SCHOOL OPERATIONS MANUAL
2007

A booklet for the information of staff at Drouin South Primary School

This manual, the school charter, policies and current year budgets are also available in the intranet staff folder, under School Operations.
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DAY TO DAY ADMINISTRATION TASKS

COMMUNICATION - WITHIN SCHOOL

Messages for day to day activities will be written on the white board in the staffroom. Monthly information will be written on the same board. If you have any information in relation to excursions, clinics etc. please ensure they are placed on the whiteboard calendar and in the office diary. If you have organised an excursion or activities for your room complete and distribute a planning proforma (available from the office). All staff members are allocated a pigeon hole in the staffroom which should be checked at least daily. Emailed Education Department information will be forwarded to appropriate staff. All staff should check their edumail at least weekly.

COMMUNICATION BETWEEN SCHOOL AND HOME

On occasions notices will be required to be sent home with the children. Please ensure that all notices are distributed on the day you received them. Correspondence to parents must be on the school’s letterhead or include the school logo and is to be jointly signed by the Principal and the teacher/s involved. Excursion notes must be generated through CASES. Wording for these notes should be given to office staff.

STUDENT REPORTING

Information sessions are organised with parents within the first two weeks of the school year. This is a 30 minute session where parents can attend an evening. The grade teacher talks about classroom procedures, expectations, homework requirements etc. Parent teacher discussions are held in the last week of term one. A formal report is distributed at mid year and in December. Parents are also encouraged to arrange appointments with classroom teachers if they have specific issues they wish to discuss.

STUDENT CODE OF CONDUCT

Teaching staff should follow the school’s Student Code of Conduct when managing behaviour in the classroom or in the school yard. The pamphlet is available from the office. Students should be made aware of the rules at the start of the year and throughout the year as necessary, particularly when new students enrol.

CHILDRENS’ ATTENDANCES, TRANSFERS AND GRADE ROLLS

The bursar will process all attendance rolls, student transfers and monies received at school. Items such as monies, letters to the school, out of uniform notes etc should be placed in the grade basket and sent to the office by 9.15am. The grade basket should be collected from the office at 3.10 pm to allow any return information to be distributed.

All childrens’ attendance and non attendance must be recorded on a daily basis. A note with the day, date, reason and a signature from a parent or legal guardian is required for an absence to be approved. The attendance roll is to be sent to the office every Friday for recording of absence data. The role should be kept in the document box next to the door in each classroom.
EMERGENCY PROCEDURES

Staff should make themselves familiar with evacuation and emergency procedures for each classroom or teaching area in the school. An evacuation map and emergency procedure instructions are kept in each room in the document box next to the classroom door.

REPLACEMENT TEACHER INFORMATION

A folder with classroom operations and procedures is kept in each room in the document box next to the classroom door. It contains specific information for replacement teachers for each classroom such as daily timetable, specialist and duty times and other important information. Teachers should ensure this information is accurate and up to date.

STAFF MEETINGS and CURRICULUM MEETINGS

Staff meetings are held on Tuesday afternoon commencing 3.30 p.m. Curriculum meetings will be held each fortnight on a Monday night commencing at 3.30pm. All teachers are required to be at these meetings. From time to time, non-teaching staff will be asked to attend. Agenda items should be written on the whiteboard prior to the meeting. Staff meeting minute book will be kept in the staffroom and available for reference. Minutes will not be reproduced separately.
Staff memos are distributed on a needs basis.

PURCHASING OF GOODS AND SERVICES

Each program co-ordinator is expected to purchase all requirements for their area/s of responsibility. Co-ordinators are required to write a purchase order for all goods purchased on behalf of the school and have it signed by the principal or assistant principal.
Other information regarding purchases of goods or services must be co-ordinated with the school bursar.
Purchase of small items from local supplies will be reimbursed from petty cash on presentation of a receipt.
Budgets for each year must be spent or committed by the coordinator by the end of the term 3.
Budgets for the following year are to be submitted to the finance committee by the second week in term 4.

