by an external provider – Uniform Concepts. Located at 3/9 Yampi Way, Willetton. It is open on Monday to Friday 9am – 5pm (Thursday 6pm) & Saturday 9am – 1pm.

Thornlie's Uniform Policy can be read in detail in the Appendix Section of this handbook.

2.15 Communication

It is essential that all concerned with the life of the school communicate effectively with one another to obtain maximum benefit for everyone.

The most efficient means of communicating absence, excursions and school activities in this school are the use of Reception's **School Movement Diary and on Compass**. It is essential that all movement and activity is recorded using these processes.

2.15.1 School Communications

Being in a large school, communication is vital for staff, students and families. Daily Notices are communication via the following resources:

- Teacher's email
- Connect and Compass
- Term Planner
- Thornlie Times email
- MOO Mail
- General Staff Meetings
- Critical Incident Briefings
- Daily Notices (read out to all students in Homeroom)
- Public Address system – ideally to be used sparingly or in urgent circumstances

2.15.2 Curriculum Information

All students will receive information regarding course selection. Parents should read this and an appointment made with one of the Course Counselors if further information is required.

2.15.3 School Newsletter

A whole school magazine is published to parents via email at regular intervals and is available via the website. Staff are invited to submit articles and pictures for the school newsletter to the School Officer of Senior School.

2.15.4 Notes to Parents

Compass is used for various forms of communication including:

- Interim Reports
- Letters of Commendation or Concern about the student's performance in a particular subject
- Letters pertaining to the Reward System
- Financial accounts
- Absentee information
- Event permission and payment
- New items
- Daily Notices
- Direct email to staff
- Indication of assessment due dates / overdue assessment items
- Students' daily schedule

2.15.5 Parent Communication and Support

Over the course of the year parents are invited to a range of relevant Parent Information Evenings to assist them with the challenging decisions of Course Selection and to provide information on assisting their child as they progress towards becoming a young adult. Year Level Coordinators and clerical officers work closely with students and their families on a daily basis and are available by phone to answer any immediate queries or concerns.

Thornlie's "Communicating with the School" Policy can be found in the Appendix Section of this handbook.

2.16 Attendance

2.16.1 Compulsory Attendance

The Education Act requires that all students must attend school daily until the end of the year the student turns seventeen. Record of daily attendance is kept electronically, enabling access by any government agency and may be subpoenaed for legal purposes. Poor performance is closely linked to poor attendance.

2.16.2 Special Exemption

A student may be permitted to leave school the year they turn fifteen in certain circumstances. A secure and guaranteed job with a training component is required and the mandatory Notice of Arrangement application form (supplied by the school) must be completed by the employer, parents and the Principal. The Minister for Education must grant final approval.

2.16.3 Absences

Absences must be for legitimate reasons. Any absence for part of a day, all day, or many days, must be covered by a written explanation from the parent or guardian to Student Services. Such notes should be

dated and specify the actual date(s) and the reasons for absence. If a note is not supplied, truancy may be suspected. Absentee notes must be given to the relevant School Officer or Homeroom teacher.

When a note is supplied, it needs to be acceptable in law. For example, a note which states “Johnny was absent with my permission” is not a legitimate reason for absence. A parent is not entitled to keep a student away from school without a good reason. Such reason is usually sickness, or urgent family business.

Swimming carnivals, athletic carnivals and other school-organised activities are treated as normal school days. All absences affect a student’s school performance.

2.16.4 Leaving the School Grounds

Thornlie is a “CLOSED SITE”. No student is permitted to leave the school grounds without prior approval through communication between the parent and school administration. Any student leaving the school (apart from excursions/camps) must have the official DoE leave pass, obtainable from the appropriate office.

2.16.5 Truancy

Truancy is illegal. The South Metropolitan Education Region Student Attendance Policy will address truancy. Parents of those who so offend may be liable to fines and other action. Concern has regularly been expressed that much crime, especially that of breaking and entering, is committed by juveniles who are truanting from schools. Police patrols often return truanting students.

2.16.6 Punctuality

There is a moral obligation on parents to ensure that their children are punctual in attendance, and are properly equipped for their studies that day. It is expected the student be punctual and prepared for each lesson.

After 8:50 am all student latecomers must report to the Student Services office where a late note is issued. The student then reports to class with this note.

2.16.7 Time of Arrival at School

Students should be punctual to Period 1 classes at 8.50am. Students who take part in timetabled Period 0 classes should be punctual to attend at 7.50am.

2.16.8 Student Drivers

Students are not permitted to park their cars on the school site. Public parking is available on Discovery Drive, adjacent to the school oval. Student motor scooters can be parked in the marked M/C bay in the main staff car park. Please refer to the Student Parking Policy in the Appendix of this document for more information.

STUDENTS ARE NOT PERMITTED TO USE THEIR VEHICLES TO LEAVE SCHOOL DURING BREAKTIMES.

2.16.9 Attendance Recording Procedures

Student attendance is recorded using Compass.

Roll

Knowledge Base > Roll

Sub-Articles

[Mark the Roll in App](#)

Table of Contents

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

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

How to Mark Your Roll

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

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

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

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

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

Student	Status	Detected Information	Comments
Margaret ATWOOD, 10B	P NP L		
Alyssa BENNETT, 10D	P NP L	10OCC1E	
Hope BETTS, 10D	P NP L		
Annalise BRERETON, 10A	P NP L		
Millicent BULSTRODE, 10B	P NP L		
Naomi CAHILL, 10C	P NP L		
Brandon CHANG, 10A	P NP L	01GEN_01A 10TRAC see 1 more	
Braden FLETCHER, 10C	P NP L		

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

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

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

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

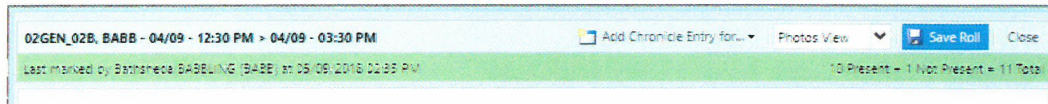
<https://thornlieshs-wa.compass.education/Communicate/KnowledgeBase/?article=Roll>

2/16

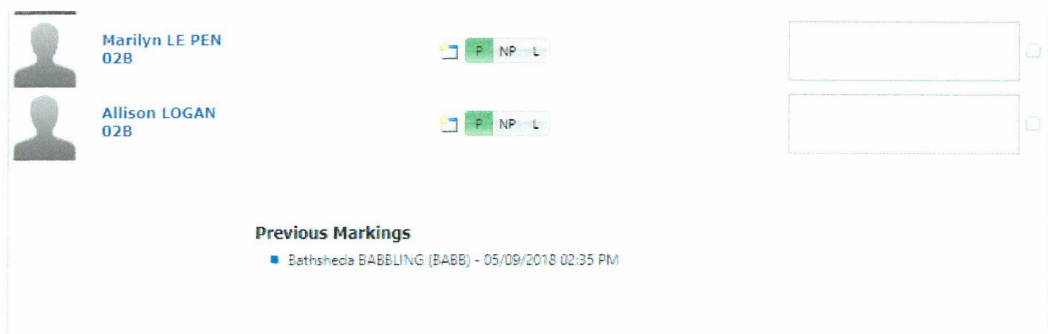
To change a student's attendance status, click on the corresponding radio button beside their name to reflect the appropriate status (see table below):

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

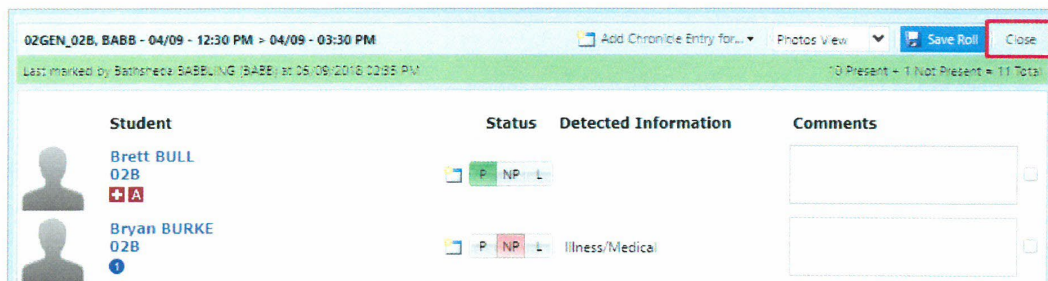
Once the attendance status for each student has been correctly selected (or left at the default value if correct), click 'Save Roll' on the top right-hand side to save all changes. The pink bar at the top of the roll will then change from pink to green and a green pop-up will state the roll is saved.



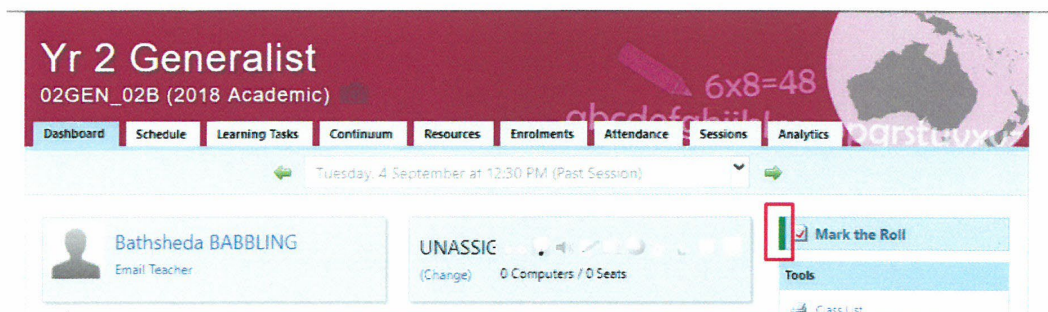
Each time a roll is marked it is date and time stamped with the staff member's name who saved the roll. This information is displayed at the bottom of all marked rolls under Previous Markings.



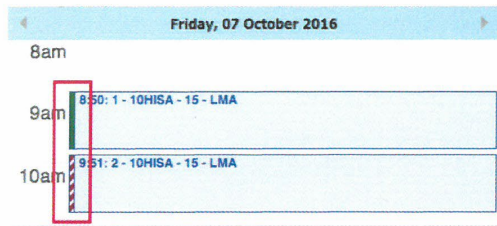
Click the 'Close' button at the top right-hand side to return to your class page.



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



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



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

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

Previous Markings

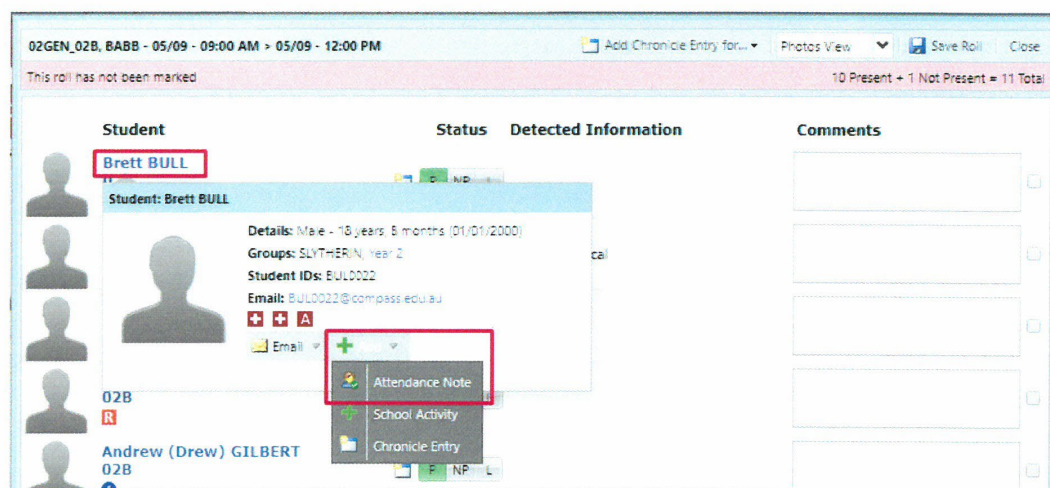
- Albus DUMBLEDORE (PRIS) - 04/09/2018 01:15 PM
- Albus DUMBLEDORE (PRIS) - 04/09/2018 01:15 PM
- Albus DUMBLEDORE (PRIS) - 04/09/2018 01:19 PM
- Bathsheda BABBLING (BABB) - 05/09/2018 02:42 PM

Adding a Note/Approval from the Roll

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

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

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



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

2.17 Staff Leave Procedures

2.17.1 Early Notice

If you are unwell and know in advance that you will be taking the following day off, please let the school know immediately to enable early contacting of external relief teachers.

In case of absence, **text** the Human Resources Officer on the Relief Line in the evening until 9:00pm, or between 6:00am to 7:00am in the morning. Please also inform your HOLA.

Relief Line number is **0419 925 238**

A call at school at 8:30am is likely to result in a relief teacher not being available to cover your classes and internal reliefs being required.

ALL requests for planned absences should be discussed with the Executive Team and approved prior to being written in the Relief Diary.

2.17.2 Relief Lessons

It is important that the teacher who takes your classes in your absence has a suitable outline of the work to be covered.

- If the absence is advised in advance the preparation should be left in your pigeon-hole in the Staffroom.
- In the case of sickness, an outline of the work to be covered should be emailed to the school before 8:30am. This should be emailed to the Human Resource Officer **and** your HOLA or TIC. It is the responsibility of the HOLA/TIC or Second in Charge to present the work in a suitable format.
- Clerical staff will not be provided to photocopy materials for your relief lesson.

2.17.3 Relief Lesson Plan -Excluding Wednesday



RELIEF SUPERVISION FOR TEACHER ABSENCE

(For all days except Wednesday)

Name of Teacher: _____ Day/Date: _____

Reason for Leave: _____ [PRS/LSL/PD/MEETING/EXCURSION/INCURSION ETC.]

PLEASE COMPLETE ALL THE DETAILS REQUIRED ON THE FORM BELOW & THEN HAND TO HR OFFICER.

TIME	PERIOD	SUBJECT & YEAR	ROOM	LOCATION OF;	
7.50 – 8.50 am	0			Lesson Plan 0	
				Resources	
8.15 – 08.45am	BEFORE SCHOOL DUTY AREA				
8.50 – 9.50am	1			Lesson Plan 1	
				Resources	
9.50 – 10.50 am	2			Lesson Plan 2	
				Resources	
10.50 –11.20 am	BREAK 1 DUTY AREA				
11.20 –11.35 am	HOME ROOM				
11.35 – 12.35 pm	3			Lesson Plan 3	
				Resources	
12.35 – 1.35pm	4			Lesson Plan 4	
				Resources	
1.35 – 2.05pm	BREAK 2 DUTY AREA				
2.05 – 3.05pm	5			Lesson Plan 5	
				Resources	
3.05 – 4.05pm	6			Lesson Plan 6	
				Resources	
3.05 – 3.35pm	AFTER SCHOOL DUTY AREA				

2.17.4 Relief Lesson Plan – Wednesday Only



RELIEF SUPERVISION FOR TEACHER ABSENCE

Wednesday only [NO HOMEROOM]

Name of Teacher: _____ Day/Date: _____

Reason for Leave: _____ [PRS/LSL/PO/MEETING/EXCURSION/INCURSION ETC.]

PLEASE COMPLETE ALL THE DETAILS REQUIRED ON THE FORM BELOW & THEN HAND TO HR OFFICER.

TIME	PERIOD	SUBJECT & YEAR	ROOM	LOCATION OF;	
7.50 – 8.50 am	0			Lesson Plan 0	
				Resources	
8.15 - 08.45am	BEFORE SCHOOL DUTY AREA				
8.50 – 9.50 am	1			Lesson Plan 1	
				Resources	
9.50 – 10.50 am	2			Lesson Plan 2	
				Resources	
10.50 - 11.20 am	BREAK 1 DUTY AREA				
11.20 – 12.20pm	3			Lesson Plan 3	
				Resources	
12.20 - 1.20pm	4			Lesson Plan 4	
				Resources	
1.20 - 1.50pm	BREAK 2 DUTY AREA				
1.50 - 2.50pm	5			Lesson Plan 5	
				Resources	
2.50 - 3.50pm	6			Lesson Plan 6	
				Resources	
2.50 - 3.55pm	AFTER SCHOOL DUTY AREA				

2.18 Application for Leave – All Staff

An application for leave must be made for each absence, which is not related to your teaching work. Applications for Sick Leave should be submitted by the employee **immediately** upon their return to work or they can do this whilst they are on leave using the Employee Self Service function within the HRMIS system located on the DoE portal homepage. Leave should be booked using this method. In the event an employee is unable to access the HRMIS to book their leave, the line manager may book it on their behalf. In such instances a leave form must be completed.

Approval for short leave, long service leave, LWOP and study leave must be obtained from the school **prior** to taking these types of leave. Application forms are available in the staff room. Please note that all Long Service leave applications must be made no later than 2 years after the date on which an entitlement to Long Service Leave has accrued.

Please refer all Teacher leave queries to the Principal or the Human Resources Officer.

Please refer all Non-Teaching Staff leave queries to the Manager Corporate Services or the Human Resources Officer.

2.18.1 Sick Leave – All Staff

Each staff member accrues 12.5 days per year on full pay. This may be accessed for five days without a doctor's certificate with a maximum of three consecutive days. These days may also be used for Family Carer's leave (a certificate is not required but a reasonable explanation must be given and noted on the Leave Form). **All leave will be deducted from the 12.5 days.** The residue of this leave will accumulate over your career. Please refer queries to the Principal or the Human Resources Officer. LWOP and LSL are allocated through the school. Other leave (i.e. study leave) will be approved by Central Office and will have been applied for in the previous year.

2.18.2 Paid Partner Leave

This entitlement is five consecutive days from birth of a child (certificate must be provided).

2.18.3 Relief Teachers

Feedback with regards to how relief teachers carried out their duties would also be appreciated since this will enable us to obtain the best possible replacements.

Wherever possible, teachers who are accessing Professional Learning are encouraged to do so in their own time for which they will be reimbursed without disadvantaging their students.

While the above procedures will not solve all the problems related to absences and teacher relief, they should assist in minimising the impact of absences on all members of the school community.

2.18.4 DOTT Time

All teaching staff are required to be at school during their Duties Other Than Teaching time. Staff should arrive at school by 8:35am and depart after 3:20pm. Staff are not covered by Department Insurance off school grounds unless having signed out via the School Movement Diary and a member of the Executive Team has been notified.

2.18.5 Professional Learning

Professional Learning should be in context of your Performance Management Agreement and its appropriateness ratified by your Head of Learning Area or TIC before submitting to the Manager of

Operations. Please be aware that there are very real constraints upon resourcing Professional Development. It may be necessary to collapse classes and/or cover relief classes within the Learning Area. Applications for Professional Learning can be submitted through Compass.

2.18.6 Professional Learning Application Proforma

Clicking on the Organisation Tab/Professional Development

Professional Development

Professional Development dashboard showing tabs: Dashboard, Schedule, Past PD, Upcoming PD. The 'What's On' section displays a message: 'There are no PD activities available'.

Select PD Template dialog box. Type: External Pd. List of templates: External Professional Development Application - Executive Staff, External Professional Development Application - HPE Teachers, External Professional Development Application - Maths Teachers, External Professional Development Application - English Teachers, External Professional Development Application - Big Picture Academy..., External Professional Development Application - Science Teachers, External Professional Development Application - HASS Teachers, External Professional Development Application - The Arts Teachers, External Professional Development Application - Technologies Teachers. Buttons: Select Template, Cancel.

External Professional Development Application - Executive Staff form, Details tab. Fields include: Title, Stream, Faculty/KLA, Cost (\$), Supplier, Total Hours, Accredited, PD Creator attends, Instructional Model(s), Description, Attachments.

External Professional Development Application - Executive Staff form, Staffing tab. Options: Add Individual, Add All Staff, Add Staff by Custom Group. Table: Staff Member, Internal, External, Professional Practice Day. Buttons: Add, Remove all, Close.

2.19 General Information – To Share with Students

2.19.1 Belongings

All belongings, including books and clothing, should be clearly marked with the student's name. This increases the chance of recovery of lost property and deters potential thieves.

Large sums of cash and valuable jewellery should not be brought to school, as the school cannot guarantee their security. Money and other valuables should not be left in unattended school bags, classrooms or change rooms. These should be entrusted to teachers or Year Coordinators.

2.19.2 Requirements for Physical Education

- A Blue Thornlie PE Department Polo Shirt.
- Sneakers or joggers with socks.
- Elastic bands for hair and a hat for summer.

- Appropriate bathers for swimming and a towel.
- Black shorts.

2.19.3 Bicycles & Scooters

Bikes and scooters can be parked in the bicycle enclosure near the Administration block. Students should equip bikes with a sturdy locking device. Bike areas are out of bounds, other than at arrival and departure times.

2.19.4 Buses

Transperth buses operate to and from Thornlie Senior High School. Timetables are available via the Transperth website.

2.19.5 Financial Assistance

The Department of Education WA provides an allowance to assist eligible families with secondary schooling costs for students in all years. Up to \$350 per student is available to assist with payment of school contributions and charges. Parents and guardians who hold a Centrelink Health Care or Pensioner Concession Card, which is current at the start of the school year, are eligible to apply. Applications must be completed at the school prior to the end of Term 1 of each year.

2.19.6 Mobile Phones / Audio Devices

In a changing society mobile phones and audio devices have almost become a necessity. The school therefore acknowledges that students bring phones and audio devices to school. The school policy requires that these phones and audio devices be used within the constraints of the School Mobile Phone Policy. This policy can be found in the appendix section of this handbook.

2.19.7 Toilet Access

Students are required to obtain a **pink** toilet pass from their teacher, only one student from each class is to be issued a Toilet Pass at any ONE time. (No handwritten notes will be accepted).

Students handed a Toilet Pass are to be instructed go to the Administration or Student Services Office to collect a device (automated key) to access the 700 or 800 block Student Toilets. The student must then take the 'automated key' back to the office before returning to their classroom in a timely manner.

Students requesting a Toilet Pass from classes in the 100, 200, 800 Blocks are to be directed to the Administration Office

Students requesting a Toilet Pass from classes in the 400, 500, 600 and 700 Blocks are to be directed to the Student Services Office

Student names will be recorded by Clerical Staff.

Please see Thornlie SHS Toilet Access During Class Time procedures located in S:\AdminShared\All Staff\Organisational Documents\Staff Handbook\2025 for more information.



2.19.8 Student Movement

Any students found outside of their classroom must have a **red** movement pass issued by their teacher. Notes or any other form of documentation will not be accepted as valid. The red pass serves as the official authorization for students to be outside of class, ensuring proper tracking and accountability. This policy is in place to maintain order and ensure that students are only in authorized areas during school hours.

	THORNLIE SENIOR HIGH SCHOOL
2025	
MOVEMENT PASS	
Semester 1	
<u>RULES:</u>	
• Students are NOT to leave a room without the teacher's pass. • One student per pass.	
«Title» «Surname»«Next Record»	

2.19.9 Library

The library is open from 8:00am to 4:00pm during the school year except for being closed on Fridays at recess. It houses an extensive range of resources and is computerised. Library staff aim to co-operate and work with subject teachers, in order to

- promote the centre as a source of materials for leisure activities, literature and audio-visual work.
- actively support the educational aims and programs of the school.
- foster positive attitudes toward learning.
- encourage resource based, research orientated teaching and learning.

2.20 Yard Duty

Staff will be rostered for duty in various areas of the school, each term, by the Manager of Operations. The duty roster indicates the areas to be supervised by teachers. The importance of vigilant supervision cannot be overstressed. Staff on duty must be "out and about" as the prevention of undesirable behaviour is more important than catching culprits after they have done the act.

Staff on Yard Duty must wear the appropriate HIGH-VIS vest, and preferably carry a mobile phone. Please add **6235 7900** to your contacts list so assistance can be requested if required. Should you not have a vest, please contact the Human Resources Officer to organise one.

It is desirable for the efficient functioning of the school that staff consider themselves to be on duty at all times and not only when listed for duty, or between the change of periods. The "turning of a blind eye" helps create double standards and makes it difficult for those staff that are prepared to act when necessary.

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

Whilst the EBA does not set out a specified duration it does state that the distribution of duty should be equitable. Every effort shall be made to ensure a fair distribution of duty, being one of, or a combination of;

- ❖ 1 Lunch time Duty – 30 minutes
- ❖ 1 Recess Duty – 30 minutes
- ❖ 1 Before School Duty – 30 minutes
- ❖ 1 After School Duty – 30 minutes

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

2.20.1 Yard Duty Requirements

- ❖ Teachers owe students under their control and supervision a responsibility to take reasonable care for their safety under both the Education Act (1999) and common law. “Reasonable care” means that teachers must respond to all elements of foreseeable risk and take reasonable steps to ensure that students risk neither injury nor their health.
- ❖ It is the responsibility of each staff member to ensure their assigned duty is carried out in accordance with all school policies and requirements. If a staff member is unable to carry out an assigned duty as per the roster then it is their responsibility to arrange a suitable swap with a colleague. If you are absent from school for the whole day the duty will be covered.
- ❖ Ensure that you are mobile and vigilant at all times while you are on duty. **Also to increase your visibility to students and other staff please wear your orange vest.** Spares are available in the Manager Operations office.
- ❖ **Be punctual for your rostered duty sessions.** Do not leave early.
- ❖ Each toilet block in a staff member’s duty area must be regularly checked while on duty. If any activities arouse suspicion from the opposite gender toilet, staff are requested to seek assistance from another staff member or administration. Staff must also be aware of and ensure vigilant supervision of any other area within their duty boundary for which there is an increased risk of unsafe behaviours.
- ❖ While each staff member’s primary responsibility is to provide an adequate duty of care for all students while on duty, it is also requested that other school priorities (such as litter, dress code, pastoral care, etc.) are monitored and addressed.
- ❖ Every person on the Thornlie Senior High School site must be able to be identified as belonging to the site or be an accepted visitor on approved business. If any staff member has any concerns about unauthorised persons on school property they should immediately ask that person to report to the office and/or contact the school administration.
- ❖ *Remember:* any crisis situation can often be best managed by staying calm and reacting in a way that does not inflame the situation. Students will react to our signals.
- ❖ In an emergency all staff are directed to assist wherever possible to satisfy Duty of Care requirements. Initial staff arriving should attend to the crisis; remaining staff should manage students by quickly and efficiently moving them away from area of concern.
- ❖ If a fight between students is observed you have a Duty of Care to intervene. The moment you sense there may be a violent incident send a teacher or student to a member of the administration team. (In an emergency, make contact with reception who will coordinate an appropriate response.) You must attempt to stop the fight, using authoritative verbal direction. If, in your own judgement, it is safe for you to do so, you may use reasonable force to restrain a student. You must attempt to provide for the safety of other children in the vicinity using appropriate verbal instruction.

2.20.1 Yard Duty Map



2.21 Register of Bus Drivers & Bus Use Rules

Both Buses	Rosa Only (smaller bus)
Jeremy Binder	Rebecca Millar
Maurits Bruns	Alisha Bayliss
Rod Firth (Bus Coordinator)	Amy Leo-Smith
James Lamont	
Dave Norcliffe	
Jarrad Symmans	
Andrew Zambon	
Andrew Zambon	

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

Licenses:

- Bus drivers need to hold the appropriate license for the bus they are driving. If an intended driver does not have the license required, they will not be able to drive the bus under any circumstances.
- A copy of all license details must be given to the Business Manager before staff can drive any busses.

Induction:

- No staff are to drive either bus without an official induction on the bus they intend to drive by the Bus Coordinator or another designated agent. This process must take place to ensure you are covered for potential damage and costs.

Booking process:

- Busses must be correctly booked on BookIt before being used.
- Should both busses be required for more than one excursion, a cost comparison for each trip will determine if external hire or use of the school bus is most suitable. The cheapest price will determine bus allocation.

Before using the bus:

- Staff are to check the condition of the bus prior to using it. If they believe there is a problem with the state of the bus, they need to inform the Bus Coordinator who will address the issue.
- Food and drink are not to be consumed while on the bus.
- Where possible, there should be no student bags on the buses and may be stored in the bus shed.

After using the bus, using the 'Thornlie SHS Bus Driver Log', staff are to:

- Check the state of the bus after using it. If any damage or mess is present, it is their responsibility to clean the bus and record/report any damages to the Bus Coordinator.
- Check the fuel gauge after every trip and record it on the bus log. If the level is low, inform the Bus Coordinator.
- Return the keys to the PE office.

Housekeeping:

- All sheds are to be closed while the busses are in use.
- Key arrangements must be made ahead of time by staff if using the buses after hours or arriving late back to school. Please do not take keys home with you unless this has been arranged between yourself and the Bus Coordinator.

- Users will be charged \$4/km; please budget for this.
- The Principal will make any final decisions regarding bus use. Continual breaches in the rules may result in being banned from using the Thornlie SHS busses.

2.22 Work Health and Safety

Functions of the Work Health and Safety Committee

These functions include:

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

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

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

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

Functions of Safety and Health Representatives

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

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

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

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

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

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

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



Health and safety induction checklist

Name:

Position:

This induction should be completed with staff new to your school or workplace within one week of commencement. Please initial each action and sign when completed. Retain the checklist for your records and provide a copy to the new staff.

You can add anything that is relevant for your school or workplace.

Information on these topics and related forms are available on Ikon. Use 'Find a service' and choose the [Staff health, wellbeing and safety topic](#) to browse or search Ikon using keywords.

General health and safety information	Initial
Work health and safety (WHS) policy and procedures	
Maintaining a smoke-free workplace (WHS Procedures)	
Statement of intent and commitment (WHS Procedures)	
Resolving health and safety issues (WHS Policy)	
How to report a hazard or an injury	
Psychological accident incident investigation report form (PIIR)	
Accident incident investigation report form (AIIR)	
Employee Assistance Program	
Working out of school business hours' procedure (working alone)	
Hearing tests, check Ikon for eligibility	
Hepatitis vaccinations, check Ikon for eligibility	
School footwear requirements and dress code	
Optical aids subsidy	
Prescription safety glasses, check Ikon for eligibility	
Make staff aware of significant hazards in your school or worksite	

Incident management procedures. Explain the emergency procedure for fire, evacuation, bomb threats, lockdown, and critical incidents	
Show emergency evacuation school plan highlighting location of: • Fire response equipment • First aid kits • Escape routes and alternative escape routes • Muster points and alternative muster points	
First aid procedures and resources, including location and use of emergency eyewash and showers	
Location of emergency shut offs including those for gas and machinery	
Health and safety representatives and committee	
First aid officers	
Journey management plans, refer to Ikon	
Safe use of ladders	
Professional learning	
Online professional learning WHS for employees available on Ikon	
Online professional learning WHS for principals, directors, and managers available on Ikon	
Online professional learning asbestos awareness training on Ikon	
Online professional learning hazardous substance training on Ikon	
4WD training, check Ikon for eligibility	
Keeping our workplace safe resource, refer to Ikon	
Team teach de-escalation and positive handling training, refer to Ikon	
Training for cleaners and gardeners, book through PLIS	
Role specific training	
Personal protective equipment: what is required, how to fit and wear it	
Using chemicals, health hazards, first aid, storage, and handling	
Safe Work Procedures	
Signature:	Date:
Line manager signature:	Date:

D19/0549764
8/06/2022



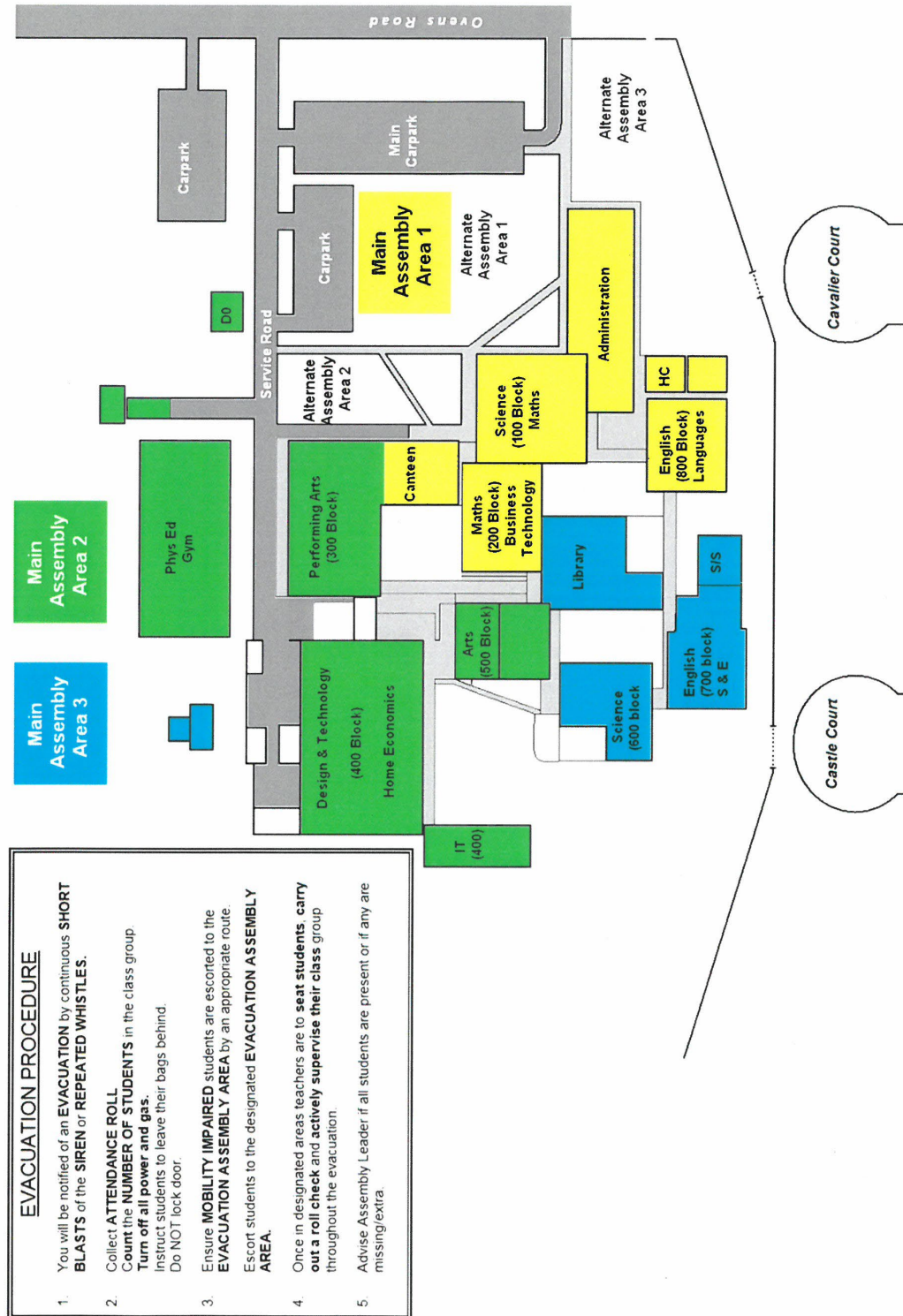
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Evacuation Diagram

Evacuation Diagram – Thornlie Senior High School



3. Financial & Human Resources Policy and Procedures

Please refer to the School Financial Handbook for all financial related procedures.

