Bendigo South East Secondary College
FLORA HILL CAMPUS

INDUCTION PROGRAM

2008 – Version 1.0
Introduction
Flora Hill Secondary College is a large educational community that has a proven record of best practice as it seeks to be a learning community, striving for excellence. The College is continuing the process of actively implementing its vision and seeks to achieve yearly targets outlined within its annual strategic focus areas.

The issue of induction is one that the College takes seriously. We recognise that the professional needs of new staff and those promoted to leadership roles will emerge and change over the course of the year. Consequently, the induction process is one that will take place over the course of the year, and inevitably, continue into succeeding years.

A crucial concern is that you do not become overwhelmed or anxious about your induction into the College or a new role and that you are able to readily tap into the personnel and resources that have been put into place to assist you.

Aims and objectives of the program include:
- Providing orientation and familiarity with the physical layout, personnel and routine procedures of the College;
- Developing an awareness and understanding of the College vision, values and beliefs and strategic directions;
- Access to and familiarisation with the College computer network;
- Provision of mentors and readily accessible assistance;
- Opportunities to reflect on issues of importance to you and provision of forums for reflection and questioning;
- Developing an understanding of expectations roles and responsibilities;
- Understanding of the culture of the College and leadership expectations;
- Providing an opportunity for input from ‘fresh eyes’.

Refer to the diagram on the next page for an overview of the main induction issues.
Diagram 1.1

- Network Induction
  - Email Account
  - Passwords
  - Bookings
  - Laptop Access
  - Intranet
  - Data Projectors
  - Key Personnel
  - Assistance

- Use of ICT
  - Range of ICT
  - Personal Action
  - Planning
  - Curriculum Examples

- Culture & Ethos
  - Expectations
  - PD

- Learning Technologies

- College Overview
  - Agenda
  - CIS
  - Charter

- HRM-
  - Conditions of Employment
  - Sofweb info
  - Appraisal & Review
  - Sick Leave
  - Equal Opportunity
  - Sexual Harassment
  - Superannuation
  - Salary Packaging
  - etc

- Induction
  - Issues

- Daily Operations
  - Extras
  - Leaving
  - Work Calendar
  - Room Changes
  - Etc

- CASES
  - Learning Culture

- Student Management
  - Code of Conduct
  - Learning Culture
  - Expectations – Students & Staff
  - School Rules
  - Student Welfare System
  - Organisers
  - Rolls
  - Dealing with difficult students & parents
  - Mandatory Reporting

- Settling In Personally
  - Feeling Welcome
  - Staff Welfare
  - Staff Association
  - DIS Plan
  - OHS
  - ‘Pace’ at the beginning of the year

- College Teaching & Learning Focus
  - Learning Assessment
  - Assessment & Reporting
  - VELs/VCE Policies & Requirements
  - Library
  - Course Accreditation
  - FHSC Classrooms

---

<table>
<thead>
<tr>
<th>Teaching Staff Only</th>
<th>Teaching &amp; Support Staff</th>
<th>Support Staff Only</th>
</tr>
</thead>
</table>

Flora Hill Secondary College
Induction Process
To make some sense of the operational context that you will be operating in as a teacher or leader at Flora Hill Secondary College, it is necessary that you undertake an immersion sequence of professional development very early in the school year. This will have been preceded by some sessions that will deal with getting you settled in and the opportunity to meet with your immediate leadership team members.

As the term, and indeed the year, progresses, professional development sessions will be organised for you. Some of these will be mandatory and some will have choice in deciding which to attend.

The core task of all teachers within the College is to:
- Provide engaging delivery of the curriculum consistent with College and Ministry policies.
- Develop a positive classroom climate that challenges and extends all students.
- Promote and support College Curriculum and Student Management policies and practices.
- Incorporate the use of Learning Technologies and a global perspective in order to enhance learning.

The core task for all support staff within the College is to:
- Support the teaching and learning process thought their role.
- Positively support the goals of the College
- Promote and support College Curriculum and Student Management policies and practices.

Consequently our College professional development program will focus on the above strategic focus areas, as well as other sessions of importance and relevance to teachers. Our aim is to provide highly targeted and specific professional development and assistance that supports teachers to achieve success and reward from their performance and development goals and reflection.

You will be provided with a grid outlining sessions that, throughout the year, you will need to participate in.

Central to the process of induction will be the opportunity and need for you to have regular contact with:
- Your allocated mentor
- Your CAL & YLL

Different inductees will be facing different issues and have differing needs and therefore, some sessions and programs may be divided to take account of these needs.

Teachers & support staff who commence employment after the start of the school year will organise their induction program with the Principal and Assistant Principal
Overview of Induction Program 2008

Stage 1: Induction Day - Date December 7th

December 2006
New staff visit
FHSC for one day program.