STUDENT REQUISITES & LEVY

The student voluntary levy is set by the School Council each year.

Parents are encouraged to purchase their children’s requisites through the school book purchasing scheme arranged with Landmark Educational Supplies. By this method of ordering we hope to eliminate incorrect purchases from other sources.

Whilst we recognise that the levy is a voluntary contribution, the school encourages all families to participate. If families are unable to meet the levy it is the principal’s prerogative to waive the fee.

Families also pay for visiting performances to the school as part of their fees, usually 3 visiting performances for the year in terms 2, 3 and 4.
EXCURSIONS/CAMPS

The school participates in a variety of excursions, visiting performances and camps throughout the year. These activities are held at venues set by the person coordinating the activity. Parent participation on camps must be approved by School Council and include a police check. On occasions some disadvantaged children may not participate in our camp program because of the cost factor, it is the principal’s prerogative to waive costs if a genuine case of need arises. A nominated person will be in charge of each camp.

SCHOOL COUNCIL

School Council meets on the second Wednesday of each Month at 7.30 p.m. The sub-committees of School Council are:
- Finance
- Facilities
- Policy & Planning
- Public Relations
- Parents For Fund Raising
- Out of School Hours Care

PERSONNEL SERVICES

Personal files of all staff members are stored at school. All staff are able to access their files upon request. Records of personal details - for example, hospital benefits funds, personal loan arrangements, long service leave and other leave and superannuation can be updated by the bursar.

All requests for information to be changed are to be in writing prior to any alterations. Verbal requests will not be accepted.

SCHOOL ORGANISATION - MATTERS PERTAINING TO STAFF

Codes of standards, Domains of teaching, reporting to parents etc. on the department website. Please ensure that you are familiar with their requirements.

STAFF ABSENCES

If you are unable to attend school please contact the Principal prior to your absence up to 9.00 p.m. on the previous day or at 7AM on the day of absence so that adequate time can be made for hiring of a replacement teacher.

YARD DUTY

All staff at Drouin South may be required to undertake First Aid Duty and Yard Duty. A yard duty coordinator will be appointed each year and is required to draw up a timetable. All teachers are on duty between 8.45 a.m. and 9.00 a.m. of each school day.

Duty requirements will depend on where the children are playing. However, areas that will need duty are:
- School oval and tennis courts.
- Front of school buildings.
• Back of shelter shed/B.B.Q. area.
• All school buildings.

Please note, children are not to be in any room within the school unless they’re supervised by a teacher.

If a child or visitor injures themselves whilst at school the duty staff member must ensure that the family is informed of what action the school has taken. Yellow injury/sickness reports sheets are kept in the first aid room and should be filled out, copied and sent home. Copies of all injury reports must be signed by the person making the report.

A Level 2 First Aid staff member should be consulted if a staff member is unsure of the severity or treatment of an injury.

When designated for first aid duty staff are required to stay in the staff room or office area and may also be required to supervise children in time out if the principal is not available.

**BUS DUTY**

Bus duty is from 3.15 p.m. - 3.30 p.m. outside and then on call until last bus at around 4.05. Bus travellers attend Outside School Hours Care between 3.30 until 3.55.

**BELLS**

Teachers, aides and children will be expected to make their way to their classroom during the two minutes of music prior to the bell at the start of the day, end of recess and end of lunchtime.

**SCHOOL TIMES**

• 9.00 Commencement of morning session.
• 11.00 Recess.
• 11.30 End of recess.
• 12.30 Start of lunch eating time (in classroom).
• 12.40 Start of lunch recess.
• 1.15 Commencement of afternoon session.
• 3.15 Dismissal.

**WET DAY ARRANGEMENTS**

• Duty teacher supervises the main building and staff member’s volunteer to supervise the other building. When you volunteer please mark your name off the list in the staffroom.

• Children will not be allowed to play outside during a designated wet day time.

• The yard duty roster is the responsibility of the co ordinator. The co ordinator will allocate extra duty if the need arises, eg during unplanned absences. Duty during planned absences (eg camps, p.d.) should be raised at a staff meeting.

