Staff Information Hand Book

Version 1.2
2015

Updated: February 2015
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Footnote: Handbook & all Appendixes are available on CD Rom at each campus. Updated annually.
CONTEXTUAL INFLUENCES

Bowden Brompton Community School (BBCS) was founded in 1975 as the Bowden Brompton Community Workshop School. The school’s initial funding, from the School Commission, was as a project of national significance.

Over the ensuing years the school has undergone numerous changes. BBCS specifically caters to students with social, emotional and mental health concerns.

The student population is varied with the majority of students coming to BBCS after experiencing limited success in mainstream schools. The student’s ages range from 11 – 18 and all students under 16 are enrolled through the Interagency Referral Process.

The school operates across three campuses –
- Torrens Road – Administration and Years 8 to 12
- Beach Campus – Years 8 to 12
- Little Para Campus – Years 6 and 7.

All campuses offer curriculum consistent with the Australian Curriculum, South Australian Certificate of Education (SACE), and Vocational Education and Training (VET)

As a community school, BBCS School has a FTE student population of 150:
- Torrens Road - 86 FTE
- Beach - 32 FTE
- Little Para - 32 FTE

The school is divided into three sub schools:
- Middle School - years 6 to 9
- Senior School - years 10 to 12
- Flexible Learning Pathways - community based learning

BBCS offers programs that are:
- programs developed to support students to negotiate their own learning goals
- focused on year level groupings in the middle school.
- offered in a range of programs that enable groupings across year levels
- based on students developing responsibility for their actions

The challenges for Bowden Brompton Community School are:
- dealing with students and their family/caregivers who are often in crisis
- ensuring a sense of community (staff, students, parent/caregivers) across a number of geographically separate campuses.
- maintaining currency of staff training and ensuring staff wellbeing is central to our ethos in order to promote learning rigour and student excellence.
The DECD Performance and Development Policy has been aligned to the National framework. Each staff member is required to document a Performance and Development Plan. The P&DP will be undertaken with the respective line manager. The P&DP is congruent with the Site Learning Plan and must reflect this plan. The Site Learning Plan reflects DECD priorities.

Staff are reminded to refer to their Job and Person specifications for their role position as the reference point for their P&DP. Your line managers will use your P&DP agreement to notate ongoing achievements and emergent issues. It is therefore expected that your final P&DP document be forwarded via the internet for ease of access.

Verification of your P&DP is to occur as a review in either term 2 or 3 and as verification in term 4. You may want to do verification earlier dependent on your progress and need for feedback. Three meetings in the year with your line manager is the benchmark, although more meetings may be negotiated. It is recommended that staff maintain a personnel portfolio that is updated as needed as a professional task and responsibility.

**TIMELINE**

**Weeks 1 to 8, Term 1**
- Preparation and adjustment of P&DP. Meet at least once with line manager.

**By Week 8, term 1**
- Staff to finalise their P&DP and meet with their line manager and have confirmed the PDP.

**Term 2 and 3**
- Ongoing personal work with P&DP.
- One progress reflection meeting with Line Manager more if negotiated.

**Term 4**
- Ongoing personal work with P&DP.
- Verification with line manager by end of week 5. (Achievements documented and personal reflection with line manager)
- Learning conversation with the line manager to confirm and notate P&DP progress
**Part 1: Performance Plan**

Refer to the site or work unit strategic or improvement plans, previously established performance and development plans and relevant performance expectations, eg J&P or relevant professional standards. Identify four to six work priorities for the next 12 months and identify specific performance objectives. This will show how your performance contributes to higher level strategic objectives.

*DECD Performance and Development Policy*  *Australian Professional Standards for Teacher*

<table>
<thead>
<tr>
<th>Work priorities</th>
<th>Performance objectives for the next 12 months</th>
<th>Performance indicators: How will I measure my objectives? (eg quantity, quality, safely and time) Include due date if applicable.</th>
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Part 2: Professional Learning

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<th>Areas for development</th>
<th>Professional learning activities</th>
<th>Responsibility for action</th>
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</table>
| Skills, knowledge, behaviours or specific competencies to be developed to assist achievement of the work plan. | | Who and when? Career plan (optional)
Short and long term career goals. |

Career plan (optional)

*Short and long term career goals:*

[Name: ____________________________] [Date: ____________________________]
### Part 3: Professional Review

#### 1. Key achievements

**Cues:**
- What have I achieved since my last P&D meeting?
- Which performance objectives am I particularly proud of achieving?
- How did I overcome any difficulties in meeting my performance objectives?

#### 2. How do I know I was successful?

**Cues:**
- How do I know I did this well?
- What evidence can I use to demonstrate my achievements (in terms of quantity, quality or time)?

#### 3. Strengths

**Cues:**
- What do I do particularly well?

#### 4. Areas for development

**Cues:**
- What performance objectives were not achieved? Why?
- What could I have done better or differently?
- What don’t I do particularly well?
Teacher’s only: Line manager’s feedback on classroom teaching with a focus on the Australian Professional Standards for Teachers.
(Minimum of 2 observation lessons)

Your 360 degrees feedback on the school’s strategic directions, leadership, line-management or any other comments you may wish to make.