S:\AdminShared\All Staff\Organisational Documents\Finance Documents

3.1 Staff Code of Conduct

The Code provides a set of general principles to guide Departmental staff in their conduct as employees. These principles are designed to give guidance to Department employees when making both professional and personal decisions. Decisions of employees made in the context of their private lives might nevertheless impact on their professional standing. These principles are to be read in conjunction with other relevant policy and legal obligations.

PRINCIPLES

The Department of Education expects employees to maintain high standards of behaviour in all activities and environments associated with their employment. To assist employees to meet this expectation, the Department has developed the following principles:

A. Personal Behaviour

As employees of the Department we behave with integrity in all personal conduct and treat all others with due consideration. Employees are expected at all times to behave ethically and act with integrity. In practice, this means employees:

- treat others with respect, dignity, courtesy, honesty and fairness and with proper regard for their rights, safety and welfare;
- make decisions fairly, impartially and promptly, having regard to all relevant information, legislation, policies and procedures;
- contribute to a workplace that is free of harassment, bullying or discrimination against colleagues, students or members of the public;
- encourage positive work habits, behaviour and personal and professional workplace relationships and boundaries;
- do not engage in behaviour that may bring your own reputation or that of the Department and the Public Sector into disrepute; and
- do not tolerate or participate in behaviour that is inconsistent with these principles.

B. Communication and Official Information

As employees of the Department we only use official information for authorised purposes. In practice this means employees:

- only disclose official information or documents as required by law or where proper authorisation is given; and
- do not misuse official information or documents for personal or commercial gain for themselves and/or others.

C. Fraudulent and Corrupt Behaviour

As employees of the Department we act ethically and avoid engaging in any behaviour which may be considered fraudulent and/or corrupt. This means employees:

- do not engage in conduct which is dishonest and that causes actual or potential benefit or detriment to any person or entity; and
- do not misuse their position to the advantage of themselves or others.

D. Use of Public Resources

As employees of the Department we use the resources of the State in a responsible and accountable manner. In practice this means employees:

- are diligent and efficient in the use of public resources;
- are accountable for the use of public resources; and
- do not use public resources, including work time, for private or commercial gain for themselves and/or others.

E. Record Keeping and Use of Information

As employees of the Department we ensure that Government information is properly recorded, managed and maintained. In practice this means employees:

- properly record actions and decisions to ensure transparency and accuracy;
- securely store records and confidential information; and
- comply with the relevant Department policies and procedures.

F. Conflicts of Interest

As employees of the Department we ensure that our private interests and affiliations do not conflict, or appear to conflict, with our public and professional duties. In practice this means employees:

- verify that personal, financial or political interests of themselves or those of their family and/or associates do not conflict with, or influence, their professional obligations;
- make appropriate declarations of all actual, potential or perceived conflicts of interest; and properly manage any actual, potential or perceived conflict of interest.
-

3.2 Use of Online Services

Staff of the Department of Education must only use telecommunication resources, including computer hardware, Internet, intranet, electronic mail, faxes, telephones (fixed and mobile), for purposes that are legal, ethical and consistent with the aims, values and ethos of the Department. Staff must not deliberately access, download, store or send materials of a pornographic, racist, sexist, inflammatory, hateful, obscene or abusive nature.

Personal use of telecommunication resources is permitted provided it is not for commercial gain or in any way counterproductive to the business of the Department.

Staff of the Department of Education must treat electronic messages sent or received in the course of business transactions as public records. These messages are subject to the Department's Records Management Policy in the same way as any other Departmental records.

Principals must ensure that procedures are developed to manage student use of online services such as email, the Internet and other web-based services at their school.

Line managers are responsible for the management of telecommunications resources.

3.3 IT Support

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

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

Computer Lab Protocols

TEACHERS

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

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

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

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

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

Note: (i) Avoid leaving the class unsupervised.

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

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

STUDENTS

Do not enter the lab without a teacher.

Enter the computer lab quietly and listen for teacher instructions.

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

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

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

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

Do not change computer settings or backgrounds.

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

Ask permission before you print.

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

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

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

4. Organisation

4.1 Leadership and Communication Flowchart

The Leadership and Communication Flowchart is updated frequently. The most up-to-date version can always be found at:

S:\AdminShared\All Staff\Organisational Documents\Staff Handbook

4.2 Independent Public School

The Independent Public Schools initiative is a State Government commitment to empower school communities by giving them greater capacity to shape the ethos, priorities and directions of their schools. Independent Public Schools assume greater responsibility for their own affairs and have greater flexibility to respond to their communities. They create more diversity in the public school system and help build strong communities that are more able to respond to the needs of students.

As an Independent Public School it means that we have the flexibility to select staff for vacancies and operate a One Line Budget. The school has an External School Review every three years to validate the progress of the Business Plan and Delivery and Performance Agreement.

4.3 School Board

The School Board was inaugurated in 2015 as the school has now attained Independent Public School status. The school board consists of school representatives and community representatives. The functions of the Board are as provided in Section 128 of the School Education Act and include:

1. A focus on improving learning outcomes for all students.
2. A shared vision and a plan reflecting the broad values of the school community.
3. Active involvement in endorsing the School's Delivery and Performance Agreement, Budget, Business Plan and Annual Report.
4. Monitoring progress towards the achievement of goals.
5. Promoting meaningful parent and community participation and actively seeking the views of its school community.
6. Deciding on issues related to charges and contributions.
7. An advocacy role to enhance the operations of the school.

School Board Committee Members	
Name	Position
Teresa Lynes (Chairperson)	Community
Chris Tallentire	Community
Dante Osorio	Community
Tracey Nelson	Community
Dave Norcliffe	Deputy Principal
Donna McDonald	Principal
Kerenson Dodd	Parent
Crystal Glossop	Parent
Jake Salmon	Teacher

Megan Roode	Teacher
Maria Jardine	Manager Corporate Services
Michelle D’Agnone	School Support Staff
Riley Blacker	Student Rep – Captain 2025
Tia Nikita	Student Rep – Captain 2025

4.4 P&C Association

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

P&C Committee Members	
Name	Position
Michelle Manolas	President
Eve Kelly	Vice President
Gentian Evans	Treasurer
Donna McDonald	Principal
Maria Jardine	Manager Corporate Services
Lorena Smith	Parent
Michelle Gunter	Parent
Kim Hayes	Parent
Kerensa Dodds	Parent
Nancy Papaphotis	Parent
Alaine Poulsen	Parent
Tracey Nelson	Community
Annette Ward	Community

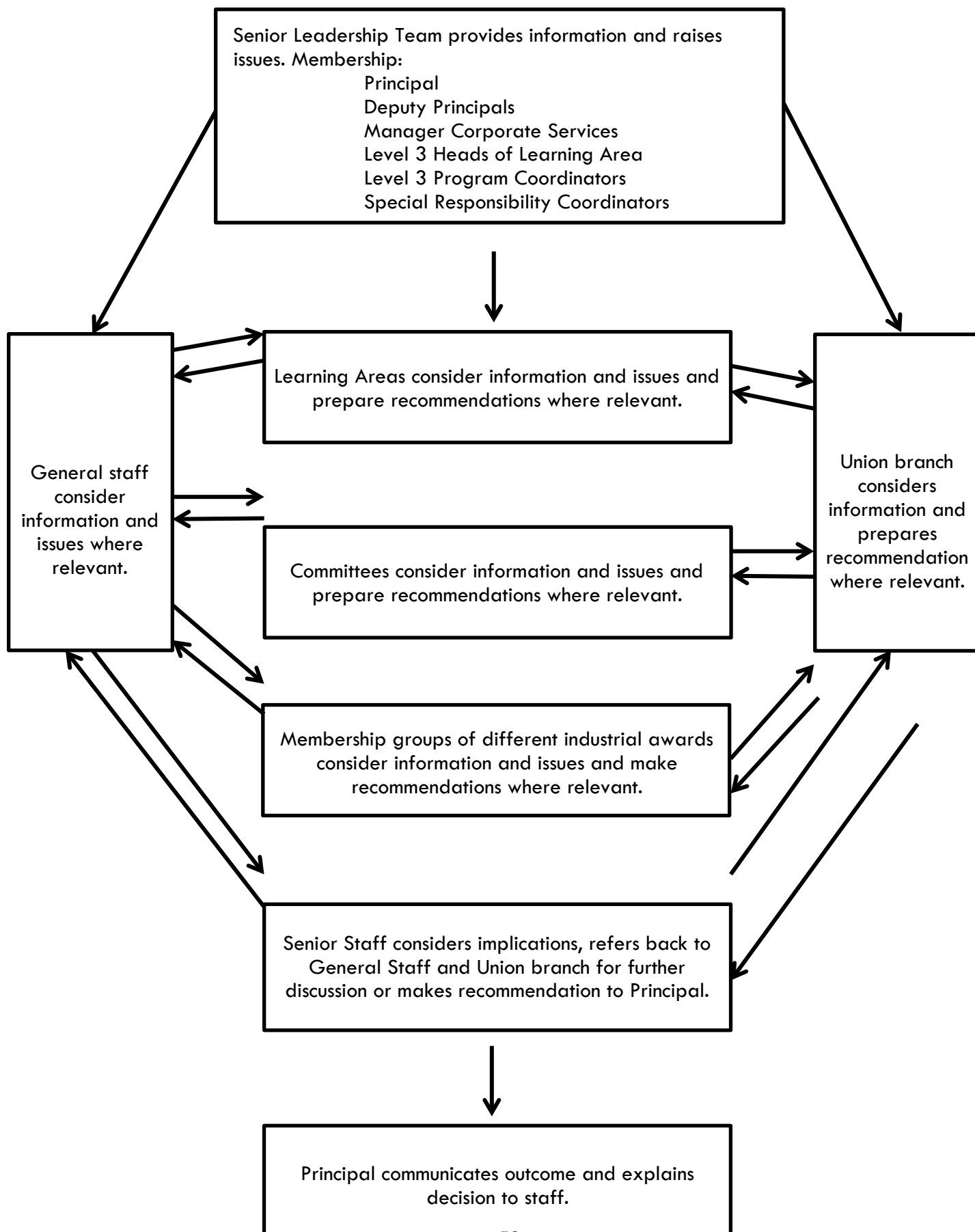
4.5 Student Council

Student Council Members	
Name	Year/Position
Tia Nikita	Year 12/School Captain
Riley Blacker	Year 12/School Captain
Aleisha Gianatti	Year 12
Reihana Takuta	Year 12
Alex Papadoulis	Year 12
Myika Paardekooper	Year 12
Elaha Hakimi	Year 11
Zainab Ahmadyar	Year 11

Amlet Acabado	Year 11
Rosemary Bawihrin	Year 11
Tayla Denton	Year 10
Caitlyn Gittos	Year 10
Ashleigh Hitchcock	Year 10
Gabriel Emerson	Year 10
Tusipasi (Pasi) Tusigaigoa Isaako	Year 9
Naomi Simatupang	Year 9
Lara Yousif	Year 8
Esther Bawihrin	Year 8
Ruby Glossop	Year 8

4.6 Consultative Process

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



4.7 Student Services

The Student Services Team work closely together to assist every Thornlie Senior High School student to achieve their best at our school and to guide them smoothly into their life beyond secondary schooling. The team works collaboratively to provide advice and services that foster the intellectual, emotional and social development of our students in an inclusive, safe and healthy environment.

The services we provide for our students include:

- Pastoral care and mentoring
- Academic, behaviour and attendance monitoring and management
- Individual Education Plans
- Facilitation of communication between parents, students and staff at our school
- Academic support, assessment and monitoring
- Course and career advice where relevant
- Psychological assessment and counselling
- Health and wellbeing advice
- Referrals to other agencies/health professionals
- Orientation and transition to high school
- Organisation of student social activities
- Difficulties in relating to other students, teachers and parents;
- Educational testing of students experiencing difficulty with their school work;
- Assisting parents to handle parent-child conflict situations through individual interviews or parent education groups.

The Student Services staff are professional practitioners qualified in addressing education, health care, behavioural and/or psychological issues.

4.7.1 Managers of Student Services

The Managers of Student Services along with the Year 7 Program Coordinator are responsible for the overall coordination of the Student Services Centre. The Managers are available in a non-teaching capacity to support students, staff and parents in a variety of areas. The Managers can also direct parents and students to the most appropriate person or organisation to assist them.

The Student Services Managers aims to:

- work in collaboration with services within the community to identify and intervene early with students who have additional needs or are at risk of disengagement
- develop the capacity of the workforce within schools to meet the needs of students who have additional needs, or are disadvantaged or vulnerable, to enable them to achieve successful education and wellbeing outcomes
- target the delivery of individual support services to those who require specialised expertise, assessment and intervention in order to overcome barriers to learning
- respond to emerging student wellbeing needs and contribute to identified school and network priorities
- respond to critical incidents involving students, staff and school communities

4.7.2 School Psychologist

One of our fully qualified educational psychologists is available each day of the week to assist students and parents to deal with difficult situations that sometimes occur in a large school, and to provide support in these instances. Students and parents are able to make appointments to see our psychologists at any time.

4.7.3 Community Health Nurse

The school has a community nurse in attendance for **3 days a week**. Parents/Caregivers or students are able to self-refer any health issues and the school nurse can give information and if necessary refer to an appropriate agency.

The School Nurse is involved in health education, health promotion, short term counselling and are available to students who are sick or injured during the school day. Students may arrange to see a School Nurse before or after school, breaks or during class time with the permission of the class teacher.

All families are advised to take out ambulance cover, as the school must call an ambulance if they feel it is necessary. The cost of an ambulance can be more than \$800.00. St John Ambulance will give the approximate cost. Family Ambulance Cover depends on the provider but it is approximately \$135.00 annually.

4.7.4 Aboriginal and Islander Education Officer

The Aboriginal and Islander Education Officer (AIEO) is available 4 days per week and supports Aboriginal students in all areas of their schooling. She liaises with the local community to engage parents in their children's education and assist in addressing any issues that may arise. She also provides classroom support to assist the teacher in the delivery of planned education programs.

4.7.5 Student Support Officer

The school has three dedicated School Support Officers available to assist students and parents in addressing attendance and engagement issues. These officers work closely with families to understand and resolve any barriers affecting a student's participation in school. They provide guidance, resources, and personalized support strategies to help students re-engage with their studies and school community. Parents and students are encouraged to make appointments at any time, ensuring that support is readily accessible whenever needed. This service is a vital part of the school's commitment to fostering a positive, inclusive, and supportive learning environment for all students.

4.7.6 Year Coordinators

A Year Coordinator is appointed to each year group of students and is the students' first port of call if they require assistance. They help resolve issues regarding a students' academic and social well-being. In most cases the Year Coordinators will follow their year group from year to year. Year Coordinators are also responsible for organising year assemblies, social events, and other initiatives targeting the needs of their students.

All Year Coordinators are members of the Thornlie SHS Student Services Team and work to ensure that *every student is a successful student*. They undertake tasks that are general to all year groups and specific to their own. Examples of their work includes:

- PBS & Pastoral Care including:-
 - Reward Activities each term
 - Social Functions
- Parent Liaison and Student Individual Progress Reports as requested
- Monitor student attendance/achievement/uniform
- Assist Homeroom Teachers in student attendance/achievement/uniform
- Primary: Secondary Transitions and Orientation Days
- Parent Presentation Evening and Meet & Greet

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

4.7.7 Student Pathways for First Aid and Pastoral Care Service Response

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

Student Pathways for First Aid and Pastoral Care Services

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

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

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

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

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

- Students are required to attend the Student Services Hub.
- For students frequently requesting health care/attention, a SAER referral may be required to determine underlying psychosocial issues.

EXAMPLE ONLY	Health issue	ACTION
GREEN NON EMERGENCY	• Headache / Hayfever • Head cold/Blocked ears • Toothache • Blisters • Insect bite (no allergy) • Piercing soreness • Paper cut • Sore throat • Minor grazes • Period pain	Student should not be sent out of class for these issues. Encourage student to self manage and use first aid kits in subject area. If persisting, encourage student to visit the Student Services Hub at recess/lunch.
AMBER NON EMERGENCY	• Abdominal pain • Anxiety or panic attack • Broken bones/dislocations • Emotional upset • Fever or Coughing • Nausea or vomiting • Sprains or strain • Suspected drug use • Bullying • Self harm • Significant bleeding from grazes or cuts	Student to be sent to Student Services Hub. Staff to provide first aid if required, and/or contact parent/guardian to take student home. Monitor for deteriorating condition and a need for (red) emergency actions, as below. If appropriate, staff to refer student to member of the student services or pastoral care team, eg School Psych, Community Health Nurse
RED EMERGENCY	• Severe Asthma • Seizures or fits • Profuse bleeding • Suspected anaphylaxis • Severe trauma • Severe burns • Head injuries	Teacher to stay with the student and send someone to Student Services Hub. School officer to contact a member of the Student Services team and check for any medical action plan on Compass. Follow medical action plan and call ambulance-000.

	• Diabetic collapse • Choking • Snake bite • Eye injury	Parent and principal to be notified. Staff to contact Community Health Nurse if available
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4.8 House Structure

Houses play an important role within the school as they create a sense of team unity. Houses work in a number of ways within Thornlie Senior High School, in a sporting nature and as a behaviour incentive. Houses are also a means of maintaining the sense of belonging attributed to homerooms at Thornlie.

Thornlie has four Houses: Curtin, Forrest, Hannan and O'Connor. Each of these Houses has two Captains, selected from the Year 12 student cohort. Students are organised into Houses when they enrol in the school. The Houses compete against each other for the House Shield at sporting carnivals.

In addition, the House system is used as a behavioural incentive within the school, where students are awarded House Points from their teachers for commendable behaviour. These points are distributed by teachers' use of the House Points booklets. A booklet can be obtained from Student Services.

4.8.1 House Points and Other Positive Incentives

Thornlie House Points are reward slips, given to students by school staff, to acknowledge that student demonstrating an attribute of positive behaviour. Each time a student is observed demonstrating a particular attribute a reward slip (Thornlie House Point) will be given to the student in acknowledgement of their exemplary behaviour. These tokens are then submitted by students at Student Services where each week they are entered into the weekly raffle for a canteen voucher. Furthermore, they are then collated and added to the student's homeroom tally for our school wide House Reward System.

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

House Points Value	Sanctioned Events and Values (for e.g)
1-5 points for participation in school events	Membership of Lighting Carnival Teams House Points (face value) from points booklet Athletics Carnival Colour Day (for wearing House colours on nominated days) Japanese – mastering hiragana (100%) Improved Assessment tasks Attendance at homework classes
10 Points (beyond normal call of duty) (~100 winners or more per event across the school?)	Hospitality Functions assistants (non-task/subject related events) Participation in Mathematics Competitions Student of the Month nomination School representation – academic or sporting or cultural events Hosting Japanese students/Interstate sporting teams Outstanding Assessment Tasks – subjects Participation in - Asiawise Competition - Simpson Prize - Australian Geography Competition Letters of Commendation
20 points for 'distinction' or 'high achievement' in school events (~50 winners per event across the school?)	Captain Of Lightning Carnival Teams Member of Champion Schools Teams (junior or senior) Completion of Community Services Obligations (20 Hours) Invitation to Reward Barbecue Attendance Champion – Term Honourable Mention – Attendance champion - Term Representing Thornlie SHS in Japan

	Distinction/High Distinction – - Asiawise Competition - Australian Geography Competition - Australian Mathematics Competition - National Science Competition Home Room Competition 3rd Place
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House Points Value	Sanctioned Events and Values (for e.g)
50 points for ‘outstanding’ achievement or recognition of ‘excellence’ in school events. (~ 25 winners or less per event across the school?)	Captain of Interschool Teams Local Association representation in sporting teams Winning an event in the Interschool Athletics Completion of Community Services Obligations (30 Hours) 100% Attendance Champion - Semester Honourable Mention – Attendance champion - Semester State award in Simpson Prize Home Room Competition 2nd Place
100 POINTS for “PRINCIPAL’S CHOICE” recognising students who by their actions place themselves and/or the school in the most positive of lights for our community to see. (~10 or less winners across the school? – Unique achievements – Thornlie kids at their best?)	Age Champion – Interschool Athletics Runner Up age Champion – Interschool Athletics Member of State Sporting Teams Student of the Month - Winner Completion of Community Services Obligations (50+ Hours) 100% Attendance Champion – Whole Year Honourable Mention – Attendance Champion – Whole Year Member of Student Council Dux of each Year Top Student – Subject awards for each year House Captains Home Room Competition Winner

Other Positive Consequences:

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

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

4.8.2 WA Positive Behaviour Support

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

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

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

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

In 2018 we created Thornlie Senior High Schools Behaviour matrix. The Behaviour Matrix creates the 'curriculum' that will guide the teaching of our expected behaviours and enhances communication and creates common language among staff and students. The 4 main values within the Thornlie Senior High School matrix are Responsibility, Respect, Perseverance and Pride.

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

 AT THORNIE SENIOR HIGH SCHOOL STAFF AND STUDENTS AGREE THAT WE:	 RESPONSIBILITY	 RESPECT	 PERSEVERANCE	 PRIDE	IN THE CLASSROOM
					ON SCHOOL GROUNDS
					WITHIN THE COMMUNITY
	- are prepared and punctual - use learning resources appropriately - ask questions to learn - use technology appropriately for learning	- encourage and support others to learn and teach - use positive and supportive words and gestures	- show tenacity, grit and determination - reflect and use mistakes to keep learning - give everything a go	- celebrate our efforts and achievements - wear our school uniform and professional attire with dignity - demonstrate our personal best	- work together to create a positive school culture care for our school environment - actively participate in school activities
	- take responsibility for our own behaviour - are positive role models - speak appropriately - keep our school clean	- treat our own, others and school property with care - celebrate and embrace diversity - show empathy and care for all people	- demonstrate positive social behaviours - work hard and cooperate with others - show confidence and self-belief		- promote our school and our achievements positively - participate with spirit and be active global citizens
	- are positive ambassadors of the school - help others in need	- display manners and appropriate social behaviours - support others and contribute to the community - are polite and respectful of other cultures and traditions	- seize all opportunities and take on challenges - demonstrate resilience		

4.9 Portfolios and Responsibilities

4.9.1 Principal Responsibilities

The Principal will lead and manage the planning, delivery, evaluation and improvement of the education of all students in our community, through the deployment of resources provided by the Department and other stakeholders. The Principal has the end-of-line sign-off responsibility for all DoE Policies, Procedures, Quality Assurance, Systemic Target Setting and State / National Priorities. They will ensure compliance and accountability for the overall management and development of the school within Government and Departmental policies and guidelines.

Responsibilities include, but are not restricted to;

- building positive relationships with key stakeholders;
- valuing, developing and mentoring staff;
- optimising the school's financial, physical and human resources through sound management practices and organisational systems and processes that contribute to the implementation of the school's vision and goals;
- fostering a safe, purposeful and inclusive learning environment and the capacity to develop constructive and respectful relationships with staff, students, parents and other stakeholders;
- being innovative and creative in the establishment of systems and structures to foster academic development and improvements in social and emotional development for students;
- engaging a diverse school community in the educational programs of the school
- building networks with other agencies, other schools, and services in the community to benefit school programs;
- enhancing the social environment of the school, particularly that aspect which relates to high quality human relationships.

4.9.2 Deputy Principal Responsibilities

The Deputy Principals share responsibility for;

- Assisting the Principal to lead the school community to develop, articulate and commit to a shared educational vision focussed on providing quality learning outcomes for all students.
- Focus on Curriculum Leadership, effective data analysis and continuous school improvement
- Manage the day-to-day operations of school life
- Embed socially just practices in daily school life.
- Manage key portfolios on behalf of the Principal
- End-of-line role in the school behaviour management process
- Set high standards for student and staff performance.
- Actively participate in life-long learning and ongoing professional development.
- Form partnerships with parents, other government agencies, community groups, industry and business.
- Be futures oriented and strategic.
- Understand the legislation and policies that impact on schooling.
- Manage resources to achieve goals

In 2025, the Portfolios of the Principal, Deputies and Manager of Operations include:

Task	Principal	DP T & L	DP Welfare	DP Senior	Manager Operations
Prac Teachers					?
Improving OLNA		?			?
Curriculum Audit		?			
Teaching and Learning		?		?	
Senior School Year 10, 11 & 12				?	
Middle School Year 7, 8 & 9			?		
SCSA Liason				?	
Course Counselling Year 10, 11 & 12				?	
Graduate Teacher Induction		?			?
Assessment Outlines – Year 10, 11 & 12				?	
P25				?	
VET				?	
Big Picture				?	
Small Group Moderation				?	
Lower School Moderation		?			
Assessment Outlines - 7, 8, 9		?			
Course Counselling 7à8, 8à9, 9à10,		?			
Timetable Design (Year 11)				?	?
Academic Excellence		?			
General Staff Meetings	?				
Staffing & Recruitment:	?				
• - Class Allocation					?
• - Establishment	?				
• - Leave	?				
• - Relief					?
• - Issues	?				
• - Professional Learning (courses)					?
• - Observations	?	?	?	?	
• - Development	?				
• - Class Allocation					?
Timetable Construction					?
Exams - Year 10, 11 & 12					?
Conducting OLNA					?
Disseminating OLNA Results		?			
NAPLAN Conducting					?
Disseminating NAPLAN results		?			
EST's Conducting					?
Disseminating EST Results				?	
PTO					?
SSO					?
Evacuation Procedures			?		?
Reporting					?
Selection Booklets					?
Cert Reports	?				?

Task	Principal	DP Curric	DP Welfare	DP Senior	Manager Operations
PA Announcements					?
Census			?		
Student Services			?		
Presentation Evening			?	?	
Excursions					?
External Engagement Programs			?		
School Business Plan	?				
Student Council		?			?
House Captains				?	
Staff Development Days	?				
Year 12 Final Activities			?	?	
WACE External Exams				?	
Assemblies:					
- Academic (Term 1)		?			
- ANZAC (Term 2)					?
- Academic (Term 3)		?			
- Year 12 Final (Term 4)				?	
- End of Year (Term 4)		?	?		
School Photos			?		
Year 11 & 12 ATAR Parent Nights (x2)				?	
Year 7 Meet and Greet			?		
Peer Support			?		
Year 10 Parent Night (selections)				?	
Year 10 Subject Information Day				?	
School Ball			?	?	

4.9.3 HOLA Responsibilities/Program Coordinator

As a member of the Senior Leadership Team, the Head of Learning Area will:

- Enact the vision of the school.
- Create an atmosphere that promotes success for all students.
- Develop goals and objectives for the school improvement plan that reflects the Thornlie SHS School Business Plan

As a member of the Senior Leadership Team, Heads of Learning Area will promote professional growth of teachers and staff by:

- Implementing innovative strategies that will promote Thornlie's vision of student success.
- Sharing current educational research and best practices with teachers and staff.
- Expecting and encouraging teachers to experiment with innovative strategies and best practices.
- Using available data to monitor department and program effectiveness.
- Assisting staff to creatively modify and adapt instructional practices/programs in order to become more effective.
- Providing ongoing feedback to staff about their performance and effectiveness.
- Working with staff to create a plan for professional development.
- Monitoring each staff member's plan for professional development.

- Encouraging staff to participate in professional development and school leadership opportunities; involving staff in curriculum development opportunities.

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

- Expecting staff to share the belief that all students can experience success.
- Modelling and developing best practices to ensure student success.
- Articulating program and philosophy to feeder schools on a continuous basis.
- Assisting staff in implementing and adapting curriculum to address the individual needs of all students.
- Supporting innovative techniques and practices that provide the opportunity for all students to achieve.
- Listening and responding to community concerns related to the academic well-being and performance of students.
- Enacting the school's Behaviour Management Policy.

4.9.4 Teacher Responsibilities

Daily Expectations

- School Day. Teachers are required to arrive by 8:35am and to remain on school site until 3:20pm. Teachers with alternate schedules will have differing arrival and departure times as determined by their HRMIS schedule.
- School Day. Education Assistants are required to arrive by 8:05am and to remain on school site until 3:05pm.
- Reporting to 1st lesson of the day. All Period 1 teachers are to be in their classrooms for the first bell.
- Leaving School. Teachers who must run errands or leave for emergency situations must notify Administration and sign out on the sheet provided in the main office before leaving the building. Requests for leaving school early should be reserved for emergency situations. Appointments should be scheduled, as much as possible, so as not to conflict with school hours and regularly scheduled meetings.
- Professional Dress. Teachers are expected to dress in a manner that is respectful to the profession and appropriate for their teaching situation. Staff shirts are available for purchase.

Classroom Routines

- Teaching and Learning Framework. Teachers are expected follow the Steps of the Teaching and Learning Framework. Classes should begin with the SET, the learning intentions and the activation. Presentation of information should be followed by a check for understanding. Students should be given opportunities for both guided and independent practice. The lesson conclusion should contain an appropriate form of review.
- Compass electronic attendance. Teachers are legally responsible for maintaining accurate records for reporting student attendance, student grades, and late arrivals. Absences must be entered in the first 20 minutes of each period. First period absences are to be entered by 9:10am.

General Expectations

- Changing Rooms. Teachers must not change room locations without prior approval from their HOLA. Temporary moves should be reported to administration and a sign should be left on the inside of the door window as to the temporary location.
- Syllabus. Teachers should provide students with a course syllabus at the beginning of each semester.
- Parent-Teacher Conferences. Teachers are expected to attend meetings and to complete any requested forms in a timely manner.

- Meetings. Teachers are expected to attend all scheduled meetings: Learning Area, General Staff, student services, and whole school. The dates for these meetings were disseminated at the beginning of the school year. Teachers are asked to schedule medical and other personal appointments on days other than those dates. In the event of an emergency, teachers must discuss the situation with their HOLA and Administrator.
- Excursions. Teachers must complete and submit all excursion proposals to the Manager of Operations via Compass for approval – at least two weeks PRIOR TO THE EXCURSION DATE.
- Report Data Entry. Teachers are required to enter Assessment and Attribute data into the Reporting to Parents online system in a timely and regular manner.
- Pay special attention to meeting Semester 1 and 2 reporting deadlines (see Calendar)

Assessment Expectations

- Grading and Reporting. Teachers are legally required to follow the SCSA Grading and Reporting policies and procedures.
- Connect. Teachers should engage with DET's CONNECT Online community to support effective teaching and learning.

Communications

- Staffroom pigeonholes. Each teacher is assigned a pigeonhole at the beginning of the school year. Names are placed over each space. Teachers should check and clear their pigeonholes before period 1 daily.
- Written Communication to Parents. All teachers planning to send written communications to groups of parents must submit a draft copy of the proposed correspondence to their HOLA and Deputy Principal *before* sending the communication via Compass.
- Telephone Calls. Phone calls home are a vital part of supporting students. Teachers should keep a log of such calls on Compass, and should notify their HOLA and Deputy Principal promptly when issues arise. Teachers should respond to parent calls within 24 hours.

4.9.5 Senior Teacher Responsibilities

Senior Teachers are experienced teachers committed to high quality teaching and ongoing professional learning. You play an important role in:

- developing pedagogy and contributing to curriculum development
- providing mentoring, supervision, professional support, counselling and guidance for teachers
- contributing to the leadership of school development planning and identifying priorities.

It is acknowledged that there is a need to retain competent experienced teachers in duties directly associated with classroom teaching and learning and to reward the excellent work and professionalism of experienced classroom teachers who do not wish to move into an administrative role. And as such, staff who satisfy the set criteria can apply to the Department to become a Senior Teacher.

Senior Teachers are required to perform duties in addition to those identified in the Award and General Agreement, such as the following:

- a) providing mentoring, supervision, professional support, counselling and guidance for teachers (including student teachers and Graduate Teachers), about classroom performance, curriculum implementation and resource development;
- b) developing pedagogy and contributing to curriculum development;
- c) effectively contributing to the leadership of school development planning and identifying priorities, and to formal school decision-making processes; and

d) other duties as required by the Principal.

Allocation of additional duties will be negotiated with the Principal *and/or* administration team and take into consideration workload implications.

4.9.6 Level 3 Classroom Teacher

Level 3 Classroom Teachers are exemplary teachers recognised and rewarded for their exceptional teaching practices. They play important roles in providing and supporting high quality teaching and leadership in schools.

Level 3 Classroom Teachers are highly skilled in:

- meeting the learning needs of their students
- developing and implementing student assessment and reporting strategies
- reflecting on and improving their teaching practices
- developing and delivering professional learning for colleagues
- providing leadership in their school communities.

They are experienced, innovative teachers able to role model highly effective practice for colleagues and to mentor pre-service teachers and graduates. They are great assets to their schools and highly valued.

Level 3 Classroom Teachers also exert influence beyond their classrooms by taking leadership roles in their school communities. They assist other teachers to improve their classroom practices, enhance student learning and solve classroom problems.

As successful leaders, they:

- develop, implement and evaluate curriculum policy and programs
- manage change when there are new initiatives
- promote consultation and collaboration among school staff
- foster and support productive teams
- build partnerships with teachers and communities.

Benefits of becoming a Level 3 Classroom Teacher include:

- formal recognition of your expertise and dedication
- career advancement that enables you to stay in the classroom
- sharing your experiences and professional learning with colleagues
- taking on leadership roles
- a salary increase.

4.9.7 Homeroom Teacher Responsibilities

There is a formal Homeroom Period after recess on Monday, Tuesday, Thursday and Friday, with no Homeroom on Wednesday due to early close.

The aim

The aim of the Homeroom Teacher is to assist in student engagement, both pastorally and academically, which, in turn, improves whole school 'tone'.

Administration

- Pass on (and collect) information, surveys etc from Year Groups.
- iYarn check-ins.
- Attendance
 - Be aware of student absences. Follow up late notes from parents

- Be aware of reasons for student absence
- Follow up relevant support if necessary
- Any student leaving school with permission has to have a Department of Education leave pass obtainable from Student Services or the Front office.
- Support the Library by helping to follow up overdue items.
- Reporting to Parents
 - While there is no formal requirement for Homeroom Teacher comments in reporting it is advisable to be familiar with the overall report so that you can the report's contents with students and/or parents if requested.
- Monitor student uniforms and discuss with students/parents.