• Extra duties allocated will be of 15 minutes duration.

• It is the responsibility of the Yard Duty Teacher to declare and cancel a Wet Day Timetable.
SPECIALIST FACILITIES

It is the responsibility and courtesy of all class teachers to ensure when they use specialist facilities, for example, art craft, technology, phys.ed. equipment or music instruments that they leave the rooms and storage areas in a tidy manner. Windows should be closed and lights, heaters, air conditioners etc. should be turned off when a room is not in use and at the end of the day.
Please ensure computer equipment is turned off at the end of the day in the classroom or if you are last to use the ICT room.
To help with the maintenance and cleaning of the school, staff are to encourage children to be responsible for the picking up of any rubbish in a learning area.

RECORD OF PROCEDURE

Each teacher is required to maintain a weekly work program to ensure that the children’s work is planned, sequential and continuous. The work program is to be available in the classroom or specialist work area at all school times. When absent, a work program for the day should be emailed, faxed or delivered to the school where possible.

ACHIEVEMENT RECORDS

Progress of individual students measured against Essential Learning Standards should be kept in the classroom for teacher reference and should be made available to replacement teachers where possible. Hard copies of individual student academic data (eg reports, running records, tests, AIM results) should be stored in individual student files held in the classroom. Other student records (eg speech pathology, medical reports, assessments) must be kept in secure files in the office. The progression of student information to teachers for the following year should take place in the last week of term 4.

PERFORMANCE REVIEWS

In line with Education Department requirements, all staff are required to undertake a performance review each year. The principal or nominee will arrange a time (usually when an incremental salary increase is due or at the start of the school year) for the review to begin, a mid-cycle review and an end of cycle review. Staff will be expected to undertake professional development each year which will help:
- Achieve your stated Performance Review goals.
- Work in partnership so that the school goals and priorities of the School Charter are achieved.

All teaching and non-teaching staff will have access to funds for Professional Development.

TIMETABLES & TIME ALLOCATION

Classroom and specialist timetables are to be submitted to the office by the third Friday of term one. Any updates throughout the year should be sent to the office as they occur. Timetables to the office should be produced using Excel on an A4 landscaped page. In line with DE&T guidelines and charter priorities, time allocation for English should be 10 hours and Mathematics 5 hours. At least 1 hour should be allocated to each other dimension.
HUMAN RESOURCES

Teaching Personnel:
* 1 Principal.
* 1 Assistant Principal
* 7 Full Time Classroom Teachers
* 2 Part Time Teachers: Art/Technology (0.6), Reading Recovery and Literacy (0.5)
* 1 Part Time Instrumental Teacher (0.1)

Non Teaching Personnel
* 1 Bursar.
* 0.2 Office Assistant
* 2 Integration Aides.
* 1 Part time Librarian Technician
* 1 Contracted I.T. Technician
* 1 Out of School Hours Care Co Ordinator
**PROGRAM STRUCTURES**

**Essential Learning Standards**
These are the essential knowledge, skills and behaviours addressed in the school and are co-ordinated by the teaching staff. It is expected that all teaching staff are responsible for at least one of the following Domains:

<table>
<thead>
<tr>
<th>Strand</th>
<th>Domain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical, Personal and Social Learning</td>
<td>Health and Physical Education</td>
</tr>
<tr>
<td></td>
<td>Interpersonal Development</td>
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<tr>
<td></td>
<td>Personal Learning</td>
</tr>
<tr>
<td></td>
<td>Civics and Citizenship</td>
</tr>
<tr>
<td>Discipline-based Learning</td>
<td>The Arts</td>
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<tr>
<td></td>
<td>English</td>
</tr>
<tr>
<td></td>
<td>The Humanities (Economics, Geography, History)</td>
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<tr>
<td></td>
<td>Languages Other Than English (LOTE)</td>
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<tr>
<td></td>
<td>Mathematics</td>
</tr>
<tr>
<td></td>
<td>Science</td>
</tr>
<tr>
<td>Interdisciplinary Learning</td>
<td>Communication</td>
</tr>
<tr>
<td></td>
<td>Design, Creativity and Technology</td>
</tr>
<tr>
<td></td>
<td>Information and Communications Technology (ICT)</td>
</tr>
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<td></td>
<td>Thinking Processes</td>
</tr>
</tbody>
</table>