Objective:
Obtain information necessary to permit the teacher to make necessary preparations for commencement in Jan/Feb. Staff Handbook Distributed

Staff Involved
- All new staff.
- Induction Coordinator
- Principal
- Assistant Principal
- Student Support Centre Facilitator
- Curriculum Facilitator
- Business Manager
- CALs
- Year Level Leaders
- eLearning Network Administrator

Program Overview
- History & background
- Learning Team Visit
- Tour
- College information and processes
- Learning Assessment & Learning Culture
- Meeting team leaders
- Learning & Teaching
- Shadowing Mentors
- For staff new to Bendigo – Linking to external services

Staff Reference

<table>
<thead>
<tr>
<th>Position</th>
<th>Name/s</th>
<th>Office</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i) Domain / Neighbourhood</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your Curriculum Area/</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neighbourhood Leader</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(ii) Cluster (Learning Team Mentor)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your Year Level Leader</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(iii) Reports</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(iv) Library</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(v) Yard Duty</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(vi) Student Support Centre Facilitator</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(v) Daily Organiser/Timetable</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(vi) Curriculum Leader</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Stage 1: Day One 2008 (Teaching Staff) - College Immersion Phase

**Objective:**
To deal with the main imperatives/requirements necessary to commence employment within FHSC and begin a welcoming/settling in process

<table>
<thead>
<tr>
<th>Day One 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scheduled Inductees’ Meeting</td>
</tr>
<tr>
<td>Time Imperatives Dealt With</td>
</tr>
<tr>
<td>Diaries</td>
</tr>
<tr>
<td>Desk</td>
</tr>
<tr>
<td>Timetable</td>
</tr>
<tr>
<td>Name tag</td>
</tr>
<tr>
<td>Password</td>
</tr>
<tr>
<td>Photocopy Number</td>
</tr>
<tr>
<td>Bell Times</td>
</tr>
<tr>
<td>Rules</td>
</tr>
<tr>
<td>Roles</td>
</tr>
<tr>
<td>Key Leaders</td>
</tr>
<tr>
<td>Meeting Schedule</td>
</tr>
<tr>
<td>Submission Process</td>
</tr>
</tbody>
</table>
Stage 3: After School Starts - Induction Forums - The Big Picture

Some after school Induction Forums have been scheduled. Specific times will be forwarded to you. These forums will focus on providing a broad overview to the College.

**Forum One**
Thursday 7th Feb
3.40pm Room 12

**Forum Two**
Thursday 14th Feb
3.40pm Library

**Forum Three**
Thursday 28th Feb
3.40pm Library

- **Computer Network Induction**
- **OHS**
- **Student Support Centre Facilitator**
- **College Teaching & Learning Framework**
- **Assessment & Reporting**
- **Library**

Network session to be individually arranged based on role for support staff.

**Social Activity**
Induction Coordinator to organise activity at end of week one
**Mentor Program**

A core component of the induction process is the Mentor Program. This involves you being allocated a mentor. Your mentor has been selected according to your subject areas or the leadership position that you are undertaking.

The success of any mentor system will be based around the ability to have frequent and meaningful contact. Feel free to talk in a candid manner about any issues you are facing throughout the year.

Remember that the Principal and Assistant Principal are available for assistance and advice at any time.

**Teaching Staff**
Where CAL identified they may nominate another staff member to act as your mentor.

<table>
<thead>
<tr>
<th>Inductee</th>
<th>Mentor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Support Staff**

<table>
<thead>
<tr>
<th>Inductee</th>
<th>Mentor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Other Sessions**

Ongoing professional development will take place within the College professional development program. Some mandatory sessions for inductees may be scheduled.

An important component will be having regular contact with mentors.

Class Visits – Beginning teachers will be provided with the opportunity to be scheduled off classes to visit and observe other classes operating within the College. The Assistant Principal will arrange such visits.
Mentor Selection & Role

1. Mentors will be selected in consultation with Domain Leaders and the Curriculum leader on the basis of the expected needs and teaching areas of the new staff member.

2. The Induction Coordinator will brief mentors on the background of their new staff member and ask them to make contact at a suitable time. At this time contact details should be exchanged.

3. Where possible, mentors and new staff will be located in the same Domain office.

4. Mentors will be part of the induction process and be invited to lunch with new staff on the December induction day.

5. Determine the level of mentoring required. Important factors include if they are a beginning, returning and/or experienced teacher.

6. Mentors will need to inform new staff members of procedures as they arise. Ensure new staff understand what is expected of them in terms of:

   College systems: Learning Assessment – Planning, placing on the system, submission, extending dates etc.
   Learning culture – purpose, how to use and what the consequences are.

   Meetings
   Unit accreditation
   Etc

8. Mentors should schedule regular, informal meetings with their new staff member to debrief.

9. A major debriefing session will be held at the end of term one.
Flora Hill Secondary College Induction Checklist

Please use this checklist to ensure that you have been able to complete the prerequisite induction sessions throughout the year. Please take this checklist to any of your appraisal and review meetings.