DURING THE YEAR THE FOLLOWING INITIATIVES SHOULD BE ADDRESSED

Pastoral Care

- Get to know students. Be aware of their interests, strengths, family situation and academic progress.
- Be the first contact for student/staff/family problems.
- Refer students to other support staff for assistance where necessary (Student Services).
- Encourage positive social skills for students as individuals, as part of a group and as part of the whole school.
- Encourage, remind and reward the wearing of the official school uniform, which has been mandated by law.
- Encourage a class council leadership model within the group.
- Take responsibility for the general welfare of your students including monitoring the mandated school uniform and following up on unacceptable school absences.

Development of Priority Areas – Literacy and Numeracy, Technology - Digital Literacy and Student Attendance and Engagement

- Give encouragement and support in the development of sound study skills and attitudes to learning.
- Give students time to (and show them how to) organise their notes and files.
- Be familiar with student homework and study patterns through contact with them and other staff.
- Become aware of the aspirations of your students and assist them to in achieve their goals.
- Conduct provided mini lessons in PBS, Literacy and Numeracy on scheduled days.

During the year there will be

- Assemblies – whole school and year group
- Year group outings
- Surveys
- Guest speakers
- Pastoral care activities

4.10 Performance Development

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

Reflection

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

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

Planning

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

Monitoring

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

Review

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

Evidence

Evidence presented at planning and review meetings may include, but not limited to:

- Analysis of student performance data to demonstrate impact of teaching *
- Reports of classroom observation *
- Reports related to working with colleagues *
- Teaching programs, including assessment strategies
- Students' work samples
- Student surveys
- Notes from parent teacher meetings
- Records of participation in professional learning.

* Denotes *Employee Performance* policy evidence requirement

Additional pages of evidence from a variety of sources may be added to this template.

Documentation

Line managers are to give teachers a copy of documentation.

The Plan is confidential between the teacher and whoever is the line manager or the line manager's superordinates. Documentation may be requested from another school.

Documentation must be stored securely for a minimum of two years.

To safe guard you

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

Process/Stages

The Performance Development process is usually annual.

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

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

- **Performance Development & Review**

- [Teacher](#)
- [Senior Teacher](#)
- [Level 3 Classroom Teacher](#)
- [HOLA](#)
- [Program Coordinator](#)
- [Deputy Principal](#)

4.11 Future Leaders Framework

The Western Australian Future Leaders Framework (FLF) has been developed to support schools to proactively increase and sustain the supply of highly capable school leaders. This initiative is one part of our commitment to invest in the ongoing development of all our staff and ensure our high potential leaders have the support they need to reach their next stage of leadership.

The Future Leaders Framework is:



A system wide initiative



Identify, develop and support high potential leaders



Provides tools, processes and guidelines



A sequenced approach to growing future leaders in schools



Develop high potential leaders to build leadership capacity and improve student outcomes

The FLF is designed to align to and complement our current performance management processes.

You do not need to have a leadership position or title to be a leader. You just need to lead.

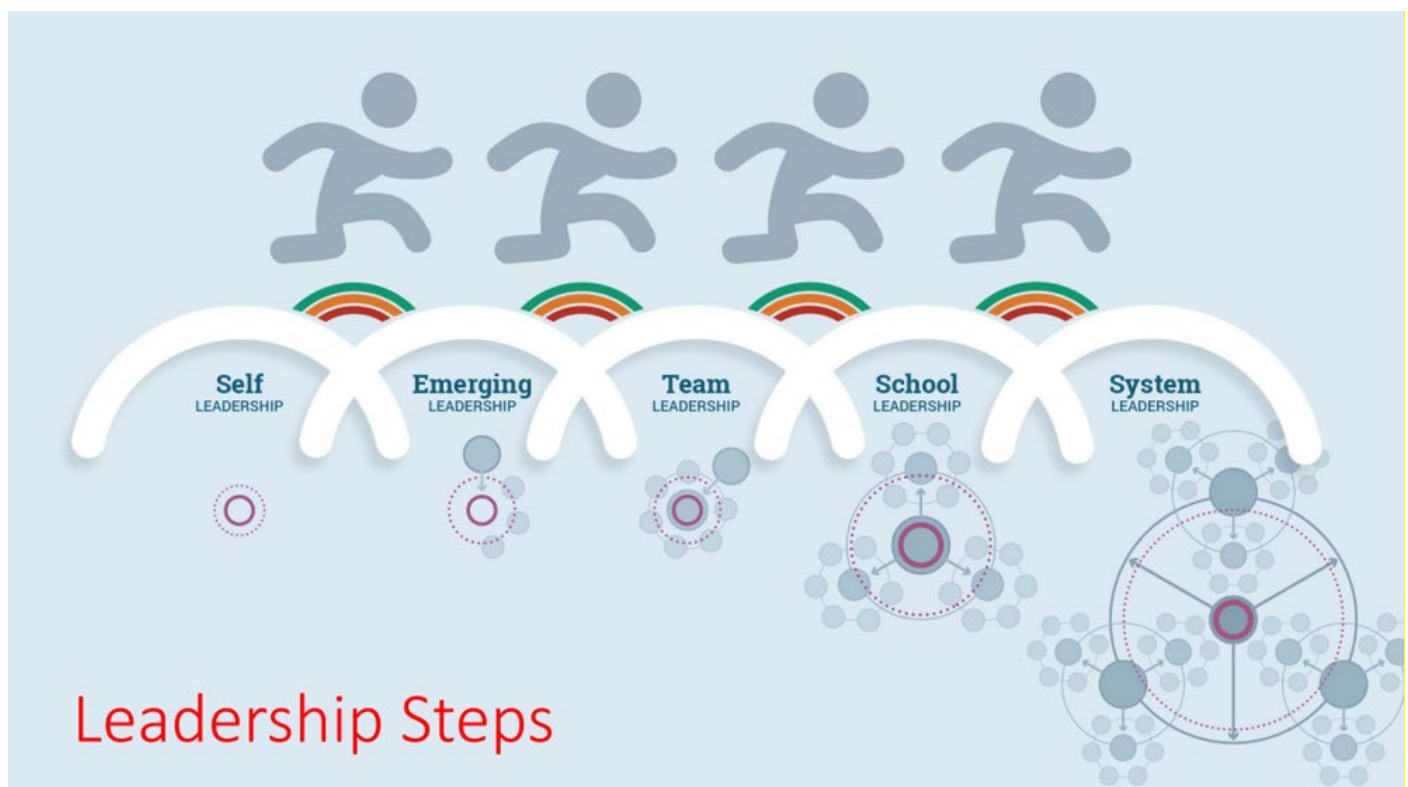
Everybody at Thornlie SHS is a leader.

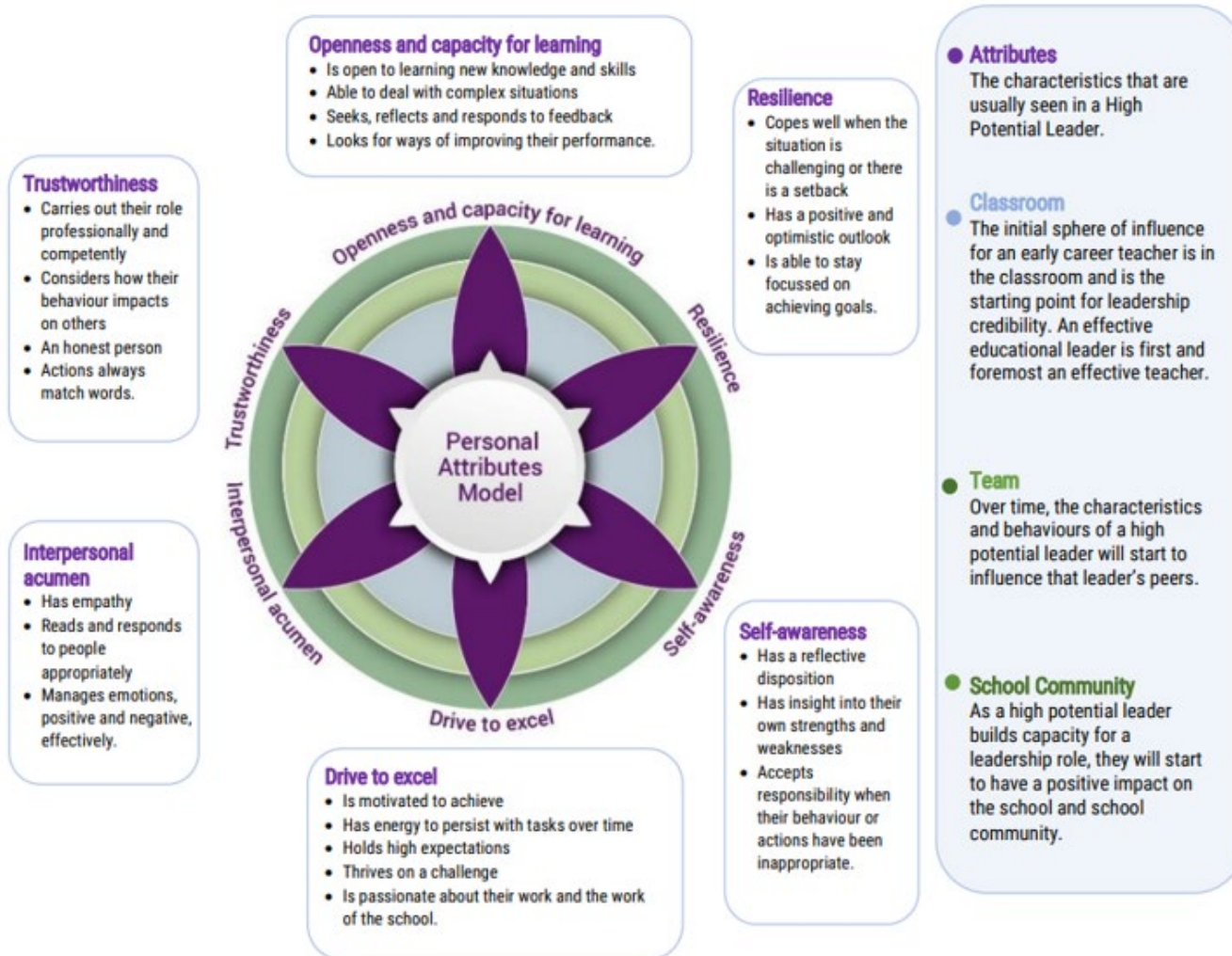
We want to build leadership capacity across the school and therefore improve student outcomes.

How does the FLF prepare high potential leaders for their next leadership level at Thornlie SHS?

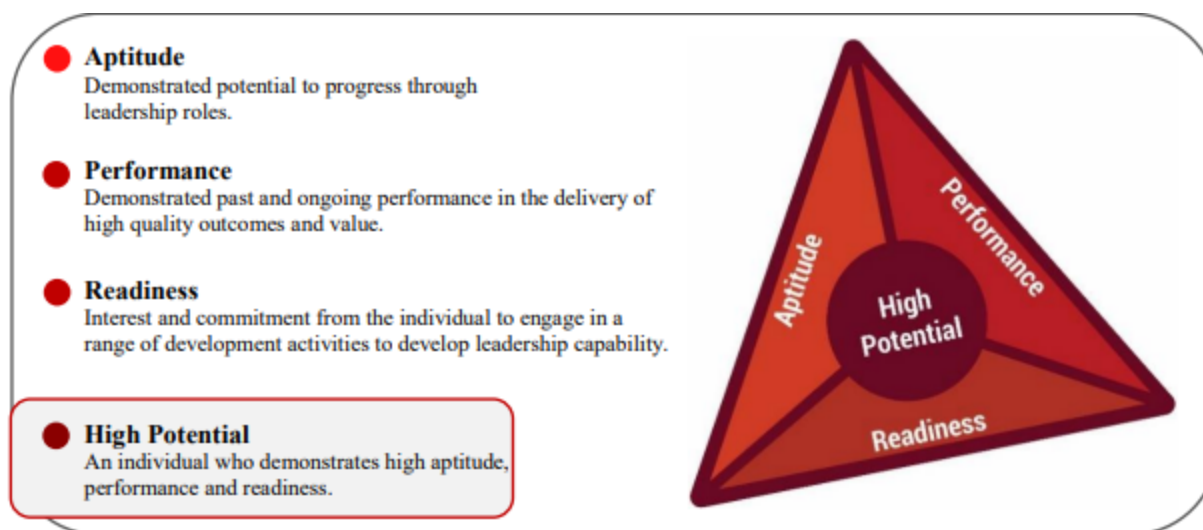
- ▶ **Personal Development Leadership Plan**
 - A plan to develop the leader's leadership attributes
 - ▶ **Personal Action Leadership Project**
 - A project to enact the Leadership Plan
 - ▶ **Aspirant Leaders Program**
 - Meet twice each term as a group
 - ▶ **Mentors**
 - Each Future Leader will be allocated a mentor
-

The first stage in the FLF involves identifying individuals with high potential for leadership, across all levels. The leadership levels and associated capabilities are outlined in the Leadership Development Steps and the Personal Attributes for Leadership documents.





Identification is based on three criteria: aptitude, performance and readiness.

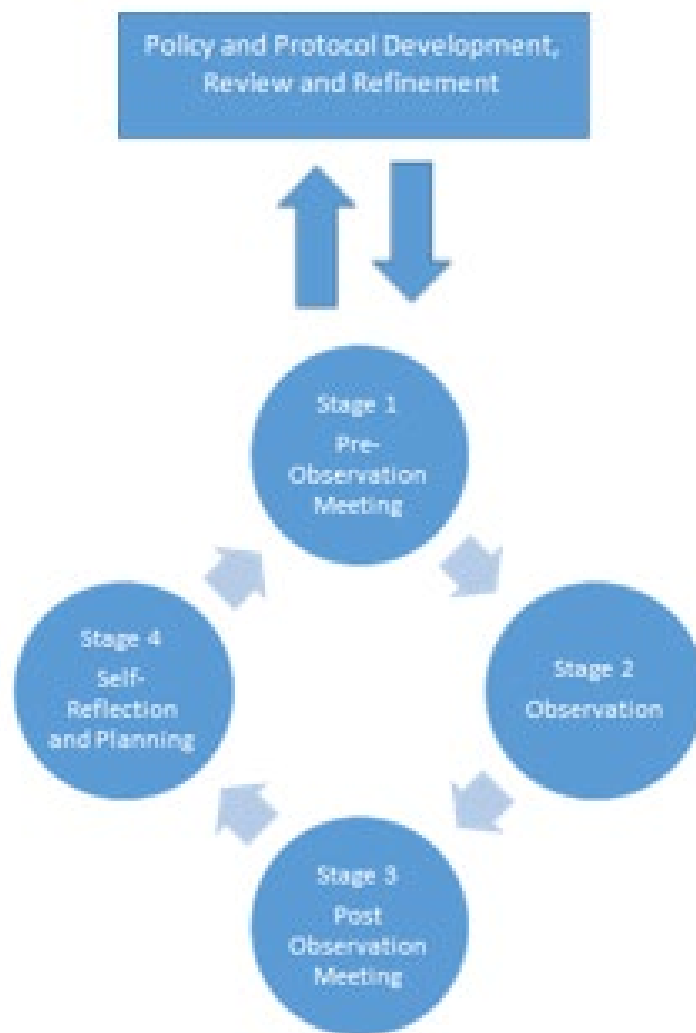


At the end of each year staff have the opportunity to self-nominate or nominate a peer or colleague who they believe demonstrates high potential for leadership in their work in the school.

AITSL Standard

The Australian Institute for Teaching and School Leadership (AITSL) standards outline professional expectations for teachers and school leaders at different stages of their careers. The standards are divided into four career stages—Graduate, Proficient, Highly Accomplished, and Lead—each with specific criteria for knowledge, practice, and professional engagement. These benchmarks help educators to continuously develop their skills, support student learning effectively, and contribute to their school's success. By aligning professional growth with these standards, educators are able to advance their careers while maintaining high-quality teaching practices.

4.12 Classroom Observation for Professional Growth



Policy and Protocol Development

The purpose of our Classroom Observation for Professional Growth learning cycle is the professional development of individual teachers. The process is teacher directed and driven at all stages. At all stages of the process the teacher will decide on who, what, where and how the observation will occur.

Classroom Observation for Professional Growth is different and should not be confused with observations that may occur as an under-graduate teacher which are used for specific evaluative purposes.

It is expected that teachers will engage in one classroom observation each term as a result of the time traded off (one hour each term) from General Staff Meetings.

Teachers will select the person to undertake the observation it may be a line manager, a teacher with specific expertise or a trusted and respected colleague. There may be a discipline focus but not necessarily.

It is important that each stage of the observation process is undertaken to ensure both the teacher and observer understand the focus of the observation. The focus may be, but not limited to, Performance Management, the Teaching and Learning Framework (TaLF), Instructional Strategies (IS) and Classroom Management Strategies (CMS).

Stage 1: Pre-Observation Meeting

During the pre-observation meeting the teacher will inform the observer of the specific:

- a. Target of the observation
- b. Time of the observation
- c. Duration of the observation
- d. How information will be recorded ie video, transcript, drawing/map
- e. Where the observer will be positioned
- f. Interaction of observer with students

Stage 2: Observation

During the observation, the observer will:

- a. Turn up promptly
- b. Position themselves as directed by the teacher
- c. Take notes on target of observation only, all else will be ignored
- d. Record data as directed by teacher ie video, writing, drawing

Stage 3: Post Observation

During the post-observation meeting:

- a. Data observed will be presented
- b. Inquiring questions asked
- c. The teacher will talk and reflect on practice
- d. The conversation remains private and confidential in order to facilitate deep reflection.
- e. All data collected by the observer is passed over to the teacher.

Stage 4: Self-Reflection and Planning

Following the observation and professional discussion an area for development may be identified. It is the teacher's professional responsibility to:

- a. approach a line manager for additional support
- b. access targeted professional development
- c. work with a colleague to assist with specific development ie CMS, Literacy, Numeracy, STEM.
- d. Develop relationships with professionals and experts as appropriate to their own learning journey.

Peer observations can be documented:

- a. in a professional journal as evidence it occurred
- b. used as evidence at performance management meetings in May and March

Further information regarding Video Observation and Instructional Coaching can be found in the Instructional Playbook.

4.13 Teacher Registration Board of WA

Renewing your registration

To ensure continuation of your Full Registration or Limited Registration, you should apply to renew your registration at least 28 days before it expires.

If your application for renewal of registration is submitted more than 28 days before your registration expiry date, you will continue to be registered until the application is finalised.

If your application is submitted less than 28 days before the expiry date, your registration may expire before the renewal is finalised.

The Teacher Registration Board of Western Australia (TRBWA) will send a renewal of registration reminder two months prior to the registration expiry date. You can apply to renew your registration at any time and you don't need to wait for the reminder.

Requirements for Renewal

At each renewal of registration, the TRBWA needs to be satisfied that the teacher:

- continues to meet the requirements for their category of registration such as [jProfessional Standards for Teachers in Western Australia](#) and [kFit and Proper](#) Requirements
- is complying with any conditions on his or her registration
- has met the applicable [l professional engagement](#) and [mprofessional learning](#) requirements.

An application for the [renewal of Full registration](#) must be completed. The renewal of registration fee is \$51.

Professional Standards

It is required that you meet the Professional Standards for Teachers in WA at the PROFICIENT level for renewal of FULL REGISTRATION.

If you currently hold Full Registration and wish to renew your registration, you need to continue to meet the Professional Standards at the Proficient Level.

When applying for the renewal of registration you are required to complete a self-declaration to confirm you continue to meet all the Professional Standards for Teachers in Western Australia.

Note that you are not required to submit evidence of meeting the professional standards with your application. Evidence may, however, be requested to verify your self-declaration.

The types of evidence required are listed in the [Evidence Guidelines for Proficient level](#)

Fit and Proper Requirements

A person must be assessed as a fit and proper person to be registered as a teacher.

When determining whether a person is a fit and proper person to be registered, the Teacher Registration Board of Western Australia (TRBWA) must have regard to:

- the person's history of compliance with or any relevant decision under the *Teacher Registration Act 2012* (Act) or any laws in other Australian States or a Territory or New Zealand that deal with the registration of teachers
- the person's criminal history as provided by CrimTrac's [criminal record check](#)
- whether a person has responded honestly to questions on their application
- whether the person's behaviour does not meet a standard generally expected of a teacher, or shows the person is not of good character
- whether the person has failed to pay any costs, expenses or fines payable by them under the Act
- any other matters relating to the person that the TRBWA considers appropriate.

I Professional Engagement

It is a requirement for the renewal of teacher registration that a teacher has taught in Australia or New Zealand for a sufficient period of time. It is generally expected that to maintain proficiency as a teacher you are or have been actively engaged in teaching for a reasonable period of time.

As part of the renewal of registration application process you will be asked to declare that you have met the requirements for professional engagement.

Requirements are that you have taught:

- for 100 days or equivalent if an application for renewal is made after 6/12/2017.

The TRBWA may require that you provide evidence to support your declaration.

Professional learning

It is a requirement of teacher registration that a teacher completes sufficient professional learning to maintain the currency of their professional competence.

As part of the renewal of registration application process, a teacher is required to declare that they have met this obligation. Evidence may be requested by the TRBWA to support this declaration.

It is generally accepted that professional learning claimed toward the renewal of registration process is over and above the normal expectations of a teacher's role and responsibilities (including preparation, planning, programming and assessment and reporting) and aims to improve the teacher's knowledge, practice and competencies as set out in the [Professional Standards for Teachers in Western Australia](#).

The requirement to undertake a minimum amount of professional learning applies to all registered teachers and is not pro-rated. Should a teacher not be able to fulfil this requirement as part of the renewal process they are able to submit a request to the Board for consideration of extenuating circumstances.

The minimum requirements for the completion of professional learning activities are:

- 100 hours if an application for renewal is made after 7/12/2017.

Professional Learning Activities

Professional learning activities can be either formal and/or informal in each of the three Domains of the Professional Standards – Professional Knowledge (Standards 1 and 2), Professional Practice (Standards 3, 4 and 5) and Professional Engagement (Standards 6 and 7).

Formal activities can include:

- activities offered by professional development providers such as workshops, seminars, online learning
- school-based and employer-provided professional development including professional development days, action research projects, mentoring a junior colleague
- giving conference or workshop presentations or writing for publication.

Informal activities can include:

- professional reading
- professional or collegiate meetings dedicated to teacher professional learning or requiring reflection on professional practice
- participation in the development of policy or practice within the educational venue or a wider context.

The proportions of activities across the three Domains will vary according to the particular teacher's situation and current career focus. Formal learning activities undertaken in one Domain may be minimal, for example. The selection of activities is at the discretion of the individual teacher subject to the requirement:

- that each claimed activity is clearly directly related to at least one of the elements of the Professional Standards and
- that relationship has been articulated in the evidence collected and retained by the teacher.

The [Professional Learning Activities Policy](#) details the requirements for professional learning and provides an example on how this may be recorded.

Recording Professional Learning Activities

It is recommended that teachers maintain a log of their learning activities. A template is provided for guidance but its format is not prescribed.

You may continue to update your professional learning activities using the Professional Learning Log that is currently available through [Teacher Login](#). This log will be updated in the near future to better reflect the current requirements.

Key points to note:

- Hours of Professional Learning is 20 Hours **per year** – phased implementation from end of 2013.
- Hours of Professional Learning can only be entered against one domain. Where an activity covers several domains pick the most relevant and record it only against one domain. Each domain must be covered for FULL REGISTRATION. (See Policy section 4.3)
- Professional Standards must be demonstrated against PROFICIENT level for Full Registration – however – teachers are encouraged to refer to Highly Accomplished and Lead Teacher standards where they are working at that level.

5. Behaviour

5.1 Rationale

At Thornlie Senior High School, all students have the right to learn in a safe, inclusive, and supportive environment that fosters personal success. Every student shares responsibility in building a positive and purposeful culture of learning. We believe in supporting young people by fostering strong working relationships between families and staff, and by sharing the responsibility of instilling pride, perseverance, responsibility, and respect. We work with various supports to help students overcome barriers to engagement and learning.

Our whole-school approach to student behaviour support and management is trauma-informed, poverty-informed, and culturally responsive. We take pride in maintaining an environment where all students can learn, and all teachers can teach.

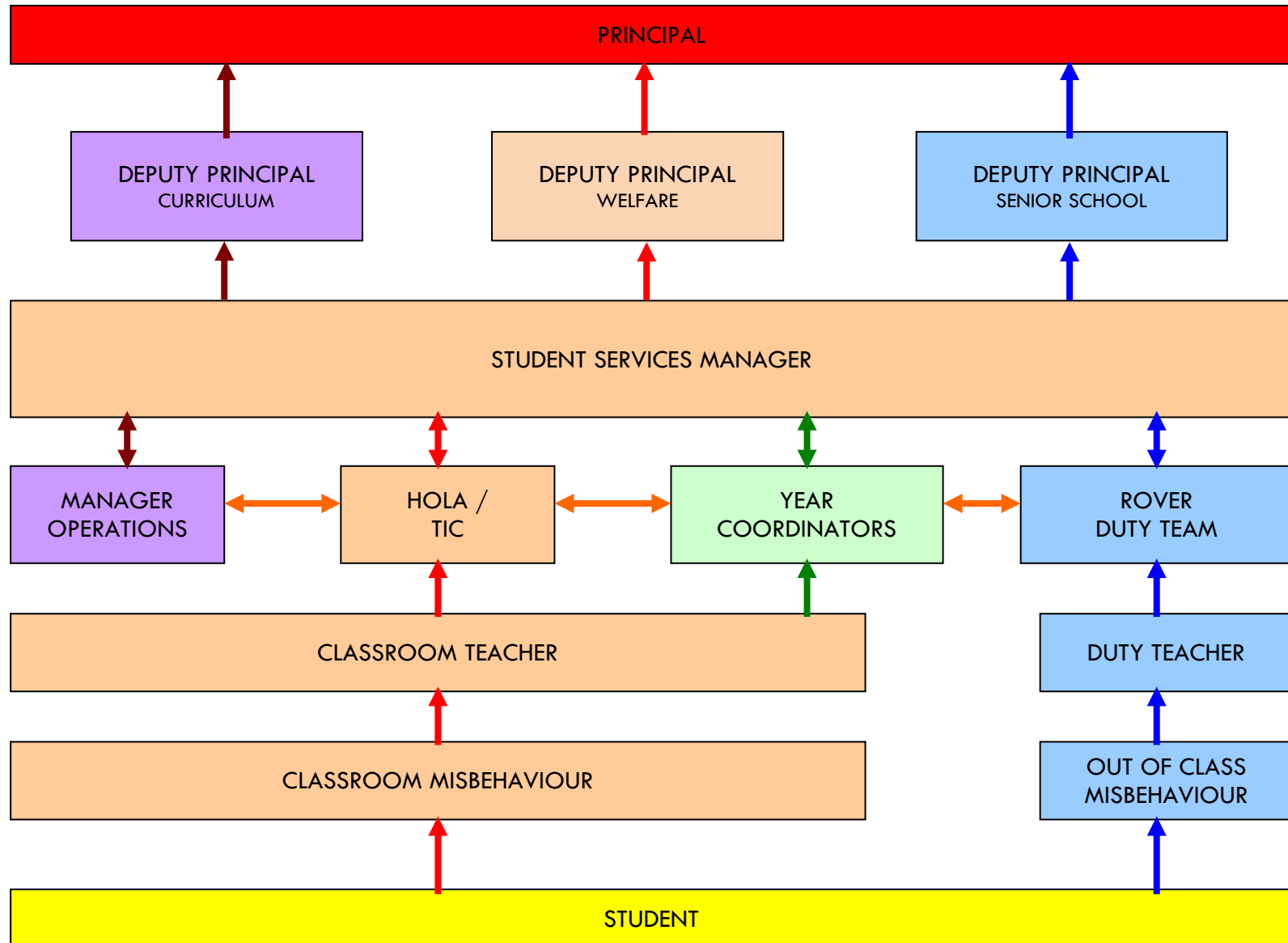
5.2 Positive Behaviour Support Plan

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

Behaviour Management Flow Chart



THORN LIE SENIOR HIGH SCHOOL BEHAVIOUR MANAGEMENT FLOW CHART



5.2.1 Behaviour Management Responsibilities

PRINCIPAL

- Ultimate approval and responsibility
- Consultation with Deputy's / SS Manager

DEPUTIES

- Suspension
- RJ conference
- Withdrawal
- Detention
- Consultation with SS Manager / YC / HOLA / MO / Outside Agencies

STUDENTS SERVICES MANAGER

- Suspension
- RJ Conference
- Withdrawal
- Detention
- Parent Contact
- Behaviour Monitoring Card
- IBP
- Refer to Deputy / YC / MO / Psych / Chaplain / Nurse / VET PC / Outside Agencies
- Consultation with YC / HOLA / MO

HOLA / YEAR COORDINATOR

- Suspension
- RJ Conference
- Withdrawal
- Detention
- Parent Contact
- Subject Isolation
- Refer to SS Manager

MANAGER OPERATIONS

- Support SS Manager / HOLA's / YC's
- Timetable changes to support Behaviour Management Strategies

ROVER / DUTY TEAM

- Lunch Detention
- Litter Duty
- Refer to SS Manager / YC

CLASSROOM TEACHER

- Classroom Management Strategies (refer to CMS)
- Parent Contact / Letter of Concern
- Subject Based Detention / Class Isolation
- Refer to HOLA

5.2.2 Positive Learning Environment

- Build relationships
- Deliver relevant engaging curriculum
- Use positive reinforcement
- Communicate achievements to parents

5.2.3 Examples of Consequences (Note: this is not an exhaustive list)

Teacher

- Verbal negotiation
- Removal from class for 5 minutes for reflection
- Informal Contract
- Separation / Seating plan
- Detention at recess or lunch time
- Community Service / Yard Duty
- Buddy class
- Parent contact
- Upper School Withdrawal

HOLA

- Subject withdrawal
- Buddy class
- Formal Contract
- Detention at recess or lunch time
- Community Service / Yard Duty
- After school detention (Wednesday – early close)
- Learning Area Contract
- Case Conference

Student Services

- Case Conference
- High end case management
- Alternative Educational Programs
- Program monitoring
- Individual Behaviour Plans

Deputy

- Detention at recess or lunch time
- Community Service / Yard Duty
- Case Conference
- High end case management
- Alternative Educational Programs
- Program monitoring
- Individual Behaviour Plans
- Internal Suspension
- External Suspension
- Preparation for exclusion

5.3 Belief Statements

- ❖ Education is the shared responsibility of the school, student, family and community.
- ❖ Education works best when there is mutual respect between teachers, parents, students, and the community.
- ❖ The school environment meets the emotional, academic, social, and physical needs of each student along with stimulating the desire to explore and participate in activities in and beyond the classroom.
- ❖ Preparation for career decisions and higher education is essential to the future success of every student.
- ❖ A collaborative learning environment fosters a sense of belonging, cultivating creative thinking, and problem-solving.
- ❖ The school sets high expectations and provides meaningful and challenging instruction, allowing each student to achieve their highest potential.
- ❖ The school community respects, protects, and celebrates the diversity, talent, and potential to learn of each student.

5.4 Countering Bullying

Thornlie's Countering Bullying Policy can be found in the Appendix section of this handbook.

6. Academic

6.1 Student Engagement

At Thornlie Senior High School we provide for the wellbeing of students in a number of different ways. Our Learning Framework acknowledges individual differences and actively encourages all members of the school community to reach their potential. Students are more likely to succeed when they feel connected to school. School connection is the belief by students that adults in the school care about their learning as well as about them as individuals.

Positive classroom environments are critical in developing and maintaining the well-being of students. A positive environment is one in which students feel secure, have the skills and opportunities to participate and have their contributions valued and acknowledged.

At Thornlie we build relationships based on our core values of, pride, respect and responsibility. The school actively seeks the involvement of parents/carers in the education of their children. It seeks to develop a cooperative team approach to maximising the behaviour and education of the student. When behaviours or actions compromise the ideal relationship involving members of the school community, the school will use a restorative approach to repair the relationship with individuals and groups. The school has a Bullying Policy that outlines the steps in dealing with bullying based around restoring the relationships and building an understanding of what all parties involved are thinking and feeling.

Student attendance at school is a key to achieving success and connection to the school. At Thornlie our Attendance Policy outlines key strategies that are used to track student attendance and to provide support for students and families when necessary.

Student engagement and participation is actively encouraged at Thornlie SHS. The Student Services Team and the Year Level Coordinators work together to involve students, from all year levels, in decision making at the school. Student Councillors are elected from each class and year level and meet together as a homeroom under the guidance of the Student Council Coordinators.

6.2 Meeting the Standard

Our Expectation is that no matter a student's starting point is, we expect to see a year's progress for a year's education.

6.3 Australian Curriculum

The Australian Curriculum sets high aspirations for what all students should know and be able to do and supports improvement in Australia's educational performance. The Australian Curriculum sets out the essential knowledge, understanding and skills students need to learn, and the quality of learning that is expected of the students as they progress through the first 11 years of schooling.

The Australian Curriculum is designed to prepare young people for the future world in which they will learn and prepares them to respond to the challenges that will continue to shape their world. It sets out the priorities and aspirations we hold for all our young people. The curriculum represents what the Australian community values as the knowledge, understanding and skills that young people should attain.

The Alice Springs (Mparntwe) Education Declaration (December 2019) commits all Australian governments to achieving 2 goals:

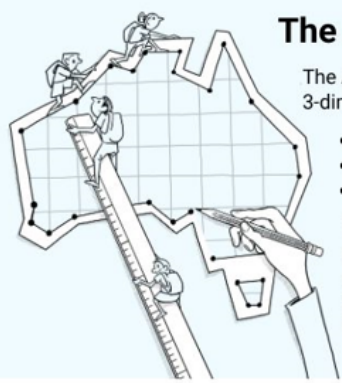
- The Australian education system promotes excellence and equity.

- All young Australians become confident and creative individuals, successful lifelong learners, and active and informed members of the community.

The delivery of a world-class curriculum in Australian schools is one of the actions to achieve these goals.

The primary audience for the Australian Curriculum is teachers. It is written in plain and concise language using the vocabulary appropriate for professional practitioners of each learning area.

The Australian Curriculum is 3-dimensional; it includes learning areas, general capabilities, and cross-curriculum priorities. Together, the 3 dimensions set out essential knowledge, understanding and skills all young Australians need so they will be able to learn, contribute and shape their world now and in the future.



The Australian Curriculum

The Australian Curriculum is 3-dimensional; it includes:

- learning areas
- general capabilities
- cross-curriculum priorities.

Together, the 3 dimensions set out essential knowledge, understanding and skills that enable all young Australians to learn, contribute and shape their world now and in the future.

3 dimensions of the Australian Curriculum

8 Learning Areas ...

and the disciplines from which they are drawn, provide the foundation of learning.

The Australian Curriculum identifies and organises the essential knowledge, understandings and skills that students should learn.