**Special Programs and Strategies**
These are special programs and strategies in the school that compliment the Strands & Domains. It is expected that all teaching staff are responsible for at least one of the following programs:

- Talented Children
- Drug Education Strategy
- Reading Recovery
- Integration
- Library
- Camps
- Visiting performers
- Excursions
Co-Ordinator’s Role
This role statement is common for all of the above Strands, Domains, Special Programs and Strategies.

- Promote the program and encourage good teaching practices for the program.
- Facilitate Professional Development for the program.
- Co-ordinate the evaluation for the School's Annual Report.
- Ensure that relevant staff are aware of program and policy statements and provide assistance when necessary.
- Maintain the budget allocation in consultation with school ’s bursar.
- Implement the relevant policies of School Council and Education Department initiatives in relation to the program /strategy.
- Ensure that the school's profile is enhanced by good public relations.
- Ensure that communication with staff, parents and students are maintained at all times and that reporting procedures are clear, concise and relevant.
- Oversee maintenance of equipment and resources for the program/strategy.
- Support other teachers and staff in the operation of the program.
- Prepare following year's budget for School Council's consideration.
- Ensure that the School Charter is being implemented as required in this program.

SCHOOL ORGANISATION
These programs are co-ordinated within the school by teaching and non teaching staff.
Co-Ordinator’s Role
This role statement is common for the above School Organisation programs

- Ensure that requirements of the law and Education Department are adhered to.
- Ensure the other staff, students and parents are aware of the program as necessary
- Oversee maintenance of equipment and resources as necessary
- Prepare the following year's budget for School Council's consideration
- Implement the relevant policies of School Council

STAFF SUPPORT
These programs are co ordinated within the school by teaching and non teaching staff.

Professional Development
Staff Meeting Minute Secretary
Tattslotto
Staffroom amenities

Co-Ordinator’s Role

- Support the staff as necessary through co ordination of the program
- Oversee maintenance of resources as necessary
- Maintain the budget allocation in consultation with the school’s bursar.
- Prepare the following year's budget for School Council's consideration

SCHOOL POLICIES
All school policies are updated on a cyclical basis. Current school policies can be accessed from the school intranet staff folder, under “School Information”.

CURRENT YEAR BUDGETS
Budgets for each program in the school are a set each year. A copy of the current budgets for all programs is available from the school intranet staff folder, under “School Information”.

Appendices

Appendix i
Co-ordinators, Team Members, Committee Members - 2007

School Council Sub-Committees:

Finance –
Policy and Planning –
Facilities –
Public Relations –
Parents for Fund Raising –
Out Of School Hours Care –

Student Support

Teaching Areas
Curriculum Co-Ordination -
LOTE –
English –
Mathematics –
Health and PE –
Humanities –
Information & Communication Technology –
Science –
Materials Technology –
Visual Arts –
Performing Arts (music&drama) –

Special Programs and Strategies
Talented Children –
Reading Recovery -
Integration –
Library –
Camps –
Visiting performers –
Excursions -
Student Welfare –
Peer Mediation -
Student Reporting –
Junior School Council -
Early Years Numeracy –
Out Of School Hours Care –
Peer activity Leaders PAL -

School Organisation
Displan -
Equal Opportunity –
First Aid –
K-P transition –
6-7 transition –
Middle Years of Schooling –
Early Years Literacy -
Furniture –
Timetables/ Yard Duty Roster –
OHS -

Staff Support
Professional Development –
Staff Meeting Minute Secretary –
Staffroom amenities –
Student Welfare

Behaviour Management Program

1. CLASSROOM RULES

Classroom rules are to go home to parents of each year level in the school at the start of the year and whenever there is a change in rules.