Manager’s comments

Manager’s name: __________________________ Manager’s signature: __________________________ Employee’s signature: __________________________ Principal’s signature: __________________________
CORE BUSINESS

The core business of Bowden Brompton Community School is:

- to enhance learning outcomes for students.
- to re-engage disenfranchised/disinclined students with ongoing educational pathways.
- to provide clear feedback to students and caregivers about individual student progress

PRINCIPLES

Our purpose is to:

- Enhance learning for students.
- Develop in students:
  - Respect for themselves and others.
  - Responsibility for their own actions.
  - Resilience to deal with the ups and downs of life experiences.

Reviewed December 2014

BOWDEN BROMPTON COMMUNITY SCHOOL

WHAT WE VALUE IN WORKING AS CAMPUS AND SCHOOL TEAMS

1. We are respectful, polite and patient with each other. We use the Connecting Habits and avoid the disconnecting Habits. (Relationship Framework)
2. We acknowledge each other’s expertise.
3. We share information with each other in a timely manner.
4. We acknowledge each other personally as well as professionally.
5. We deal with differences between us respectfully at the time it occurs and do this without prejudice.
6. We share common values (Respect, Responsibility and Resiliency) in relation to the school and each other.
7. We make time for each other even in chaotic times.
8. We make time for Fun.
9. We respect the confidentiality of the team.
INDUCTION OF NEW STUDENTS

Before commencing at Bowden Brompton Community School all new students participate in an induction program. This consists of sessions with a designated staff member. Matters covered include:

- School rules/routines/expectations
- Management strategies
- Transport issues
- Educational testing (Diagnostic)
- Subject selection/timetable

Enrolment is activated after induction has been satisfactorily completed and students attend their first day of school. Their designated Care Group teacher will initially review the student’s program every two weeks. Where students are involved with outside agencies (e.g. ASEC), we negotiate student timetables to accommodate these programs. While in most cases students commence on a full time program this may need to be negotiated in the best interests of the student and the campus.

VISITORS

- All visitors report to the front office and sign in.
- Workmen coming in to the school will be asked to wear a “visitor” nametag.
- It is expected that individual teachers’ visitors will not be permitted into classrooms whilst lessons are in progress.

STAFF ILLNESS

If staff are going to be absent from school, the following guidelines should be followed.

Teachers are expected to leave lesson plans for the day’s lessons or relay lesson plans to the Deputy Principal or Heads of Campus. This is the case for conference attendance and/or other known absences. Heads of Campus can be contacted on the phone numbers below:

- Little Para 8285 3109 0401121032
- Beach 8384 8288 0403029588
- Torrens Road 8346 4041 0407740300
- Principal 8346 4041 0401121030
- Deputy Principal 8346 4041 0407740300

The Principal or Deputy Principal can be contacted via mobile phones, if the “HOC” cannot be reached. As a last option only, a message can be left on the schools after hour’s answering machine. Please note that text messaging is not considered satisfactory in the case of an absence.

It would be appreciated if notification of absence were given as early as possible (i.e. the night before).

SSOs are expected to contact the School Admin Officer, Judi Dyson on 0401 121 031 to advise of their absence and make any necessary arrangements.
ROLES AND RESPONSIBILITIES OF TEACHERS

The responsibilities of teachers in DECD schools in South Australia are derived from the Education Act and its subordinate Regulations. Teachers are responsible to the Principal of their school and operate within the Education Department policies and available resources. In turn, the Principals operate within the powers and functions delegated from the Director-General of Education.

Teachers are accountable to the Principal for:

Being actively concerned with the welfare and development of students in their care.

Participating in the formulation and implementation of school policies, including policies and curriculum provision.

Organising and delivering appropriate teaching programs, learning processes and resources.

Assessing and recording student progress and reporting to appropriate audiences as required.

Regularly reviewing teaching and learning programs to ensure that opportunities are provided for individual students to reach their full potential.

Regularly participating in staff meetings and other activities in order to update skills and knowledge.

Actively promoting positive working relationships with students, staff and parents.

Actively assisting the Principal in the general management of the school as may be required.

Therefore it is expected that all teachers will:

1. Establish and maintain a social and educational environment for students in their care, which is safe, favourable to learning, and to acceptable forms of behaviour.

2. Exercise a proper duty of care.

3. Take into account the difference between students, which may involve the following factors; cultural, linguistic, social, economic backgrounds and age, gender, abilities and location.

4. Provide documented evidence of planned learning and teaching programs.

5. Assess and report on all aspects of any student’s social, emotional, physical, behavioural and intellectual development.

6. Monitor and encourage the educational progress of each student in his or her care.

7. Establish monitoring and review strategies to ascertain whether or not objectives are being met.

8. Work constructively with relevant support services.

9. Participate in school activities such as sports coaching and co-ordination, student supervision, resource management, committee work, and conduct cultural activities within a defined total workload.
Debrief Protocols (All Campuses)

Due to the often volatile nature of the school client group and the need for high level follow up in terms of student behaviours, all campuses of BBCS have a debrief meeting at the conclusion of each day. The meeting is of approximately twenty minutes to an hour. The format and process used in the meeting aims to:

1) Provide an opportunity for staff to express and share information that may have caused stress or concerns during the day. This support is crucial for the mental health of staff and has proven to be highly effective. Through a team approach this forum sees staff actively listen to each other and develop strategies to overcome/prevent reoccurrences.

2) Provide a forum where staff can share differing perceptions, skills and strategies, fostering an environment of ongoing learning and collaboration. New staff may gain valuable induction, training and skill development through participating in team discussions.

