Principal: Karen Snibson

Address: Hertford Street
PO Box 49
Sebastopol 3356

Phone: 03 5329 3293
Fax: 03 5335 7582

Email: phoenix.P12.cc@edumail.vic.gov.au

Website: www.phoenix.edu.au

Signed by the Principal:

Karen Snibson
Principal
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“In Knowledge there is Opportunity”

Mission Statement

The mission of Phoenix P-12 Community College is to excel in the provision of broad, flexible and inclusive educational pathways for our students that highlight our strong sense of community and our continued tradition of excellence. This is achieved through a stimulating, comprehensive and challenging academic focus and is supported by specialist activities in sport, drama, music, public speaking, student leadership and the arts. There is an emphasis on developing optimistic, resourceful and resilient global citizens for the future. The College values of Respect, Responsibility, Integrity, Cooperation and Excellence, guide our fundamental principles of action across all areas of the school.

The College is committed to a school improvement focus that extends and transforms teaching and learning to promote high levels of academic achievement.

Our teachers provide an inclusive and personalised program to meet the diverse range of student learning needs. A differentiating curriculum approach supports students in their learning growth.

We are committed to building students’ potential for success and wellbeing through fostering high level expertise in all aspects that relate to Habits of the Mind.

We pride ourselves in providing an environment that is conducive to each child achieving their personal potential.

Student wellbeing is seen as critical in empowering students with the social and emotional competencies to experience success and happiness in their lives.

A comprehensive student wellbeing structure is in place throughout the College that focuses on student care. These teams coordinate a series of inclusive programs that build student self-worth, personal identity and relationships of mutual respect. We effectively monitor and support students at all levels of the College in regard to their individual and collective wellbeing needs.

Phoenix P-12 Community College is a student-centered learning community that offers exciting and extensive pathways to facilitate 21st Century learning.
Moral Purpose
Phoenix P-12 Community College prides itself on the educational opportunities delivered for the students of today as we foster the development of socially respectful and responsible global citizens of tomorrow.
We empower our students to strive for success and excellence in their educational, vocational and personal pathways.
We ensure that emotional wellbeing is fostered within every child and that they leave the College as active, positive members of the community.

Vision for Students
Phoenix P-12 Community College promotes high achievement by developing the learning capacities of all students, enabling them to be:
- Motivated lifelong learners striving to achieve excellence.
- Students who demonstrate respect, compassion and tolerance for others.
- Innovative and resilient learners, inquisitive of the environment around them.
- Students competent in the essential skills of literacy and numeracy, who constantly endeavour to reach their full potential.
- Technologically capable students who can adapt to a rapidly advancing world.
- Socially responsible students who contribute positively as global citizens in all aspects of life.

Mission of Staff
Phoenix P-12 Community College staff will assist students to succeed by providing:
- A broad, challenging, dynamic and authentic learning environment.
- An ethos of respect, tolerance and compassion within our community.
- A differentiated learning platform based on best teaching practice.
- An innovative ICT rich classroom which facilitates effective 21st Century skill development.
- A supportive framework focused on mentoring, coaching and the promotion of success.
- A safe learning environment based on the principles of social inclusion and restorative justice.
- Quality opportunities for each student to develop a range of leadership capabilities.
COLLEGE COMMUNITY VALUES