**Nuts and Bolts Items**
Have you been provided/allocated with the following:

<table>
<thead>
<tr>
<th>Item/Task</th>
<th>Has this been provided?</th>
<th>Person Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Desk / Location</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Timetable (Teachers and Integration)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nametag</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Network Password</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Email account allocated</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Photocopy Number</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class Lists</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bell Times</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Code of Conduct</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Roll marking procedure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>College Level Leaders</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PD Schedule/Submission Process</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Induction Folder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction to mentor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Notebook Computer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Keys</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Teachers: Information to be sought from the appropriate Curriculum Program Leader**

<table>
<thead>
<tr>
<th>Domain Specific Material</th>
<th>Domain</th>
<th>Domain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Outlines</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment areas/guidelines 7-10 (incl VELs)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Copy of Reports</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Texts/items on student booklist etc</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Domain resource locations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General supplies (paper/whiteboard pens etc)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Specific learning area guidelines/protocols eg science room safety</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Support Staff: Information to be sought from the appropriate Team Leader**

<table>
<thead>
<tr>
<th>Role Specific Material</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Role statement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integration programs</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Immersion Sessions

<table>
<thead>
<tr>
<th>Session</th>
<th>Participation &amp; Completion</th>
<th>Person Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>- College Overview</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Computer Network Induction – Tasks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Log in</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Access Intranet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Print a Document</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Send an Email</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Make a Computer Booking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Register a Resource</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>OHS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Teaching and Learning Agenda</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Student Management &amp; Welfare</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Daily Operations – Extras, Calendar, Excursions etc</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Yard Duty</strong> – areas/responsibilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Staff Association</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College Assessment &amp; Reporting Processes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Markbook, Computerised Reporting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Technologies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PD Sessions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Displan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mandatory Reporting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equal Opportunity/Sexual Harassment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library operation and use</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Human Resource Management Issues (HRMS)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The relationship between teacher and student is based on mutual reverence and trust. The teacher establishes this trust by unfailing courtesy, integrity and a sense of justice, and by respect for the uniqueness of each student. In all dealings with students, a teacher should be fair and impartial. Sympathy for the student's viewpoint and a respect for his/her personality should be cultivated. The teacher should bear in mind that he/she assists parents in their role as prime educators and should try to gain the active cooperation with the rest of the staff and the Principal. Similarly a teacher owes respect and loyalty to the Principal and the authority of the College system which employs him/her. This implies respect for the responsibilities of those who govern the school and in the last resort obedience or resignations equally, it involves, on the part of those who govern, respect for the individuality of their teachers and a recognition of their capacities.

With regard to the use of public comment, a teacher enjoys the civil rights of all citizens, but is expected to manifest the restraint and prudence that go with professional status. It is expected that a teacher refrain from public criticism of the employing institution or its policy but he/she may work freely within it to secure improvement of standard conditions of employment therein.

The teacher normally ranks high in the esteem of the student displacing the parent to some extent as a prestige figure. Unconsciously, the student adopts the view on life he finds at school, and his/her conscience is partly formed by the teacher. The teacher should be aware of the power he/she has to influence the present and the future conduct of the student. Hence he/she should strive to develop in him/herself those qualities of mind and heart which will promote the well-being of the student. The teacher's behaviour should be characterized by dignity and reasonable self-confidence. A sense of proportion, humour, and a capacity to share with the student some of the enjoyment of life will assist this work.

At Flora Hill Secondary College we set a dress code for our students, which requires students to be in full formal uniform throughout the week. We maintain very high standards of dress for our students by monitoring the wearing of the school uniform.

Each teacher should remember that conduct at College sporting fixtures is likely to produce lasting impressions on students. A teacher's conduct should be characterized by taste, sportsmanship and courtesy.

A teacher should not betray to students matters discussed between teachers nor should he or she discuss other teachers or students with any other student.

Teachers wishing to leave the school premises during the day should notify the General Office.

Teachers ought to be constantly and professionally aware of the need to supervise and be punctual.

The teacher must have respect for the students’ confidences. These should not be passed on in gossip, nor should they be normally disclosed to parents.

Teachers should not undertake paid work or other heavy commitments without the formal approval of the Principal. The major factor to be considered before granting any such permission will be the possible effect on the teacher's health and on his/her performance.
The key to effective teaching would appear to lie in the development of a concerned professionalism that involves personal enrichment, the business of teaching, and the overall welfare of the students. A professional person is revealed generally by an attitude of mind that is open and receptive to new ideas, and a judgment that is able to assess values truly. Many teachers are accepting the challenge of a changing society, using a variety of means that help them maintain an active and adaptive mentality: reading current Educational Literature, keeping abreast of new developments in their area of private study, joining and actively participating in educational associations, attending seminars, conferences and inservice courses.