Process:

1) The debrief meeting is led by the Head of Campus or delegate.

2) Each staff member is given the opportunity to share highlights of the day (positives or progress) followed by a concern that they may have. The concern may include student’s issues, daily operations, WHS or any other relevant issue of the events of the day.

3) Systematically work through the day’s events (using documentation on the ‘float’ board) to discuss, follow up and decide on consequences with regard to student issues which may not have been discussed when staff had the opportunity to share. This can also include acknowledgement of positive achievements and progress.

4) Update staff notes in regards to important information for the following school day (i.e diary check), re-entry meetings, special conditions and conversations to be had to modify student’s behaviour.

Decisions in debrief with regard to consequences of behaviours are generally made by the group. All participants are encouraged to voice opinions and differences of opinion are acceptable in this forum. Caregroup Teachers may advocate for their students and are often called upon to help make the decisions (re limiting a consequence) where the group cannot reach consensus. Where members of the leadership team strongly disagree with a decision, the issue may be referred to the principal/deputy principal for ratification, and the decision maybe overridden. (This would occur after discussions with staff at debrief and would generally relate to decisions to suspend and/or exclude).

Please note that the Principal has final decision whether to suspend or exclude a student.
ROLE STATEMENTS

PRINCIPAL
The Principal is accountable to the Chief Executive of Education through the Educational Director Inner West Partnership for achieving certain set outcomes. It is expected that the Principal knows the Australian Professional Standards for Principals and works toward meeting the standards.

DEPUTY PRINCIPAL
The Deputy Principal will work collaboratively with the Principal in a shared leadership role to ensure high quality educational and organisational leadership working co-operatively with the staff and community in all campuses. It is expected that the Deputy Principal is familiar with the Australian Professional Standards for Principals and works toward meeting the standards.

ASSISTANT PRINCIPALS  X  2
Head of Campus Beach and Little Para
The Assistant Principals will work collaboratively with the Principal and Deputy Principal in a shared leadership role to ensure high quality educational and organisational leadership to the Bowden Brompton Community School. The Assistant Principals will lead the provision of effective programs at their respective campus, Little Para and Beach. The Assistant Principals will be required to work cooperatively with the staff, other agencies, parents/caregivers and local community. It is expected that the Assistant Principal is familiar with the Australian Professional Standards for Principals and works toward meeting the standards.

COORDINATORS  X  4
Three Co-ordinators are based at Torrens Road and one co-ordinator is based at Little Para Campus working collaboratively with the Principal, Deputy Principal and Heads of Campus to ensure high quality organisational leadership and educational outcomes for students. Each Co-ordinator has assigned roles of priorities “See Leadership Team’s Responsibilities and Roles” that include campus and whole school focus. It is expected that the Coordinator are familiar with the Australian Professional Standards for Teachers and works toward meeting the standards.

The Co-ordinators will work co-operatively with all staff, parents, carers and interagency services.

WH&S – Elected Staff Officer
- Responsible for Site Audits
- First Aid Training Co-ordinator
- Manual Handling Training Co-ordinator
- Member of WH&S Committee
- Sign off on Ed 155
# BOWDEN BROMPTON COMMUNITY SCHOOL LEADERSHIP TEAM RESPONSIBILITIES AND ROLES 2015

**Note:** Reference to “school” denotes whole of school focus.

## Highlighted areas are required reporting areas in your P&DP and the priorities in your work

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<th>Coordinator &amp; Middle School Numeracy/Literacy</th>
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**SAO**

- Budget
- Finance
- Facilities
- Line Management of assigned SSO & GSE Staff
- Staffing admin
- SSO deployment
- Archiving records
- Production PR Material
- WH&S admin
- Library
- Gov Vehicle Fleet
- Newsletter production
- School ICT Infrastructure
- Principals Assistant
- Student Travel

**School Indigenous Education**

- Overview of School Curriculum (ACARA, SACE, and VET)
- School Student Dev. Plans & processes
- SA T&I
- Line Management Coordinators, ACEO and other staff
- School Harm minimisation programs
- Campus budget
- Teaching duties
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- IRMS
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- Chair Management Mgr
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- School course counselling
- Manage School GOM, PLP, NEP, ILP procedures
- Campus Health Care Plans
- School support service referrals
- Gov Fleet
- Teacher’s absences
- Approval of Tr Rd Excursions
- Student Forum

**Campus Support**

- Special Ed Network
- Relationship & Wellbeing Leadership

**WASSN – School Improvement & Curriculum**

- Director Senior School Pathways
- Coordinator – Middle School
- Coordinator - FLP
- Contract teachers
- ACEO

**Campus teachers**

- Campus Youth Worker
- SSO – Front Office
- FLP Coordinator

**Campus teachers**

- Campus Youth worker
- SSO – Front Office

**Senior School Teaching Staff**

- Middle School Teaching Staff
- IT – SSO’s

**Youth Workers**

- TR Rd Support
- As mentoring support at B and L.P.
- Off Site Youth Workers to liaise with their HOC Pathways Teachers

**LPC contract teachers**

**Note:** Reference to “school” denotes whole of school focus.
BOWDEN BROMPTON COMMUNITY SCHOOL TEACHING LOADS & NIT
Agreement 2014 Updated December 2014