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<tr>
<th>VALUE</th>
<th>DESCRIPTOR</th>
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<tr>
<td>Respect</td>
<td>Treating ourselves and others with consideration, being courteous at all times and acknowledging diversity and rights of others.</td>
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<td>Responsibility</td>
<td>Taking ownership of our behaviour and actions, contributing in a positive way.</td>
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<tr>
<td>Integrity</td>
<td>Being honest and acting ethically, ensuring consistency between words and actions.</td>
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<tr>
<td>Cooperation</td>
<td>Working together, communicating effectively and supporting each other.</td>
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<tr>
<td>Excellence</td>
<td>Striving to do our best, being dedicated to learning and reaching our goals.</td>
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<td><strong>CONTENTS</strong></td>
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<tr>
<td><strong>NEW STAFF CHECKLIST</strong></td>
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<td><strong>Sebastopol Campus</strong></td>
<td><strong>Redan Campus</strong></td>
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<td>School map</td>
<td>Office staff / staff manual</td>
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<td>Keys</td>
<td>Business Manager – Lorraine Hayes</td>
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<td>Desk</td>
<td>Learning Area Leader</td>
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<td>Computer network access</td>
<td>Graeme Parr / Brendan O’Brien</td>
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<tr>
<td>Course outlines</td>
<td>Learning Area Leader</td>
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<tr>
<td>Timetable</td>
<td>Andrew Greed / Jill Ebbs / Jacinta Eltze / Karen Rickard</td>
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<td>Class lists – COMPASS</td>
<td>Andrew Greed / Jill Ebbs / Jacinta Eltze / Karen Rickard</td>
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<td>Teaching Materials</td>
<td>Learning Area Leader</td>
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<td>Yard duty</td>
<td>Jill Ebbs / Mick Benoit</td>
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<tr>
<td>Pigeon hole</td>
<td>Allocated and located in Staff Centre</td>
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<td>Laptop allocation</td>
<td>Graeme Parr / Meghan Beddoe</td>
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<td>Newsletter</td>
<td>Office staff / Andrea Waterhouse / Office / BJ Overstead</td>
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<td>Student Bulletin / uniform</td>
<td>Annette Bedford / Office / BJ Overstead</td>
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<td>Publicity</td>
<td>Assistant Principal</td>
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<tr>
<td>Human Resources</td>
<td>Annette Bedford / Sandy Lacy / Lorraine Hayes</td>
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<td>First Aid</td>
<td>Jamie Lawlor / Office staff</td>
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<td>Professional Development</td>
<td>Completed forms to Jacinta Eltze (General Office) for approval at College Leadership meeting</td>
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<td>Excursions</td>
<td>Completed form to Jacinta Eltze (General Office) (Process included in appendix)</td>
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<tr>
<td>Room Changes</td>
<td>Room changes (Compass)</td>
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<td>Library booking</td>
<td>Librarian or Compass</td>
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<td>Laptop and iPad booking</td>
<td>Resource Booking (Compass)</td>
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<td>Equipment Purchases</td>
<td>Learning Area Leader / Business Manager (Lorraine)</td>
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<tr>
<td>Student Wellbeing concerns</td>
<td>Wellbeing Coordinator (Sam Gilbert) / House Manager (located in each village)</td>
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<tr>
<td>Staff Absences</td>
<td>Daily Organiser (Jacinta Eltze) / Mick Benoit</td>
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<td>Resources Ordering</td>
<td>Learning Area Leader (order process) – Business Manager</td>
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## SEBASTOPOL CAMPUS ADMIN TEAM