Professional competence is expected in the organization and execution of a teacher's work Knowledge of his/her subject and of his/her students, and a willingness to experiment and innovate will bring a quality to a teacher's work that will help inspire the students with a feeling of worth in themselves and in what they are doing. Society today tends to be fast moving, technological and urbanised The pressure of a competitive materialism and the depersonalizing influence of bureaucratic control have combined to place severe strain on human relationships and personal values,

The recognition of his/her students as individuals with differing needs and abilities will help temper a teacher's expectations of an approach to his/her students. The setting of adequate and relevant goals requires an understanding of an interest in each of his/her charges that can come only from genuine friendship and concern.

The following list of other distinguishing features of a professional teacher is meant merely to act as a courteous reminder of our obligations.

a) Punctuality.
b) Keeping records accurately
c) The honoring of confidential information concerning his/her duties.
d) The avoidance of degrading his/her students.
e) Borrowing College equipment only with the approval of the Principal - A form is needed.
f) Neatness in personal appearance and the insistence of a similar standard among the students.
g) Decorum in speech, manners and bearing.
h) The conscientious observance of supervising duties and the daily and early reading of notices in case extra duties are programmed.
i) Not engaging class hours in any activities that are not connected with school duties.
j) Only necessary absence from the classroom.
k) The setting of work for his/her students if absence is unavoidable.
l) An early notification of such absence.
m) Consideration for other teachers regarding noise, change of time-table, the privacy of the staff common rooms.
n) The observance of the Principal's directions.
o) The observance of the procedure for ordering equipment.
p) The gracious and prompt co-operation with those holding particular responsibilities.
q) Courtesy to the ancillary staff by not making demands.
r) A general concern for the school in areas other than those in which a teacher is specifically engaged.
s) See that students move with reasonable speed and quiet between periods.
t) Report serious misbehavior to those concerned, as soon as convenient.
IN THE FIRST DAYS OF TEACHING

This information is appropriate to your first teaching day. It will assist in setting patterns for class routines, discipline, planning and organisation for your class.

1. Be aware of the times you are expected to be on school property.
2. Be at school early enough to check materials required for your planned work
3. Check your pigeonhole for messages
4. Read the daily bulletins and notice boards
5. Be in your classroom, ready to begin your lesson on time (ie by end of music)
6. Have your class list, name tags, seating and layout at hand – attach copy to teachers desk
7. Establish basic routines of tidiness and behaviour making sure students are aware of your expectations
8. Give students guidelines in respect to setting out work
9. When you have your last lesson make sure that:-
   - all rubbish in the rubbish bin.
   - lights are turned off.
   - fans or heaters are turned off.
10. Windows are closed and locked. Establish procedures for handing up work, corrections and return of student work.
11. Check if you may ask a student to leave a classroom in order to do a job for you.
12. Check if you are permitted to ask a student to leave a class as a disciplinary measure.
13. Check the procedures regarding the student diary.
14. Once classroom rules are established, be firm in insisting that they are followed by all students and by yourself.
15. Before dismissing students check:-
   - the correct time of the end of period.
   - the correct time for morning and afternoon homeroom.
   - the correct student uniform.
   - ensure orderly departure from the room.
   - any breakages/damage/marks on furniture.
   - at the end of the day check security of the room you are in.
   - doors are locked.
   - tables and chairs are in place with chairs on top of tables.
16. Complete rolls and the variation sheet by 3.40pm every day
IN THE FIRST WEEK

These reminders should be of use upon commencing your teaching duties.

1. Review bell times.
2. Check duty roster and ensure you understand your responsibilities with these
4. Be familiar with administrative policies/procedures on:-
   - homework.
   - student discipline procedures (see pastoral care policy: overview of behaviour management).
   - first aid – location of sick bay, which members of staff are responsible for first aid kits.
   - evacuation.
   - reporting of accidents.
   - parental contacts and how to access them.
   - excursions – permission forms – buses – your responsibilities?
   - student access to classrooms.
   - wet weather arrangements.
   - collection, recording and deposit of monies.
   - completion of attendance and absentee notes.
   - library passes and responsibilities.
   - booking of library and/or audio visual equipment.
   - lateness to classroom.
   - mobile phone, electronic equipment eg walkmans.
   - other specific situations – code of conduct eg bullying/smoking etc.
   - professional development.
   - leaving the premises during the day.
5. Check canteen procedures – ordering lunches.
6. Be aware of Year and School Assembly Timetables and procedures.
7. What courtesies are expected when -
   - teachers are absent?
   - teachers are running late?
   - students are absent?
8. What are the school rules regarding the absence of students from the school grounds and what areas are out of bounds during breaks?
9. Check class lists and correct spelling of student names.
10. If a Learning Team Mentor, familiarise yourself with students disabilities/medical conditions.
11. Have name tags or cards on tables/desk to assist you in learning student names.
12. What is the school policy on room cleanliness?
FIRST YEAR TEACHING

Introduction

The following is designed to be of immediate assistance to the beginning teachers. This document should not be considered the ‘end all’ of all advice, but rather an insight into teaching.