BBCS Practice:
- BBCS works on a 8.50 to 3.00 teaching day and a 8.50 to 2.00 teaching day on Wednesdays.
- 50 minutes recess and lunch each day.
- Lessons 45 minute unit.
- We include both recess and lunch as instruction time. This means all staff are programmed to be on duty during recess and lunch although local campus arrangements can be implemented.
- Morning and afternoon Care Groups are also included in Instruction Time and all staff are rostered on at this time unless otherwise negotiated.
- Before school and after school yard duty are rostered and do not come within the Instruction time.
- Wednesdays 2.00 to 3.00 is considered “other duties” and school meetings, committees etc., can be scheduled in this time.
- Each term, the week 2 and the week 8 (10 week term) or the week 9 (11 week term) are whole school staff meetings. This is the guideline if no other negotiation occurs to change days. These meetings occur on Torrens Road and commence at 3.00 with a finish at 5.00 if required.
- No other whole school meetings are scheduled other than those above unless deemed “urgent” by the Principal in consultation with the PAC.
- The school will move to virtual online and phone hook up Skype meetings for committees etc., unless a different meeting format is negotiated by participants.
- Meetings scheduled for a Wednesday are to be commenced by 3.15 and are a priority for participating staff over other school commitments.
- School closure and Pupil free days will rotate between Beach and Little Para to allow all staff a connection to all campuses of the school.

Non Instruction Time (NIT)
The school is designated an Area School for calculations of staffing and entitlements. NIT agreements are based on DECD formula that equates to 10.5 classes (Tier 1 staffing) and 4 classes (RAAP staffing).

The unique nature of the school with a 6 to 12 year level structure (Torrens Road year 8 to 12; Beach year 8 to 12 and Little Para year 6 and 7) has resulted in a secondary staffing formula being applied to the school and this is a historical practice dating back many years.

The school works on an agreement ratified by staff in term 2, 2013 and ratified by PAC on 02/03/2013.

Based on a 45 minute lesson unit, each full time teacher is entitled to 8 NIT lessons comprising:
- 6 lessons during timetabled lessons and,
- 2 lessons comprising recess and lunch with a recess and a lunch comprising one lesson.
- Teaching loads includes both teaching and float lessons.
- Teacher Instruction Time recognises that staff either has a yard duty or activities sessions during recess and lunchtimes. Local campus arrangement can be negotiated according to school decision making processes.
- Relief lessons are programmed for each teaching staff member
- Loads are sometimes reduced due to varying roles, responsibilities and projects.

NIT allocation for teachers are:
- 1.0 FTE 6 lessons plus 2 Recess/Lunch. Teach 23/29.
- 0.8 FTE 5 lessons plus 1.3 Recess/Lunch. Teach 19/23.2
- 0.6 FTE 4 lessons plus 1 recess/lunch. Teach 14/17.4
- 0.4 FTE 3 lessons plus 0.33 recess/lunch. Teach 9/11.6
- 0.2 FTE 1 lessons plus 0.66 recess/lunch. Teach 5/5.8

NIT and Leadership time for leaders are:
- Coordinator teaches 18/29 and has 9 NIT/Leadership lessons plus 2 recess/lunch.
- Assistant Principal teaches 12/29 and has 15 NIT/Leadership lessons plus 2 recess/lunch
- Deputy Principal teaches 9/29 and has 18 NIT/Leadership lessons plus 2 recess/lunch
- Principal – not assigned teaching duties.
STUDENT SUPPORT

Policy
Bowden Brompton Community School has Student Management as a major focus with all students under 16 being referred through the Inter-agency process. The school ethos is about learning and improving student responsibility, and it has been difficult to write a succinct document that defines all the processes and structures we have in place for the students regarding behaviour support. Therefore, the school’s Code of Cooperation is used to outline many supports and strategies in place, (see Relationship Framework). All students are treated as individuals, with individual contracts and consequences for their actions.

Bowden Brompton Community School Student Management Policy is a collection of different processes and supports that we have in place and are under constant review.

Student Management is an ongoing priority of the School Development Plan and considerable training and development time is devoted to this area.

Student Management
What this means at Bowden Brompton Community School -

- Structures and processes to improve learning outcomes for all students.
- Special initiatives for school refusers.
- Clear behavioural expectations.
- Low Key approach - DEFLECT/DEFUSE/DEFER - but DEAL with it.
- Hang in longer than students think you will

Each student is treated as an individual in the school. Each student has individual learning and behavioural goals, behavioural expectations and consequences for their actions (as outlined in their Student Development Plan). All students are encouraged and supported by the staff while negotiating and working through their goals and learning program whilst at Bowden Brompton Community School. Every student at Bowden Brompton Community School has the right to learn and every teacher has the right to teach. This is fundamental to Bowden Brompton.

Outside Agencies
All students under the age of 16 (and some over 16) have outside agencies helping to support them while they are at Bowden Brompton Community School.

Interagency Behaviour Support Coordinator (IBSCs) refer the students, predominantly under 16, to the school. Caseworkers are appointed to the students to help support them and the various educational placements that the students attend (sometimes before or during their time at Bowden Brompton Community School). Many of our students have Social Workers who are appointed to students by Families SA to support students in relation to accessing education, finance, accommodation and family matter.
Our student population is varied but the majority of students have come to Bowden Brompton Community School after having had limited success in mainstream schools. Students may have had behavioural difficulties, been truants, had emotional issues or simply needed a smaller different environment.