English

Mathematics

Science

Humanities and Social Science

HASS F-6

Civics & Citizenship

Economics & Business

Geography

History

7 General Capabilities

equip young Australians with the knowledge, skills, behaviours and dispositions to live and work successfully.

They support and deepen student engagement with learning area content and are developed within the context of the learning areas.

The Arts

Dance

Drama

Media Arts

Music

Visual Arts

Technologies

Design & Technologies

Digital Technologies

Health and Physical Education

Languages

3 Cross-curriculum Priorities

support the Australian Curriculum to be a relevant, contemporary and engaging curriculum that reflects national, regional and global contexts.

They are incorporated through learning area content; they are not separate learning areas or subjects.

6.3.1 General Capabilities

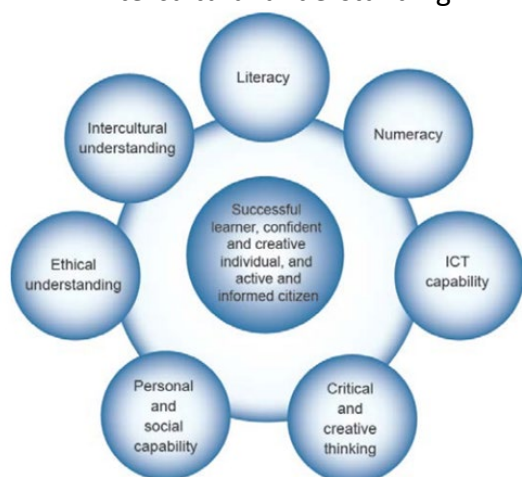
In the Australian Curriculum, general capabilities are addressed through the content of the learning areas; they are not separate learning areas, subjects or isolated skills. The teaching of learning area content will be strengthened by the application of relevant general capabilities, as will the development of the general capabilities through appropriate learning area contexts.

Opportunities to develop general capabilities in learning area content vary. Some general capabilities are essential to, and best developed within, specific learning areas; others support learning in any learning area. General capabilities are identified in content descriptions where they are developed or applied through learning area content. They are also identified in content elaborations where they offer opportunities to add depth and richness to student learning.

In the learning areas of the Australian Curriculum, general capabilities are identified, using icons, where they are developed or applied in the content descriptions and elaborations.

The Australian Curriculum includes seven general capabilities:

- Literacy
- Numeracy
- Information and communication technology (ICT) capability
- Critical and creative thinking
- Personal and social capability
- Ethical understanding
- Intercultural understanding.



General capabilities in the Australian Curriculum

Teaching and assessment of general capabilities

A learning continuum has been developed for 5 of the 7 general capabilities, and describes the knowledge, skills and behaviours that students can reasonably be expected to develop from Foundation to Year 10. The continua map common paths for the development of knowledge, skills and behaviours in each of the elements and sub-elements across 6 levels for Critical and Creative Thinking, Digital Literacy, Personal and Social capability, Ethical Understanding and Intercultural Understanding.

For Literacy and Numeracy, more detailed learning progressions have been developed to describe the learning pathway(s) along which students typically progress regardless of age or year level. The National Literacy and Numeracy Learning Progressions describe the skills, understandings and capabilities students typically acquire as their proficiency increases in a particular aspect of the curriculum over time, and help teachers ascertain the stage of learning reached, identify any gaps in skills and knowledge, and plan for the next step to progress learning.

6.4 West Australian Curriculum

The Western Australian Curriculum and Assessment Outline sets out the knowledge, understandings, skills, values and attitudes that students are expected to acquire and guidelines for the assessment of student achievement. The Outline is informed by the Belonging, Being & Becoming: The Early Years Learning Framework (EYLF) and the Australian Curriculum.

The Western Australian Minister for Education has approved the implementation of the Western Australian Curriculum, which has been developed and is monitored by the School Curriculum and Standards Authority (SCSA). All Learning Areas have now fully implemented the new curriculum with only Languages awaiting further phased implementation.

6.5 WACE Requirements

The Western Australian Certificate of Education (WACE) is the certificate that students in Western Australia receive on successful completion of the WACE requirements at the conclusion of their senior secondary education. It is recognised nationally in the Australian Qualifications Framework (AQF), and by universities and other tertiary institutions, industry and training providers.

While students typically complete a WACE in their final two years of senior secondary school, there is no specified time limit for completion. Study towards achievement of the WACE can be undertaken over a lifetime. It should be noted that the WACE requirements may change over time. Individuals continuing to work towards achievement of the WACE after they leave school will need to meet the WACE requirements current at that time

These are the minimum requirements for students to receive a Western Australian Certificate of Education (WACE):

6.5.1 Breadth and depth

- Completion of a minimum of 20 units, which may include unit equivalents attained through VET and/or endorsed programs. This requirement must include at least:
 - a minimum of ten Year 12 units, or the equivalent
 - four units from an English learning area course, post-Year 10, including at least one pair of Year 12 units from an English learning area course
 - one pair of Year 12 units from each of List A (arts/languages/social sciences) and List B (mathematics/science/technology).

Achievement standard

- Achievement of at least 14 C grades or higher (or the equivalent) in Year 11 and 12 units, including at least six C grades (or equivalents) in Year 12 units.(Explanatory notes 5 and 6)

- Completion of:
- at least four Year 12 ATAR courses(Explanatory note 5), or
- at least five Year 12 General courses(Explanatory note 7) (or a combination of General and up to three Year 12 ATAR courses(Explanatory note 5)) or equivalent(Explanatory note 8), or
- a Certificate II (or higher) VET qualification(Explanatory notes 9 and 10) in combination with ATAR, General or Foundation courses.

6.5.2 Literacy and numeracy standard

- Demonstration of the minimum standard of literacy and numeracy.

Explanatory notes relating to WACE requirements

1. The breadth requirement can be met through ATAR, General and Foundation courses. The depth requirement can be met through ATAR, General, VET industry specific and Foundation courses, VET credit transfer and endorsed programs.

2. Of the 20 units required for a WACE, up to a maximum of four Year 11 units and four Year 12 units may be awarded as unit equivalents by substituting VET qualifications and/or endorsed programs. A student may choose to study VET qualifications and/or endorsed programs and may be awarded unit equivalents by substituting VET qualifications (up to a total of eight units) or using endorsed programs (up to a total of four units) or using a combination of VET and endorsed programs (up to a total of eight units, but with a maximum of four units with endorsed programs – two in Year 11 and two in Year 12).

3. Students are able to substitute the minimum number of course unit requirement with unit equivalents achieved through the completion of AQF VET qualifications at Certificate I, II, III and higher (see Section 4) and/or endorsed programs (see Section 5).

4. Students can repeat units. However, those units that have the same unit code, e.g. AEENG, and are repeated, do not contribute to the WACE requirements more than once. Section 7: Certification of student achievement WACE Manual 2024 105 Note: students who complete ATAR Units 3 and 4 prior to Year 12 and sit the examination cannot repeat these units until after they leave school at the completion of Year 12.

5. Students enrolled in a Year 12 ATAR course must sit the external examination in that course. If students do not sit an ATAR course examination and do not have an approved Sickness/Misadventure Application for not sitting the examination in that course, the pair of units completed in that year will not contribute towards any of the WACE requirements. Students who do not sit the ATAR course examination will not have a course mark or grade recorded on their WASSA, nor will they receive an ATAR course report. For ATAR courses with practical components, students must complete both the written and practical examinations.

6. Both VET qualifications and endorsed programs can indirectly contribute to the WACE standard requirement of a C grade in at least 14 units. A C grade in a maximum of eight units (four in Year 11 and four in Year 12) can be replaced by unit equivalents from VET qualifications and/or endorsed programs. Of these eight unit equivalents, a maximum of four can be from endorsed programs (two in Year 11 and two in Year 12).

7. Foundation courses do not contribute to meeting the achievement standard with this option.

8. Up to two units from endorsed programs can be used to meet this requirement.

9. In the context of VET in the WACE, the term 'complete' requires that a student has been deemed competent in all units of competency that make up a full qualification.

10. The partial completion of a Certificate III or higher VET qualification may meet this requirement according to predetermined criteria (see sub-section 4.6.3).

11. The literacy and numeracy standard can be met either through the Online Literacy and Numeracy Assessment (OLNA) or by achieving the required level in the associated components of reading, writing or numeracy in the Year 9 NAPLAN tests. Students undertaking the OLNA will be required to satisfy both the reading and writing components in order to demonstrate the minimum WACE literacy standard.

12. If students do not demonstrate the literacy and numeracy standard by the time they exit secondary school, they can apply to the Authority to re-sit the assessment at any age. Note: the WACE requirements may change over time and students studying towards the achievement of the WACE after they leave school will be required to meet the WACE requirements current at the time of the completion of their studies.

6.5.3 WACE unit completion

A grade (A, B, C, D or E) is assigned when a unit or pair of units is completed. For a unit or pair of units to be completed, a student must have had the opportunity to complete the educational requirements and associated assessments, unless the school accepts that there are exceptional and justifiable circumstances.

To complete a Year 12 ATAR course a student must sit the ATAR course examination. Students who do not sit the ATAR course examination will not have a course mark or grade recorded on their WASSA, nor will they receive an ATAR course report. Note: for ATAR courses with practical components, students must complete both the written and practical examination.

Table 1: General features of senior secondary courses and programs

Courses and Programs	General Features
Australian Tertiary Admission Rank (ATAR) courses	These courses are examined by the Authority (see Section 6). Student results in ATAR courses are used by the Tertiary Institutions Service Centre (TISC) to calculate a student's Australian Tertiary Admission Rank (ATAR). The ATAR is used to determine eligibility for university entrance. Students seeking to achieve an ATAR will need to complete a minimum of four Year 12 ATAR courses, excluding unacceptable combinations (see Undergraduate Admission Requirements for School Leavers on the TISC website at www.tisc.edu.au). ATAR courses are typically for students who are aiming to go to university directly from school.
General courses	These courses are not externally examined. However, they each have an externally set task (EST) which is set by the Authority (see sub-section 3.4.2). General courses are for students who are typically aiming to enter vocationally based training or the workforce straight from school. General courses may be used for alternative entry to some university courses. Information about alternative entry should be sought directly from universities.
Vocational Education and Training (VET) industry specific courses	These courses include a full VET qualification and mandatory workplace learning. VET industry specific courses contribute towards the WACE as course units. Qualifications undertaken through VET industry specific courses can be used to meet the Certificate II or higher requirement of the WACE, if this option is chosen. The workplace learning component of the course contributes as unit equivalents towards the WACE (see Section 4). VET industry specific courses are for students aiming to enter further vocationally based training or the workforce straight from school.
Foundation courses	Foundation courses provide a focus on functional literacy and numeracy skills within the context of the subject, practical work-related experience and the opportunity to build personal skills that are important for life and work. They are designed for students who have not been able to demonstrate the minimum standard for the Western Australian Certificate of Education (WACE) standard of numeracy and Standard Australian English (SAE) literacy skills before Year 11 and are unlikely to do so before the end of Year 12 without significant levels of support (see sub-section 1.8). These literacy and numeracy standards are based on Level 3 of the Australian Core Skills Framework (ACSF) which outlines the skills required for individuals to

	meet the demands of everyday life and work in a knowledgebased economy.
Preliminary courses	Preliminary courses are for students who have been identified as having a learning difficulty and/or an intellectual disability (see sub-section 1.10). They provide a relevant option for students when it is understood that: • the student cannot access the ATAR, General or Foundation course content with adjustment and/or disability provisions • the Preliminary units do not contribute to achievement of a WACE. Preliminary courses are for students who have been identified as having a recognised disability under the Disability Discrimination Act 1992 and meet the above criteria.
Vocational Education and Training (VET) qualifications	VET qualifications undertaken separate to a VET industry specific course may contribute to the WACE through credit transfer. Qualifications undertaken as VET credit transfer contribute to the WACE as unit equivalents and can be used to meet the Certificate II or higher requirement of the WACE, if this option is chosen (see Section 4).
Endorsed programs	These programs provide access to areas of learning not covered by WACE courses or VET programs and contribute to the WACE as unit equivalents (see Section 5). Endorsed programs are for students wishing to participate in programs which are delivered in a variety of settings by schools, workplaces, universities and community organisations.

For ATAR, General, and Foundation courses, each unit is nominally 55 hours contact time. For VET industry specific courses, the unit time is dependent on the qualification and may require more than 55 hours per unit.

For ATAR, General and Foundation courses:

- Units 1 and 2 are typically studied in Year 11 and reported to the Authority as a pair, but where a single unit is studied it is reported separately
- Units 3 and 4 are typically studied in Year 12 and must be studied and reported to the Authority as a pair
- Units 1 and 2 cannot be studied after a student has completed Units 3 and 4. Section 1: Senior secondary schooling in Western Australia WACE Manual 2024 3

Note: the Authority prefers schools to enrol students in year-long Year 11 courses with the full-year code (AE, GE or FE, where A stands for ATAR, G for General, F for Foundation and E for Eleven) when studying a pair of units.

Schools should use the single unit code (A1/A2, G1/G2 or F1/F2) for students:

- enrolling in only one unit of a Year 11 course for the calendar year, e.g. A1ENG or A2ENG
- transferring between Year 11 courses or units after Semester 1. The school can report student achievement for two separate units, e.g. A1ENG to G2ENG (see sub-section 2.4.3).

Note: where a student transfers from one course to another, schools are required to report achievement for the Semester 1 unit in one course and Semester 2 unit in the other course. This requires withdrawal from the pair of units with a year-long code and re-enrolment in the single unit with a semester code.

For VET industry specific courses, both Year 11 units and Year 12 units are reported as pairs.

Preliminary courses comprise four units. Each unit is studied and reported separately (see sub-section 2.4.6).

Some ATAR and General courses have **defined** contexts. These courses are:

- Design: Dimensional Design, Graphics, Photography, and Technical Graphics – General units only
- Materials Design and Technology: Metal, Textiles, Wood – ATAR and General units.

For Design, students can enrol in more than one context in each course with defined contexts, but only a maximum of four units will count towards WACE requirements.

For Materials Design and Technology, students can enrol, and gain credit towards the WACE, in up to eight Materials Design and Technology units – four at Year 11 and four at Year 12 across two defined contexts. The two options are:

Option 1: four ATAR course units (two at Year 11 and two at Year 12) in conjunction with four General course units from another defined context (two at Year 11 and two at Year 12)

Option 2: eight General course units (four at Year 11 and four at Year 12) from two different, defined contexts.

Students who select Option 1 and enrol in one defined context of Materials Design and Technology as an ATAR course and another defined context as a General course will sit the ATAR course examination using the defined context which reflects their ATAR enrolment.

6.5.4 Course outline

The teacher determines the sequence in which the syllabus content will be taught and the timing of delivery and must provide this information to the students, before teaching begins, in the form of a course outline. The document can be provided as a hard copy or electronically if the school ensures that all students have adequate access in this format.

Course outlines must indicate:

- the timing of delivery
- the sequence in which all the syllabus content will be delivered.

Information about the assessment tasks can be included in the course outline but is not essential because it is included in the assessment outline.

6.5.5 Assessment outline

The teacher determines the tasks that will be used to assess student performance, except for the EST for General and Foundation courses and the COAT for EAL/D ATAR Year 12, which are set by the Authority and administered by the school. The set of tasks must conform to the assessment requirements as specified in the assessment table of the syllabus. This ensures that the planned assessment tasks will provide students with the opportunity to

demonstrate their achievement of the knowledge, skills and understandings that they have acquired in their study.

The format for an assessment outline is a school decision, but each outline for a pair of units must include the following information:

- the number of tasks to be assessed
- a general description of each task
- the assessment type, as prescribed in the syllabus
- an indication of the syllabus content on which each task is based
- the approximate timing of each task (i.e. the week the task will be conducted or the start and submission dates for an extended task)
- the weighting of each assessment task
- the weighting of each assessment type, as prescribed in the assessment table of the syllabus.

The set of tasks in the assessment outline must provide a representative sampling of the syllabus content. The number of assessment tasks is determined by the teacher. Teachers should limit the use of small value tasks and focus on developing tasks that accurately reflect the assessment type in the syllabus.

Assessment should not generate workload and/or stress that, under fair and reasonable circumstances, would unduly diminish the performance of students.

Should changing circumstances require the assessment outline to be amended (e.g. deleting a planned assessment task and re-weighting all other tasks), students must be informed immediately and provided with a copy of the amended assessment outline.

If the course requires small group moderation the partner schools must use the same assessment outline and use marking methods that will ensure student marks are on the same scale.

6.6 Assessment Policy

Thornlie's Assessment Policy can be found in Appendix section of this handbook.

6.7 Homework Policy

Thornlie's Homework Policy can be found in Appendix section of this handbook.

6.8 System Testing

6.8.1 2025 NAPLAN Dates

NAPLAN

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

It is a nationwide measure through which parents/carers, teachers, schools, education authorities, governments and the broader community can determine whether or not young Australians are developing the literacy and numeracy skills that provide the critical foundation for other learning and for their productive and rewarding participation in the community.

NAPLAN results allow parents/carers and educators to see how students are progressing in literacy and numeracy over time – individually, as part of their school community, and against national standards.

The results can assist teachers by providing additional information to support their professional judgement about students' levels of literacy and numeracy attainment and progress.

NAPLAN tests are one aspect of each school's assessment and reporting process and do not replace the extensive, ongoing assessments made by teachers about each student's performance. Each teacher will have the best insight into their students' educational progress. Parents/carers can use NAPLAN reports, along with other school assessment reports, to discuss their child's strengths and areas for improvement with their teacher.

NAPLAN results do not measure overall school quality.

NAPLAN is made up of tests in the 4 areas (or 'domains') of:

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

NAPLAN Testing Window

Secondary Year 7 and Year 9 Schedule (in order)

Subject	Duration	Dates of Exam
Writing	42 mins	Wednesday, 13 March, 2025
Reading	65 mins	Thursday, 14 March, 2025
Conventions of Language	45 mins	Friday, 15 March, 2025
Numeracy	65 mins	Monday, 18 March, 2025

6.8.2 Online Literacy and Numeracy (OLNA)

OLNA

Online Literacy and Numeracy Assessment

Students must demonstrate a minimum standard of literacy and numeracy to be eligible for a WACE. The minimum standard of literacy (reading and writing) and numeracy

encompasses the skills that are considered essential for individuals to meet the demands of everyday life and work. The required skills are identified in the Australian Core Skills Framework (ACSF) at Level 3.

Students can demonstrate the standard for each component through performance in either the:

- National Assessment Program – Literacy and Numeracy (NAPLAN) Year 9, or the
- Online Literacy and Numeracy Assessment (OLNA).

The OLNA has three components:

- reading (45 multiple-choice questions to be completed in 50 minutes)
- writing (an extended response of up to 600 words to be completed in 60 minutes)
- numeracy (45 multiple-choice questions to be completed in 50 minutes).

The OLNA has different versions of each test. These versions are of equal difficulty. On each occasion that an OLNA component is assessed, one of the versions is randomly generated. This randomisation is intended to prevent sharing of information between students who sit the test at different times.

The OLNA can be administered by schools up to six times each year.

Before the end of Year 12, students will have up to six opportunities (maximum of two per year) to demonstrate the standard for each component. Students may only sit once each term and only in windows where they are permitted to sit. Students who sit in the Term 4 Window as a Year 9 student will have this sit count as one of their two Year 10 sit opportunities.

Students who do not demonstrate the standard for each component by the time they exit senior secondary schooling can apply to the Authority to resit the OLNA at any age by completing the online application found on the Authority website.

2025 Testing window dates

Semester	Test Period	Writing	Numeracy and Reading	Cohort
1	Term 1*	26–27 February	26 February–14 March	Year 11 [†] , 12
	Term 2 Window A	5–6 May	5–16 May	Year 10, 11 [†] , 12
	Term 2 Window B	16–17 June	16–27 June	Year 10, 11 [†] , 12
2	Term 3 Window A	28–29 July	28 July–8 August	Year 10, 11, 12
	Term 3 Window B	8–9 September	8–19 September	Year 10, 11, 12
	Term 4	27–28 October	27 October–7 November	Year 9 [‡] , 10

*Monday, 3 March is a public holiday in Western Australia. The OLNA will not be available on this date.

[†]Year 11 students are required to sit in one of the Semester 1 windows.

[‡]Optional sit: Year 9 students who sit in Term 4 will have this count as their first sit as a Year 10 student.

The provision of broad and comprehensive teaching and learning programs is the best preparation that you can provide your students. Excessive coaching and assessment preparation is inappropriate. (SCSA website)

The Western Australian Curriculum (WAC) comprehensively covers the skills tested in the OLNA

Our school has a coaching model in place for students who are yet to achieve category 3 in any/all of the assessment components. Those in Year 10s are supported across their Learning Area work, whilst Year 11 & 12 students that have been identified are coached by a team of teachers to work towards achieving their Category 3 in the relevant components in order to qualify for WACE.

6.7 Compass & Connect

Our aim for 2025 is to continue to be a fully CONNECTED school community.

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

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

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

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

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

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

7. Enrichment

7.1 Approved Specialist Programs: Rugby

Children have the opportunity to turn their passions into dream futures through more than 110 Approved Specialist Programs at 60 schools across the State. Sports, arts, academic and applied Approved Specialist Programs give children real-world skills and a head start in reaching their career goals.

Many programs are linked to sporting and industry bodies and training organisations, allowing children to gain industry recognised qualifications. Teachers and coaches are adept at recognising and developing children's skills in their areas of interest. At Thornlie we are pleased to offer Rugby as an Approved Specialist Program.

Thornlie Senior High School has a proud history in Rugby dating back to 1991 and has been a DoE accredited Sports Specialist Rugby School since 2003. The Specialist Rugby program at Thornlie Senior High School aims to develop each student's skills, Physical fitness, abilities, aspirations and values to the highest level possible in order that they may realise their potential.

The development of personal values is strongly emphasised throughout the program. We aim to strengthen students' self-esteem, optimism and commitment to personal fulfilment. Character building qualities such as sportsmanship, personal responsibility and self-discipline are emphasised in every part of the course.

Selection will be based on physical skill levels and academic attitude. Skill tests will be conducted at the school under the supervision of coaching staff.

Successful applicants will be required to meet the following expectations:

- Participate consistently and to the best of their ability throughout their involvement in the Rugby program.
- Maintain an excellent school attendance and behaviour record.
- Develop a positive attitude towards the school's ethos.
- Maintain a positive attitude towards academic and vocational studies.

7.2 School Based Specialist Programs

7.2.1 Music

Thornlie Senior High School offers an exciting opportunity for students to explore their interest in instrumental/vocal music and performance by applying for selection into the Instrumental Music Program. We offer intensive training in all areas of music to the successful applicants, including studies in aural training, theory, arranging, song writing and music history. There is a strong emphasis on contemporary music and music industry related careers, such as sound/lighting, event management, performing, composing/arranging and recording.

Students have access to our custom-built Performing Arts Centre at the school for their performances as well as a piano keyboard lab, practice rooms and a variety of equipment and instruments that we provide for students to use in class time to enhance the teaching-learning program.

Student Selection and Application

To be accepted into the Instrumental Music Program, applicants must satisfy the following criteria:

- Willingness to participate in all facets of the program, including weekly lesson, weekly large ensemble rehearsals and musical performances as required.

- Enthusiasm and aptitude for music – students must complete a brief musical aptitude listening test.
- Ability to meet the requirements of the program
 - Student must come out of timetabled classes to participate in lessons and should be able to commit to daily practice time on their instrument/voice, and be keeping a music practice journal
- Participate in a brief interview and audition with the music coordinator
- Sign the Instrumental Program Agreement Contract.

7.2.2 Netball

The Netball Academy at Thornlie Senior High School provides students with an opportunity to combine sporting excellence and academic achievement. Students are encouraged to continue in the development of skills, physical fitness and aspirations, with an emphasis placed on individuals to strive for and achieve personal best.

Opportunities for players:

- Students will be provided with opportunities to compete in SSWA competitions and Specialist Netball Carnivals.
- Development of skills through specialist coaching and clinics
- Fitness and Training
- Coaching and Umpiring accreditations
- Development of coaching and umpiring with juniors
- Opportunity to travel Interstate and compete in the Gold Coast Netball Tournament

Selection Criteria:

Students are selected to represent Thornlie Senior High School in the Netball Academy after completing the appropriate Application Stages-

1. Applicants complete a Thornlie SHS Netball Academy Application Form and return it to the school.
2. Selection Trials—Fitness and Skills Assessment will be carried out under the supervision of qualified staff and member/s of Southern Districts Netball Association.
3. Academic Reports and References will be considered

7.2.3 Cheer & Dance

The Thunder Ohana General Dance Program caters for students from years 7-12 and has been designed to ensure that our students study theoretical and practical components of a range of Dance genres including Jazz, Tap, Hip Hop, Acrobatics, Lyrical, Contemporary, Pom and Cheerleading. Other opportunities our students have the chance to partake in, involve:

- Year 11 & 12 Certificate II in Dance
- Year 9 & 10 Dance
- Year 7 & 8 Performing Arts
- National/International Travel
- Interschool Dance Festivals
- Community Performances
- Dance Showcases
- Combined Arts Showcases
- Leadership Team

COMPETITION PROGRAM

The Thunder Ohana Cheer & Dance Competition Program offers the opportunity for students to trial for teams that compete locally, nationally and on some occasions, internationally. At the beginning of each school year, students will be required to take part in a selection process that focuses not only on their physical capability, but their school attendance across all learning areas. In line with the Department of Education requirement, it is essential that all competition students obtain an attendance percentage of

above 90 percent. Should students be successful in making a team, their physical progress and percentage of attendance will continually be monitored by our Coaches and Cheer & Dance Coordinators on a regular basis throughout the course of the year. Thunder Ohana Cheer & Dance Competition students will have the opportunity to participate in the following events:

- National/International Cheer & Dance Competitions
- All Star Cheer & Dance Competitions
- Local Dance Competitions
- Dance Showcases
- Combined Arts Showcases
- Competitive Cheerleading / Hip Hop / Pom / Jazz / Lyrical
- Leadership Team

Selection Criteria:

Students are selected to represent Thornlie Senior High School in the Cheer & Dance Program after completing the appropriate Application Stages:

- Applicants complete a Thunder Ohana Dance & Cheer Program Application Form and return it to the school.
- Selection Trials.
- Academic Reports and References will be considered

Continued involvement in the program will require students to:

- Participate consistently and to the best of their ability within the program throughout the year.
- Maintain excellent school attendance and behaviour records
- Maintain a positive attitude towards academic studies.

7.2.4 Accelerated Achievement Program

Students accepted into the Accelerated Achievement Challenge Program are encouraged to excel in their area of academic talent. The program aims to foster both the academic and personal development of talented students within a caring environment. Students are regularly challenged as a result of extended and enriched learning opportunities in the academic learning areas, Mathematics, English, Humanities and Social Science and Science. Participation in the program commences at Year 7 and given satisfactory progress, students may be invited to continue with the program through to the completion of Year 10. Students may be accepted into the program in one or more of the following subjects: English, Mathematics, Humanities and Social Science or Science. In the remaining learning areas, they combine with other students to access their chosen subjects as per their Subject Selection Form. Specialist teachers for the program are selected to deliver the curriculum as is expected of all Year 7 classes. However, these teachers will create a stimulating learning environment and enhance the regular curriculum using their specialist knowledge to add breadth and accelerate student learning.

The school and teachers within the program have high expectations of students offered places in this program, with their commitment, behaviour and progress is closely monitored. The school expects students and their parents to uphold its policies and philosophy and strive to enhance the good reputation of Thornlie Senior High School in the community.

Selection Criteria

The number of students invited to participate in the Accelerated Achievement Program is limited. Students are selected through a progressive and comprehensive process. There are three main stages:

1. Applicants complete an Accelerated Achievement Program Application Form. This includes a form for the students to complete. One confidential for parents/guardians to complete and a form reference from the applicant's current school should be completed and returned.
2. Applicants complete testing relating to ability. All testing will be conducted at Thornlie Senior High School.
3. Current reports and available NAPLAN data will be used to confirm the final selection of students for inclusion in the Thornlie Senior High School Accelerated Achievement Program.

8. Appendix: Policy Documents

Appendix:

Policies:

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

THORNLIE SENIOR HIGH SCHOOL

Senior Secondary Assessment Policy

This policy is provided to all senior secondary students at Thornlie Senior High School and is based on School Curriculum and Standards Authority (Authority) requirements.

All Year 11 and year 12 students are enrolled in a combination of ATAR, General, Foundation and Australian Qualifications Framework (AQF) Certificates. Students gain credit for the WACE by completing an AQF qualification at Certificate II or Certificate III level. Students who complete the requirements of Workplace Learning also gain credit for the WACE.

Thornlie Senior High School is a Registered Training Organisation (RTO). All students enrolling in Certificate Courses from any training package will receive a VET Policies and Procedures booklet, which outlines all RTO requirements. A separate acknowledgement form must be signed and returned to the Careers Centre by the specified date.

This policy applies to the assessment of all WACE courses.

1. Student responsibilities

It is the responsibility of the student to:

- attempt all in-class assessment tasks on the scheduled date and submit all out-of-class assessment tasks by the due date
- maintain an assessment file for each pair of units studied which contains all completed written assessment tasks and to make this file available whenever required by the school
- maintain a good record of attendance, conduct and progress (a student who is absent from a class for five lessons or more per term is deemed to be 'at risk' of not achieving the best possible result. A child enters an 'attendance risk' category once their attendance drops below 90%)
- initiate contact with teachers concerning absence from class, missed in-class assessment tasks, requests for extension of the due date for out-of-class assessment tasks and other issues pertaining to assessment

2. Teacher responsibilities

It is the responsibility of the teacher to:

- develop a teaching and learning program that appropriately delivers the current Authority syllabus for the particular pair of units
- provide students with access to a course outline and an assessment outline
- ensure that all assessment tasks are fair, valid and reliable
- provide students with timely assessment feedback and with guidance about how best to undertake future tasks
- maintain accurate records of student achievement
- meet school and external timelines for assessment and reporting
- inform students and parents of academic progress, as appropriate

3. Information provided to students

Before teaching starts the teacher will provide on Connect the following documents:

- the Authority syllabus for the pair of units which includes the grade descriptions
- a course outline for the pair of units (or unit or semester) that shows:
 - the content from the syllabus in the sequence in which it will be taught
 - the approximate time allocated to teach each section of content from the syllabus
- an assessment outline for the pair of units that includes:
 - the number of tasks to be assessed
 - the approximate timing of each assessment task (i.e. the week in which each assessment task is planned or the start week and submissions week for each out-of-class extended task)
 - the weighting for each assessment task
 - the weighting for each assessment type, as specified in the assessment table of the syllabus
 - a general description of each assessment task
 - an indication of the content covered by each assessment task.

Note: Students without internet access at home can request from their teacher a hard copy of these documents.

4. Assessing student achievement

At Thornlie Senior High School all students are enrolled in a pair of units. In each pair of units, a number of assessment tasks occur during the year including end of semester exams in all ATAR courses and an Externally Set Task for Year 12 General and Foundation courses.

Each task provides evidence of student achievement. The teacher uses the total weighted mark from all assessment tasks when assigning a grade at the completion of the pair of units.

The requirements for each assessment task will be clearly described in writing (i.e. what the student needs to do, often indicating the steps involved for extended tasks). Where appropriate, the criteria against which the task will be marked will be provided with the task.

Most tasks are completed in-class. Some courses may include tasks that are completed out-of-class (in which case, student achievement may be validated to ensure authenticity).

Some courses may include assessment tasks to be completed by a group of students. In such cases teachers will use strategies to enable them to assess the performance of each individual in the group. Typically this will be identified in the task (or task brief) provided to the students at the commencement of the task.

Where a student's disability, specific education needs or cultural beliefs will significantly affect their access to an assessment task the teacher may adjust the task in consultation with the relevant Head of Learning Area/Teacher-in-Charge responsible for the course.

School-based assessments are conducted by teachers in accordance with the school's Assessment Policy. At the end of a course unit, aggregate marks are used to produce a rank order of student achievement. Grade descriptors are then used to determine a grade (A-E) at the end of each course unit.

In their final WACE year, ATAR students will also receive an aggregate school mark out of 100 for each course unit.

For courses with practical (performance or production) components, a mark out of 100 may be required for each of these components.

Students are assessed in relation to the School Curriculum & Standards Authority (SCSA) assessment guidelines and awarded grades of -

- A** Excellent achievement
- B** High Achievement
- C** Sound achievement
- D** Limited Achievement
- E** Inadequate Achievement

5. School examinations

School examinations are included in the assessment outline for the pair of units. The weighting (i.e. proportion of the final mark) for these school-based examinations varies between courses and can be determined from the assessment outline.

- A written examination will be held in all ATAR courses at the end of Semester 1 and the end of Semester 2.
- A practical/performance/oral exam will also be held in those courses with a practical, performance or oral ATAR examination.
- In Year 11 written examinations are typically 2.5 or 3 hours in duration.
- In Year 12 all written examinations are 3 hours duration except for courses with a practical, performance or oral examination, which are 2.5 hours plus a separate practical, performance or oral examination.
- The examination timetable is issued to students two weeks before the start of the exam period. The examination rules are available on Connect.

If an examination contains an error or questions are based on content that is outside the syllabus, or there is a breach of security the school will:

- remove the question containing the error or that is based on content outside the syllabus, **or**
- set a new examination if there is a breach of security that affects all students, **or**
- penalise the students involved if there is a breach of security limited to only them (i.e. a mark of zero)

Where health issues or personal circumstances prevent a student from completing one or more school examinations, as for all other assessment tasks, the school will determine whether the reason is acceptable and if not acceptable the student will be given a mark of zero. If the reason is acceptable to the school an alternate date will be set or where this is not possible the student will not sit the examination and their marks for other tasks will be re-weighted.

6. Externally set task

All students enrolled in a Year 12 General or Foundation course are required to complete an externally set task (EST) for that course.

The EST is included in the assessment outline for the pair of units. This assessment task has a weighting of 15% of the final mark for the pair of units.

The EST is a 50 minute written assessment task developed by the Authority based on content from Unit 3. It is completed in class under standard test conditions.

Where a student does not complete the EST due to absence they will be required to complete the task at the first available opportunity (generally within two days of the student's return to school). If this is not until after the date that the Authority requires the school to submit the EST marks then the mark will be included in the student's school mark but will not be uploaded to SCSA.

7. Cheating, collusion and plagiarism

Students must not cheat (i.e. engage in a dishonest act to gain an unfair advantage).