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<thead>
<tr>
<th>Role</th>
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<tbody>
<tr>
<td>Acting Principal</td>
<td>Mrs Karen Snibson</td>
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<tr>
<td>Business Manager</td>
<td>Ms Lorraine Hayes</td>
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<tr>
<td>Personal Assistant to Principal</td>
<td>Ms Andrea Waterhouse</td>
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<tr>
<td>Human Resources Officer</td>
<td>Mrs Sandra Lacy</td>
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<tr>
<td>Daily Organiser/Administration</td>
<td>Miss Jacinta Eltze</td>
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<tr>
<td>Reception/Administration</td>
<td>Miss Rachelle Jackson</td>
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<tr>
<td>Parent Liaison &amp; Attendance office</td>
<td>Mrs Annette Bedford</td>
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<td>Assistant Principal</td>
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<tr>
<td>Mr Andrew Greed</td>
<td>Mr Wayne Johnston</td>
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<tr>
<td>Senior School</td>
<td>Middle School/DOTS</td>
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<td>Mr Scott Whitelaw</td>
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<td>Miss Erin Murphy</td>
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<td>Mr Ryan Stevens</td>
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<td>Mr Chris Davies</td>
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<td>Mrs Jill Ebbs</td>
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<td>Mrs Deanne Joosten</td>
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<td>Miss Sam Gilbert</td>
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<td>Mrs Meaghan Beddoe</td>
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<td>Mrs Deb Benoit</td>
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<td>Ms Wendy Ross</td>
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<th>Leading Teacher</th>
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<td>Ms Karen Rickard</td>
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<th>Leading Teacher</th>
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<tr>
<td>Mrs Sonia Bain</td>
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<td>Mrs Jo De Navi</td>
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<td>Administration</td>
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<tr>
<th>INQUIRY VILLAGE</th>
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<tr>
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<td>CORNISH HOUSE</td>
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<td>BONSHAW HOUSE</td>
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<td>PICTON HOUSE</td>
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<td>Position</td>
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<td>LAL English</td>
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<td>LAL HAPE</td>
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<td>LAL Maths</td>
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<td>LAL The Arts</td>
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<td>LAL Science</td>
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<td>LAL SOSE</td>
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<td>LAL Technology</td>
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<td>Ext Programs Co-ord. Hums.</td>
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<td>Ext Programs Co-ord. Maths.</td>
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<td>Ext Program Co-ord. Science /1</td>
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<td>Ext Program Co-ord. Science /2</td>
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<td>Hospitality Events Manager</td>
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<tr>
<td>Numeracy Coordination</td>
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<tr>
<td>Literacy Coordination</td>
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<td>Learning Village House Manager (8)</td>
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<td>VCE Coordination</td>
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<td>Transition Coordination</td>
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<tr>
<td>VET / VCAL Coordination</td>
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<td>Student Leadership MS &amp; SS</td>
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<td>Academic Achievers Program Coordination (1 yr only)</td>
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<td>Sports Coordination</td>
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<td>F1 Coordination</td>
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<td>F1 Assistant</td>
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<td>Staff Well-being Coordination</td>
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<td>Elearning / STAR (Comm Village)</td>
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<td>Elearning / STAR (Inquiry Village)</td>
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<td>Elearning / STAR (Perf Village)</td>
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<td>Elearning / STAR (Application Village)</td>
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<td>Elearning / STAR (P-6 Village)</td>
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<td>Learning Area Leaders (4 – 3 Learning Units + Specialist area)</td>
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<td>Transitions (K-F)</td>
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<td>Transitions (Yr 6 - 7)</td>
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<tr>
<td>Student Leadership (Primary)</td>
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<tr>
<td>Student Well-Being Coordinator</td>
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<tr>
<td>LRC / Study Skills Facilitator</td>
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<tr>
<td>Oral Language Development Coordinator</td>
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</tbody>
</table>

**Elected positions:**
- OHS Sebastopol Campus: Karen Jolly
- OHS Redan Campus: Jamie Lawlor
Redan Campus Map:
ADMINISTRATIVE INFORMATION

ACCESSING TIMETABLES AND CLASS LISTS - COMPASS (LMS)
See Andrew Greed, Jill Ebbs, Jacinta Eltze or Annette Bedford. (Sebastopol Campus)
Michael Benoit or BJ Overstead (Redan Campus)

TIMETABLE

Year’s 7 – 12 timetable rotates over two weeks between WEEK A and WEEK B. Bell times remain the same. Pastoral Care Group (PCG) occurs each Wednesday.

BELL TIMES

Walking music will play ten minutes before the bell sounds for first bell and bells at the end of recess and lunchtime. By the time the bell goes, staff and students should be in classrooms, ready to start the class.

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<tr>
<th>Day</th>
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BRIEFING/COFFEE DAY THURSDAY 11:00 AM REDAN CAMPUS

BRIEFING – FRIDAY 11:00 AM SEBASTOPOL CAMPUS

A weekly briefing will run Friday at recess time. Briefing commences 11.00 and is held in the Staff Centre.