It will be a requirement that each classroom and specialist area will teach its class rules to students.

1. Explain why we need rules
2. Explain the classroom rules
3. Check for understanding from all children
4. Explain how you will reinforce the rules
5. Explain why you have consequences
6. Explain the consequences
7. Check for understanding from all children.

The following classroom rules at Drouin South are common to all year levels.

(i) Follow teacher direction and tell the truth at all times.
(ii) Keeps, hands, feet and objects to oneself (no pushing, pulling, hitting, biting, spitting, tackling, lifting others, uninvited touching, throwing dangerous objects).
(iii) Be polite to others and respect personal differences (no put downs, teasing, name calling, swearing, yelling).
(iv) Care for your belongings and those of others.
(v) Be on time to school, class and activities.

2. CLASSROOM CONSEQUENCES

Hierarchy of steps

Each time a child breaks a class rule a step is acted on and recorded

Step 1 Warning – written notation on chalkboard.

Step 2 Child is moved to time out within classroom.

Step 3 Removal to another classroom for a period of time (Green Card with child’s name and accompanied by student). Time out in another room.

Children in Years 3 go to year 6 group & vice versa
Years 5/6 go to year Prep group & vice versa
Year P/1 go to Year 4/5 group & vice versa.

*During rotations, teachers send children to wherever the grade is – not to the classroom teacher.

Step 4 Child is removed to Principal’s office or in his/her absence to the teacher on time release. Behavioural Incident Form to be sent home with child to be signed by parent. Reply slip to be returned to school the following day. If form is not returned to the school, step 5 will be followed through.

Step 5 Principal (Red Card with child’s name sent to Principal’s office) and parents notified.

Interview between parents/ principal/teachers arranged.

➢ Principal/Parent/Child conference at school may decide on one or more of the following:

- Expulsion from school following Education Department guidelines.
- Suspension from school following Education Department guidelines.
- In-school suspension.
Restrictions on school activities.
Contract to be agreed to by child/parents/school for future course of action.
Diary entries between school/home.
Regular parent/school meetings and/or phone contacts.
Regular counselling with child.
The child having learnt from the experience will make a special effort to modify their behaviour.

Severe clause/ Drop down clause

Severe clause/ Dropdown clause is put in place when an incident occurs where the welfare and safety of the student or another person is put at risk. The incident is so severe that immediate resolution is called for.

- In extreme cases teachers may proceed directly to step 2,3,4 or 5.

Consistency Clause

- If a child consistently uses inappropriate behaviour over a period of days or weeks, parents will be contacted and the drop down clause will be applied.
- A cumulative written record will be kept on student incidents.

3. PLAYGROUND RULES
All yard duty personnel must take the yard behaviour book out with them to record incidents and hand it on to the following teacher or return it to the office at the end of lunch or recess.

i. Follow teacher direction and tell the truth at all times.
ii. Play in correct school ground areas (staying outside at playtimes and before and after school unless supervised indoors), using sporting equipment away from buildings and observing restricted areas (eg prep play area), in the assembly area under shade if not wearing a hat or when eating.
iii. Keeps, hands, feet and objects to oneself (no pushing, pulling, hitting, biting, spitting, tackling, lifting others, uninvited touching, throwing dangerous objects).
iv. Be polite to others and respect personal differences (no put downs, teasing, name calling, swearing, yelling).
v. Play safely: no climbing on trees, fences, buildings, furniture, handrails, do not bring dangerous or inappropriate objects to school (eg knives, toy guns, expensive or easily damaged items).
vi. Be on time to school, class and activities.
vii. Walk in undercover areas including inside school buildings, covered ways and around corners.
viii. Take care of property (this includes your own, others and the school’s).
ix. Children should only use the veranda outside the office and staffroom when visiting these areas and not as a thoroughfare unless in wet weather, under the direction of a teacher

4. PLAYGROUND CONSEQUENCES
Hierarchy of steps

Step 1 First time a child breaks any rule in a day –
Consequence: Name in book – WARNING
“Bob, the school rule is no harassment or put down of others, you chose to break the rule, this is a warning. I'm putting your name in the book”.