You will be involved in regular meetings with the Principal team, Curriculum Area Leaders (CALs) and Year Level Leaders. As well as being observed teaching at regular intervals, you can expect to be invited in to observe other experienced teachers.

You should feel free at any time to seek advice from teachers in your subject area, your Domain or others. It is better to seek help or advice earlier rather than later.

We all extend a warm welcome to you and hope that your first year of teaching is an enjoyable and rewarding experience which will lead to a very satisfying career.

Some Hints For Beginners

1. Be firm from the very beginning. You can relax a little when you feel in control of the situation. Most children look for order, firmness, fairness and forceful teaching. They have no respect for inconsistent behaviour, laxness, or the teacher courting popularity at any price.
2. Girls and boys in Years 7, 8 and 9 are not young adults.

Consequently:-
- Their vocabulary is still limited.
- They need clear, simple instructions.
- Their concept forming ability might be restricted.
- Their experiences are narrow.
- Routine gives them a feeling of security which in turn will give the teacher the opportunity to vary methods and create a healthy and pleasant classroom atmosphere.
- They require training in the process of personal dignity – neat work, the best they can give, tidy appearance, care of property (personal and public), punctuality, courteous behaviour etc. You are a very important role model – lead by example.
3. If you find yourself taking senior students, do not overestimate their maturity. They are expecting leadership, guidance and maturity from you. Be a mentor not a mate.
4. Mix with the whole staff in the staffroom – by listening you can learn much; be prepared to enter discussions.
5. Be alert to the needs of others. Teaching is a co-operative venture. Each time you omit to do something, however small, you are making someone else’s job more difficult (and often your own job as well).
6. You will enjoy your career when you establish priorities for yourself.

For example:-
- Prepare your lessons thoroughly so that you are in control of the situation.
- Know your students names as quickly as possible.
- Concentrate at first on ‘straight forward’ lessons, that will give as many students as possible some measure of success.
- Ensure you have every students attention before giving instructions.
- Talk in short bursts.
- Mark homework and tests as soon as possible after they have been set.
- Keep a diary and enter dates as soon as they become known to you.
- Find out school assessment requirements.
- Familiarise yourself with the staff handbook.
- Develop the habit of asking questions.
- Make good use of your ‘free’ periods.
- Maintain a private life. Some out-of-hours work is part of the job.
7. Find out all the resources available to you in the school; how to book them, how to use them and how to mould them into your lesson (your Mentor can assist)

8. Be reasonable eg do not make impossible threats, set unfair amounts of homework, etc you may be ignored, cause unnecessary conflicts, lose students respect and goodwill or just simply look silly. In difficult situations or confrontations, make sure to leave room for both parties to manoeuvre – you are the adult.

9. Students should not be detained at recess or after school. Avoid lunchtime detentions (if possible) should they be necessary allow students time for toilet and lunch.

Classroom Management
All behaviour happens for a purpose.
Determine if it is for attention (usually yours), power over others (especially you), revenge (does things to hurt), display of inadequacy (gives up and closes off).
Understanding the purpose will give you a better chance of dealing with the behaviour.

- A student misbehaving for attention welcomes your attempts at scolding.
- A student seeking control will welcome any conflict.
- Those seeking revenge – become entrenched with threats and penalties.
- A student who is struggling with work will not respond to extra homework.

Best Strategies
- Understand that they are responsible for changing their behaviour first.
- Be explicit in showing them that you understand their purpose.
- Make them feel accepted but that their behaviour is not acceptable.
- Praise co-operation.
- Listen to them – accept fair comments but work on misconceptions.
- Be consistent – act as the adult not the child.

Classroom Rules
Establish a set of classroom rules in regard to (best if students derive these)
- Punctuality.
- Listening to the teacher and to other students.
- Put-downs in the form of ridicule.
- Procedures for asking and answering questions.
- Dismissal at the end of lessons.

Self discipline is a goal we all aim for, but some students will need assistance to achieve this. Therefore, some teacher imposed discipline goes with training students to discipline themselves.

Self discipline requires – a clear acceptable set of rules (refer to Student Rights & Responsibilities) a desire to become self directed, help, reminders, praise, explanations.

Transference of teacher imposed discipline to student discipline at any given time depends on the teacher’s personality, age of students, size of class, personalities of students, nature and aims of particular lessons, needs of classes nearby.

Do not expect all students to be as highly motivated by academic achievements as you were.