**Evolution**
Students at Bowden Brompton Community School have any number of players in their lives. A physical resource was required to document goal setting for our students, which was easily accessible for all the players; and on which the students had control.

**Advantages of Student Development Plans/Flexible Learning Transition Plans**
- Allows effective/accurate tracking
- Physical reference of students’ life at Bowden Brompton Community School.
- Emulates the culture of the school.
- Contains all of a student’s information on; curriculum and behavioural contracts/expectations; reviews on performance, special conditions contracts and learning and behavioural goals.

**Student Development Plans/Flexible Learning Transition Plans are used for:**
- Mid term reports
- Re entry meetings
- Case conferences
- Constant referencing with/for care-group teachers.
- Feedback for caregivers.
Codes that are entered onto the roll book are then entered into EDSAS. In order for the data to be entered accurately, the written information must meet several criteria:

**Clarity:**
Codes entered must be clear, tidy and legible. If a mistake is made, white out the error and redo. If the incorrect code entered has been highlighted (indicates that it has been entered into EDSAS), then the error needs to be crossed out and new code entered directly underneath.

Student absenteeism should also be explained in the provided space below the roll grid for each day. For example, if Sam Smith were absent on Tuesday for being unwell, it would be recorded as follows:

**Tuesday**  
(Date) Sam Smith, unwell (I) - sore throat etc.

Student absenteeism needs to be explained by the parent/caregiver. Students may arrive and state a reason, but this has to be followed up. Student absenteeism should be pursued during Care-group or First lesson with a phone call to the carer.

*Torrens Rd staff may request that front office staff follow up on phone calls to carers via the green Phone Calls Notice located in the forms folder in the staff preparation area and are also pinned up on the back wall of the staff work room.*

**Correct:**
- All data must be a true and accurate reflection of that students’ attendance. Letter codes and explanation utilised by BBCS staff should be clearly displayed and found in each roll book. At the end of every week, staff should recheck the week’s entries and attempt to revise any “u” (unexplained) codes. It is also class teacher’s responsibility to check the previous weeks’ data for errors/readjustments. Alterations would preferably be made in red pen.

- If a student were to be late, this should be marked in the top right hand corner of the morning session with a F. This is anytime up to 10.30. Any student that arrives after this time should be marked with an EDSAS code (N-not approved, F-family, etc.) for the morning. Furthermore, the student’s late arrival time needs to be recorded below the roll to account for the F. It is not necessary to enter a reason for late arrival as we always use ‘F’ for family. An early dismissal (any time after 2:00pm) also needs to be recorded. This would be reflected with a F in the bottom right corner of that date.

**If the same student were to arrive late on Monday:**

<table>
<thead>
<tr>
<th>M</th>
<th>T</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

(Date) Sam Smith arrived @ 10.55 (F) family reason.

Students who arrive on time or up to 10.30 are recorded with a tick. Students whose attendance for the AM period is the same as the PM period are recorded with a **Sam Smith G I G**

**Consistency:**
Staff are requested to use a consistent approach with their EDSAS recording. This applies to recording attendance and staff should use the code **G I G**, or **F I ✓** method, not **D I G, M I G or A I G**
CURRICULUM

Note: See Curriculum handbook and Strategic Plan for detailed subject offerings.

Subject Changes
Students are not encouraged to change choice subjects after signing lesson agreements.

If a student wishes to change subjects after signing lesson agreements.

- The student must negotiate with their Care-group teachers for a change of subjects/lessons by use of a specific proforma. Care-group teachers are requested to counsel the student and “work through” the reason for the change. Students are encouraged to stick with their timetable and work through any issues that arise.

- If the student has a valid reason for the subject change, (eg a continuous issue has occurred over a number of weeks despite previous counselling and intervention by Care-group Teachers seems unresolvable) then a formal meeting is set up with the student, Care-group teacher and Timetable Co-ordinator to negotiate the change.

Personal Portfolios
All students have a Personal Portfolio, which enables them to display examples of their work

SACE / VET

Note : See Curriculum Handbook and Strategic Plan for details
ASSESSMENT & REPORTING POLICY

Case Conferences/Reviews
With parent/caregivers, student and appropriate interagency support personnel to discuss learning and behavioural expectations and goals.

Mid - Term Work Reviews
With parent/caregivers, student and home-group teachers meet with parents to discuss current work contracts and view work programmes through the Personal Portfolios. At this meeting, students and teachers are expected to have completed a self assessment rubrics to plan and revisit goals for the remainder of the term.

Personal Portfolios
One aspect of the Personal Portfolio is that all materials are sent home for the parent/caregiver to examine at the end of each term.

Self Assessment
Through self-assessment students are provided with the opportunity to:
- reflect constructively on their term’s work focussing on quantity, quality, successes and areas for improvement.
- assess from their viewpoint, whether they have fulfilled their work contracts and their term’s learning goals
- to regularly monitor their own progress by encouraging ownership of their own learning paths.

The school programs are supported by:
- identifying areas of concern in the curriculum through monitoring the degree of student success.
- encouraging student awareness of school expectations, eg. in the completion of work contracts
- gauging the congruence or discrepancy between student perceptions and actual progress.

This part of student self assessment at Bowden Brompton Community School welcomes any feedback from parent/caregivers and will be a formal evaluation process of self assessment at the end of the term. Parents/caregivers can contact the school at any time if they wish to discuss any aspect of this process further.