Step 2 Second time a child breaks any rule in a day.
Consequence: 15 minutes time out
“Bob, the school rule is ………….. You chose to break a school rule today. This is the second time you have chosen to break a school rule. The consequence is 15 minutes time out.

Step 3 Third time a child breaks any rule in a day.
Consequence: 30 minutes time out in the office, supervised by the principal or in their absence, the person on first aid duty

“Bob, the school rule is ……………… You chose to break a school rule today. This is the third time you have chosen to break the school rule. The consequence is 30 minutes time out

Step 4  Fourth time a child breaks any rule in a day.

Principal and parents contacted (telephone or behaviour note home).

“Bob, the school rule is ………………”

Child remains in timeout for the remainder of lunch and recess for the day and is supervised by the principal or in his/her absence, the person on first aid duty. Child is excluded from the yard until a satisfactory response to the behaviour by the parent is received by the school.

- Principal/Parent/Child conference at school may decide on one or more of the following:
  - Expulsion – Education Department expulsion guidelines to be followed.
  - Suspension – Education Department suspension guidelines to be followed.
  - In school suspension. That the child has learnt from the experience and will make a special effort to modify their behaviour.
  - Restrictions on school activities eg excursions/camps
  - Diary entry and communication between school/home.
  - Playground restrictions
  - Regular parent/school meetings – phone contact.
  - Regular counselling with child.
  - Contract to be agreed to by child/parents/school for future course of action.

When a child is placed on a restriction within the school, all staff are to be notified.

Consistency Clause

If a child consistently uses inappropriate behaviour over a period of days or weeks the parents will be contacted and the drop down clause may be applied.

Severe clause/ Drop down clause
Severe clause/ Drop down clause is put in place when an incident occurs where the welfare and safety of the student or another is put at risk. The incident is so severe that immediate resolution is called for.

In extreme cases teachers may proceed directly to steps 2, 3 or 4.

A cumulative record will be kept on student incidents.

5. DAMAGE TO PROPERTY

If school property is damaged other than accidentally, the parent/s guardians of the child or group of children involved will be expected to pay for or rectify the damage.

6. ENTRY & EXITS

Children in rooms 6, 7 & 8 should enter the main building from the western (car park) end. Children in room 9 and groups going to the library should enter the building from the Eastern (office) end of main building.
CATCHING KIDS BEING GOOD

50 OPPORTUNITIES TO SAY “YOU’RE TERRIFIC”

Praise students for:-

1. entering the classroom quietly
2. putting away coat and backpack
3. cooperating while teacher takes attendance
4. returning permission slips and school forms on time
5. moving to a transitional activity
6. following directions
7. saying ‘please,’ and ‘thank you’
8. listening attentively
9. helping someone in class or in the playground
10. lining up
11. handing in homework
12. being a good audience at assembly
13. beginning work right away
14. asking questions when unsure
15. good behaviour during a test
16. participating in classroom discussion
17. walking appropriately in the community hall
18. working cooperatively with a classmate
19. good behaviour during an excursion
20. cleaning up without being told
21. good effort during project or assignments
22. assisting a new student
23. sharing school experiences with your parents
24. making up time on missed work/projects
25. making a new friend
26. good effort on a long term project
27. sharing
28. being sensitive to others’ feelings
29. learning a new skill
30. appropriate use of school property
31. returning borrowed books and materials
32. showing enthusiasm
33. being responsible for a classroom job
34. offering help without being asked
35. not wasting paper and supplies
36. staying on task
37. accepting a new challenge
38. telling the truth
39. behaving when a guest is in the room or when a visitor comes to school
40. reading at home
41. participating in school functions
42. demonstrating a positive attitude
43. giving one’s best effort
44. returning from the yard to classroom quietly
45. participating in a group activity
46. remaining calm during a problem situation
47. showing creativity
48. keeping busy with a worthwhile activity when work is finished
49. taking turns with others
50. working cooperatively with an aide or volunteer helper.