All staff are requested to attend the briefing. This is an important time for information to be shared, announcements and celebrations of birthdays etc. Information is to be written on the white board prior to and during the briefing for those on duty or unable to attend.

Staff unable to attend are expected to read the briefing notes on the board or ask their KLA Leader to update them.

CONTENTS
CLASS RULES

All staff are expected to engage the students in the setting or negotiating of class rules and expectations at the start of each semester. These need to be clearly communicated and followed consistently. Please refer to the College Behaviour Matrix. (as distributed)

For assistance in setting class rules see the appropriate Head of School – Assistant Principal.

STAFF ATTENDANCE  (ALL STAFF)

All full time staff (Teaching staff) are expected to be at school from 8.50am through to 3.50pm + up to 3 additional hours a week, while (Non-teaching staff) are expected from 8.30am through to 4.36pm unless alternative arrangements have been made.

<table>
<thead>
<tr>
<th>Hours of attendance</th>
<th>Clause and page number</th>
<th>Overview</th>
<th>Primary teachers</th>
<th>Secondary teachers</th>
<th>Education support</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Clause 24 Page 51</td>
<td>76 hours a fortnight (full time) (scheduled duties cannot be averaged out over a fortnight)</td>
<td>7 hours a day plus up to 3 additional hours a week (see meetings and additional duties)</td>
<td>7 hours a day plus up to 3 additional hours a week (see meetings and additional duties)</td>
<td>7.6 hours between 8am and 6pm, Mon-Fri</td>
</tr>
<tr>
<td>Starting time</td>
<td>Clause 24 Page 51</td>
<td>10 minutes before start of pupil instruction unless otherwise agreed</td>
<td>10 minutes before start of pupil instruction unless otherwise agreed</td>
<td>Start and finish times agreed when appointed to a position or by agreement</td>
<td></td>
</tr>
</tbody>
</table>

Part-time Staff (Teaching and Non-Teaching) are expected to be at the College for the duration of their specified hours as per their work Schedule. If you are leaving the College during working hours, you must contact the General Office to register when leaving, and then again to register when you return. We need to know who is on the grounds at any given time for Emergency Plans – Staff Safety Accountability.

As a general rule, if you are full time, or part time and working full days as per your signed work schedule – and you have not called in sick or taken approved leave, - in the case of an emergency - it will be assumed you are in the College from Teaching staff / 8:50am – 3:50pm + up to 3 additional hours a week, non-Teaching / 8:30am – 4:36pm.

### Staff who do not work full days; e.g. 9.00am – 1.00pm are expected to sign the Staff Sign in book in the General Office when they arrive and leave.

This is a part of the Emergency Policy and Plan for evacuation. It enables us to know when part-time employees are in the grounds.
LEAVING COLLEGE GROUNDS DURING WORK TIME

Staff leaving the College grounds during work time MUST either sign out when they leave and sign in when they return on the Compass Kiosk, (Administration foyer) or contact the General Office when they leave, and when they return.

This is a part of the Emergency Policy and Plan for evacuation. It enables us to know when employees are in the grounds.

EXTRAS / STAFF ABSENCE

Redan Campus
If you are ill unexpectedly and cannot attend work, then you need to contact A
Michael Benoit   Mobile: 0417 501 384   Email: benoit.michael.s@edumail.vic.gov.au
before 7.30 am.

Sebastopol Campus
If you are ill unexpectedly and cannot attend work then you need to contact the Daily Organiser (Jacinta Eltze) before 8.00 am. Please provide as much notice as possible and email work or post work for your class on Compass.
Jacinta Eltze   Mobile: 0417 037 985   Phone: 5932 3206
Email: eltze.jacinta.j2@edumail.vic.gov.au

EXTRAS

Extras will be allocated by the daily organiser and emailed each morning. Your absence will be recorded on the daily planning sheets which are emailed detailing EXTRA’s for staff at 8 am each morning.