Some reasons why students become ‘challenges’:
- Self esteem – teacher or others do not make them feel wanted or important.
- Influence and expectations of peer group.
- Example of teacher and what he/she will accept.
- Difficulty of work being handled.
- Bright students becoming bored.
- Lack of student participation in the lessons – too much ‘chalk and talk’ not enough doing.
- Medical issues.
- Sight, hearing, influence of home environment.
- Parents’ attitude to school, great influence.
- A variety of learning activities.
- Situations at home (separation, illness or death, de facto family).
- Students see their course as irrelevant to their needs.
- Repeated failures.
- Lack of challenge in the work being done.
- Desire for attention – adverse attention is better than none.
- The student has compounded sense of being treated unjustly and seeks to alter this.
- The student unable to read well, especially the text books.
- The emphasis you put on the course eg various ways of introducing ‘Asia’.

**Successful Classroom Management is the result of:-**

- Yourself.
- Your interest in the individual person you teach.
- Paying attention to a lot of small things.
- Consistent approach and application of classroom rules.
- Following up concerns – use of the Organiser – parent notes.

**Are You**

- Organised?
- Prepared for your lesson?
- Tidy, punctual, alert, courteous, interested in others?
- Inclined to buy friendship. Endeavour to earn respect?
- Consistent?
- Following up?

**These techniques are some ways of imposing control from within, but experience shows:**

(a) The most important single factor is the teacher’s attitude toward the people in their charge. Give respect to students and expect it in return.

(b) Responsibility needs to be handed over to the students progressively when they are ready for it.

(c) Control is not an end in itself, it is a means of achieving an educational goal.

(d) Control is a product of the interaction between students and teachers.

**RESPECT SHOULD BE MUTUAL & UNCONDITIONAL**

**Your interest in the individual person you teach:**

- Be alert to the feelings of others.
- Endeavour to speak individually to each student at least once a fortnight (if possible).
- Praise their work, be alert to any difficulties in their school work, birthdays, discuss the weekend, holidays etc.
- Share a story etc, etc.
- Share around the questions during a lesson.
- Avoid making threats.
- Thank students for positive contributions.
- Talk with students on playground duty.
- Become involved in some extra-curricular activity with them.

**Attend to smaller things:**

- Be punctual to all lessons and expect the same of your students. Establish full attention when all students are quiet, ensure they have all the necessary equipment readily available.
- Be alert for fidgets, day-dreamers, books on lap, nudges, hard workers and attention seekers etc.
- Get to know your students by name. Have them remain in the same seat until you know them.
- Check for missing students.
- Check absentee list.
- Discuss with Learning Team Mentor should a pattern of absence emerge.
- Unless there is the genuine need to go to the toilet during lesson time, remind them that recess etc is for this purpose.
- Speak for short periods only, make repeated use of questions, get them doing things, vary the approach constantly, watch for students not keeping up with you, and make sure that any student movement is related to the task at hand.
- Use the black/white board.
- Beware of moving away from the front of the room until an effective working atmosphere is created.
- Follow through – if you set homework be sure to check it – keep a diary – be positive and confident – be over firm at first to establish quickly acceptable forms of behaviour.
- Classroom rules never ignore an offence.
- Be fair and consistent.
- Avoid threats, otherwise you will need to follow through with them in order to ‘save face’, do not bluff, nor ridicule students.
- Know ahead of time what action you will take should a difficult situation arise, isolate or separate troublesome groups or students, do not be familiar.
- Make a note in the student’s organiser.
- Insist on acceptable responses.
- Use the student organiser to keep parents informed.
- Keep your cool – be relaxed and confident do not turn your back on the class for long periods.
- Remember that you are relating to people, not the blackboard, etc.
- Support your colleagues. Students respond positively when you encourage and acknowledge their efforts.
- Follow through requests.
- Offer help and guidance to students. Encourage team support.

**THUS, PREVENTION IS BETTER THAN CURE.**

**FROM YOUR FIRST CONTACT WITH A CLASS, SET STANDARDS & INSIST ON THEM.**

If bad/disruptive behaviour continues – complete the ‘Student Incident’ form and refer onto Principal, Year Level Leader or Learning Team Mentor.
Flora Hill Secondary College