End of Term Assessment
Written reports for all students are completed each term, covering every subject attempted. These reports are linked directly to the student work contracts and contain expectations and outcomes taken from ACARA, SACE and VET.

*Australian Curriculum Guidelines*
*SA TfEL Framework*
Australian Curriculum General Capabilities

The General Capabilities (GC) encompass the knowledge, skills and behaviours that will assist students to live and work successfully in the twenty-first century. They facilitate children building a strong sense of identity and wellbeing and promote students becoming confident, involved learners and effective communicators. Learning and assessment of the Australian Curriculum at BBCS focuses on the Literacy, Numeracy and Personal and Social Capabilities. These are assessed against the learning area GC continuums, levels 1-6.

Student is demonstrating skills typical of foundation year: GC Level 1
Student is demonstrating skills typical of year two: GC Level 2
Student is demonstrating skills typical of year four: GC Level 3
Student is demonstrating skills typical of year six: GC Level 4
Student is demonstrating skills typical of year eight: GC Level 5
Student is demonstrating skills typical of year ten or above. GC Level 6

A to E grades indicates:

<table>
<thead>
<tr>
<th>BBCS Learning Area Grade - School Assessed</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent achievement beyond what has been negotiated &amp; agreed</td>
<td>A</td>
</tr>
<tr>
<td>Good achievement in accordance to what has been negotiated &amp; agreed</td>
<td>B</td>
</tr>
<tr>
<td>Satisfactory achievement in accordance to what has been negotiated &amp; agreed</td>
<td>C</td>
</tr>
<tr>
<td>Partial achievement in accordance to what has been negotiated &amp; agreed</td>
<td>D</td>
</tr>
<tr>
<td>Nil or minimal achievement in accordance to what has been negotiated &amp; agreed</td>
<td>E</td>
</tr>
</tbody>
</table>

### Daily Time Table Torrens Road Campus - 2014

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:50 – 9:00 a.m.</td>
<td>Care Group</td>
<td>10 minutes</td>
</tr>
<tr>
<td>9:00 – 9:20 a.m.</td>
<td>Morning Activity</td>
<td>20 minutes</td>
</tr>
<tr>
<td>9:20 – 10:05 a.m.</td>
<td>Lesson 1</td>
<td>45 minutes</td>
</tr>
<tr>
<td>10:05 10:50 a.m.</td>
<td>Lesson 2</td>
<td>45 minutes</td>
</tr>
<tr>
<td>10:50 – 11:10 a.m.</td>
<td>Break</td>
<td>20 minutes</td>
</tr>
<tr>
<td>11:10 – 11:55 a.m.</td>
<td>Lesson 3</td>
<td>45 minutes</td>
</tr>
<tr>
<td>11:55 – 12:40 p.m.</td>
<td>Lesson 4</td>
<td>45 minutes</td>
</tr>
<tr>
<td>12:40 – 1:10 p.m.</td>
<td>Lunch</td>
<td>30 minutes</td>
</tr>
<tr>
<td>1:10 – 1:30 p.m.</td>
<td>Afternoon Care Group</td>
<td>20 minutes</td>
</tr>
<tr>
<td>1:30 – 2:15 p.m.</td>
<td>Lesson 5</td>
<td>45 minutes</td>
</tr>
<tr>
<td>2:15 – 3:00 p.m.</td>
<td>Lesson 6</td>
<td>45 minutes</td>
</tr>
</tbody>
</table>

- **Wednesday dismissal is at 2:00 pm**

### Daily Timetable Little Para Campus

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:10 - 9:30 a.m.</td>
<td>Morning PE</td>
<td>20 minutes</td>
</tr>
<tr>
<td>9:30 - 10:15 a.m.</td>
<td>Lesson 1</td>
<td>45 minutes</td>
</tr>
<tr>
<td>10:15 – 11:00 a.m.</td>
<td>Lesson 2</td>
<td>45 minutes</td>
</tr>
<tr>
<td>11:00 – 11:20 a.m.</td>
<td>Break</td>
<td>20 minutes</td>
</tr>
<tr>
<td>11:20 – 12:05 a.m.</td>
<td>Lesson 3</td>
<td>45 minutes</td>
</tr>
<tr>
<td>12:05 – 12:50 p.m.</td>
<td>Lesson 4</td>
<td>45 minutes</td>
</tr>
<tr>
<td>12:50 – 1:10 p.m.</td>
<td>Lunch</td>
<td>20 minutes</td>
</tr>
<tr>
<td>1:10 – 1:30 p.m.</td>
<td>Care Group/Reading</td>
<td>20 minutes</td>
</tr>
<tr>
<td>1:30 – 2:15 p.m.</td>
<td>Lesson 5</td>
<td>45 minutes</td>
</tr>
<tr>
<td>2:15 – 3:00 p.m.</td>
<td>Lesson 6</td>
<td>45 minutes</td>
</tr>
</tbody>
</table>