Class work for extras must be left in your pigeon hole or on Compass for replacement teachers if you know you are going to be absent. Relief staff must ensure the work is taken, completed by students and returned to the relevant teacher’s pigeon hole.

For Teaching Staff: The daily organiser will allocate extras and employ CRT’s as required. The Daily Cuppa containing all extras will be emailed to all staff at 8.00 am.

HR manager will check the absences and make sure staff have entered their leave within three days of the absence, and that Medical certificates (if required) have been received. If leave has not been entered, or certificates have not been received to support the entries, leave without pay will be entered.

Education Support Staff: Daily Organiser will email the Learning Support Staff Manager (Kellie Bray), Primary Campus AP (Mick Benoit) and HR Manager (Sandy Lacy) and Business Manager, (Lorraine Hayes).

The Learning Support Staff Manager will organise replacement for Learning Support Staff, Business Manager will organise replacement for Admin staff.
PASTORAL CARE GROUPS

PCG classes are held weekly for Years P – 12 and these incorporate a pastoral care program, assemblies and delivering specific messages and instruction.

ROLL MARKING

All staff are expected to keep daily records of student attendance for their classes electronically in Compass – accessed using their laptop. Specific notes regarding student absences or incidents should also be maintained on Compass or in their planners.

Sebastopol Campus: Roll marking MUST be completed EVERY lesson via your teacher laptop.

Redan Campus: Roll marking MUST be completed at the start of the school day and then again immediately after the lunch break.

This automatically updates the office records, allowing office staff to follow up student absence.

YARD DUTY

Staff need to be aware of their allocated yard duty sessions. Yard duty requires you to supervise the yard and gives you an opportunity to talk to students and also ensure yard cleanliness by getting students to pick up litter in their area. To meet your Duty of Care requirements it is imperative to arrive at your designated Duty area on time. If for any reason you are unable to complete your yard duty, contact Mick Benoit (Redan Campus) or Jill Ebbs (Sebastopol Campus).

Redan Campus

Staff are required to wear duty vests and carry First Aid bags.

Movement around all play areas and monitoring of litter and behaviours.

Sebastopol Campus

Yard duty is divided into designated areas as per map below.

Ensure that all areas in your duty area are clean from litter by asking students to clean up as you supervise. Buckets and tongs are stored near the cleaner’s room in the B Corridor. Additional tongs/buckets are available from the Business Manager.

Also check that all students are wearing their uniform as required and monitor all other behaviours.
Sebastopol Campus Yard Duty Areas.

ENVIRONMENTAL DUTY (Sebastopol Campus):

Each day immediately after lunch one class will be allocated an environmental duty.

Buckets ad tongs can be collected from the area outside the cleaners store in the B corridor. If additional buckets or tongs are required, please see the Business Manager. Instructions for Environmental Duty will also be located here. It is expected that teachers actively supervise and all yard areas are free from litter at the completion of the Environmental Duty session. Teachers will be notified when they are expected to be on Environmental Duty via Compass.

RUBBISH BINS / RECYCLING

Rubbish bins outside are emptied weekly. If you require a wheelie bin at any time, they are stored in the fenced area behind the Auto Shed on the Sebastopol Campus, and in the toilet breezeway on the Redan Campus. Please, if you fill a wheelie bin, have it taken back to the storage area. Yard wheelie bins are padlocked into place and replaced when full.

A recycle box is supplied in each classroom and each learning village has a blue recycle wheelie bin.
Staff are responsible to check the box as they enter any classroom, and if the box requires emptying, staff should ask a student to take the box to the recycle wheelie bin in their village or the recycle skip bin in the storage area and empty it, then bring the box back to the classroom.

On the Sebastopol Campus monitors are organised each Tuesday evening to empty recycle boxes. As you leave the classroom after the final class on a Tuesday, please place the recycle box outside the door in the corridor. This will be emptied and then returned to the classroom.