Bell Times 2008

<table>
<thead>
<tr>
<th></th>
<th>Monday to Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warning Bell</td>
<td>Warning Bell 8.53am</td>
</tr>
<tr>
<td>Music</td>
<td>Music 8.53-8.56am</td>
</tr>
<tr>
<td>Form Assembly/Year Level Assembly</td>
<td>Form Assembly 9.00am to 9.15am</td>
</tr>
<tr>
<td>Lesson 1 (4 min warning)</td>
<td>Lesson 1 (4 min warning) 9.19am</td>
</tr>
<tr>
<td>Recess</td>
<td>Recess 10.46am</td>
</tr>
<tr>
<td>Warning Bell</td>
<td>Warning Bell 11.04am</td>
</tr>
<tr>
<td>Music</td>
<td>Music 11.04-11.07am</td>
</tr>
<tr>
<td>Lesson 2</td>
<td>Lesson 2 11.11am</td>
</tr>
<tr>
<td>Lunch</td>
<td>Lunch 12.47pm</td>
</tr>
<tr>
<td>Warning Bell</td>
<td>Warning Bell 1.37pm</td>
</tr>
<tr>
<td>Music</td>
<td>Music 1.37-1.40pm</td>
</tr>
<tr>
<td>Lesson 53</td>
<td>Lesson 53 1.44pm</td>
</tr>
<tr>
<td>End of School</td>
<td>End of School 3.20pm</td>
</tr>
</tbody>
</table>

Year Level Assemblies: A Year Level Assembly is held for each year level once per week

Teachers are required to be at the College at least 10 minutes before the first bell ie 8.43am.

Year Level Assemblies:
Year 7 Tuesday
Year 8 Wednesday
Year 9 Thursday
Year 10 Friday

Term Dates
Term One Monday 30 January (Teachers) - Friday 30 March
Term Two Monday 16 April - Friday 29 June
Term three Monday 16 July - Friday 21 September
Term Four Monday 8 October - Thursday 21 December
Any staff member identifying an emergency situation should:
1. If safe and practicable
   - take immediate action so as to remove the source/redress the situation.
   - take immediate action so as to ensure the safety of students and other staff.
   - phone or otherwise notify the Office Marshall of the emergency and provide details as to the nature of the emergency, the persons involved and whether injury to persons has occurred.

The Principal should be consulted if possible to make the decision. If the Principal is unavailable the Assistant Principal (Chief Marshall) or Deputy Marshall should be consulted. If this is not possible the Office Marshall should make the decision. Any decision to evacuate should be based on an assessment of the actual or potential danger at the time, if possible on the advice of the police, fire brigade or other emergency service.

All Emergencies should be reported to DE&T Emergency Security and Management on (03) 9589 6266

Flora Hill Secondary College Emergency Response Evacuation/Lock Down

The signal for an Evacuation will be:

(i) The continuous ringing of the bell, if the public address is working. Where possible an announcement requesting evacuation will be made.

OR

(ii) The sounding of emergency hooters manually in the corridors, hall and grounds. (These are located in the General Office).

Evacuation will be carried out in cases of fire, gas leaks, bomb threats or other emergency situations where it is deemed that student safety will be enhanced by moving from their rooms to the emergency assembly area.

The signal for a Lock Down will be:

(i) The stop-start ringing of the bell interrupted by an announcement requesting all students and staff to remain in classrooms/offices with closed doors and windows. Other instructions may be given as required.

Lock Down will be carried out in cases of intruders on site, gas leaks, fire or other emergency situations where it is deemed that students safety will be enhanced by remaining in their rooms.
Emergency Assembly Area
The slope below the netball courts on the football oval. Learning Team / FGs should line up behind the placards on the lower court fence.

Backup Emergency Assembly Areas
Stadium. (May be used in case of inclement weather or students may be moved here in the case of prolonged evacuation).
Flora Hill Primary Sports Oval.
La Trobe University Soccer Pitch.
Flora Hill Athletic Sports Centre (1000m from College).

Coordination Centre
General Office.
Stadium Staff room (If General Office is evacuated).
Both the Principal and Assistant Principal will be carrying mobile phones.

Reception Area
Parents and others who arrive at the school, concerned for the safety of students, will be directed to Room 50 at the Sports Stadium, or if the Stadium is the site of the emergency, to Rooms 45 and 46.

Roles and Responsibilities of Key Personnel during an Emergency

Students
1. All students must closely follow the directions of teachers.
2. Students are to move around netball courts and do not re-enter buildings.
3. All movement must be quick and orderly. There must be no running. Students must line up in Learning Team / FGs behind the placards on the Emergency Assembly area fence on the slope below the lower courts.
4. Students must remain quietly in line until otherwise directed by their Learning Team / FG Mentor (LTM), the Chief or Deputy Marshall.

Level One Responsibility:

Classroom teacher/supervising teachers
1. Count the number of students in your class, including any who have left the room.
2. Where it does not increase risk get students to close windows and doors, turn off gas jets, air conditioning, electricity etc.
3. Direct students to leave the classroom quickly in a quiet, orderly way by the nearest exit.
4. Direct students to move with you around the buildings as shown on the Emergency Plan in the room you are in and assemble on the football oval in a line down the slope in front of the Learning Team / FG placards on the lower court fence. Students should be instructed to go around, not through, other buildings and the netball courts.
5. If not a Learning Team / FG Mentor move to the staff assembly area for special duties.
   Assemble in the Staff Assembly Area on the Stadium side of the Student Assembly Area.
Learning Team Mentors
1. Assemble your Form in a line under your Learning Team / FG placard as quickly as possible.
2. Collect your Learning Team / FG Roll from the Student Records Officer.
3. Check if all students are present and consult with the Student Records Officer re absentees to see if they exited during the day.
4. Return your roll to the student records officer to indicate that all students are present.