- **Wednesday dismissal is at 2:00 pm**

### Daily Timetable Beach Campus

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.50 - 9.20 a.m.</td>
<td>Morning Activity</td>
<td>30 minutes</td>
</tr>
<tr>
<td>9.20 - 10.00 a.m.</td>
<td>Lesson 1</td>
<td>40 minutes</td>
</tr>
<tr>
<td>10.00 - 10.40 a.m.</td>
<td>Lesson 2</td>
<td>40 minutes</td>
</tr>
<tr>
<td>10.40 - 11.00 a.m.</td>
<td>Recess</td>
<td>20 minutes</td>
</tr>
<tr>
<td>11.00 - 11.15 a.m.</td>
<td>Care group/Reading</td>
<td>15 minutes</td>
</tr>
<tr>
<td>11.15 - 12.00 a.m.</td>
<td>Lesson 3</td>
<td>45 minutes</td>
</tr>
<tr>
<td>12.00 - 12.45 p.m.</td>
<td>Lesson 4</td>
<td>45 minutes</td>
</tr>
<tr>
<td>12.45 - 1.15 p.m.</td>
<td>Lunch</td>
<td>30 minutes</td>
</tr>
<tr>
<td>1.15 - 1.30 p.m.</td>
<td>Care group</td>
<td>15 minutes</td>
</tr>
<tr>
<td>1.30 - 2.15 p.m.</td>
<td>Lesson 5</td>
<td>45 minutes</td>
</tr>
<tr>
<td>2.15 - 3.00 p.m.</td>
<td>Lesson 6</td>
<td>45 minutes</td>
</tr>
</tbody>
</table>

Wednesday dismissal is at 2:00 pm.
FINANCE

BUDGETS:
Relevant Head of Campus manages budgets and all purchases/spending should be discussed and approved by relevant HOC before passing to School Administration Officer (Judi) for processing.

Please allow 5 working days for processing requests. If urgent, please let Judi know when placing the order/request and it may be possible to fast track.

PURCHASE ORDERS:
Use Purchase Order Requisitions (Green form) wherever possible. Show the Campus Budget that is responsible for payment, name, address, phone number etc. of supplier (especially for first time purchase). After that details are in EDSAS, unless there is a change of details). Give details of item required and price. It is important to state whether the price is inclusive or exclusive of GST. Delays will occur if incorrect or insufficient details are supplied. By using orders, details of purchases are available to Heads of Campus at a glance. This assists with the management of the budget, plus assists with future budget planning.

REIMBURSEMENT
For reimbursement for spending (over $10) use Cheque Request form (Purple), complete details, sign it and have it countersigned by HOC and attach receipt. Receipts MUST show that it is GST compliant and amount of GST charges, or that item is GST free (where relevant). NOTE: EFTPOS dockets are NOT a tax receipt. Receipts must be for items claimed ONLY (i.e. don’t purchase items for yourself on same receipt – this is a requirement of DECS and the Australian Tax Office).

For reimbursement (under $10), this is Petty Cash. Use Pink form. Complete details, sign and obtain approval from HOC and attach receipt – GST compliant. See paragraph above for more details.

For Petty Cash in advance (e.g. excursions etc), please obtain approval from Head of Campus (use Pink form as above) and give to Judi with 48 hours notice if possible, especially for amounts over $10
FRONT OFFICE / ADMINISTRATION PROCEDURES

MAINTENANCE REQUESTS:
Please complete “Needs Attention” form (Orange) for any work required and give to Administration Officer. This includes WHS issues, broken equipment, lost/stolen equipment, broken furniture, windows, problems with rodents etc. Please hand these forms to Administration Officer for action.

Requests for typing etc.
All requests for work to be done by the office staff can be arranged by asking the SSO or placing it in the typing tray. Please allow time for your request to be actioned by giving thought to forward planning although urgent matters will be attended to when possible.

Use Of The Photocopier
It is preferable to leave photocopying in the Front Office to be done by the SSO. Please allow sufficient time to enable copying to be done. Staff members can do URGENT copying, but as there is only one Administration copier, it is preferable if copy runs can be planned and administered by the SSO.

Leaving The School
When any staff member leaves the school, the Front Office must be advised of time of leaving, purpose of errand and expected time of return by entering the information in the staff sign in/out record folder located in the front office.

First Aid
Front Office staff and a number of teachers are all trained in First Aid procedures. The First Aid boxes are kept in the vehicles and the front office. If articles are removed from the supplies please inform Front Office.

Phone Calls
Private phone calls, including STD and Mobile – Please approach this on a professional level and attempt to keep to a minimum.

Student’s calls - Students can make phone calls during school only if they have been given permission from their Care-group Teacher. The call is to be made in Care-group room and supervised by a staff member. Students are NOT to make calls in front office except for exceptional circumstances.

Fax Information
The fax machine is available for school related use at all Campuses.

Use Of The Front Office Area
Please try not to use the phones in the front office and the front office area itself unless unavoidable, as the area becomes congested and noisy and can be uncomfortable for visitors to the school. It is also difficult for SSOs working in this area.

Student Information
Folders are kept in the front office containing student information such as addresses and emergency phone numbers. These books must never leave the front office area. There are copies of these folders kept in the Principal’s, Deputy Principal’s and Assistant Principal’s offices and staffroom. Home groups will be issued with list of student’s contact and emergency phone numbers to assist with contact with student. Please give details of change of address, phone number, emergency contact to Front Office to enable records to be kept up-to-date.

Keys
Main keys only will be issued to staff unless they have special need for additional keys eg. after hours call out. Keys are available from Administration Officer for Torrens Rd Campus staff and Assistant Principals for Beach and Little Para staff. The keys are your responsibility and if lost, stolen or misplaced, it should be reported to Administration Officer and your Head of Campus ASAP.