BUS DUTY

The bus loop for both campuses is located on Tuppen Drive. Staff on bus duty need to be at the bus area by 3.20pm and ensure students safety. Students need to remain inside the gate until the bus has come to a complete stop.

Refer to Yard Duty Policy for more detailed information and responsibilities.

COMMUNICATION / ICT

ACCESSING HR INFORMATION ON EDUWEB

Information is available regarding all Human Resource issues at www.education.vic.gov.au Scroll down the bottom of the page and click on Human Resources. In this section you can locate information on Careers and Recruitment, Diversity and Equity, Employment Conditions, Professional Development, Safety Health and Wellbeing and Workforce Management. For additional information on all aspects of the education system click on the A – Z index and scroll through until you reach your relevant section.

If you have difficulty in locating this information please contact the College Business Manager/HR Manager for further assistance.

RESOURCE BOOKINGS

IT RESOURCES
Each classroom has a TV with HDMI cable and Apple TV installed. Remotes are available from the office located in each Learning Village.

On the Sebastopol Campus all room changes and resources bookings (iPad and laptop trolleys) must be done through COMPASS. All room swaps for each class must be recorded on COMPASS so that office staff can locate staff and students as necessary.
COMPUTER ROOM / LAPTOP TROLLEYS

Staff can access trolleys of laptops and iPads in every village. They are stored inside the lockable roller doors. A key is available from the Village Office if/when required.

Staff are responsible for monitoring the use of the devices during their class and must ensure that students are using them appropriately. Staff need to check devices at the end of each lesson for damage and deliver damaged devices to the IT Department immediately.

On returning laptops to the trolley please ensure that:

- all devices are returned (Count at the start and the end of the lesson. (Report losses immediately);
- each laptop is plugged into the power cord provided;
- trolley is locked with the padlock on and closed;
- any damage, missing laptops, malfunctions are reported to the technicians and damaged devices are delivered to the IT Department;
- trolley is returned promptly to the appropriate storage location;
- trolley is plugged in to a power source.

Trolleys are to be locked away after the final class of each day.

When using a computer lab (B50 or D40) on the Sebastopol Campus you need to make sure that you LOCK the door as you leave. Also ensure that students are only accessing appropriate sites whilst in there – you will need to be constantly moving around the room in order to do this. Please make sure that all equipment is in working order and log any damage or faults with the IT Department immediately to minimise downtime of devices.

LOCKING CLASSROOMS

Each staff member is provided with a classroom key. Please make sure you lock each classroom at the end of your lesson as you leave.

Students are allowed to remain in the large open space in each Learning Villages at Recess and Lunch time, but should have no access to classrooms.

EDUMAIL / EMAIL

EduMail is the DET electronic messaging (email) system which is used for communication at Phoenix P-12 Community College. A Global Address Book is available and allows you to find email addresses for people employed within State Government divisions.

All staff are provided with an email address, username and password on employment. For staff directly employed and paid by the department’s Edupay payroll, this will be your 8 digit employment ID.
This ID will be your User ID for the term of your employment with the department, just like your tax file number, it will never change. It is referred to as your “T0 or record number”.

In order to access your EduMail account, EduLibrary, Edupay and other DET websites you will need to know your EduMail User ID (Record number) and Password.

You must use the edumail system to read and send your emails to do with work. You can access your emails through www.edumail.vic.gov.au or navigate from the school website home page www.phoenix.vic.edu.au. You will need to enter your username (T0 number without the “T”) and password. Which will enable you to access your emails. Alternatively you can see the IT Department who will assist you with setting up an Outlook profile to access your emails. Outlook allows you to access and use edumail more effectively and also contains college calendar and task list features.

- Edumail is to be used for professional use only – avoid personal use
- Determine the appropriate method of communication – e.g. face to face or email
- Use a greeting
- Include the subject in the subject line
- Only send the email to the appropriate personnel (no need to DL if it does not apply to all)
- Only use “reply all” when your response needs to be directed to all recipients
- Ensure that your email is courteous and professional
- Maintain confidentiality by only emailing necessary information to the appropriate people
- Respond to or acknowledge that you have received an email when it applies to you

Email is the accepted mode of communication throughout the College.
Emails need to be checked regularly throughout the day.