All work in each individual assessment task must be the work of the student. Students are not permitted to submit for marking, as original, any work which is:

- prepared or substantively contributed to by another person (e.g. student, teacher, tutor or expert)
- copied or downloaded from the internet without acknowledging the source
- paraphrases or summarises the work of others

If a student is believed to have engaged in cheating, collusion or plagiarism, the teacher will refer the matter to the relevant head of learning area/teacher-in-charge responsible for the course. As part of this process, the student and the parent/guardian will be informed of suspected inappropriate behaviour. The student will be provided with the right of reply.

If it is demonstrated beyond reasonable doubt that a student has cheated, colluded or plagiarised, one of the following penalties will apply:

- a mark of zero for the whole assessment task, **or**
- a mark of zero for the part of the assessment task where the teacher can identify that the work is not the student's own
 - a student who 'provides' their work for others to claim as their own has colluded, and so the previous two dot points will apply to them as well as to the student submitting such work.

The parent/guardian will be informed in writing of the decision made, the penalty and any further disciplinary action.

8. Security of assessment tasks

Where there is more than one class studying the same pair of units at the school, all or most, of the assessment tasks will be the same to ensure student marks are on the same scale. In such cases, to ensure that no students are unfairly advantaged, the question papers used for in-class assessment tasks will be collected at the end of the lesson and retained by the teacher until the task has been completed by all classes. In their own interests, students must not discuss the nature of the questions with students from the other classes until after all classes have completed the task. Discussion of the questions will be treated as collusion and the students will be penalised.

Where the school uses the same assessment task or exam as other schools, the task/exam and the student responses will be retained by the teacher until all schools have completed the task/exam.

9. Retention and disposal of student work

Students are responsible for retaining all of their marked written assessment tasks. The school will retain all non-written assessment tasks (typically as audio or video recordings or digital products). This material is required by the teacher when assigning grades at the completion of the pair of units and may be required by the Authority for moderation purposes.

To assist students, the school may establish an assessment file for each student for each course/program. The file would hold all marked written assessment tasks. Students would have access to this file for revision purposes. The school would retain the files until the Authority has accepted the marks. The written assessment tasks would be available to students for collection after that time. The school would securely dispose of all materials not collected by the end of the school year. All recorded evidence of performance for non-written assessment tasks would be deleted/erased at the end of the school year.

The school will not use the materials for any other purposes without the written permission of the student.

10. Modification of the assessment outline

If circumstances change during the teaching of a pair of units, requiring the teacher to make adjustments to scheduled assessment tasks, then students will be notified and the modified assessment outline will be placed on the school intranet.

Where a disability, special education needs or cultural beliefs has resulted in the inability of a student to complete one or more assessment tasks the assessment outline will be adjusted and provided to the student and parent/guardian.

11. Students with a disability

Students with a diagnosed disability will, where their disability, impairment or medical condition will significantly affect their access to a particular assessment task, have written and/or practical assessment tasks (including school examinations) adjusted by the teacher in consultation with the relevant head of learning area/teacher-in-charge responsible for the course. These adjustments will be consistent with those described in the Authority's *Guidelines for disability adjustments for timed assessments*, which can be accessed from the Authority website. Adjustments, depending on the individual students' education needs, can include special equipment, provision of a scribe, or additional time to complete the task.

Students who are unable to complete an assessment task because of their disability will be provided with alternative opportunities to demonstrate their knowledge, skills and understandings.

12. Completion of a pair of units

A grade (A, B, C, D or E) is assigned for each pair of units completed.

Students are required to:

- attempt all in-class assessment tasks on the scheduled date
- submit all out-of-class assessment tasks on or before the due date

If an assessment task cannot be submitted directly to the teacher it is to be submitted to the relevant head of learning area/teacher-in-charge.

Where health issues or other personal circumstances may prevent a student completing an in-class assessment task, the student (or the parent/guardian) must discuss the matter with the teacher at the earliest opportunity before the scheduled date. The school will determine whether the reason is acceptable.

Where the reason for not submitting an assessment task or attending a scheduled in-class assessment task is **acceptable** to the school the student's assessment outline will, where possible, be adjusted and a grade assigned.

- ***Students who miss an "in-school" assessment task must, by the next lesson attended, produce a medical certificate or a parental note explaining their absence. If the reason for missing an in school assessment is***

considered valid by the HOD/TIC/Deputy Principal the student will not be penalised and may be permitted to complete a similar assessment task at the next convenient opportunity

- If a course has an assessment task such as a camp or other practical task that cannot be repeated, the student will receive a zero and parents/guardians notified immediately
- If a student has been provided with the opportunity to complete the assessment requirements for a course unit or subject but does not use this opportunity for reasons that are not acceptable to the school (e.g. absence on the due date of an assignment or on the day of a test, late submission of a long-term assessment task) then the student will awarded a zero mark for that assessment task
- Extension to due dates must be negotiated with the HOLA/TIC at least 2 school days before the due date. This negotiated due date is a final deadline after which a student will be awarded a zero (0) mark for that assessment. Extension for lateness must be covered by a medical certificate or parental notification of other serious reasons, which clearly indicate why work cannot be submitted on time prior to the due date
- An alternate test/task **may** be provided for students who are absent if the reason for missing an in school assessment is considered valid by the HOD/TIC/Deputy Principal
- **Students who do not comply with the course and assessment requirements will be issued with a Letter of Concern as soon as possible**

13. Acceptable reasons for non-completion or non-submission

The penalty for non-completion or non-submission of an assessment task will be waived if the student provides a reason which is acceptable to the school. For example:

- where sickness, injury or significant personal circumstances prevents a student attending on the day that an in-class assessment task (including school examinations and the externally set task) is scheduled
- where sickness, injury or significant personal circumstances for part or all of the period of an out-of-class assessment task prevents completion or submission by the due date.

In such cases the parent/guardian must:

- contact the school before 9:30am on the day of the in-class assessment task or due date for submission of an out-of-class assessment **and**
- provide either a medical certificate or a letter of explanation immediately the student returns to school

Where the student provides a reason, which is **acceptable** to the school for the non-completion or non-submission of an assessment task, the teacher will:

- negotiate an adjusted due date for an out-of-class assessment task or an adjusted date for an in-class assessment task (generally, within two days of the student's return), **or**
- decide on an alternate assessment task (if, in the opinion of the teacher, the assessment is no longer confidential), **or**
- not require the task to be completed and re-weight the student's marks for other tasks (if, in the opinion of the teacher, sufficient evidence exists in the other tasks completed to meet the Authority requirements for the course and to enable a grade to be assigned)

Events that can be rescheduled are not a valid reason for non-completion or non-submission of an assessment task (e.g. sitting a driver's licence test, preparation for the school ball, family holidays). In exceptional circumstances, the parent/guardian may negotiate with the Year Co-ordinator the development of an individual education plan. This plan will show how the missed lesson time will be compensated for and any adjustments to the assessment outline.

Where a catastrophic event (e.g. a pandemic) affects delivery of the teaching program, the completion or submission of one or more assessment tasks and/or completion of the school examination timetable, students will be advised by the school of adjustments to the task requirements and/or the assessment outline.

14. Transfer between courses and/or units

Should a student commence a pair of units late they will be at risk of being disadvantaged compared to others in the class. An application to transfer between types of courses or between courses is made through the Deputy Principal. A meeting may be held with the parent/guardian to discuss student progress and the requirements necessary for the student to be assigned a grade in the pair of units into which they wish to transfer.

At Thornlie Senior High School the deadline for student transfers in Year 11 and Year 12 is *Friday of Week 3 in Term 1*, as all courses are assessed as a pair of units. In **extenuating** circumstances a request for transfer may be considered by the Deputy Principal after this date.

AQF Certificate course are of two years duration. A student in Year 11 may transfer to another certificate before the end of week three Term One. Consultation with the RTO Manager, the Vet staff and administrators is required in these circumstances. Counselling will be aimed at achieving 'completion', and where completion is unlikely or not possible, transfers between certificate courses will be disallowed. There will be no further option of a transfer between certificates in the over the two years.

Students studying a Foundation course can transfer to a General course after the OLNA results are received from the Authority.

When a student transfers to a different course within the same subject (e.g. from English ATAR Year 11 to English General Year 11) or to a similar course (e.g. Human Biology ATAR Year 11 to Integrated Science General Year 11), the marks from completed assessment tasks will be used, where they are appropriate, for the unit into which the student is transferring. These marks may be statistically adjusted to ensure that they are on the same scale as the marks for all students in the new class.

Where additional work and/or assessment tasks are necessary to enable a grade to be assigned, the teacher will develop an individual education plan showing the work to be completed and/or an adjusted assessment outline. The plan and/or the adjusted assessment outline will be discussed with the parent/guardian and provided to the student.

15. Transfer from another school

It is the responsibility of any student who transfers into a class from the same course at another school, to provide the school with evidence of all completed assessment tasks. The Deputy Principal will contact the previous school to confirm:

- the part of the syllabus that has been taught
- the assessment tasks which have been completed
- the marks awarded for these tasks

The head of learning area/teacher-in-charge responsible for the course will:

- determine how the marks from assessment tasks at the previous school will be used
[Note: Where necessary these marks will be statistically adjusted to ensure that they are on the same scale as those at Thornlie Senior High School.]
- determine the additional work, if any, to be completed
- determine the additional assessment tasks, if any, to be completed to enable a grade to be assigned

Where additional work and/or assessment tasks are necessary, the teacher will develop an individual education plan showing the work to be completed and/or an adjusted assessment outline. The plan and/or the adjusted assessment outline will be discussed with the parent/guardian and provided to the student.

16. Reporting student achievement

The school reports student achievement at the end of Semester 1 and at the end of Semester 2. The report provides for each course:

- a comment by the teacher
- a grade
- the percentage mark in the school-based examination (for ATAR courses)
- the percentage mark (calculated from the weighted total mark)
- certificate courses
- VET/Certificate courses report affective qualities (attitude), achievement of competencies/modules and Workplace Learning results

At the end of the year, students will be provided with a Thornlie Senior High School statement of achievement, which lists the school mark and grade for each pair of units. These are the results, which will be submitted to the Authority.

All final grades are subject to approval by the Authority at the end of the year. The student (and parent/guardian) will be notified of any changes that result from the Authority's review of the student results submitted by the school.

17. Reviewing marks and grades

If a student considers that there is an issue about the delivery of the course, the marking of one or more assessment tasks or the grade assigned for a pair of units they should, in the first instance, discuss the issue with the teacher.

If an assessment issue cannot be resolved through discussion with the teacher then the student (or the parent/guardian) should approach the relevant head of learning area/teacher-in-charge responsible for the course.

The student or their parent/guardian can request, in writing, that the school conduct a formal assessment review, if they consider that the student has been disadvantaged by any of the following:

- the assessment outline does not meet the syllabus requirements
- the assessment procedures used do not conform with the school's senior secondary assessment policy
- procedural errors have occurred in the determination of the course mark and/or grade
- computational errors have occurred in the determination of the course mark

The Principal, or a nominated representative, will conduct the review. The reviewer will meet with the student and the teacher independently and prepare a written report. This report will be provided to the student and their parent/guardian.

If this review does not resolve the matter, the student (or parent/guardian) may appeal to the School Curriculum and Standards Authority using an appeal form which is available from the Deputy Principal or the Authority website. Authority representatives will then independently investigate the claim and report to the Authority's student appeal committee.

If the committee upholds a student appeal the school will make any required adjustments to the student's mark and/or grade and where required the mark and/or grade of other students and re-issue reports and/or the statement of achievement as necessary.

THORNLIE SENIOR HIGH SCHOOL

Communication with your School Policy

The relationship between the home and the school plays a very important part in a child's education.

For a child's learning to be successful, he or she needs the support of both home and school working in partnership. Three-way communication is a critical factor in this partnership as children, parents and teachers need to feel confident there are processes that encourage positive communication to take place with each other.

As parents, you are the first and primary teachers of your child and have a substantial influence on the way in which your child approaches learning. Teachers are responsible for the more formal aspects of a child's learning and successful teaching builds on the home experiences of the child.

The most effective learning and teaching take place when there is an active and positive partnership between home and school as you, the parents, have an intimate and special knowledge of the factors that may affect your child's learning.

In developing a positive partnership between home and school, it is important that your child, his/her parents and teachers communicate with each other in a timely and appropriate manner to address any issues or areas of concern, or opportunities for commendation.

Your child is a member of Thornlie Senior High School's learning and teaching community and not all learning takes place in the classroom. A large senior high school such as ours is representative of the cross-section of the society within which we live and the day-to-day issues with which we deal. Good communication between school and home can make a positive contribution to the ongoing social, emotional, communication and negotiation skills your child learns and practises within the school community every day.

This policy outlines the steps you, the parents of our students, can take to raise an issue of concern, offer a compliment or to make a commendation, make an enquiry or a suggestion, express an idea or opinion or generally to have your say. What we wish for our children is for them to "learn their way to a successful future".

Thornlie Senior High School values the comments of parents and welcomes any feedback you may have.

To assist parents in contacting the school, we have developed the Thornlie Senior High School Feedback Form. This can be filled out at any time you wish to make a suggestion, make an enquiry, pay a compliment or raise a concern. All comments received on our Feedback Form will be responded to.

Students may complete this form, but parents must sign it to acknowledge they have read and discussed the issue with their child.

Important Notes

-  The school and parents should work together in partnership to support the best interests of their children.
-  Parents are encouraged to take a proactive and supportive role in the school. This can be done through supporting our P&C, School Council or by participating in a variety of other parent programs, ie. canteen helper or school volunteer program.
-  It is essential that parents make appointments to see members of staff at school. Our office has procedures in place to assist in making appointments. Our phone number is 9376 2100 and the office

is normally attended from 8:00am and 4:00pm on school days. Outside office hours a message can be left on our answering machine. Your call will be returned the next day.

- ✚ At any stage in this process, parents always are welcome to have someone to accompany them to any meeting as support. We also are happy to provide an interpreter service should one be required.

Paying Compliments

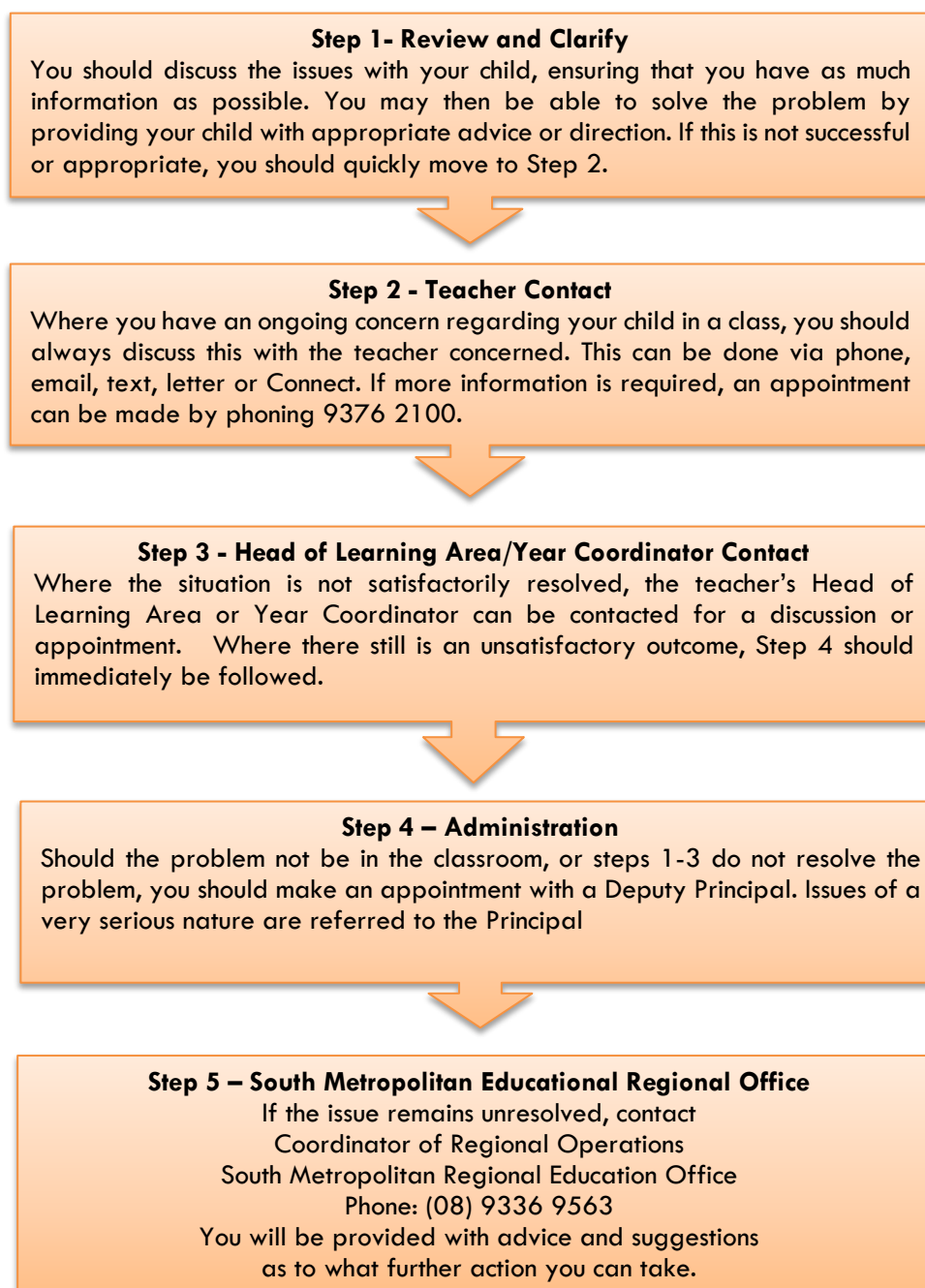
There is nothing quite as motivating or rewarding as receiving a compliment. When a parent, student or community member compliments one of our staff members, it helps us recognise that person appropriately.

Making an Enquiry or Suggestion

We welcome and encourage you to contact the school whenever you need to make an enquiry, to clarify a situation, or to pass on any useful suggestions or ideas.

The Feedback Form is ideal for this purpose.

Raising a concern: Steps for parents to take:



THORNIE SENIOR HIGH SCHOOL

Homework Policy

Rationale:

At high school, the completion of set homework and assignment work by students becomes increasingly important. Not only does this work consolidate and reinforce what is taught in the classroom, but it also affects the student's assessment for a particular unit of work. Homework may also be given to extend the student beyond what was taught or to provide remediation. It gives an opportunity for research and to complete unfinished work.

Purpose: To establish a procedure to identify homework and provide support structures to assist students to complete homework goals.

Broad Guidelines:

Homework is of three types.

1. **Homework:** Completing work not finished in the classroom; preparation for the next day by making sure that all equipment is in good order and ready; questions about work that is not understood are prepared for the appropriate teacher; pre-reading and writing short summaries. Teachers will allocate specific homework on a regular basis. Students will be given a date to complete and submit this. This homework may include research and answering questions, doing specific exercises from textbooks or attempting worksheets.
2. **Assignment Work:** While working through units, students may be given assignment work. Ample time will be allocated for the completion of this work. Assignment work will often extend the student beyond work taught in the classroom and students may be given opportunities to do some research work in the library during school time if required. Deadlines should be strictly adhered to. If a senior student cannot complete a homework assignment, test or exam, the school needs to be notified as soon as possible and a medical certificate is usually required in case of illness. Penalties are enforced for late non-legitimate handing in of assignments.
3. **Home Study:** In order to gain the most out of time spent doing formal school-work, students need to develop a good understanding of concepts taught in all subject areas. Maximum understanding is reached if students regularly read through and write out these concepts in their own words. All students need to have a regular program of study and a homework study timetable should be prepared as indicated in the homework notebook. Recommended homework and study times for students who wish to do well are also outlined in this page. Students should work out a homework timetable in conjunction with their parents and teachers.

Study should be regular and concentrated. Where a student has difficulty with a concept or an area of work, he or she must arrange to see the teacher for help. The student should continue to ask for help until a good understanding has been reached. Teachers will make every effort to ensure that this is the case. Where students regularly fail to complete homework, parents will be informed via Letter of Concern.

Recommended amount of study – 5 nights per week	
Year 7	1 hour
Year 8	1 hour
Year 9	1 ½ hours
Year 10	2 hours
Year 11	2 ½ hours per night
Year 12	3 hours per night

THORNIE SENIOR HIGH SCHOOL

Late to School Policy

Punctuality is an important facet of our personal makeup, and a facet we promote with TSHS students with a view to engage them appropriately with each subject and maximize their learning opportunities.

The **Late to School** Policy aims to:

- Promote punctuality as a worthwhile and valuable personal trait
- Maximise learning opportunities by minimising late arrivals and disruptions to lessons.

A **Late to School** offence refers to:

- Arriving to the first lesson of the day after the bell at 08:45am, more than once in a defined school week.
- The student does not have legitimate claim to a SMS, phone call or email, or produce a note that authorises the repeat Late Arrivals (absences) from their parent/guardian.

Late To School Procedures

Thornlie Senior High School has established the following procedures for students involved in **Late to School** offences (as defined above.)

Student Name: _____

FIRST Offence Date:	• SS Staff interview student and discusses further consequences for repeat offences. • Reprimand given with a clear warning about repeat offences. • Letter sent home regarding Late to School offences.
SECOND Offence Date:	• SS Staff interview student and administers Lunch Detention for this second offence • Reprimand given with a clear warning about repeat offences • Letter sent home regarding Late to School offences
THIRD Offence Date:	• SS Staff interview student and administers After School Detention. • Letter sent home regarding Late to School offences.
SUBSEQUENT Offences Date:	• Student is allocated 'Eco-Management Duties' in the After School Detention timeslot OR complete identified tasks for Catch-up of missed lesson time in the After School Detention timeslot. (cleaning up the yard or cleaning up on missed lesson tasks)
Case by Case	• Students lose their 'Good Standing' within the school, resulting in losing privileges related to reward excursions, school representation in sports and Arts events, and other non- timetabled events on the school roster.

Student Services Staff: _____ Date: _____

THORNLIE SENIOR HIGH SCHOOL

Lockdown Policy & Procedures Policy

PURPOSE

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

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

GUIDELINES

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

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

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

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

PROCEDURE

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

If the decision is made to lockdown:

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

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

PRINCIPAL OR SITE MANAGER ACTIONS DURING A LOCKDOWN

- Liaise with school staff, other agencies and the education regional office in considering a lockdown.
- Activate lockdown using the predetermined activation signal.
- Advise WA Police and other appropriate emergency service agencies.

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

FOLLOW UP

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

STAFF ACTIONS DURING A LOCK DOWN

- If in class, stay in the classroom.
- If out of class, move into the closest classroom or safe area. Check and collect people from adjacent areas.
- Direct students who are out of class into their regular or closest classroom.
- Do not leave classroom to get students.
- Close the classroom door and lock if possible.
- Close windows, blinds and shutters
- Turn off the lights, fans and electrical devices.

- Position all people close to the ground (e.g. on the floor), away from windows and doors and out of sight (if possible).
- Tell students that mobile phones are not to be used and are to be turned off.
- Staff may only use mobile phone to give administration and police further information about the emergency if appropriate (phone should be on silent).
- Record the names of all people in the classroom.
- Stay calm and encourage others to be calm and silent.
- No one is to leave the room during the lockdown.
- Provide information to the principal or site manager, as required.
- Do not allow any unauthorised people into the room.
- If emergency medication is required then contact the administration office for advice.
- If a toilet is needed consider the use of a plastic lined bin.
- Remain in the room until the de-activation signal “all clear” is given over the PA system and await specific instructions from the Deputy Principal – Welfare or site manager.
- Follow any specific instructions.

PARENT/GUARDIAN RESPONSIBILITIES

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

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

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

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

INTRUDER PROCEDURES

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

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

- As soon as it is safe to do so, report the situation to the Principal

THORNIE SENIOR HIGH SCHOOL

Evacuation Procedures SPECIFIC EMERGENCY SITUATIONS

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

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

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

Earthquake

Indoors (Normal Classroom)

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

Indoors (Gymnasium)

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

Outdoors

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

Lockdown

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

Fire in the Bush at the Rear of the School

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

Area 1 – Main Lawn

Area 2 – Main Lawn side of the Canteen

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

Non-Contact Time

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

EMERGENCY EVACUATION PROCEDURE

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

- FIRE
- EARTHQUAKE
- DISASTER
- EMERGENCY

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

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

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

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

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

Room number
Missing persons
Injuries

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

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

If during a break (recess or lunch), staff are asked to assist all students to assemble on the front lawn.

Students will be directed to assemble in their House groups. Home Room teachers are to take charge of their class and call the roll.

SCHOOL EVACUATION ROLES

CLASS TEACHERS / STUDENTS

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

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

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

ADMINISTRATION TEAM

PRINCIPAL (Evacuation Controller)

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

DEPUTY PRINCIPAL – STUDENT WELFARE (Assembly Area Leader)
AREA 1 – FRONT LAWN

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

DEPUTY PRINCIPAL – SENIOR SCHOOL (Assembly Leader)
AREA 2 –SCHOOL OVAL (behind gym)

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

DEPUTY PRINCIPAL – CURRICULUM (Assembly Leader)

AREA 3 – SCHOOL OVAL

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

MANAGER STUDENT SERVICES

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

SCHOOL OFFICERS – STUDENT SERVICES

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

YEAR COORDINATORS

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

MANAGER CORPORATE SERVICES

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

SCHOOL OFFICERS – FRONT OFFICE

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

NURSE

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

ANCILLARY STAFF

CLEANERS / GARDENERS

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

CANTEEN MANAGER

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

ZONE LEADERS

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

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

CHECKPOINTS

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

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

GENERAL NOTES:

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

ZONE INFORMATION

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

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

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

NOTE:

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

THORNIE SENIOR HIGH SCHOOL

Student Parking Policy

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

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

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

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

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

THORNLIE SENIOR HIGH SCHOOL

Uniform Policy

The schools uniform requirements, including headwear, footwear and other aspects of personal presentation were developed in consultation with students, parents/guardians and staff. The Thornlie Senior High School Council has endorsed these uniform requirements for all students attending the school.

Secondary school students are required to wear a school uniform and meet the dress standards of the school.

The Council and the school community believe a school uniform:

- Fosters and enhances the public image of the school within its community
- Develops students' sense of belonging to the school community
- Provides an opportunity to build school spirit
- Promotes a sense of inclusiveness, non-discrimination and equal opportunity
- Enhances the health and safety of students when involved in school activities
- Increases the personal safety of students and staff by allowing easier identification of visitors and potential intruders to the school
- Prepares students for work, as many work places have dress and safety codes.

Enrolment and Acceptance of Uniform Policy

Acceptance of enrolment at the school is deemed as an agreement between the parent/guardian, enrolling student and school that the student will comply with the School Uniform Policy.

School Uniform Requirements

Students in Years 7 - 12

- ✓ Thornlie SHS navy blue polo shirt with logo
- ✓ Thornlie SHS navy blue unisex shorts or track pants, or plain navy blue shorts or pants
- ✓ Thornlie SHS navy blue zip jacket, or plain navy blue jumper – crew or v-neck only
- ✓ Thornlie SHS leavers' jacket with logo (Year 12 only)
- ✓ NOTE: Denim, hoodies and black clothing are NOT part of the uniform and are not to be worn to school. All clothing must be clean, tidy and in good repair.

Physical Education

- ✓ Thornlie SHS physical education polo shirt with house colours and logo*
- ✓ Thornlie SHS plain black shorts
- ✓ Students must change for Physical Education and wear appropriate sports shoes
- ✓ Hats and SPF 30+ sunscreen should be worn outdoors

Footwear

- ✓ Any covered and completely closed-in, low heeled shoes e.g. running or casual sneakers, lace up school-shoes
- ✓ Navy or white socks or stockings
- ✓ NOTE: Thongs, health sandals, crocs, ugg boots, slippers, slip-ons/ slides, high heels and sandals (or similar) are NOT acceptable footwear.

Headgear

- ✓ Protective headgear e.g. peaked caps, preferably in school colours, religious head wear in school colours
- ✓ NOTE: Beanies, hoodies and similar are NOT to be worn to school.

Non-Compliance

Students who do not meet the uniform requirements will:

- Be required to change into appropriate uniform loan items supplied by the school. Loan items are laundered each day
- Where a medical certificate is not provided students wearing open shoes, crocs, slippers etc will not be permitted to participate in some classroom activities due to OHS concerns for student safety
- Be denied the opportunity to represent their school at official school activities, which include sporting and social events.
- Have their parents contacted to seek their assistance/support in meeting the requirements of the school Uniform Policy.

IN UNIFORM, IN CLASS

Availability of School Clothing

Thornlie SHS school clothing can be purchased from the UNIFORM CONCEPTS store in Willetton.

This arrangement has many advantages and enables parents great access, customer service and stock levels. It will be especially beneficial for working parents who will be able to purchase uniform inside and outside of normal school hours.

School uniform is compulsory in all public schools. After consultation with student representatives, parents and the wider community, a range of school uniform items was determined.

Students and families are aware of our requirements before accepting enrolment at our school.

Students dressed in full school uniform are all part of the public image which is so important to a school. They are the face we present to the community.

It is in all our interests to ensure our school maintains a high profile and a positive image in the community.

If families face financial difficulties in regards to uniform, the school can assist through the student assistance scheme. All enquiries to the Principal are confidential.

All items of school uniform are available at the school's Uniform Shop (except for school shoes).

The Uniform Shop is operated by an external provider – Uniform Concepts. Located at 3/9 Yampi Way, Willetton. It is open on Monday – Friday 9am – 5pm (Thursday 6pm) & Saturday 9am – 1pm.

* House polo shirts will be available in 2025 and will be implemented over a two-year period.



POSITIVE STUDENT BEHAVIOUR SUPPORT PLAN

Policies and procedures to facilitate
positive school-wide behaviour

V1.0 Revised 2021

V2.0 Revised 2023



CONTENTS

SECTION ONE: OUR APPROACH

SECTIONS TWO: FACILITATING POSITIVE SCHOOL-WIDE BEHAVIOUR

SECTION THREE: ROLES AND RESPONSIBILITIES

SECTION FOUR: RESPONDING TO INAPPROPRIATE BEHAVIOUR

APPENDICES:

- A. Countering Bullying Policy
- B. Mobile Phone Policy
- C. Drug Education Policy
- D. Late to School Policy
- E. Uniform Policy
- F. Smoking Policy
- G. Good Standing Policy
- H. Management of Aggression Policy (including Presence of Weapons)
- I. Suicidal / Self Injury Behaviour Guidelines
- J. Reflect & Restore Buddy Room Sheet (Student Reflection Tool)
- K. Staff Incident Reflection Tool (Staff Reflection Tool)
- L. Life Space Interview (Student Reflection Tool)

SECTION ONE: OUR APPROACH

OUR VISION

Engage, Inspire, Achieve

Thornlie Senior High School is a comprehensive senior high school. We offer our community a broad range of educational opportunities which reflect the social, academic and vocational needs and aspiration for every student. We want our students to fulfil their aspirations working in an environment which emphasises the importance of respectful relationships and the achievement of personal best.

OUR VALUES

Excellence through Equity

Aspirations for 2021 to 2023: We will improve student academic outcomes from below like-school performance to matching or exceeding like schools in NAPLAN, OLN, WACE and Attendance data.

SCHOOL DEVELOPMENT PRIORITIES

Challenge, High Expectation and Achievement

To embed a culture of challenge, high expectations and academic performance.

Staff Capacity

To build staff capacity in teaching and learning for high performance-high care.

Student Engagement

To increase student engagement in learning and to enact our journey of continual growth and improvement, and to plan strategies that enable successful students.

PBS PURPOSE STATEMENT

To establish, through a consultative process, an agreed framework of behaviours that is embraced by the whole school community. This will create a safe, supportive and positive learning environment.

PBS VALUES

At Thornlie Senior High School, we all agree to demonstrate;

Responsibility



Respect



Perseverance



Pride



RATIONALE

Thornlie Senior High School provide students with the education support needed to learn and maintain positive behaviour. Our approaches are aligned to our PBS vision and;

- Encourage a safe, supportive and positive learning environment
- Focus on early intervention and are preventative in nature
- Promote positive social interactions amongst staff and students
- Encompasses student wellbeing and the development of self-discipline
- Outline procedures for the management of ongoing or serious misbehaviour

GUIDING PRINCIPLES

- Evidence based, best practice behavioural interventions and support strategies implemented within a multi-tiered framework;
- Expected behaviours are explicitly taught, modelled, monitored and reinforced;
- Environments arranged to encourage previously taught social skills and discourage anticipated behaviour errors;
- Classroom strategies are merged with effective instructional design, curriculum and delivery matched to student need and supporting data;
- Considerate of individuals' learning history and experiences (e.g. family, community, peer group) to incorporate personalised adjustments based on student need;
- Promote restoring relationships when managing student behaviour, supporting the growth of self-regulation and peer-regulation and reduce the need for adult intervention;
- Educators act professionally; that is, use planned and established school and classroom procedures when managing behaviour in manners that are calm, neutral, business like, and contingent;

- Respond to the assessment of Thornlie SHS behaviour data; and
- Engage and support parents in active partnership and participation based on mutual respect and communication.