Out Of Hours Use
If staff need to be in the school after hours the Principal, Deputy or Assistant Principals will need to be notified and the form signed - This is a security requirement of the DECD.
Registration
All staff must provide the Principal with a copy of their current Registration Certificate each year.

Use Of The School Equipment
If you or a student needs to borrow any school equipment away from the school premises, please see site SSO or HOC to sign the item out if it is available to borrow. Lap Tops and Data projectors are to be booked and signed out with the approval of the Head of Campus.

It is a DECD requirement that all equipment is signed for as the insurance policy does not cover unlisted items.

Fire Drill
A fire drill is conducted on a regular basis. Fire extinguishers and plans for emergency action are at various locations around the school. Please make sure that all members of the school community are aware of the emergency procedures.

Security Call Out
Several members of staff are on the list for after hours call out.

Security Lock Up
The Head of Campus or one of the Co-ordinators are responsible for “lock up” each night after the students/staff have left but we ask that each teacher is personally responsible for locking their own area at the end of each day and ensuring that windows are locked and fans/heaters etc are turned off.

Wealth Health & Safety
The Wealth Health & Safety representative is available to cover any matters that may need to be discussed regarding work safety. The WHS rep and the Principal liaise on all safety matters and staff are asked to comply with any requests from the WHS rep and the Principal, particularly accident reports and “near miss” reporting. This process occurs regularly at debrief.

Staff Names & Addresses
The school has a list with the names, addresses, phone numbers and I.D. numbers, which is kept in the “staff file” in the school. Office staff need this information. If you wish for your personal information to be kept confidential, please advise the Principal.

Government Vehicle Usage
All staff using Government Vehicles must produce their Driver’s Licence to the Deputy or Assistant Principals for photocopying and adhere to Fleet SA policies and BBCS Vehicle Usage and Out of School Learning policies.

For school use on a regular basis: - check the availability with Assistant or Deputy Principal and book the vehicle tentatively. Confirm through negotiation. Assistant or Deputy Principal will arbitrate.

For school use on a special occasion: - check with Assistant or Deputy Principal but regular bookings have priority.

It is the responsibility of the driver to have the vehicle back at the scheduled time. Do not assume that it is not needed; arrangements may have been made in your absence.

All of the Government vehicles have logbooks that must be completed at the beginning and end of any trip.

If transporting students;
- All out of school learning / excursions requires an excursion planner to be completed and authorisation by the HOC
- A mobile phone must be taken and the number noted on the mobile phone register.

Please see: Government Vehicles Usage and Out of School Learning Protocol.

Teachers’ Working Hours
The teaching staff are on duty by 8.30am ready for morning meetings by 8.35am.
Staff to be on duty until 3.30pm with local agreement to advise HOC if leaving the school before 4pm.
1. LSL can be taken from 1 day upwards according to DECD Guidelines. (Refer to DECD HR website)
2. Form VL158 (Application for LSL) are to be completed and submitted to the Principal through your Head of Campus (HOC) or for support staff through the School Administration Officer (SAO).

3. Approval criteria for long service leave – DECD:
   - Applications of leave for one or more terms should be submitted by the end of term 2 of the previous year to enable forward planning for staffing arrangements.
   - Approval of requests should not be assumed. Travel bookings and other arrangements should not be made until approval has been given.
   - Principals have the discretion to approve LSL for periods of a minimum of 1 day and up to 1 year for all staff working in their site. In making a decision about LSL, principals are asked to take into account the needs of students, the site and the employee and to maintain appropriate documentation and a record of decisions.
   - The effect of proposed leave, especially replacement needs, for a school/centre is considered as part of the approval process. Principals and Preschool Directors are asked to discuss leave options with employees, especially where leave has an impact on the management of the school/centre. (DECD HR Website. (Leave Management in Schools)

4. Local site agreement for BBCS needs to be agreed to ensure the efficient running of the school when requests are made by staff.

**BBCS Leave request of 1 to 5 days:**
1. Discuss with HOC or the SAO in the first instance to determine if there are any other leave or site/school commitments that may impact on leave request and negotiate accordingly.
2. HOC to sign as a recommendation and then forward to the Principal for final approval. Approval can only be given once the Principal has signed approval for the LSL request.
3. Notification of leave requests are expected at least 2 weeks in advance although it is recognised that there may be times when this is not possible.
4. Beach and Little Para are able to accommodate one staff member on leave at a time. Torrens Road is able to accommodate two staff members on leave at one time. This is always subject to school need.
5. If more staff want leave than can be accommodated. LSL will be granted in a rotating basis based on previous leave granted.

**BBCS Leave requests greater than 6 or more days:**
1. Leaders taking leave are replaced by a merit selection process if leave is 6 or more days.
2. Discuss with HOC or SAO in the first instance to determine if there are any other leave or site/school commitments that may impact on leave request and negotiate accordingly.
3. HOC to sign as a recommendation and then forward to the Principal for final approval. Approval can only be given once the Principal has signed approval for the LSL request.
4. Notification of leave requests are expected at least 8 weeks in advance.
5. Beach and Little Para are able to accommodate one staff member on leave at a time. Torrens Road is able to accommodate one staff members on leave at one time. This is always subject to school need.
6. If more staff want leave than can be accommodated. LSL will be granted in a rotating basis based on previous leave granted.

**Grievance Process**
Through PAC representatives.
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