COMMUNICATION

STAFF
It is important that all communication is open, honest and professional. Meetings are open to all staff and all agendas and minutes will be sent via email.

You will need to see your staff reps on committees if you want your view expressed and you are unable to attend the meeting in person. If you have an issue, question or concern – ASK! It is better to ask an appropriate person as soon as possible rather than pass on or discuss “unconfirmed” information or to complain about issues.
All staffing decisions are communicated (usually via email) as soon as possible. Reasons for decisions will be communicated via meetings, staff forums, emails, meeting minutes or in briefing.

Staff that have concerns with any of the above need to discuss their concerns with the Principal, Assistant Principals or other appropriate person. Appointments with the Principal can be made through the Principal’s PA. (Andrea Waterhouse 5329 3202) waterhouse.andrea.l@edumail.vic.gov.au

STUDENTS
- Using appropriate language towards and in front of students at all times
- Modelling and promoting the school values at all times
- Maintaining a professional distance and ensuring that there is no inappropriate physical contact
- Maintaining confidentiality
- Respecting student privacy and ensuring that you do not discuss students with other parents or students
- Respecting student diversity and individuality
- Insisting that you are addressed by students as Mr…., Mrs….., Ms……
- Refrain from using sarcasm.

STAFF LAPTOPS

Staff requiring a laptop via the DET laptop program should see Graeme Parr (TSSP) parr.graeme.m@edumail.vic.gov.au to organize this. For any claims, replacement, repair or rollover enquiries also see the IT Staff as soon as possible.

LOGGING A FAULT OR REQUEST REGARDING IT EQUIPMENT
If you need assistance with an IT problem either with software, hardware, laptops, etc. you need to log this for action by our technicians. Please contact the TSSP team on extension 260.

MAIL
If you need to send mail, place this is in the mail tray in the general office at either campus. The Admin staff can assist you if required.

To post personal mail, simply drop your stamped envelope in the tray, or place your letter and the cost of a stamp. The mail is picked up from the Sebastopol Campus General office around 3 pm daily.
PHOTOCOPYING / PRINTING / LAMINATING

Redan Campus

Printing should be directed to the Photocopier in the Library where possible. Students are only to print to the Library.

Sebastopol Campus

Staff are able to use the photocopiers and the laminating machine at any time for school purposes and will be provided with a Swipe Card. Staff can print at any copier in any Learning Village using their swipe card.

See document: Using your printer card

Staff are required to do their own photocopying (unless otherwise negotiated with the Administration officer in their learning village or another Education Support Officer). Laminators and Instructions for use can be found in village offices. Education Support Staff can assist with this task if required.

Printing rules in place:

- Limit all printing to mono. Black and white.
- Duplex rule to be included. Two sided.

If colour printing is needed, or booklets or other specific requests, then the administration staff in your learning village will be able to do your printing job.

If you can please be organised and have your colour copying to the admin staff (either hard copy or email the file) in a reasonable time frame to ensure it is done in time for your class. If the staff member you go to is having trouble getting your copying done in time, then that person will either ask another admin staff member to help out, or will inform the business manager who will organise someone to get the copying done.

Booklet printing or large runs can be arranged with the ES staff in the appropriate learning village, or general office staff. You are asked to provide the soft copy or a complete hard copy with instructions to the office staff and the copying will be done for you at the earliest time possible.

Do not send students to the office to complete photocopying during class time as students are expected to be in the classroom during this time.
OTHER FACILITIES

College BBQ

If you plan an activity using the College BBQ, you should also book the BBQ on Compass. It is the responsibility of the person using the BBQ to check there is Gas, and to replace the cylinder if empty after use.

Meeting Rooms

Meeting rooms if required must be booked on Compass.