BEHAVIOUR EXPECTATIONS

Staff and students adhere to the behaviour expectations matrix;

 AT THORNIE SENIOR HIGH SCHOOL STAFF AND STUDENTS AGREE THAT WE:	 RESPONSIBILITY	 RESPECT	 PERSEVERANCE	 PRIDE	
					IN THE CLASSROOM
					ON SCHOOL GROUNDS
	• are prepared and punctual • use learning resources appropriately • ask questions to learn • use technology appropriately for learning	• encourage and support others to learn and teach • use positive and supportive words and gestures	• show tenacity, grit and determination • reflect and use mistakes to keep learning • give everything a go	• celebrate our efforts and achievements • wear our school uniform and professional attire with dignity • demonstrate our personal best	
	• take responsibility for our own behaviour • are positive role models • speak appropriately • keep our school clean	• treat our own, others and school property with care • celebrate and embrace diversity • show empathy and care for all people	• demonstrate positive social behaviours • work hard and cooperate with others • show confidence and self-belief	• work together to create a positive school culture • care for our school environment • actively participate in school activities	
	• are positive ambassadors of the school • help others in need	• display manners and appropriate social behaviours • support others and contribute to the community • are polite and respectful of other cultures and traditions	• seize all opportunities and take on challenges • demonstrate resilience	• promote our school and our achievements positively • participate with spirit and be active global citizens	WITHIN THE COMMUNITY

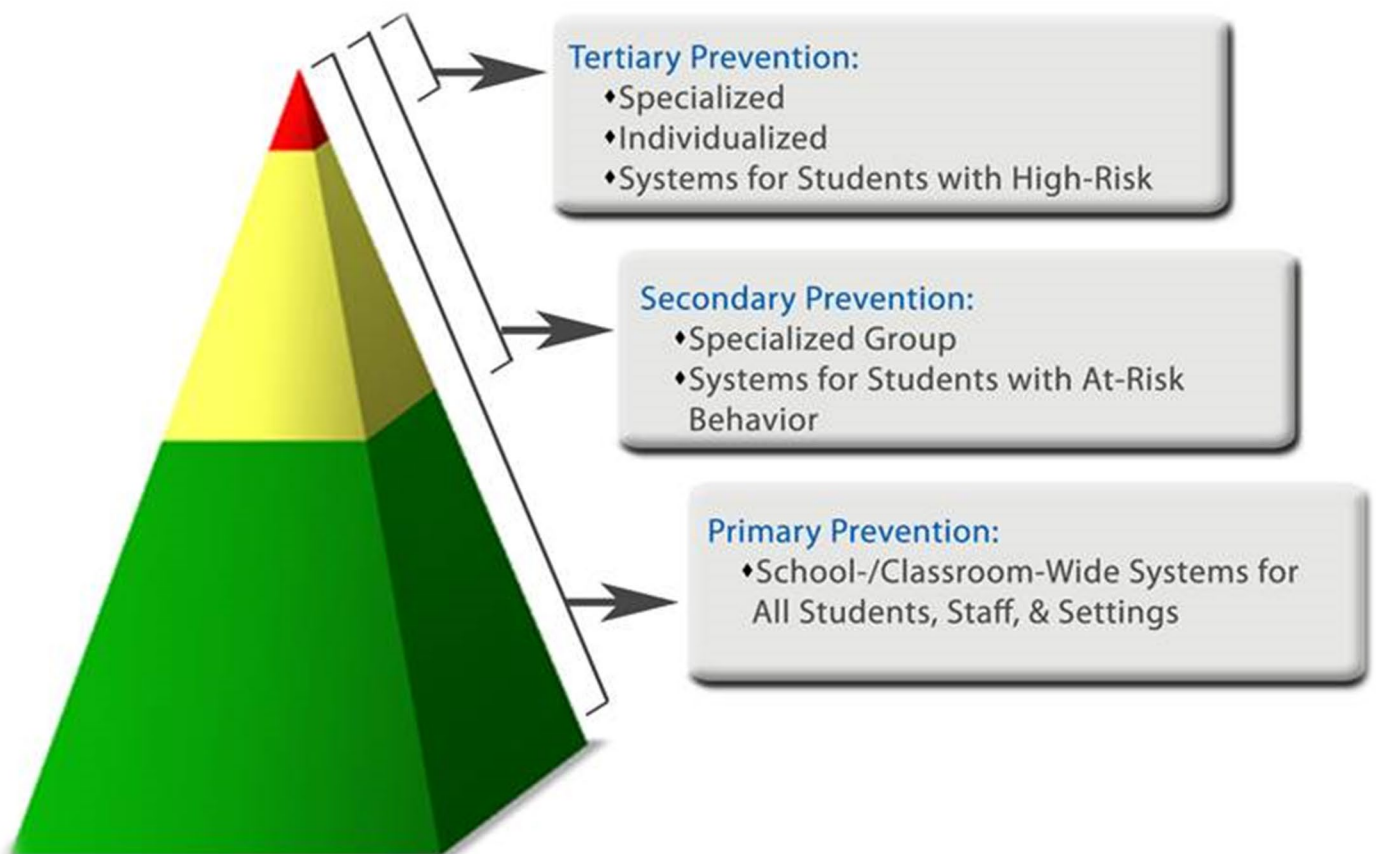
SECTION TWO: FACILITATING POSITIVE SCHOOL-WIDE BEHAVIOUR

OUR BEHAVIOUR APPROACH

PBS Framework

Positive Behaviour Support is an evidence-based framework for preventing and responding to student behaviour. The aim is to create a positive school climate, a culture of student competence and an open, responsive management system for all school community members. It includes the analysis of data and the implementation of evidence-based practices for establishing safe, purposeful and inclusive school and classroom learning environments while providing the individual behaviour and learning supports needed to achieve academic and social success for all students.

Continuum of School-Wide Instructional & Positive Behaviour Support



OUR INTERVENTION AND SUPPORT STRATEGIES

Student Services

The Thornlie Senior High School Student Services team work collaboratively with all staff, students, families and outside support agencies to build student capacity and assist students to achieve their personal best. As well as overseeing and implementing school policies, Student Services at Thornlie SHS implements positive school programs such as the Student of the Month, Attendance Champions and House Point System. Student pastoral care is a holistic approach at Thornlie SHS and all staff are actively engaged in the wellbeing of students.

The Thornlie SHS Student Services Operational Plan addresses four (4) main priorities:

- Promoting positive student behaviour
- Improve student attendance
- Support student mental health
- Provide academic support

The team consists of a Deputy Principal- Student Welfare, a Manager of Student Services, Year Coordinators, School Psychologists, School Support Officer, Chaplain, AIEO, School Officers and Community Health Nurse.

PBS Committee

The Positive Behaviour Support Committee develop and implement a program of lessons and events at Thornlie SHS to promote a safe, supportive and positive environment that fosters a sense of belonging in all school community members. The program is targeted at creating a culture of high expectations, challenge and achievement where all members of the school community engage, inspire and achieve. It is recognised that our behaviour expectation matrix is the foundation on which we build and maintain positive relationships in the classroom, on the school grounds and in the community.

Behaviour Matrix

The PBS behaviour matrix outlines the agreed rules and specific behavioural expectations of the Thornlie SHS community. To facilitate positive behaviour, these expectations are communicated to all staff and students. Communicating behavioural expectations is designed to promote positive behaviour and provide a framework for responding to inappropriate behaviour. These specific behavioural expectations are communicated via a number of strategies, including:

- Explicit PBS lessons conducted by Homeroom teachers;
- Reinforcement of learning from behaviour lessons at assemblies and during active supervision by staff during classroom and non-classroom activities;
- Published on school website;
- Signs displayed in all classrooms and around the grounds with agreed behaviour expectations.

Building Staff Capacity

- Positive Behaviour Staff Induction and refresher sessions;
- Key plans and processes regularly revisited with all staff;
- Strategic and ongoing professional development for all members of the school community;
- Proactive classroom management strategies and training for all teaching staff; and
- Delivering an engaging curriculum, effective teaching and promoting and encouraging high standards of behaviour.
- Customer service training for clerical staff.

Monitoring Tools & Data Sources

We will check our progress through;

- Ongoing self-assessment through the School Review Cycle
- Organisational Health Index (OHI) Survey administered annually
- National School Opinion Survey for parents, teachers and students (every second year)
- Tell Them From Me (TTFM) Survey for parents, teachers and students (every year 2021-2023)
- Aboriginal Cultural Standards Framework progress
- Documented and anecdotal evidence from committees, including:
 - Student Services/Positive Behaviour Supports
 - Curriculum
 - Workload Advisory Committee
 - ACER National School Improvement Tool
- Thornlie SHS School Review Cycle will use the following data to monitor student achievement utilising P-10 data 5 weekly summary sheets, comprising of;
 - OLNA & NAPLAN
 - Reporting Data
 - Attendance
 - Behaviour
 - WACE and Attainment Rates

- Free and frequent acknowledgement;
 - Praise and encouragement
 - Letters of Commendation
 - House Points
 - Student of the Month
 - Certificates of achievement
 - Classroom incentives
 - Representing the school in sporting, arts and academic events
 - Camps, incursions and excursions
 - House/Homeroom reward excursions
 - Attendance Champions

SECTION THREE:

ROLES AND RESPONSIBILITIES

ROLES AND RESPONSIBILITIES

Classroom Teacher

- Create a positive classroom environment and reinforce appropriate behaviour by encouragement, reward and praise (e.g. use House Points and Letter of Commendation).
- Be conversant with and implement classroom management practices and instructional strategies that reflect current good practice as per the Classroom Management Strategies (CMS) professional learning program.
 - *Classroom Management - A Thinking and Caring Approach* by Barrie Bennett and Peter Smilanich is a valuable resource for staff – copies are available in each Learning Area and the Library).
- Be aware of and implement the Positive Student Behaviour Support Plan and Behaviour Expectations Matrix.
- Allow students to engage in the formulation of the classroom rules. These rules should complement all of the stated rights of the school community.
- Follow up on behaviour management issues and record in Compass as appropriate.
- Be familiar with relevant Learning Area Policy on managing behaviour.
- Be consistent in approach and fair in the application of behavioural consequences.
- Focus on the student's behaviour rather than the student's personality.
- Place emphasis on the resolution of difficulties and conflict.

Possible strategies for the teacher when dealing with discipline infringements:

- Discuss issues with student.
- Use the 'Reflect & Restore' sheet (available in each learning area).
- Use in class isolation or out of class isolation.
- Detention (lunchtime) or other disciplinary action appropriate.
- Seek background information from Compass, Student File, School Information System (SIS), Year Coordinator, School Psychologist, School Nurse, Student Services Manager or Deputy - Welfare.
- Contact parent via Letter of Concern, phone, email, SMS and make a Compass chronicle entry.
- If despite these actions there is no resolution or the unproductive behaviour continues, refer to the Head of Learning Area (HOLA).

Documentation

- Enter all behaviour incidents into Compass.
- Whenever there are behavioural incidents or issues requiring resolution or a student has been withdrawn from class, a Letter of Concern must be completed and forwarded to parent/guardian.

Head of Learning Area (HOLA)

- Provide support for teachers in managing student behaviour within their Learning Area.

- Ensure that if specific learning area behaviour management procedures are required that they are consistent with the overall school approach.
- Monitor Letters of Concern and other behaviour management documentation and discuss related issues with staff and students involved. Implement appropriate consequences to modify the student/s behaviour.
- Encourage and monitor the correct use of behaviour management entries into Compass within their learning area.
- Work with teachers to develop strategies to overcome classroom student management issues.
- Coordinate subject withdrawal within their learning area or other learning areas. **Parents must be contacted via Letter of Concern, phone, email, SMS or Compass.**
- Ensure students are provided with adequate supervision and class work whilst on subject withdrawal.
- Negotiate with teacher and student to resolve conflict enabling the student to return to timetabled class **within four periods.**

**A student cannot be withdrawn from any class or classes
for more than four consecutive periods or a week of classes for a particular subject.**

Possible strategies for HOLA's when supporting their staff in managing student behaviour:

- All of the strategies previously listed for classroom teachers.
- Interview student (teacher and parent if necessary).
- Examine and monitor student's work.
- Apply detention (lunch or after school) or other disciplinary action as appropriate.
- Withdraw student from class by placing him/her in a rostered classroom (subject withdrawal) with work to complete.
- Ensure that a 'Reflect & Restore' sheet is completed by the student before he/she is permitted to return to the normal class.
- If despite these actions there is no resolution or the issue continues, refer the student to the Student Services Manager and record all actions taken in Compass.

Year Coordinators

- Provide support for classroom teachers and Student Services Manager in managing the behaviour of students.
- Counsel students from a pastoral care point of view, establishing reasons for behaviour and promoting positive behaviours.
- Maintain contact and communicate with parents of students causing concern.
- Arrange Case Conferences for Students at Education Risk as required
- Ensure all actions are recorded into Compass and distributed as appropriate.
- Liaise with external agencies and Student Services personnel regarding student issues, as appropriate.

Possible strategies for Year Coordinators when supporting staff in managing student behaviour:

- All of the strategies previously listed for classroom teachers, HOLA's.
- Suspend a student from school in consultation with the Student Services Manager and/or Deputy –Welfare for any severe breach of discipline, and ensure the relevant documentation is recorded in Compass and SIS.

Student Services Manager

- Provide support for classroom teachers, HOLA's and Deputies in managing the behaviour of students.
- Counsel students from a pastoral care point of view, establishing reasons behaviour and promoting positive behaviours.
- Maintain contact and communicate with parents of students causing concern.
- Ensure all documentation recorded into Compass.
- Liaise with relevant external agencies, Deputy Principal - Welfare and other Student Services personnel regarding student issues, as appropriate.
- Assist staff to develop class and Individual Behaviour Plans for Students at Education Risk.

Possible strategies for Student Services Manager when supporting staff in managing student behaviour:

- All of the strategies previously listed for classroom teachers, HOLA's and Year Coordinators.
- Initiate Interim Reports and forward results to teachers concerned and parents.
- Place student on Student Behaviour Card after interviewing him or her.
- Inform the relevant Deputy, if the Interim Report shows widespread misbehaviour.
- Meet with all of a student's teachers to discuss positive strategies that will help a student to modify his/her behaviour, and set up an Individual Behaviour Plan (IBP) if necessary.
- Suspend a student from school for any severe breach of discipline, and ensure the relevant documentation is completed.
- If despite these actions there is no resolution or the problem continues, refer the student to the relevant Deputy, completing the documentation as indicated above.

Student Services Team (Psychologist, Chaplain, Nurse, Student Support Officer and AIEO)

- Provide support to staff in managing student behaviour.
- Monitor policies and procedures relating to:
 - student attendance,
 - pastoral care,
 - academic performance and
 - behavioural issues.
- Work collaboratively with the Student Services Manager and Year Coordinators regarding individual student needs.

School Psychologist

- Provide support to staff and parents in developing a positive school environment and managing student behaviour.
- Provide support to students and parents in modifying and managing behaviour and in the development of Individual Behaviour Plans.
- Assist with case management of Students at Education Risk.
- Liaise with parents and outside agencies as appropriate.

Possible strategies for the School Psychologist when supporting staff in managing student behaviour:

- Attend Case Conferences for Students at Education Risk as requested.
- Assist staff to devise class and individual behaviour plans for Students at Education Risk.
- Provide counselling for students as required.
- Support and counsel parents as required.

Deputy Principals

- Promote a positive, inclusive and safe school environment.
- Coordinate and facilitate the implementation of Thornlie SHS's Positive Student Behaviour Support Plan.
- Ensure the school's Positive Student Behaviour Support Plan and processes are consistent with the Department of Education Training and Curriculum Council guidelines and policies.
- Ensure the smooth running of the Positive Student Behaviour Support Plan and procedures in the school.
- Provide support for classroom teachers, HOLA's.
- Maintain and evaluate records of student behaviour via Compass and SIS.
- Liaise with Regional Office and outside agencies as appropriate.
- Liaise with the Principal.

Possible strategies for Deputy's when supporting staff in managing student behaviour:

- All of the strategies previously listed for classroom teachers, HOLA's/TIC's, Student Services Manager and Year Coordinators.
- Place student on in school suspension, detention and notify parents of this action.
- Suspend a student from school for any severe breach of discipline, and ensure the relevant documentation is completed.
- Convene Case Conferences for individual students and develop plans about their behaviour as required.
- Manage end-of-line behaviour management strategies.
- Liaise with Regional Office and external agencies on behaviour management issues.

Principal

- Provide leadership using a consultative process to ensure the school's Positive Student Behaviour Support Plan is developed and reviewed annually.
- Ensure the policy is consistent with the key principles and other requirements as outlined by Department of Education – Student Behaviour in Public Schools Policy.
- Monitor the implementation of the policy and its impact on teaching and learning across the school.
- Ensure staff are well supported to implement effective behaviour management strategies.
- Provide regular professional learning opportunities for staff to assist them with their day-to-day role within the school.
- Ensure relevant records of behavioural interventions are maintained.
- Recommend a student for exclusion.

School Officers

- Enter positive behaviour, awards and certificate recipients onto House Points data base

Parents

- Participate in the development of the school's Positive Student Behaviour Support Plan.
- Support the school by ensuring their children actively engage in the teaching and learning programs organised by the school.
- Work in partnership with school staff to address any concerns regarding their child's behaviour.
- Share responsibility for shaping their children's understanding about acceptable behaviour at school.

- Ensure relevant issues in their children's lives that may impact on their education are communicated to school the relevant school staff.
- Support the implementation of the school Positive Student Behaviour Support Plan and the school's approach to countering bullying.

Students

- Provide input into the school's Positive Student Behaviour Support Plan using agreed processes.
- Actively participating in the learning process at school and while on school activities.
- Behave in a manner that meets school and community expectations as per the PBS Behaviour Expectations Matrix.
- Demonstrate self-management skills and behaving responsibly while contributing to the shared goals of the school community.

All Staff

Procedures for Parent/Caregiver Contact

Staff are encouraged to maximise their contact with parents/caregivers. It is important that the efforts of students are recognised and acknowledged and parents/caregivers are informed of their child's progress. Letters of Concern / Commendation, Interim Reports, phone contact, SMS, email, Connect, acknowledgement slips and scheduling parent/caregiver interviews are just some means of improving staff/parent/caregiver relationships.

Staff must contact parents when a child's disruptive behaviour is adversely affecting the learning of that child or others in the class.

Staff are reminded that they can call on other school personnel (HOLA's, TIC's, Manager Student Services, Year Coordinators and other Student Services personnel, Deputies, and the Principal) to assist with interviews and parent/caregiver contact. Student Services personnel have considerable formal and informal contact with parents/caregivers and are available to advise and assist teachers.

The ability of the teacher and all school staff to prevent and respond to student behaviour will determine whether or not meaningful classroom learning will, in effect, occur.

SECTION FOUR:

RESPONDING TO INAPPROPRIATE BEHAVIOUR

POSITIVE LEARNING ENGAGEMENT

TIER 1: ESTABLISHING & MAINTAINING POSITIVE CLASSROOM BEHAVIOUR

Establishing a positive classroom environment through the implementation of preventative classroom management practices and support strategies, merged with effective instructional design, curriculum and delivery by;

- Developing positive relationships with students using CMS winning over strategies
- Modelling appropriate behaviour
- Engaging students through range of consistent teaching and learning strategies
- Free and frequent acknowledgement of positive behaviour
- Creating an inviting physical layout of the classroom and implementing seating plans if required
- Developing consistent classroom routines
- Responding to misbehaviour are appropriate and systematic
- Active supervision, reminders and opportunities to respond
- Maintaining records of positive behaviour on Compass
- Communicating with parents regularly via Compass, phone call or email

INTERVENTION FOR TEACHERS TO RESTORE POSITIVE BEHAVIOURS

TIER 2: BEHAVIOUR SUPPORT (TEACHER WITH HOLA)

1. LOW KEY RESPONSES

- Use of CMS strategies low key strategies; eye contact, non-verbal cues such as pause in teaching, the 'look'
- Planned ignore
- Use of proximity
- Private Dialogue; give student the opportunity to save face
- Re-teach expectations
- Stop, square off and make eye contact
- Choice & consequence; provide student with a reasonable choice and appropriate consequences

2. CLASSROOM ISOLATION

- Temporary removal from classroom when the above intervention strategies have failed
- This strategy is to be only used as a cooling off period for no more than a few minutes
- Classroom teachers still assumes duty of care for these students

3. INFORMAL/VERBAL AGREEMENT

- The teacher and student informally agree upon strategies to correct unproductive behaviour that allows the student to continue participating within the lesson

4. BUDDY SYSTEM

A buddy system provides the teacher with the opportunity to give the student extended cooling off time or to establish an effective working environment. Sending students out of class is a serious consequence and should only be used;

- When all classroom strategies have been tried
- When the safety of others is endangered
- When others end up missing instructional time

Sending a buddy student:

- A buddy system must be established within your Learning Area
- Send student to buddy class with buddy slip, reflection sheet and class work
- At the end of the lesson, students should hand their reflection sheet to the teacher to get signed along with completed class work
- Meet with student at an appropriate time to engage in a restorative conversation using the 'reflection sheet' to guide your conversation
- Fresh start following completion of designated buddy classes and explanation of expected behaviours
- Record behaviour on Compass and follow up with parent contact

Receiving a buddy student:

- Teacher to direct student to sit quietly and complete their reflection sheet and class work sent by class teacher
- Check on student during the lesson
- At the end of the lesson, sign the completed reflection sheet, collect class work and hand it all back to the relevant teacher

Requesting Support:

- In situations where the student refuses to leave the class or further support is required, the HOLA or Student Services should be called.

5. RESTORATIVE PRACTICE

Restorative practice is a whole school teaching and learning approach that encourages behaviour that is supportive and respectful. It puts the onus on individuals to be truly accountable for their behaviour and to repair any harm caused to others as a result of their actions. Staff and students focus on building and maintaining positive interactions by repairing harm and restoring relationships, particularly when

incidents involve interpersonal conflict, damage to property or wrongdoing occurs. When required, formal restorative justice procedures are implemented.

Restorative conversations build a sense of belonging, safety and social responsibility within the school environment by:

- Developing positive relationships
- Having an opportunity to be heard
- Recognising their role in maintain positive learning environment
- Understanding the greater impact of their actions
- Learning to take responsibility
- Restoring and repairing their relationships that have been damaged

6. INFORMAL CONTRACTS

An informal contract is a positive reinforcement intervention tool used to improve student behaviour. These conversations should be guided by the teacher; however, should allow students to do most of the talking to effectively allow them to reflect and take ownership of their behaviour and consequences. Informal contracts are a short conversation and should take place in a neutral and relaxed space once both parties have cooled down. Informal contracts consist of the following steps;

- Greet the student and set a positive atmosphere
- Ask the students to define what the problem is
- Allow the student to negotiate a more acceptable number of chances
- If the student exceeds the negotiated number, agree upon appropriate consequences
- To check their understanding, ask the student to repeat what has been spoken about during this conversation
- Thank the student for their time and close the conversation on a positive note

REFERRAL TO HOLA/STUDENT SERVICES FOR INDIVIDUAL INTERVENTION

TIER 3: FREQUENT AND UNSOLVED CONFLICTS

7. LEARNING AREA WITHDRAWAL

Learning Area withdrawal is when a student is withdrawn from a particular subject for a maximum of 4 periods. Student may be placed on a Learning Area withdrawal by the HOLA and in consultation with Student Services and the parents for an agreed amount of time. This may be implemented for repeated instructional non-compliance, broken classroom contracts, repeatedly leaving class without permission. Students on Learning Area withdrawal are expected to:

- Report to the HOLA or specified staff member at the commencement of each lesson
- Follow instructions and work to complete set tasks as set by their usual classroom teacher

8. STUDENT SERVICES REFERRAL

The role of the Student Services team is to support both staff and students. The team will provide advice to teachers and HOLAs on matters that may be referred to them. For frequent and unresolved matters that cannot be resolved by the classroom teacher and/or HOLA, Student Services may facilitate any of the following;

- Conversations with the relevant Year Coordinator
- Lunch detention
- After school detention
- Positive Behaviour Reinforcement Sheet
- Attendance Monitoring Sheet
- Referral to the SAER Team
- Parent contact and case conferences
- Suspension
- Exclusion

Suspension:

The Principal or delegated member of staff (Deputy Principal, Student Services Manager or Year Coordinator) may suspend a student from attendance at school for a whole or part day. Suspension is used where a serious breach of school discipline causes significant disruption to the student, other students or staff, and is for the purpose of providing an opportunity:

- For the student, other students and staff to calm and recover
- For all to reflect on and learn from the incident, including participating in restorative processes
- For the school to evaluate existing behaviour support plans, meet with any internal or external stakeholders, seek advice and make adjustments to plans, resources, staffing and strategies
- For the parent to meet with the school

The Student Services team may assign a provisional suspension period and shorten or lengthen this period upon completion of an investigation into the incident.

A suspended student is not allowed to leave the school grounds before an agreement has been reached with the student's parent for how the student will get home. This must occur on every occasion, as it involves a transfer of Duty of Care from the school to the parent. Where it has not been possible to reach such an agreement and the student is continuing to pose a risk to staff, students or property, the school will consider calling the police to request that the student be removed.

Where a parent is not able to pick the student up and asks that the student be allowed to walk home, the Student Services team will not allow the student into the community if the student is in an escalated state such that risk of harm to the student, community members or property is reasonably foreseeable. The school will take reasonable measures to calm the student before the student leaves the school grounds without a parent.

If a student accumulates 8 suspensions or 20 days of suspension in a calendar year, whichever comes first, the Principal will inform the Regional Executive Director and School of Special Educational Needs: Behaviour and Engagement as part of a case management approach. The Principal will work with Regional Education Office and Statewide Services staff, family and relevant agencies to formally review all aspects of the student's situation and jointly develop or improve personalised behaviour support.

Case Conference:

A case conference is a collaborative meeting and may include members of the Executive team, Student Services, staff representatives, the student, their parents/guardians and outside agencies. A case conference may be called for the purpose of:

- Tier 1 and 2 interventions have been unsuccessful
- There are repeated suspensions

Interventions and support strategies can include;

- Positive Behaviour Reinforcement Sheet
- Attendance Monitoring Sheet
- Functional Behaviour Assessment
- Escalation Profiles
- Behaviour Management Plan / Risk Management Plan
- Increased Academic Support
- School based mentors / External Agency referrals

Exclusion:

The Principal can recommend that an exclusion order be made as a consequence of student behaviour that breaches school discipline in the following ways:

- Has threatened the safety of any person on the school premises
- Has caused considerable damage to school or personal property
- Has significantly disrupted the educational instruction of other students

POSITIVE BEHAVIOUR SUPPORT FLOWCHART

Positive Learning Engagement

TIER 1 Establishing & Maintaining Positive Classroom Behaviour (Teacher)

Class culture:

- Free and frequent acknowledgement of positive behaviour, house points, letters of commendation, STOM, class rewards, implement *IBP & GEP/ IEP*....
- Classroom Management Strategies (CMS Bumps): Engagement with learning, build positive relationships, mutual respect, cohesive classroom, low key responses, behaviour management, seating plan...
- Positive Behaviour Support (PBS): Establish and teach expected behaviours, modelling appropriate behaviour, manage behaviour promptly fairly respectfully and consistently, seek advice and support...

Restorative strategies:

- Discussion of issue, apology, reflection/think sheet, restorative conversation, *Informal Contract* (CMS), mentor...
- Behaviour Checklist* (gather data), in-class detention, litter duty, warning system....

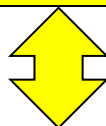
Support from home.

Phone Contact: Outline (SAO) Situation, Actions and Outcome - strategies used & consequence, restorative, possible escalation...

Record Keeping: *Chronicle on Compass, Behaviour & Wellbeing Checklist*

Support from HOLA

Advice and support. *Restorative Practices*: teacher, student, HOLA



Intervention to restore positive behaviours

TIER 2 Behaviour Support (Teacher with HOLA)

Reintegration: Use Positive Classroom Behaviour (TIER 1) class culture and strategies and incentives. Always give an opportunity to comply, find a way back. *Engagement Contract*

Escalation Interventions: Withdrawal, mentor, buddy class, teacher recess/lunch detention, litter duty...

Support from home: Parent meeting 1: Teacher, student, parent

Record Keeping: *Chronicle on Compass*. Monitor progress.

TIER 2 Continued non-compliance:

Record Keeping: *Behaviour on Chronicle on Compass / SIS, Behaviour Contract* lunchtime detention(s),

Support from home: Case Conference Parent meeting 2: May involve HOLA/ Year Co, teacher, parent, student, Student Services.

Support from Year Coordinator. Monitoring *Behaviour Contract*, hold meeting & case management. Refer unresolved conflict.

Referral to Student Services Team for individual intervention

TIER 3 Frequent and Unresolved Conflicts

(Year Coordinator and Student Services)

Year Coordinator and Student Services Manager, after school detention and suspension, *PBRS, Behaviour Management Plan (BMP)*.

Escalation & Referral

TIER 2 Frequent, Unresolved or incident.

Fighting, physical contact, verbal abuse including: threats, swearing, intimidation, defiance, theft or continued non-compliance.

Record Keeping:

-Teacher makes immediate referral to Student Services with note and *Chronicle* entry notification to Year Coordinator & SS Manager, complete *Incident Report* if required)



On-going Year Coordinator support:

Case conference support from home. Parent meeting 2

Student Services:

Chaplain, Psychologist, AIEO Support, Student Support Officer

Restorative conference:

teacher, student *Behaviour Contract*, develop *Behaviour Management Plan (BMP)*, *De-escalation Plan*

Record Keeping: *Behaviour on SIS / Chronicle on Compass*



APPENDICES:

A. Countering Bullying Policy

THORNLIE SENIOR HIGH SCHOOL

Countering Bullying Policy

We aim to build a safe, caring environment where people are treated with respect. Bullying will not be tolerated at Thornlie.

Department of Education MISSION STATEMENT

- Providing an environment where individual differences are appreciated, understood and accepted
- Promoting care, respect and tolerance in the community
- Ensuring the safety of every individual in the school

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**Bullying** is when an individual or group misuses power to target another individual or group to intentionally threaten or harm them on more than one occasion. This may involve verbal, physical, relational and psychological forms of bullying and the person feels unable to do anything about it. Teasing or fighting between peers is not necessarily bullying.

- **Physical:** Includes repetitive low level hitting, kicking, pinching, pushing, fighting, invasion of personal space and intimidating gestures.
- **Verbal:** the repeated use of words to hurt or humiliate another individual or group. This may include mocking, name-calling, swearing, put-downs, insulting and offensive language and racist or sexist comments.
- **Relational:** this involves repeatedly ostracising others by leaving them out or convincing others to exclude or reject another individual or group, making or spreading rumours and sharing or threatening to share another's personal information.
- **Emotional/Psychological:** Includes repeated stalking, threats or implied threats, unwanted email or text messaging, and threats to an individual's reputation and sense of safety.
- **Cyber Bullying:** Involves the use of information and communication technologies such as email, text messages, instant messaging and websites to engage in bullying.

Thornlie Senior High School believes that every student has the right to a safe, supportive and caring environment. This includes the right to experience positive and respectful relationships between members of the school community.

## Prevention Strategies

The school has developed clear processes for preventing bullying and for dealing with episodes of bullying that may occur. The following strategies aim to create a school atmosphere where it is accepted by all that bullying has no place. A whole-school culture that involves a multi-faceted approach to bullying:

- Increasing the **awareness** of bullying in the school community through assemblies, newsletters, guest speakers, special programs and Homerooms.
- Effective **classroom and behaviour management** strategies.
- The promotion of a **positive school environment** that provides safety, security and support and promotes positive relations and wellbeing.
- **Encouragement and skill development** for all students (and bystanders) to respond negatively to bullying behaviour and support to students being bullied.
- **Peer support** focussing on positive peer relationships and bullying prevention.
- **Teacher Professional Learning** and in-service opportunities to up skill staff.
- **Student Service** support and case management for identified students.

*Staff, parents and students each can play a role in maintaining the restorative and solution-focused approaches to bullying at Thornlie Senior High School.*

### ***For Staff this means:***

- modelling appropriate behaviour for students;
- teaching co-operative learning, play skills and conflict resolution skills;
- actively supervising to minimise opportunities for bullying by building supportive and inclusive school environment;
- being observant to signs of distress and suspected incidents of bullying;
- intervening to assist students being bullied by removing sources of distress and supporting students who speak out;
- consulting with students to identify issues which give rise to concerns; and
- reporting all incidents and suspected incidents.

### ***For Students this means:***

- refusing to be involved in any bullying behaviours;
- if appropriate, taking some form of preventative action;
- supporting friends who may have been bullied;
- show empathy and care for all member of the school community;
- take responsibility for own behaviour and be a positive role model; and
- speaking out by reporting all incidents or suspected incidents.

### ***For Parents this means:***

- modelling appropriate behaviour;
- encouraging your child to report bullying incidents;
- informing the school if bullying is suspected;
- avoid encouraging your child to retaliate;
- communicating to your child that parental involvement is appropriate;
- engage with the school if your child is involved in a bullying incident; and
- inform the school of any cases of suspected bullying even if your child is not directly affected.

**The school processes for dealing with bullying have been designed to protect the health and safety of all school community members.**

All episodes of bullying will be referred to the relevant Year Coordinator, who will use a “Shared Concern” and or “**Restorative**” approach to address the issue. This means the Year Coordinator will:

- Investigate and interview all relevant parties;
- Convene a meeting with the students involved, including bully, bystanders and the colluders;
- Explain the problem in terms of how the bullied student has been made to feel;
- Attribute no blame, but encourage all involved to share the responsibility for the event;
- Give the students the responsibility for solving the problem by sharing ideas on how to assist the bullied student feel better and how to prevent similar events from happening again; and
- Call a follow-up meeting in approximately one week to check that the issue has been successfully resolved.

Where students fail to respond to these approaches behaviour management sanctions may need to be implemented. This may include parent interviews, detention and suspension from school

## B. Mobile Phone Policy

### Mobile Devices Policy

The Department of Education does not permit student use of mobile phones in public schools unless for medical or teacher directed educational purpose.

It is important to note that it is not a requirement at Thornlie Senior High School for students to have a mobile phone at school.

Thornlie Senior High School recognises that an increasing number of parents/carers who for safety, security and/or emergency purposes wish to provide their children with mobile phones. This policy details the conditions under which mobile phones are permitted at Thornlie Senior High School.

#### Conditions of Use

- **The use of mobile devices for all students is not permitted from the time they enter the school grounds to the conclusion of the school day (this includes recess and lunchtime), unless under the instruction of a teacher or staff member for educational purposes. Mobile phones should be 'off and away all day'.**

#### Communication

- Thornlie Senior High School has duty of care for all students when they are attending the school. In emergencies, where students need to get in contact with parents/carers, students are to notify the appropriate school staff. If parents/carers need to contact their children, they are required to contact the school directly on 6235 7900 or via email – [thornlie.shs@education.wa.edu.au](mailto:thornlie.shs@education.wa.edu.au)
- Smart watches must be in 'aeroplane mode' so phone calls and messages cannot be sent or received during the school day.

#### Exemptions

**Exemptions to this ban include where a student requires a mobile phone:**

- to monitor a health condition as part of a school approved documented health care plan; or under the direct instruction of a teacher for educational purposes; or with permission of a teacher for a specified purpose.

#### Breaches of this Policy

Breaches of this policy will be managed in accordance with the *School Behaviour Management Policy and Procedures*.

1. Students who do not comply with this policy will have their mobile phone confiscated and held at student services. The student can collect the mobile phone at the end of the school day.
2. In the case of repeated inappropriate mobile phone use by a student, their mobile phone will be confiscated and held at the [student services] or [administration]. The parent/carer will be informed and requested to collect the mobile phone from the school at their earliest convenience.
3. Further disciplinary action, in accordance with Thornlie Senior High School student behaviour policy and procedures may be a result of repeated breaches and or depending on the circumstances of the breach.

### **Further Guidance**

*For the purposes of this policy, 'mobile phones' includes smart watches and associated listening accessories, such as, but not limited to, headphones and ear buds.*

### **Staff Use of Personal Mobile Devices During the School Day**

Thornlie SHS staff use mobile devices during the school day in the course of fulfilling their professional duties.