Office Marshall and Deputy
1. Account for all persons in the office area.
2. Where practicable, get personnel to close windows and doors, turn off gas jets, electricity etc.
3. Direct staff and others present to leave the office and move quickly in a quiet, orderly way by the nearest exit. Direct Switch Marshall.
4. Check the allocated rooms and spaces are clear of students and staff.
5. Staff to assemble in the Staff Assembly Area on the Stadium side of the Student Assembly Area.
6. Report to the Chief Marshall that the assigned area is clear and provide details of the location of the Switch Marshall.

Switch Marshall and Deputy
1. To consult the Principal, Assistant Principal or Chief Marshall as to the required response on report of an emergency.
2. To activate the emergency evacuation/Lock Down signal and announce over the PA system.

Evacuation: “This is an evacuation. Please leave buildings by the nearest exit and move to the lower oval and line up in front of your form sign and wait for your LTM. Do not re-enter the buildings. Go around the netball courts.”

Lock Down during class time: “This is a Lock Down. Any students out of class please return to your class immediately. Class teachers please ensure that all students are present, secure classrooms and await further instructions. Turn off air conditioners. Missing students and information about their whereabouts should be reported to the General Office by phone in preference to leaving the building. All teachers who are not timetabled please secure external exits to buildings.”

Lock Down during break time: “This is a Lock Down. All students and LTMs please return to your Learning Team / FG rooms immediately. LTM please ensure that all students are present, secure classrooms, turn off air conditioners and await further instructions. Missing students and information about their whereabouts should be reported to the General Office by phone in preference to leaving the building. All teachers who are not LTMs please secure external exits to buildings.”

Please listen carefully as situations may dictate different assembly points.

3. To phone the appropriate emergency service.
4. To immediately commence steps 2 and 3 in the event that the Principal, Assistant Principal (Chief Marshall) or Deputy Marshall are not readily available.
5. To remain and monitor the phones if safe to do so or move to alternate location as designated by the Office Marshall.
Teachers not supervising students

1. Where practicable, close all doors and windows in room/office and move quickly around the buildings to the Emergency Assembly area on the oval.
2. Assemble on the stadium side of the Student Assembly Area.
3. Assist as directed by the Chief Marshall or the Deputy Marshall.

Level Two Responsibility:

Building Marshalls

- Corridor 12-20
- Corridor 21-29
- Corridor 30-40
- SS Centre, Staff, 9&10
- Rooms 1-8
- Rooms 41-44 and 47,48
- Room 45,46
- Canteen
- Library, Girls and Class time toilet
- Hall
- Stadium
- General Office

Responsibilities:

1. To check the allocated rooms and spaces including toilets, offices and storerooms are clear of students and staff.
2. To move as soon as possible and report to the Chief Marshall that the assigned area is clear.

Student Records Officer/Student Support Centre Officer

1. To collect and deliver all Group Rolls and Exit Book to the Chief Marshall at the assembly area on the oval behind the lower netball courts.
2. To direct (and assist as required) students in the Sick Bay and Student Admin Assistants to move to the assembly area on the oval.
3. To identify any students who have exited the College.
4. To provide information on exits etc to clarify any discrepancies identified by LTMs.
5. To collect rolls again to indicate that all students are present and notify the Chief Marshall of any students unaccounted for.

Staff Marshall

1. To check staff against register and report all clear or absentees to the Chief Marshall.
2. To check visitors against Visitors Register.
Level Three Responsibility:

**Learning Team / FG Mentor**
1. To assemble Learning Team / FG in line behind the Learning Team / FG placards on the lower court fence. Conditions permitting, have students sit down.
2. To collect (or send a student to collect) rolls from Ross Lay at the centre of the LTM area.
3. To check the roll for the Learning Team and notify the Student Records Officer of any discrepancy.
4. To stay with the Learning Team / FG and keep them quiet and in an orderly line.

Level Four Responsibility:

**Chief Marshall**
1. To collect Staff and Learning Team / FG checklists and Trauma Response Manual, then to move immediately to the Assembly area on the oval.
2. To collect attendance reports from Student Records Officer and Staff Marshall.
3. To respond accordingly re any staff member or student not accounted for.
4. To monitor the situation and stand down staff and students when the fire services, police indicate it is safe to do so.

**Deputy Marshall**
1. To move immediately to the Trauma Response manual and records point and check that the Chief Marshall has collected the Manual and checklists.
2. To take the Manual and checklists to the assembly area.
3. To take the role of the Chief Marshall should he/she be absent.