These duties include: -

- Recording of student attendance via COMPASS
- Yard Duty – to request for assistance or notify Reception/Student Services of potential issues
- Contact with parents
- Ordering or contacting suppliers
- Approved Excursions

To model appropriate use of technology to students, it is agreed that staff will only use their mobile devices for personal reasons in the case of an emergency; or for a health or a significant family issue.

## C. Drug Education Policy

THORNLIE SENIOR HIGH SCHOOL

# Drug Education Policy

### Our Vision

At Thornlie Senior High School, we believe that drug education is integral to the well-being of our whole-school community. We aim to provide a safe and supportive environment for all students and staff. We engage the whole-school community in our drug education initiatives and are committed to providing our students with relevant, timely drug education across all year levels. We will provide targeted intervention for individuals and cohorts, to address their identified needs.

### Our School Commitment

Our *Whole-school Drug Education Plan* is consistent with the *Principles for School Drug Education*. The plan promotes a whole-school approach to drug education where school staff, students, parents and the wider-school community work together. Our aim is to prevent and reduce potential or existing risks of harm from drug use and to maintain a safe school environment.

Our plan has been developed in consultation with staff, students, parents and community members to address drug education and to provide targeted interventions for individuals and cohorts in a caring and consistent manner across our school community.

### Curriculum

- Our three-year drug education plan identifies age-appropriate drug education content across all year levels.
- We use evidence-based drug education resources such as *Challenges and Choices* ([www.sdera.wa.edu.au](http://www.sdera.wa.edu.au)).
- School administration supports staff to deliver appropriate drug education by allowing in-school time for planning, providing professional development opportunities for staff and allocating funds for resources and materials.
- Classroom programs focus on skill development and develop students' knowledge, understanding, attitudes and values and promote help-seeking behaviour.
- Drug education is provided to all students across each school year.
- Learning is extended from the classroom to promote parent support of drug education programs (e.g. through the use of information packages/links).

## Ethos and Environment

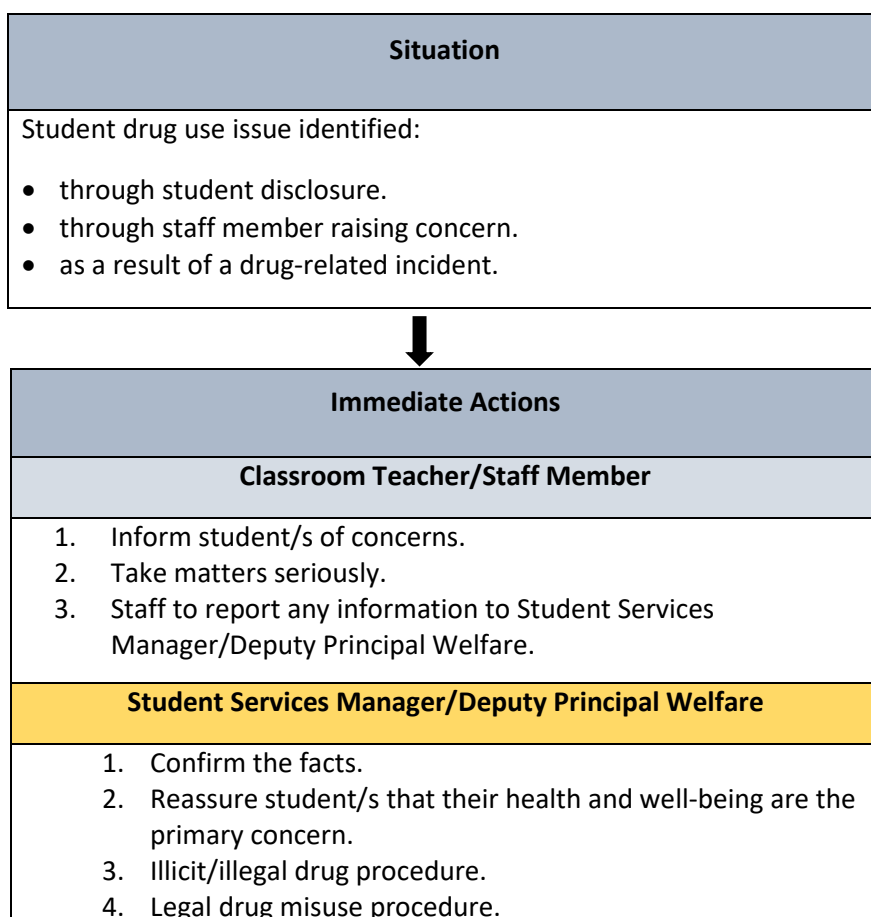
- A Changing Health Acting Together (CHAT) committee is established with representatives from the teaching and administration staff and school health service staff, working in consultation with students and parents.
- Drug education is included in whole-school planning.
- All students have the opportunity to participate in drug education programs and initiatives.
- Our *Whole-School Drug Education Plan* is reviewed on an annual basis in consultation with the school community.
- School administration supports staff attendance at professional development to broaden their understanding and enhance their confidence in working well with drug use issues.
- We have developed and implemented *Procedures for Incident Management and Intervention Support* and these have been communicated through the whole-school community as a part of the *Whole-School Drug Education Plan*.

## Parents and Community

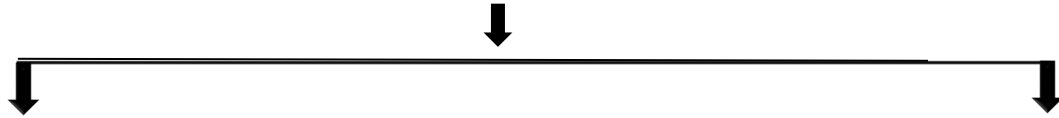
- Parents and families are involved in drug education initiatives.
- Drug education information and strategies for parents and families are provided on a regular basis through a variety of methods such as the newsletter, website and at school assemblies.
- SDERA's *Connect* ([www.sdera.wa.edu.au](http://www.sdera.wa.edu.au)), is used to identify resources and agencies that support and complement our school drug education initiatives.
- *Staff Handbook* is regularly updated and made available to all staff members and families, and includes our *Whole-School Drug Education Plan*.
- Dedicated health and well-being events are held throughout the school year and include a focus on drug education.

## Thornlie Senior High School Drug and Alcohol Policy

### Intervention Support Flow Chart



5. Inform support staff and document details.
6. Support student/s through referral process to appropriate staff members and/or outside agencies.



#### Disciplinary Intervention Follow-up Actions if Required

**STUDENT SERVICE MANAGER/  
DEPUTY PRINCIPAL WELFARE**

1. Implement appropriate disciplinary actions (e.g. loss of privileges, detention).
2. Suspension.
3. Suspension resolution.
4. Liaise with police.
5. Consult with parent/s.
6. Involve broader staff team.
7. Affirm student/s participation.
8. Document, monitor and evaluate.



#### Student Welfare Interventions Follow-up Actions

**STUDENT SERVICES MANAGER/  
DEPUTY PRINCIPAL WELFARE**

1. Refer to support staff involved.
2. Ensure inter-staff communication and feedback.
3. Engage broader school support.
4. Communicate with parents.
5. Refer to external agencies.
6. Promote student autonomy.
7. Affirm student/s participation.
8. Implement student welfare strategies.
9. Document, monitor and evaluate.

#### IMMEDIATE ACTIONS

##### RESPONSIBILITIES

##### CLASSROOM TEACHER/STAFF MEMBER

1. Inform student/s of concerns.
2. Take matters seriously.
3. Staff to report any information to Student Services Manager/Deputy Principal Welfare.

##### STUDENT SERVICES MANAGER/DEPUTY PRINCIPAL – WELFARE

4. Confirm the facts.
  5. Reassure student/s that their health and well-being are the primary concern.
  6. Illicit / illegal drug procedure.
  7. Legal drug misuse procedure.
  8. Inform support staff and document details.
- Support student/s through referral process to appropriate staff members and/or outside agencies.

## CLASSROOM TEACHER/STAFF MEMBER ACTIONS

### 1. Inform student/s of concerns

- Acknowledge the student's disclosure or, if you are raising the issue, advise of your concerns about possible drug use.
- Ensure safety for those directly and indirectly involved. Isolation or removal of other students may be required.
- Inform student/s of your designated role in providing support and state the boundaries of confidentiality – "I have a duty of care over the you and I am required to pass this information onto Student Service Manager/Deputy Principal Welfare".

### 2. Take matters seriously

- When an issue is disclosed or raised by a student, a peer or a staff member, it must be taken seriously, and intervention support procedures actioned.
- Get the facts, any other relevant information and attempt to clarify the situation.
- If safe to do so, collect any suspected drugs and drug paraphernalia.

### 3. Staff to report any information to Student Services Manager / Deputy Principal Welfare

- Make contact as soon as possible with either Student Services Manager or Deputy Principal Welfare.
- Pass on all information gained.
- Student Services Manager/Deputy Principal Welfare will then take over responsibility of the situation.
- Ensure the event and information is accurately documented in email to Student Service Manager.

## STUDENT SERVICES MANAGER/DEPUTY PRINCIPAL WELFARE ACTIONS

### 4. Confirm the facts

- Analyse the situation for safety.
- If responding to a disclosure or raising the issue, ensure privacy and apply a 'protective interrupting' strategy if disclosure is of a nature which requires this according to the jurisdictional requirements of the school.
- Attempt to clarify the situation and provide the options for follow-up (disciplinary and welfare) along with reassurance and encouragement.
- Determine if intervention is required by school nurse or psychologist and provide this support as appropriate to role.
- If a student is referred to you for intervention support following a drug-use incident, ensure you have the relevant referral information prior to engaging with the student.

### 5. Reassure the student/s that their health and well-being are the primary concern

- Reassure the student/s by involving them in the process to keep them aware and explain reasons for the actions which evolve.

### 6. Illicit / illegal drug procedure

- See illicit/illegal drug procedure on pages 6-7.

### 7. Legal drug misuse procedure

- See legal drug misuse procedure on page 8.

## **8. Inform staff and document details**

- Ensure appropriate staff are involved and informed to broaden the support network. A diverse support network should be offered to support the student/s needs fully.
- Determine the need for outside agency support.
- Any information shared should be offered with respect for the student/s and in line with the school's confidentiality requirements, with consideration of the roles and requirements of other staff members involved.
- Document involvement and actions taken to fit with the school's reporting and record keeping strategies and the jurisdictional requirements of the school's education system.
- Ensure all engagements are appropriately and accurately documented using the Online Incident Support System.

## **9. Support the student/s through referral process to appropriate staff members and/or outside agencies**

- If it is beyond your role to continue to address this issue with the student/s following a disclosure or following your initial awareness gained through raising this issue, acknowledge this to the student/s.
- Ensure appropriate referral within the school for continuing support.
- Being the initial contact person for the student is important that you remain a part of any on-going support process.
- If a student is referred to a staff member as a follow-up response to a drug-use incident, initial support should involve explanation and reassurance of what/who will be involved from here and an outline of the process which will follow.

# **Illicit/Illegal Drug Procedure**

## **Actioned by Student Services Manager/Deputy Principal Welfare**

Illicit / illegal drugs are drugs that have legal limitations on their ownership or use. They are illegal in certain situations.

1. Confiscate drug.
2. Notify police.
3. Police conduct enquiries.
4. Illicit activity suspected.
5. Student searches required.
6. Nature of substance uncertain.
7. Determine actions.
8. Provide intervention support.

### **1. Confiscate drug**

- When illicit drug use is suspected the substance should be handed to the Student Services Manager / Deputy Principal Welfare.
- This should be witnessed by another staff member and the details of the confiscation and exchange of this substance should be documented.

### **2. Notify police**

- The Principal should retain this substance in a sealed container in a secure place and notify police for this to be collected for lawful disposal.
- The Principal should appraise the situation and liaise with the local police contact to determine if further police involvement is warranted.
- Actions taken should continue to give priority to the welfare of the student/s involved and the wider student community.

### **3. Police conduct enquiries**

- Police will then carry out enquiries consistent with approved police practice.

#### 4. Illicit activity suspected

- Where there are implications of illicit activity, investigations are the responsibility of the police.
- Principals should not investigate further than establishing the basic facts, unless advised to do so by police.

#### 5. Student searches required

- This should only occur where reasonable grounds for suspicion exist and there are no other means of resolving the issue and consideration should be given to engaging police assistance.
- Where a search is considered necessary due to immediate threat or concern, the Principal/Deputy Principal Welfare should obtain the permission of the student and may ask them to empty their pockets and/or bags. This should occur in private and in the presence of an independent observer.
- Where due concern exists and permission from the student is not forthcoming, the police should be contacted to deal with the matter further.

#### 6. Nature of substance uncertain

- If the substance cannot be identified, the Principal/Deputy Principal Welfare may request for it to be analysed by the police.
- The actions which follow in terms of further incident management may depend on the result of the analysis.

#### 7. Determine actions

- Should the evidence demonstrate that an illicit drug-related incident or behaviour has occurred, professional judgement about the actions which follow for the student/s within the school should be made in conjunction with police.
- If the police need to interview a student on school premises, a parent or alternative nominated, independent observer must be present when this occurs.
- Further actions taken in the school may involve parent/s and school staff working with the student.
- A strong focus should remain on the student's welfare and respect for confidentiality.
- These actions must fit in with the school's jurisdictional requirements and will have a disciplinary as well as an educative/support focus.
- Where the police are involved, the consequences for the student/s will vary in relation to the type of offence (e.g. trafficking, cultivation, possession, amount of drug, prior convictions).
- Legal action may be required such as a formal caution by police or a referral to a drug diversion program.
- Student circumstances should be taken into account and focus should remain on student welfare.

#### 8. Provide intervention support

- Determining further actions.
- These should include Intervention Support, refer to the Intervention follow up support.

### Legal Drug Misuse Procedure

#### Actioned by Student Services Manager/Deputy Principal Welfare

A drug is any chemical that affects the human body or mind when it is swallowed, breathed in, or consumed in another way.

Legal drugs are classified by law, they include but are not limited to: prescription medication, cigarettes and alcohol.

1. Consult with parent/s.
2. Determine actions.
3. Provide Intervention Support.

### 1. Consult with parent/s

- Inform parent/s of the student/s situation in regards to the incident and the misuse of the drug.
- Consult with parent/s about the actions to be taken and invite them to attend the school to discuss the issue further.
- Parental support is fundamental in dealing with drug-related issues.
- Remain aware of the school's confidentiality requirements.

### 2. Determine actions

- Should evidence indicate that a legal drug has been or is being used, professional judgement of School Nurse in conjunction with Executive Team members about the actions which then occur should be made in conjunction with the student/s, parent/s and relevant school staff, mentioned above, as fits with the school's jurisdictional requirements.
- A strong focus should remain on student welfare.
- Where a legal drug is being used illicitly (e.g. sale of prescription medication) refer to follow-up actions for illicit drugs.
- If Volatile Substance Use (VSU) is suspected, a targeted approach to intervention should be initiated. This should include only the student/s involved in the incident.
- Staff should seek support from an external drug counselling agency (e.g. Community Drug Service).
- Ongoing Intervention Support should then be provided in consultation with this external agency.

### 3. Provide intervention support

- Disciplinary and student welfare interventions follow up actions should then be followed.

## Disciplinary Interventions Follow-up Actions If Required

### Actioned by Student Services Manager/Deputy Principal Welfare

Illicit, legal and illegal drugs:

1. Implement appropriate disciplinary actions (e.g. loss of privileges, detention).
2. Suspension.
3. Suspension resolution.
4. Liaise with police.
5. Consult with parent/s.
6. Involve broader staff team.
7. Affirm student/s participation.
8. Document, monitor and evaluate.

### 1. Implement appropriate disciplinary actions

- Implement discipline strategies appropriate to the circumstances of the student/s. These may involve loss of privileges, detention and where warranted, other deterrent practices associated with inappropriate behaviour.
- Disciplinary Interventions should be actioned with relevant Student Welfare Interventions.

### 2. Suspension

- Suspending a student in response to a drug-related incident or behaviour, may be the required outcome. However, it should be noted that suspension can decrease a student's connection with school and may increase the likelihood of the student engaging in further risk-taking behaviour.
- The safety of the student and their external situations should be taken into consideration if a suspension is considered necessary as a deterrent response.
- An isolated in school detention may be applied if deemed of greater benefit to the student/s needs.

### 3. Suspension resolution

- The Principal should consult with other staff, the parent/s and the student involved to develop a plan to resolve the suspension. This may include agreed statements about short and longer-term goals, performance/attendance agreements and timeline for engagement with the targeted Student Welfare Intervention.
- All students who have been suspended for a drug-related issue should be provided an opportunity to participate in a targeted student welfare intervention program with the school nurse, to address their drug-related behaviour/s. This may occur within the school or through referral to an external agency.

### 4. Liaise with police

- Where police action has been involved, liaise with the parties to whom the student is being referred (e.g. diversion program, external counselling program, mental health program) to see where the school can retain a support role in this process.

### 5. Consult with parents

- The Student Services Manager/Deputy Principal Welfare should communicate, discuss and consult with the parent/s while adhering to the school's confidentiality requirements.
- Student welfare should remain a priority. Parent support in working with the school is fundamental in dealing with drug-use issues and in working to address student behaviour.
- Where suspension is required, the intention to take this action and the reasons behind this should be communicated to parents through the normal suspension procedure.

### 6. Involve broader staff team

- Involving staff whom the student/s find approachable and to whom they relate well, can encourage ongoing connection and engagement with the school in spite of the disciplinary measures.
- Staff roles in on-going support may vary from monitoring and awareness, to actioning discipline and support measures as part of the overall support team.
- When exchanging information, do so in line with the school's confidentiality requirements.

### 7. Affirm student's participation

- Students will attend a return from suspension meeting with Manager Student Services / Deputy Principal Welfare/Year Coordinator
- Affirm the student/s for their commitment to the process and for appropriate behaviour / achievements in other school contexts.
- Prior to re-entering the school, a restorative meeting should be held with staff member who took immediate action.

### 8. Document, monitor and evaluate

- Document involvement in the incident response and the actions taken using OINS.
- Monitor and evaluate the effectiveness of the actions taken and the procedures followed.
- If required, hold a staff debriefing process adhering to the school's confidentiality requirements with the required staff members.
- The Principal / Deputy Principal Welfare should use discretion to determine who on the staff team requires more in-depth information in order to assist the student (e.g. pastoral care team and/or student health services) and should respect the student's privacy and the school's confidentiality requirements.
- Remind all to be familiar with the *Whole School Drug Education Plan* and of the procedures and consequences that follow inappropriate behaviour.
- Evaluate the success of the procedures and consider staff attendance at relevant professional development (e.g. SDERA workshops) to increase capacity to work with such incidents.

## Student Welfare Interventions Follow-up Actions

### Actioned by Student Services Manager/Deputy Principal Welfare

Illicit, legal and illegal drugs:

1. Refer to support staff involved.
2. Ensure inter-staff communication and feedback.
3. Engage broader school support.
4. Communicate with parents.
5. Refer to external agencies.
6. Promote student autonomy.
7. Affirm student/s participation.
8. Implement student welfare strategies.
9. Document, monitor and evaluate.

#### 1. Refer to support staff involved

- Specialist school support staff nurse can provide opportunities for students to be involved in exploring the factors contributing to a drug-use issue. These factors may be many and complex, or they may be circumstantial.
- A targeted intervention program should be developed to identify and address triggers and potential triggers to drug use and other risk-taking behaviour.
- Specialist support staff can include student services teams, school psychologist, school nurse, school chaplain, year leaders and extends to approachable staff through the school.
- The support role provided clearly varies in intensity according to job role, while this approach allows broader school awareness, support and monitoring.
- A team approach is also inclusive and supportive for the staff who are providing support.

#### 2. Ensure inter-staff communication and feedback

- In some cases, staff members may need to be informed of the needs of the student/s. Use of inter-staff communication process will be used to convey required information between staff involved in supporting a student through an intervention.
- Attention should be made to act with respect to the student/s privacy and adhere to the school's confidentiality requirements.
- All parties do not require all of the information so staff should report information according to their role and apply professional discretion.
- The student/s should be advised of the boundaries of confidentiality upfront to ensure understanding of the purpose of the information exchange process.

#### 3. Engage in broader school support

- Link with other relevant departments and individuals who may contribute to addressing issues underlying the student's drug use (e.g. to engage support for learning difficulties, home/school liaison, school nurse for medical issues).

#### 4. Communicate with parents

- Involve the parent/s to support the student and the intervention process, while again respecting privacy and confidentiality.
- Level of parental involvement may be at the discretion of the staff member coordinating the support intervention and depending on the student/s wants, needs and circumstances.
- Where parent drug use is acknowledged, refer to page 74 of the *Getting it Together* SDERA resource.
- Parents should be made aware of support services available to them.

## 5. Refer to external agencies

- The school's support staff may recommend referral to an external community-based agency for an appropriate level of intervention, such as those involving a need for drug counselling or support with mental health, family or neglect issues.
- An appointed specialist school staff member or case manager should maintain contact with the agency. They should agree to appropriate exchange of information between agency and school while adhering to the school's confidentiality requirements.
- It may be of benefit to use a *Referral form for Intervention Support*.
- Establishing this relationship through to community-based support agencies allows the school to ensure that they meet the required care for the student/s while they work through this process, either at school or on their return to school should the intervention have led to a period of absence.

## 6. Promote student autonomy

- As far as possible, inform and involve the student/s in the processes in which they are engaged throughout the intervention period.

## 7. Affirm student/s participation

- Affirm the student/s for working with the intervention.

## 8. Implement student welfare strategies

- To support the intervention, consider using strategies such as peer support, buddy programs and mentoring programs if required.

## 9. Document, monitor and evaluate

- Document involvement in the incident response and the actions taken using the Online Incident Notification System.
- Monitor and evaluate the effectiveness of the actions taken and the procedures followed.
- If required, hold a staff debriefing process adhering to the school's confidentiality requirements with the required staff members.
- The Principal / Deputy Principal Welfare should use discretion to determine who on the staff team requires more in-depth information in order to assist the student (e.g. pastoral care team and/or student health services) and should respect the student's privacy and the school's confidentiality requirements.
- Remind all staff to be familiar with the *Whole School Drug Education Plan* and of the procedures and consequences that follow inappropriate behaviour.
- Evaluate the success of the procedures and consider staff attendance at relevant professional development (e.g. SDERA workshops) to increase capacity to work with such incidents.

# Drug and Alcohol Policy Information Sheet

**In the event of a drug use incident or where a student requires intervention for a drug use issue, the steps outlined in our flow chart for Incident Management and Intervention Support will be followed. In summary:**

- The parent/s will be notified by appropriate personnel.
- The Principal will consider notifying police if illicit drug use is suspected.
- Both student/s and parent/s will be offered support through appropriate interventions.
- The incident or issue will be documented, and other relevant agencies involved.
- Respect will be given to privacy and confidentiality by and for all parties.
- The health and well-being of all parties involved will be given priority.
- Please see [www.thornlieshs.wa.edu.au](http://www.thornlieshs.wa.edu.au) for further information on this policy.

**Thornlie Senior High School does not permit students while on school premises, at any school function, excursion or camp to:**

- Smoke and/or possess tobacco products.
- Consume, possess or be affected by alcohol.
- Possess and/or use pharmaceutical drugs for non-medicinal purposes.
- Possess and/or use volatile substances.
- Possess and/or use illicit drugs.
- Possess and/or use drug-related equipment, with the exception of for intended legitimate medicinal use.

| School Contacts                                                                         | Useful Contacts and Information                                                                                                                                |
|-----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Principal – Donna McDonald</b><br>Contact number: (08) 6235 7900                     | <b>School Drug Education and Road Aware (SDERA)</b><br>(08) 9402 6415<br><a href="http://www.sdera.wa.edu.au">www.sdera.wa.edu.au</a>                          |
| <b>Deputy Principal Welfare – Glenn Henly</b><br>Contact number: (08) 6235 7900         | <b>Community Drug Service – Palmerston</b><br>Contact number: (08) 9267 2400                                                                                   |
| <b>School Health Nurse – Sue James / Sheila Dixon</b><br>Contact number: (08) 6235 7900 | <b>Community Drug Service – Drug and Alcohol Youth Service (DAYS)</b><br>Contact number: (08) 9222 6300                                                        |
| <b>Student Services Manager – Gary Roberts</b><br>Contact number: (08) 6235 7900        | <b>Palmerston Community Drug and Alcohol Service</b><br>Contact number: (08) 9267 2400<br><br><b>Armadale Police Station</b><br>Contact number: (08) 9399 0222 |
| <b>School Psychologist – Allison Hanshaw</b><br>Contact number: (08) 6235 7900          |                                                                                                                                                                |

## D. Late to School Policy

### Late to School Policy

Punctuality is an important facet of our personal makeup, and a facet we promote with TSHS students with a view to engage them appropriately with each subject and maximize their learning opportunities.

The **Late to School** Policy aims to:

- Promote punctuality and preparedness for learning as a valuable personal trait
- Encourage students to take responsibility for their own behaviours
- Maximise learning opportunities by minimising late arrivals and disruptions to lessons.

A **Late to School** offence refers to:

- Arriving to the first lesson of the day after the bell at 08:45am, more than once in a defined school week.
- The student does not have legitimate claim to a SMS, phone call or email, or produce a note that authorises the repeat Late Arrivals (absences) from their parent/guardian.

#### Late To School Procedures

Thornlie Senior High School has established the following procedures for students involved in **Late to School** offences (as defined above.)

Student Name: \_\_\_\_\_

|                                                |                                                                                                                                                                                                                                                                                                                                 |
|------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>FIRST Offence</b><br><br><b>Date:</b>       | <ul style="list-style-type: none"><li>• SS Staff interview student and discusses further consequences for repeat offences.</li><li>• Reprimand given with a clear warning about repeat offences.</li><li>• Letter sent home regarding <b>Late to School</b> offences.</li></ul>                                                 |
| <b>SECOND Offence</b><br><br><b>Date:</b>      | <ul style="list-style-type: none"><li>• SS Staff interview student and administers <b>Lunch Detention</b> for this second offence</li><li>• Reprimand given with a clear warning about repeat offences</li><li>• Letter sent home regarding <b>Late to School</b> offences</li></ul>                                            |
| <b>THIRD Offence</b><br><br><b>Date:</b>       | <ul style="list-style-type: none"><li>• SS Staff interview student and administers <b>After School Detention</b>.</li><li>• Letter sent home regarding <b>Late to School</b> offences.</li></ul>                                                                                                                                |
| <b>SUBSEQUENT Offences</b><br><br><b>Date:</b> | <ul style="list-style-type: none"><li>• Student is allocated '<b>Eco-Management Duties</b>' in the After School Detention timeslot <b>OR</b> complete identified tasks for <b>Catch-up</b> of missed lesson time in the After School Detention timeslot. (cleaning up the yard or cleaning up on missed lesson tasks)</li></ul> |
| <b>Case by Case</b>                            | <ul style="list-style-type: none"><li>• Students lose their '<b>Good Standing</b>' within the school, resulting in losing privileges related to reward excursions and school representation in non- timetabled events on the school roster.</li></ul>                                                                           |

Student Services Staff: \_\_\_\_\_ Date: \_\_\_\_\_

## Checklist for Teaching Staff

### Have You .....

Discussed your classroom expectations with your class?

- Clearly published your classroom rules and the behaviour management structure/program applying to your classroom? Refer to the PBS Matrix
- Checked to see when the misbehaviour occurs – morning, before lunch, afternoon, continually? Is there any pattern of misbehaviour?
- Checked to see what the student is actually doing to concern you? Be specific in describing the misbehaviour.
- Check to see that the content being taught is appropriate to the student?
- Thought about modifying your program?
- Considered whether your consequences are fair and reasonable and whether you're able to consistently enforce them?
- Considered whether your consequences are fair and reasonable and whether you're able to consistently enforce them?
- Considered positive reinforcements/rewards to promote success? ie. Letter of Commendation, House Points, contact with parents?
- Thought about modifying your behaviour?
- Considered cultural or other special factors?
- Isolated the students in class or moved them close to your table?
- Changed the physical seating arrangement of the students?
- Considered that a less pleasant activity is more likely to be completed when followed by a pleasant activity?
- Sent home a Letter of Concern? Made contact with parents?
- Followed the School Positive Student Behaviour Support Plan?
- Planned lessons to suit the time of day if possible i.e. "heavy" lessons in the morning?
- Planned for students to be successfully on task?
- Provided specific feedback regarding your students' behaviour?
- Considered presenting information through a variety of formats and catered for different learning styles?
- Recorded all incidents in Chronicle on Compass?

## Letter of Concern Procedures

- A letter of concern for your Learning Area can be found on Compass Chronicle. The procedure to complete a Letter of Concern is as follows:
  1. Add Chronicle entry for the student
  2. In the Template field under Attitude/Behaviour select Letter of Concern for your particular Learning Area.
  3. Complete the subject/course
  4. Select area/s of concern
  5. Select action/s taken
  6. Add a concise comment explaining your concerns
  7. Save and close
- Once completed and saved the Letter of Concern will be forwarded to your HOLA/TIC for approval
- When the HOLA/TIC approves the Letter of Concern it will be forwarded to the Parent/Guardian

## Reward and Recognition Incentives

All staff encourage positive student attitude to school by acknowledging effort, achievement and appropriate behaviour. This applies to senior school and lower school students.

|                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Staff</b>                                          | <p>Praise students for consistent effort, academic achievement and improved behaviour.</p> <ul style="list-style-type: none"><li>• Praise and encouragement</li><li>• Student House Points Reward</li><li>• Letter of Commendation</li><li>• Certificates of Achievement/Recognition</li><li>• Classroom incentives/privileges</li><li>• Representing the school in sporting/academic events</li><li>• Camps and field trips</li><li>• House/Home Room reward excursions</li></ul> |
| <b>Year Coordinators<br/>and<br/>Student Services</b> | <ul style="list-style-type: none"><li>• Student of the Month</li><li>• Attendance Champions</li><li>• Extra-curricular activities and reward excursions</li></ul>                                                                                                                                                                                                                                                                                                                  |
| <b>Principal<br/>and<br/>Deputy Principals</b>        | <ul style="list-style-type: none"><li>• Presentations at school assemblies:</li><li>• Attendance and Student of the Month certificates/prizes</li><li>• Honour Certificates for academic/sporting or other achievements</li></ul>                                                                                                                                                                                                                                                  |

## REWARD POSITIVE BEHAVIOUR

## Suspension Policy

The Department of Education accepts the use of student suspension and exclusion procedures as an effective behaviour management strategy for students in serious or persistent breaches of the school's code of conduct.

Suspension removes the student from the school environment, reduces the opportunity for reinforcement of their behaviour and provides a period of respite between the incident and the resolution process. This provides an opportunity for students, parents, and school staff to think about the incident and behaviours, enabling a considered, positive resolution and re-entry plan. Consultation may lead to the establishment of an Individual Behaviour Management Plan if required.

### Reasons for Suspension

The following behaviours are most likely to result in a period of suspension:

- Physical assault or intimidation of staff
- Verbal abuse or harassment of staff
- Physical assault or intimidation of students
- Verbal abuse or harassment of students
- Wilful offence against property
- Violation of school Code of Conduct, behaviour management plan, classroom rules or school rules
- Substance abuse
- Illegal substance offence
- Negative behaviour – other
- E-beaches

### Imposing a Period of Suspension

- After a student has received a number of Letters of Concern and has reached Tier 3 of the Positive Student Support Plan and has not modified their behaviour or has committed a serious breach of the school's Code of Conduct, they may be suspended from school.
- The Principal can only decide a formal suspension. However, if the Principal is unavailable, the Deputy Principals, Manager of Operations, Student Services Manager and Year Coordinators have authority to suspend. Any decisions regarding suspension will be made after discussion with a member of the School's Executive Team to ensure consistency and that the student has been afforded procedural fairness.
- Students can be suspended from between 1 and 10 days depending on the type, frequency and severity of the offence.
- Prior to imposing a period of suspension the behaviour /incident must be fully investigated.
- The student/s are to be given the opportunity to respond to the behaviour/incident verbally and in writing. If a student refuses to comment or provide feedback this will be noted.
- During an investigation into an alleged offence, the student/s involved will most likely be withdrawn from classes. This is dependent on the nature and circumstances of the offence and is at the discretion of the investigating staff member.
- All documentation is to be completed and forwarded to the Manager of Student Services.
- When the school proposes to suspend a student the parents will be notified. The reason/s for the suspension will be made clear and the parents given the opportunity to respond and discuss possible sanctions that may be imposed. In some circumstances it may be possible to negotiate an alternative to suspension.
- Students suspended will be sent straight home after a suitable arrangement has been made between the school and the parent or person responsible for the student. Until this parent contact is made the student will remain on in-school suspension and withdrawn from normal classes.
- A copy of the Suspension Notification will be emailed and/or posted home, sent with the student and placed on the student's file.
- The Suspension Notification must contain:
  1. The reason for the suspension from school

2. The duration of the suspension and date that the student may return to school
3. The name of a school staff member that parents or the student can contact, and information regarding any specific conditions attached to the suspension
4. During the period of suspension parents are responsible for the student and students may not enter school grounds without specific permission from the Principal.
5. On return from suspension a student must return with his/her parent/guardian, unless an alternative arrangement has been made

#### **Education Instruction for Students Suspended from School**

- Any student who is suspended from school for 3 or more consecutive school days or has accumulated 5 days suspension within the year will be provided with a package of school work to be completed during the period of suspension.
- Suspended students will be provided with the opportunity to complete assignments or assessments conducted during the period of suspension.

#### **Return from suspension**

- Students returning from suspension must be accompanied by a parent/guardian (unless an alternative arrangement has been made) and complete a satisfactory interview with Manager of Student Services or other designated staff member. The student must present in both full school uniform and be prepared for class.
- The student must submit their completed Suspension Contract Form. If the student was provided with a "suspension package" of schoolwork this will be also be checked (and forwarded to appropriate teachers).
- The incident or issue, which led to suspension, must be resolved before the child is able to resume normal classes. At this point strategies should be implemented to prevent future re-occurrences of the behaviour/s.
- The student shall be placed on a Behaviour Card and monitored by the Student Services Manager until satisfied that the student's behaviour is acceptable and that the initial problem is resolved.
- Students who are suspended automatically lose all extra-curricular privileges (anything that is not part of the compulsory curriculum).

#### **Suspension Review Conference**

- Should a student demonstrate behaviour likely to lead to exclusion, a Case Conference will be held. The panel may include:
- A member of school administration
- The parent/guardian of the child
- An appropriate community member
- A school psychologist and/or district office representative
- Aboriginal Education and Islander Officer and/or Aboriginal Liaison Officer in appropriate
- The purpose of this conference is to:
- Review the child's suspension record and further develop strategies and programs to assist in the prevention of further suspensions.
- Clearly outline to the student and parent/guardian the consequences of further negative behaviours.

#### **Exclusion**

- Exclusion is a legal process which involves prevention of a student from attending a particular school, or all schools, for a fixed period of time or permanently.
- The purpose of student exclusion is the protection of the school community. Exclusion benefits the school rather than the excluded student because it preserves the rights of others in the school community to learn, to teach or to support those who do.

- The behaviour that leads to a recommendation for an exclusion order can be either a serious isolated incident, or a persistent pattern of behaviour that has not changed despite school intervention.
- The Principal can recommend that an exclusion order be made as a consequence of student behaviour that breaches school discipline in the following ways:
- Has threatened the safety of any person on the school premises or participating in an educational program of the school; or
- Is likely to cause or result in damage to school or personal property; or
- Has significantly disrupted the education instruction of other students.
- The students and parents must be notified of precisely why a recommendation for an exclusion order is being considered and be given every opportunity to show why the recommendation should not proceed.

### **Role of the Principal**

The principal shall monitor and review all suspensions.

- Parents and students have the right of appeal regarding all suspensions.
- In exceptional circumstances the Principal may permit variation from this policy in order to ensure equity and good order in the school.

## E. Uniform Policy

### THORNLIE SENIOR HIGH SCHOOL

## Uniform Policy

The schools uniform requirements, including headwear, footwear and other aspects of personal presentation were developed in consultation with students, parents/guardians and staff. The Thornlie Senior High School Council has endorsed these uniform requirements for all students attending the school.

Secondary school students are required to wear a school uniform and meet the dress standards of the school.

The School Board and the Community believe a school uniform:

- Fosters and enhances the public image of the school within its community
- Develops students' sense of belonging and connection to the school community
- Provides an opportunity to build school spirit
- Promotes a sense of inclusiveness, non-discrimination and equal opportunity
- Enhances the health and safety of students when involved in school activities
- Increases the personal safety of students and staff by allowing easier identification of visitors and potential intruders to the school
- Prepares students for work, as many work places have dress and safety codes
- Encourages students to wear professional attire with dignity

### Enrolment and Acceptance of Uniform Policy

Acceptance of enrolment at the school is deemed as an agreement between the parent/guardian, enrolling student and school that the student will comply with the School Uniform Policy.

### School Uniform Requirements

#### Students in Years 7 - 12

- ✓ Thornlie SHS navy blue polo shirt with logo
- ✓ Thornlie SHS navy blue unisex shorts or track pants
- ✓ Thornlie SHS navy blue zip jacket
- ✓ Thornlie SHS leavers' jacket with logo (Year 12 only). Note: Only jackets with school logos are suitable. Plain, 'un-logo'ed' items do not meet dress code.

#### Physical Education

- ✓ Thornlie SHS physical education royal blue polo shirt with white panel and logo
- ✓ Thornlie SHS plain black shorts
- ✓ Students must change for Physical Education and wear appropriate sports shoes. Hats and SPF 30+ sunscreen should be worn outdoors.

#### Footwear

- ✓ Any covered and closed, low heeled shoes e.g. leather lace up school shoes or joggers, with navy or white socks and navy blue stockings for girls
- ✓ NOTE: Thongs, health sandals, Ugg boots, light fabric canvass shoes, slip-ons, high heels, fashion shoes and similar are NOT acceptable footwear.

#### Headgear

- ✓ Protective headgear e.g. peaked caps, preferably in school colours
- ✓ Beanies, Hoodies and similar are NOT to be worn to school

**NOTE:** Denim is NOT part of the uniform and is not to be worn to school.

All clothing must be clean, tidy and in good repair.

Students who do not meet the uniform requirements will report to Student Services to address the issue.

Students will be offered choices to address and correct the uniform issue:

- Select a loan item from the uniform library and change into the correct uniform.
- Call home – to arrange a parent or guardian to deliver correct uniform for student
- Call home – to gain permission for the student to travel home, address uniform issues and return to school.

After addressing uniform concerns the student is invited back to class.

No solution – Student completes school work under the supervision of Student Services staff.

#### IN UNIFORM, IN CLASS

***Students and families are aware of our requirements before accepting enrolment at our school.***

Students dressed in full school uniform are all part of the public image, which is so important to a school. They are the face we present to the community.

It is in all our interests to ensure our school maintains a high profile and a positive image in the community.

If families face financial difficulties in regards to uniform, the school can assist through the student assistance scheme. All enquiries to the Principal are confidential.

#### Availability of School Clothing

Thornlie SHS school clothing can be purchased from the UNIFORMCONCEPTS store in Willetton.

This arrangement has many advantages and enables parent's great access, customer service and stock levels. It will be especially beneficial for working parents who will be able to purchase uniform inside and outside of normal school hours.

All items of school uniform are available at the school's Uniform Shop (except for school shoes).

An external provider – Uniform Concepts, operates the Uniform Shop. Located at 30 Kembla Way, Willetton. It is open on Monday – Friday 9am – 5pm (Thursday 6pm) & Saturday 9am – 1pm.

## F. Smoking Policy

### THORNLIE SENIOR HIGH SCHOOL

## Smoking Policy

Thornlie Senior High School is committed to providing and maintaining safe and healthy working and learning environments for all staff, students and visitors.

Smoking is prohibited within the school buildings and grounds at Thornlie Senior High School as per the Department of Education's *Smoking in the Workplace* policy.

The school's smoking policy aims to:

- Establish and maintain a smoke free environment for staff, students and visitors. **Students are not permitted to be involved in smoking incidents in any area of the school property or at any school related activity or function.**
- Educate students about the harmful effects of smoking and passive smoking.
- Provide consequences for students involved in smoking incidents.

A smoking incident refers to:

- Being with other smokers.
- Possessing smoking implements (e.g. cigarettes, tobacco, lighters, matches, pipes, etc).
- A student smoking.

### STUDENT SMOKING INCIDENT PROCEDURES

Thornlie Senior High School has established the following procedures for students involved in smoking incidents.

| Staff report smoking incidents to the Manager of Student Services with details which must include:                 |                                                                                                                                                                                                                                                                                                                         |
|--------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Names of student/s involved</li><li>• Date and place of incident</li></ul> |                                                                                                                                                                                                                                                                                                                         |
| FIRST INCIDENT                                                                                                     | <ul style="list-style-type: none"><li>• Manager Student Services interviews student and discusses further consequences for repeat offences.</li><li>• Reprimand given with a clear warning about repeat offences.</li><li>• Letter sent home regarding Smoking Offence.</li></ul>                                       |
| SECOND INCIDENT                                                                                                    | <ul style="list-style-type: none"><li>• Manager Student Services interviews student and discusses further consequences for repeat offences.</li><li>• Complete a lunchtime detention, along with completion of education package (whilst in detention).</li><li>• Letter sent home regarding Smoking Offence.</li></ul> |
| THIRD INCIDENT                                                                                                     | <ul style="list-style-type: none"><li>• Manager Student Services interviews student and discusses further consequences for repeat offences.</li><li>• Compulsory counselling session with the School Nurse.</li><li>• Letter sent home - Suspension from school for one day.</li></ul>                                  |
| SUBSEQUENT INCIDENTS                                                                                               | <ul style="list-style-type: none"><li>• Referred to Deputy Principal - Welfare.</li><li>• Further internal or external suspension from school.</li><li>• Letter sent home - Suspension from school for one day. Students may be banned from all school functions and activities.</li></ul>                              |

## G. Good Standing Policy

### Good Standing Policy (Senior School)

#### Overview:

It is essential to clearly state the standard of performance necessary for students to succeed and enter the post-school destination of their choice. These standards must be clearly and regularly communicated to students so that they know and understand what is expected from them in terms of their school performance.

Post-school destinations, such as universities and TAFE, clearly articulate the standards of performance required to enter their respective institutions. Similarly, the School Curriculum and Standard Authority (SCASA) clearly describes the standard of performance necessary to be awarded a Western Australian Certificate of Education (WACE) – commonly referred to as graduation.

Further, teachers at Thornlie Senior High School clearly communicate the standards required to successfully achieve the requirements of each course of study. They do this by providing students with syllabus documents, which clearly describe what students must know and understand. Teachers also provide students with assessment programs that describe how and when teachers will make judgments about student performance.

When teachers assess student performance, they provide a clear outline of what is required on a particular assessment, what will be assessed and when this will occur.

Teachers also provide information about other matters that may affect student performance, such as the level of attendance required to succeed and the types of conduct, which will support student success within a course of study.

It is the role of the Senior School Good Standing policy, within the context of Thornlie Senior High School, to clearly set and coordinate a standard of student performance across the school program. The school performance standards relate to the level of student performance needed to achieve a WACE and to have a high chance of successfully entering a post-school destination of choice.

This policy outlines the school standards for Academic Performance, Attendance, Commitment and Behaviour that are considered necessary to meet the requirements of Thornlie Senior High School, the Western Australian Certificate of Education (WACE) and the various post-school destinations. This policy provides an overall standard against which all student performance will be assessed.

The degree to which each student achieves the standards will help determine their 'standing' for a semester. Students will be identified as falling into one of three groups relating to achievement against each of the standards set. The three performance groups are:

- Advanced Standing.
- Good Standing.
- Conditional Standing

#### Section 1: Rationale

It is essential to clearly state the standard of performance necessary for students to succeed and enter the post-school destination of their choice. These standards will be clearly and regularly communicated to students so that they know and understand what is expected from them in terms of their school performance.

Teachers at Thornlie Senior High School clearly communicate the standards required to successfully achieve the requirements of each Course that students undertake. They do this by providing students with:

- A syllabus document, which clearly describe what students must know and understand.
- An assessment outline that describes how and when teachers will make judgments about student performance. When teachers assess student performance, they provide a clear outline of what is required on a particular assessment, what will be assessed and when this will occur.
- Information about other factors that may affect student performance, such as the level of attendance required to succeed and the types of conduct, which will support student success.

## **Section 2: Standards**

The Thornlie Senior High School Senior School Good Standing Policy relates to the level of student performance that will best support achievement of the Western Australian Certificate of Education (WACE) and to have a high chance of successfully entering a post-school destination of choice. It outlines standards in relation to Commitment, Academic Performance, Attendance and Conduct.

### **A. Commitment**

All students will be provided with the opportunity to engage in relevant and meaningful curriculum. Students are responsible for giving themselves every opportunity to achieve their full potential. Student commitment can be demonstrated through the five attributes on their semester report.

### **B. Academic Performance**

All students will be provided with the opportunity to develop knowledge and skills to achieve success at school and be best placed to make a meaningful transition to a post school destination of their choice. Students will achieve this by making appropriate selections for Year 11 enrolling in either:

- an ATAR pathway (four or five School Curriculum and Standards Authority ATAR Courses plus a Vocational Education and Training (VET) Certificate), or
- a General pathway (five School Curriculum and Standards Authority General Courses plus a Vocational Education and Training (VET) Certificate), or
- the Big Picture Academy.

Students entering Year 12 will continue their chosen pathway in a strategic manner to maximise their options for their Exit plan.

### **C. Attendance**

There is a very strong connection between the academic performance of Senior School students and their attendance and participation in the learning program. Absence is likely to impact on a student's ability to understand the material covered and to successfully complete the assessment program to the best of their ability.

### **D. Conduct**

All students in Senior School at Thornlie Senior High School are expected to maintain a high level of conduct at all times. Good conduct ensures that students give themselves the best opportunity of focusing on achieving their academic potential. Further, good conduct ensures that students develop strong positive working relationships with their peers and teachers.

The following are considered aspects of appropriate conduct:

- Valuing education
- Respecting school rules – including the Uniform Policy;
- Respecting the rights of others (including all school staff);
- Appropriate organisation and preparation; and
- Appropriate use of class time.

### Section 3: Parameters used for assessing students standing per semester

Each student will have the standards assessed to help determine their 'Standing' for a semester. Students will be identified as falling into one of three groups relating to achievement against each of the standards set for Senior School. There are three standings:

- Good Standing
- Advanced Standing
- Conditional Standing

All students will commence on 'Good Standing' when they enrol at Thornlie Senior High School. Student standings will be re-determined at the end of each semester and feedback will be provided to students regarding their current standing. It will also be used to determine whether students are acquiring maximum support for achieving a WACE and the various standards for entering post-school destinations.

#### Good Standing

Students who are deemed to have maintained Good Standing in a semester will have achieved the following levels of performance in relation to the Senior School standards (Section 2):

- **Commitment Standard**  
Obtain at least 50% combined 'Consistently' and 'Often' attributes on Semester report.
- **Academic Standard**  
Obtain a minimum "C" grade in 60% or more Courses i.e. 3 or more "C" Course grades for ATAR and General pathway students.
- **VET Standard (where a student has enrolled in a VET Certificate Year 11/12)**  
Year 11: Achieved Year One Units as set in Year Program.  
Year 12: Completion of full VET Certificate.
- **Attendance Standard**  
90% attendance or better in all six courses studied.
- **Conduct Standard**  
Maintain appropriate conduct across the school.

Students who maintain Good Standing in a semester will have access to all of the privileges of Senior School including:

- Represent the school in student affairs and other extra-curricular activities such as carnivals, sporting events and performances.
- Access to school and year group functions, such as the school ball.
- Other privileges for students maintaining good standing as arranged by the school, including such things as Workplace Learning and Academic Reward Excursion.

Students who lose their Good Standing may not participate in extra-curricular activities such as camps, excursions, school trips intra- and inter-state or overseas, social functions or performances that are not an essential part of the educational program.

#### Advanced Standing

Students are deemed to have excelled in relation to the commitment standard (Section 2) when they have achieved the following levels of performance in a semester:

- **Commitment Standard**  
Obtain at least 80% combined 'Consistently' and 'Often' attributes on Semester report.
- **Academic Standard**  
Obtain a minimum "C" grade in all Courses.
- **VET Standard**  
Year 11: Year 11: Achieved Year One Units as set in Year Program.  
Year 12: Completion of full VET Certificate.
- **Attendance Standard**  
92% attendance or better in all six courses studied.
- **Conduct Standard**  
Maintain appropriate conduct across the school.

Students who achieve Advanced Standing in a semester will have access to all of the privileges of Senior School as described in the Good Standing section (3.1) and will receive:

- Advanced Standing membership, including Academic Breakfast Club;
- An Advanced Standing Certificate which will show the semester and year in which Advanced Standing was achieved and a Badge; and
- Recognition at a full school or year group assembly.

### **Conditional Standing**

Students are deemed to have performed below an acceptable level in relation to the standards (Section 2) when they have exhibited one or more of the following levels of performance in a semester:

- **Commitment Standard**  
Obtain less than 50% combined 'Consistently' and 'Often' attributes on Semester report.
- **Academic Standard**  
Obtain less than minimum "C" grade in 60% or more Courses.
- **VET Standard**  
Year 11: Achieved less than Year One Units as set in Year Program.  
  
Year 12: Not completed the full VET Certificate by conclusion of studies.
- **Attendance Standard**  
**Below** 90% attendance in all six courses studied.
- **Conduct Standard**  
Not maintaining appropriate conduct across the school.

In this circumstance, Thornlie Senior High School will undertake a number of intervention strategies in collaboration with the student, their parents, the Year 12 Coordinator, the Student Services Manager and other professionals as deemed appropriate to support an improvement to an acceptable level of performance against any of the Senior School standards.

Students on Conditional Standing may also lose the automatic privilege to become involved in extra-curricular activities, such as school sporting teams and the automatic privilege to attend school social events as deemed appropriate by the Year 12 Coordinator and Student Services Manager.

### **Section 4: Sustained Poor Performance**

In circumstances where students are deemed to be on Conditional Standing for more than one semester in a row, a Case Conference may be called with the student, their parents, the Senior School Deputy, Year 12 Coordinator, Student Services Manager and other professionals as appropriate to discuss the continuation of the current course and the most appropriate action for the future. Students on Conditional Standing for both semesters of Year 11 should note that continuation into Year 12 may be unlikely.

### **Section 5: Appeals**

Students will have the opportunity to present a case where they believe that special circumstances should be considered in the application of this policy. Where this is the case, students should complete the Application for Appeal Relating to Good Standing form, along with documented evidence to substantiate their claim, and submit this to the Year 12 Coordinator within seven (7) days of being notified of their standing under this policy. The appeal will be heard in a timely fashion and so as not to disadvantage the student in any way.

## H. Management of Aggression Policy (including Presence of Weapons)

### THORNIE SENIOR HIGH SCHOOL

## Management of Aggression

For the purpose of this policy, aggression is defined as any incident where a person is abused, threatened or assaulted on school grounds. The key issue is that aggression creates a risk to health and safety, as well as impacting on the school's climate. All students have the right to learn in a calm environment, and all staff members have a right to work without fear of violence or abuse. Examples of aggression include, but are not limited to;

- Verbal or physical abuse or threats;
- Scratching, biting or spitting;
- Use of a weapon or throwing objects; and
- Sexual harassment or any form of indecent physical contact.

In many instances, a severe consequence will be sanctioned in response to a student's aggressive behaviour. This includes the use of suspension as deemed appropriate by the Principal. **Please refer to the suspension guidelines as documented in Section 3 for further information.** When dealing with aggressive behaviour on school grounds, the following principles underpin our management of incidents:

- The priority is the safety of all members of the school community;
- We seek to prevent aggressive incidents at the school at all times;
- We facilitate fair and just intervention, including restorative conversations where possible;
- We seek to support students, parents and school staff following an incident; and
- Police will be contacted where there are safety concerns that are beyond staff capacity to manage.

### Student Expectations

We expect all students to behave responsibly and seek assistance from a staff member during an incident. We expect all students to support other students who have been targeted by showing empathy and compassion.

**Staff Expectations** Staff are expected to behave professionally, disperse bystanders, defuse the situation where possible, and seek the involvement of Student Services or Executive staff. In all circumstances, staff are required to seek assistance from Student Services or Executive staff by phoning directly using the emergency mobile number or sending a runner to Student Services.

## PRESENCE OF WEAPONS

A weapon is an item that is designed to inflict bodily harm or for self-defence, as well as, replica items. Students are not to be in the possession of weapons on school grounds or at any school activity. A student who is aware of another student being in possession of a weapon is obliged to communicate this information to school staff immediately.

Staff members are not responsible for confiscating weapons from students. Where there is a reasonable suspicion a weapon is in the possession of a student, staff will assess the level of risk, **seek assistance from Student Services staff by phoning directly or sending a 'red card' to Student Services with a runner.** In some circumstances, a staff member may deem it safe to remove and store a weapon (for example, if the weapon has been left unattended). In these situations, the weapon must be taken to Student Services where it will be securely stored. Student Services staff will inform the principal of the following: the date, time and location of seizure, name of student, the school staff involved and any other individual involved in the incident.

**In the event of a weapon being on school grounds or during school activities the Principal will:**

- Contact the Police if a weapon is deemed to be prohibited or controlled;
- Offer support and counselling for a more appropriate way to deal with the perceived threat when a student is found to be carrying a weapon FOR self-defence;
- Make a report via the Online Notification System; and
- Inform parents, students and the community that weapons are banned from all school grounds and activities.

**Where there is a reasonable suspicion a weapon is in the possession of a student, the Principal will:**

- Assess the level of risk; and
- Ask the student with a witness present, to surrender the weapon.

**If the student declines to hand over the item, the Principal will:**

- Inform the student's parents/guardian.
- Give the parent/guardian an opportunity to speak with the student on the telephone or to attend the school to speak with the student;
- Ensure the student is supervised with a witness.

**If the student continues to decline to hand over the item, the Principal will:**

- Inform the Police that the school holds a reasonable suspicion that the student possesses a controlled or prohibited weapon; and
- Request a bag search for the weapon from parent/guardian/student.
- 

**If the student and the parent/guardian refuse to give consent, then the Principal has the right to:**

- Seize the weapon/property if deemed safe to do so;
- Label and securely store the items in the presence of a witness; and
- Contact the Police immediately if there is significant risk.

Incidents involving weapons is a serious breach of school discipline and students will be suspended immediately. Following an incident, a case meeting will be held to implement strategies to support the student to participate in restorative processes, review any existing behaviour support plans, meet with any internal or external stakeholders and put in place any adjustments to plans or resources that may be required (for example, random bag searches).

## **PHYSICAL RESTRAINT OF A STUDENT**

Staff are expected to use protective behaviours in order to minimise the likelihood of physical contact with students. These behaviours include;

- If, during an interaction with a student, you sense an escalation of aggression, frustration or you feel intimidated, unsafe, or excessively angry, detach from the interaction and seek support from colleagues immediately (whilst maintaining duty of care for any other students you may have);
- Avoid blocking an escalated student's exit from a class or situation (i.e. standing between them and the door way);
- When confiscating an item from a student, instruct them to hand the item to you or place on a desk, surface etc. Don't attempt to seize the item from their hands or person. If they refuse to comply, follow the policy for non-compliance within this policy document;

- Avoid further actions that may be likely to escalate a student's response to the situation such as raising voices, invading personal space, using aggressive body language, or overt/notable photography of a student for identification; and
- Basic defusing strategies to avoid escalating behaviour The Principal will ensure that physical restraint of a student is only used;
- In circumstances where a student's emotional or behavioural state prevents other strategies to maintain the good order of the learning environment from being successful; and
- Where that emotional or behavioural state poses imminent risk of harm to self or others or risks significant damage to property; and
- For the minimum amount of time needed for the student to recover an emotional or behavioural state whereby less restrictive strategies may be successful. The principal will keep a record for each instance of physical restraint, which includes:
  - date, time, location and duration of the physical restraint;
  - name of student and name(s) of staff member(s) involved;
  - reason for the physical restraint;
  - alternative strategies attempted prior to application of physical restraint;
  - brief detail of the follow-up support provided;
  - detail of contact with the parent;
  - a statement by the staff member/s involved; and
  - Whenever possible, a statement by the student involved.

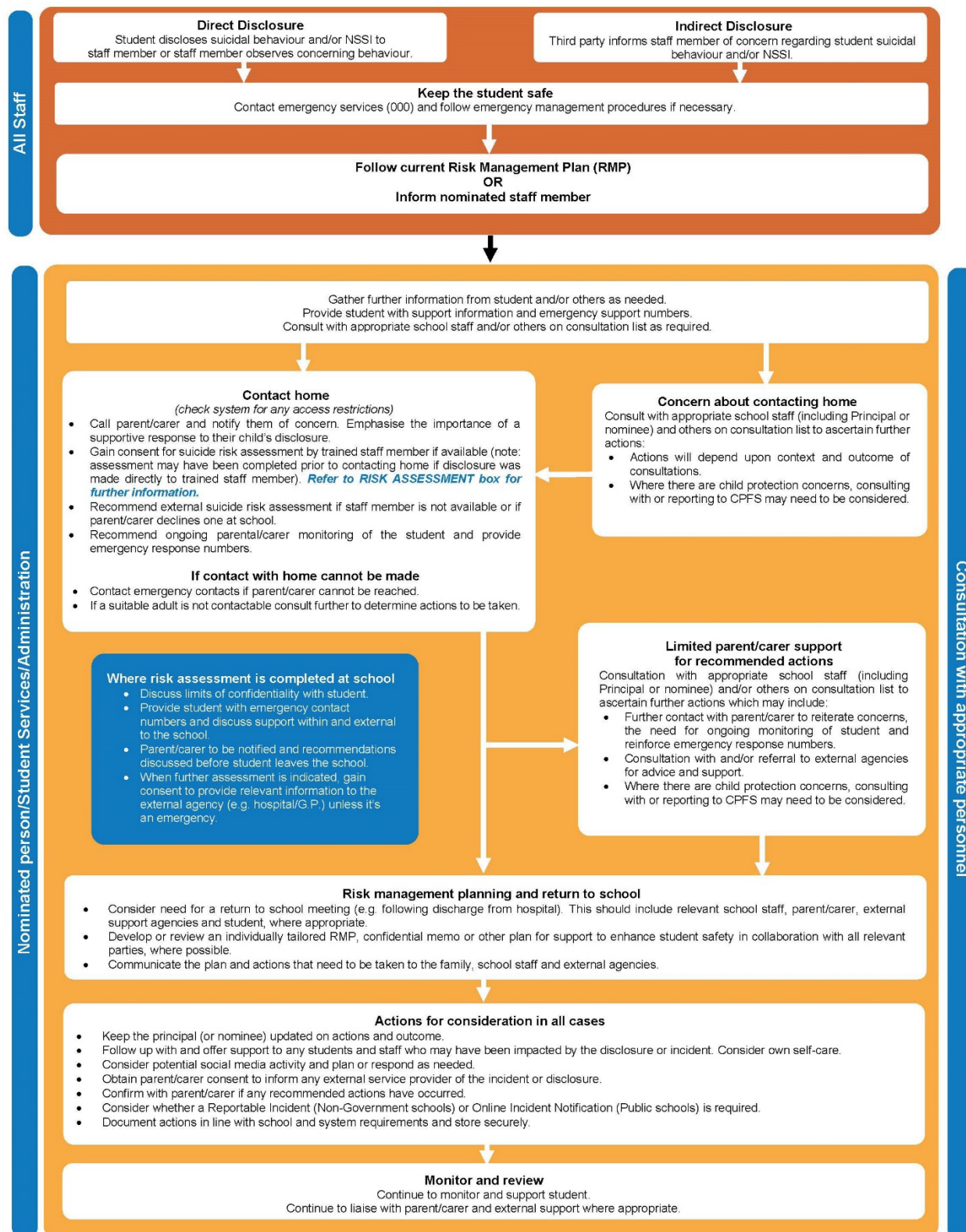
**A report will be lodged via the Online Incident Notification System as soon as practicable after the incident.**

**The Principal will monitor the effectiveness of physical restraint as part of the behaviour support strategy.**

## I. Suicidal / Self Injury Behaviour Guidelines

### School response to student suicidal behaviour and non-suicidal self-injury quick reference

This flowchart is a quick reference guide to be used in conjunction with Section One and Section Two of the Guidelines. Access Appendix 3 and 6 for consultation contacts for school staff and parent/carer and student support.



## Thornlie SHS Gatekeepers 2023

Allison Hanshaw (Health Centre)      Gary Roberts (Student Services)  
Rhonda Roberts (Student Services)      Jason Turner (Student Services)  
James Lamont (Student Services)      Sue James (Health Centre)  
Lori Lockyer (Admin)      Charmaine Abraham (AIEO Office)

## Emergency and consultation contacts for schools

Telephone 000 for emergencies

| Emergency and consultation contacts for staff                                                                                  | Contact numbers           |
|--------------------------------------------------------------------------------------------------------------------------------|---------------------------|
| <b>Employee Assistance Provider</b>                                                                                            |                           |
| Employee assistance program (PeopleSense)                                                                                      | 1300 307 912<br>9388 9000 |
| Manager assistance program (PeopleSense)                                                                                       | 1300 307 912<br>9388 9000 |
| <b>Local contacts</b>                                                                                                          |                           |
| Department of Communities, Child Protection and Family Support Armadale                                                        | 9497 6555                 |
| Armadale hospital                                                                                                              | 9391 2000                 |
| Bentley CAMHS (Thornlie)                                                                                                       | 9334 3900                 |
| Armadale CAMHS (Maddington, Huntingdale, Gosnells)                                                                             | 9391 2455                 |
| Child Protection and Family Support Armadale                                                                                   | 9497 6555                 |
| <b>Emergency and agency contacts</b>                                                                                           | <b>Contact numbers</b>    |
| Child and Adolescent Health Service Emergency Telehealth Service (Metropolitan children and young people 8am to 2.30am 7 days) | 1800 048 636              |
| Child Protection and Family Support Central Intake Team (Metropolitan area)                                                    | 1800 273 889              |
| Child Protection and Family Support Crisis Care Service (24/7)                                                                 | 9223 1111                 |
| Mental Health Emergency Response Line (MHERL Metropolitan)                                                                     | 1300 555 788              |
| Police (non life-threatening assistance)                                                                                       | 131 444                   |
| Poisons Information Service                                                                                                    | 13 11 26                  |
| Alcohol and Drug Information Service                                                                                           | 9442 5000                 |
| Sexual Assault Resource Centre                                                                                                 | 9340 1828                 |

## J. Reflect and Restore Buddy Sheet Example

Editable version stored on shared drive: S:\AdminShared\All Staff\PBS\Managing Student Behaviour Policy



# Reflect & Restore!

What choice did I make that has lead me to be taken to a buddy class?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

How was I feeling at the time that I made this choice?

  
annoyed

  
sad

  
bored

  
angry

  
frustrated

  
goofy

Explain:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

When I made this choice, I was not demonstrating:

Pride ☐

Perseverance ☐

Respect ☐

Responsibility ☐



To make this situation better next time, I will:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Buddy Class Teacher Signature: \_\_\_\_\_

### YOUR TICKET OUT THE DOOR...



1. Make sure this sheet has been filled out thoughtfully along with any other assigned work.
2. Get this sheet signed by your buddy class teacher at the end of the lesson and then return it to your classroom teacher.

**CLASSROOM TEACHER**

Student: \_\_\_\_\_

Date: \_\_\_\_\_

**Actions taken by teacher:**☐ 2 x CMS "bumps"☐ Moved within class☐ Buddy class**OR**☐ Immediate removal for serious behaviour breachBuddy Class Room: \_\_\_\_\_

Teacher sign: \_\_\_\_\_

Time: \_\_\_\_\_

**BUDDY CLASS TEACHER**

Received at: \_\_\_\_\_

☐ Buddy class completed successfully

Returned to class at: \_\_\_\_\_

Teacher sign: \_\_\_\_\_

**OR**☐ Referred Student Services (Buddy class teacher to return slip to class teacher.**STUDENT**

Return this slip to your class teacher to complete buddy class process.

**Failure to do so will result in further action taken by the Head of Learning Area.**

## Learning Area Buddy Class Roster 2023

|    | Monday | Tuesday | Wednesday | Thursday | Friday |
|----|--------|---------|-----------|----------|--------|
| P1 |        |         |           |          |        |
| P2 |        |         |           |          |        |
| P3 |        |         |           |          |        |
| P4 |        |         |           |          |        |
| P5 |        |         |           |          |        |

## K. Staff Incident Reflection Tool Example

Editable version stored on shared drive: S:\AdminShared\All Staff\PBS\Managing Student Behaviour Policy

### Incident Reflection Tool

|                                                                                                                           |                                                                                                                                                                                            |
|---------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>START: WHO</b> was involved<br>_____<br>_____                                                                          | Student: ..... Year: .....                                                                                                                                                                 |
| <b>WHEN</b> – Time: _____<br>Before School      Period – 1 / 2 / 3 / 4 / 5<br>Break 1    Break 2    After School    Other | Teacher: ..... Date: ..... <a href="#">Link</a>                                                                                                                                            |
| <b>WHERE</b> did the incident occur?<br>_____                                                                             | <b>REFLECT: How did you respond during the incident?</b>                                                                                                                                   |
| <b>WHAT</b> – Subject: _____<br>Transition      Independent Work<br>Group Work    Other: _____                            | 1. How were you feeling during the incident?<br>_____<br>_____<br>_____                                                                                                                    |
| <b>WHAT</b> Happened?<br>_____<br>_____<br>_____<br>_____<br>_____                                                        | 2. What did the student feel or want?<br>_____<br>_____<br>_____                                                                                                                           |
| _____<br>_____<br>_____<br>_____<br>_____                                                                                 | 3. How was the environment managed?<br>_____<br>_____<br>_____                                                                                                                             |
| _____<br>_____<br>_____<br>_____<br>_____                                                                                 | 4. What was your best response?<br>_____<br>_____<br>_____                                                                                                                                 |
| _____<br>_____<br>_____<br>_____<br>_____                                                                                 | 5. If you could go back, what do you think could have been done to de-escalate the situation to co-regulate the student?<br>What: _____<br>_____<br>_____<br>When: _____<br>_____<br>_____ |
| _____<br>_____<br>_____<br>_____<br>_____                                                                                 | 6. What changes could be made to the school plan to support the staff and student to prevent a similar escalation? _____<br>_____<br>_____<br>_____<br>_____                               |

## L. Life Space Interview (Student Reflection Tool)

Located on shared drive: S:\AdminShared\All Staff\PBS\Managing Student Behaviour Policy

### Life Space Interview (LSI)

#### **I** Isolate the conversation

Isolate the conversation e.g. in corner of classroom

**E** Explore the young person's point of view Explore the perspective of the child e.g. "Tell me what happened?" (no blaming, correcting or judging)

#### **S** Summarise feelings and content

Summarise with child, the events that occurred. **Sequence events for child** e.g. "John, I noticed when you were in my class that a. I gave you work and b. you screamed and left the room. **Does that sound right?** Just need to clarify, this is not a battle of who is right.

#### **C** Connect feeling AND behaviour

Connect – Link the behaviour with the FEELING e.g. "John, I notice that when you get ANGRY, then you leave my class, do you notice that too?"

"so when you get mad, you leave my class" (Repeat to build new neural pathway)

#### **A** Alternative behaviour discussed

Alternative behaviour – "Ok, well when you get mad and leave my class, it doesn't really work cos you get suspended and that's no good right. So what else could you do when you feel mad?"

Cue child to choose another activity such as tell a friend, use a red card to leave, talk to another teacher etc.

#### **P** Practise new behaviour

Practice new behaviour in mini roleplay, "Ok John, so when you are mad, show me what you will do" – Do 3 x to build new pathway

#### **E** Entry back to activity/routine/class

Enter back to activity/routine – "Ok, great John, are you ready to start class?"

### At all stages:

Four questions to ask yourself.

**1. What am I feeling now?** (as the adult)

**2. What does the young person feel, need or want?**

Think about function of behaviour, and the distress lens to look at behaviour

**3. How is the environment affecting the situation?**

Are there noises, lights, smells, touch that are affecting the child's situation.

**4. How do I best respond?**

As an adult, which part of the brain do I respond from.



## LIFE SPACE INTERVIEW

**Student:**

**Date:**

**Isolate the conversation:**

Ensure a quiet and private space away from distractions.

Notes:

**Explore the young persons point of view:**

Whats happening for them? Whats going on? (avoid statements of blame)

Notes:

**Summarise the feelings and content:**

My undersatnding from what you are telling me is, this happened and you felt this way – validate & affirm. Notes:

**Connect feelings to behavior:**

From what your telling me, I think its fair to say that when you get angry you punch things, validate feelings, for an understanding of there feelings and the behaviour. Notes:

**Alternative behaviors discussed:**

What do yo think you could do differently? Ensure young person decides this. Redirect if not appropriate. Notes:

**Plan developed/Practice the new bahvior:**

In the same situation tell me what your doing differently. Role play, be the other in the scenario student to roleplay themself and their new behavior/reaction.

Notes:

**Enter back into routine.**

Student re-entry meeting. Following an incident.



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