Facilities Maintenance

If you notice any facility maintenance issues, please either add the issue to the Maintenance Book or email the Business Manager as soon as possible who will organise required works.

POLICIES

All school policies are available on the College Website www.phoenix.vic.edu.au and are hyperlinked at the back of this manual. A list of current policies is included in Appendix A. Policies are also located on Staff Share Drive and there is also a hard copy of all policies available at the General Office if required.

PURCHASING RESOURCES

Any time you need to purchase any goods, services, facility booking or anything that has to be paid for, you must follow the College Purchase process (below).

An order form must be written out and approved PRIOR to purchasing goods, arranging camps or excursions or arranging for any provision of service.

This ensures that purchases are within budget and comply with DET accountability regulations. The College Purchasing Process is included below for your reference.
Queries around budgets and purchasing of goods should be directed to the Business Manager.
ORDERING PROCESS: All orders to be signed by coordinator (eg Learning Area Leader) and authorizer (Prin/Business Manager).

Please note: EVERY PURCHASE must have an official order written prior to ordering or buying. This keeps budget commitment up to date and also enables goods to be received quickly and invoices to be paid efficiently. Thank you for your cooperation.

STAFF
- Submit purchase requests to coordinator for approval.
- Nothing should be purchased without LA approval as they are responsible for budgets.

CO-ORDINATOR
- Check purchase is within budget.
- Complete official order form (Order book is located in general office.)
- Remove white copy of order to fax/give to supplier. Keep copy for own record.
- Ensure supplier includes order number on invoice.
- Check goods on arrival against invoice and order.
- Complete asset sheet if required.
- Sign invoice – "ok to pay".
- Attach order form to signed invoice.
- Deliver paperwork to office for processing and payment.

BUSINESS MANAGER
- Check budget.
- Check coding on order form.
- Approve and sign order form.

OFFICE
- Enter order onto CASES21. (Standing orders to have adequate quantity and commitment)
- Stamp entered on pink copy.
- Leave in order book

- Process creditor payment
- Attach invoice and pink copy of order to payment voucher. Stamp yellow copy as completed.
- File appropriately.

END PROCESS
NEWSLETTERS

The Phoenix P-12 Community College newsletter is produced each month, uploaded onto Compass and also emailed out to all student families, staff members and the wider community. The newsletter provides information on school progress, student achievements, activities, community news, etc. Staff wishing to include information in the newsletter must place this into a word document (Arial, font 12) and email to Andrea Waterhouse waterhouse.andrea.l@edumail.vic.gov.au by the first Wednesday of each month by 12.00pm prior to distribution on the Friday. For further information please contact the General Office.

A weekly newsletter is distributed on the Redan Campus and uploaded onto Compass and the Phoenix College Website. A copy is sent home with students each Wednesday.

Information articles for this newsletter should be emailed to BJ Overstead overstead.bj.k@edumail.vic.gov.au before 10 am each Tuesday. If articles are received later than this, they will be included in the following week’s newsletter.

ACTIVITY NOTES OR OTHER CORRESPONDENCE TO STUDENTS

All notices and correspondence should be processed and either a hard copy or email sent to Sandy Lacy lacy.sandra.j@edumail.vic.gov.au on the Sebastopol Campus, or to the Assistant Principal, Mick Benoit, on the Redan Campus to be proof read and approved before distribution.

Official college correspondence should be on the Official College Letter Head paper or have the College Logo added. This can be done through the office.

A copy of all notices is kept in a folder in the General Offices for reference if families call with queries.

Notices should be distributed via compass, email or handed out – with minimum use of post. Please follow the school notices process chart.

Student notices can be posted on Compass and teachers can do that directly themselves. During Module 1 when marking the roll staff should read the notices to students who may not have accessed compass. If you require an urgent message you can contact Annette Bedford bedford.annette.j@edumail.vic.gov.au who will get the daily monitor to deliver a note to a student.

Use can also be made of the rolling screens found in each building.

To have information added to the screen display please contact Brendan O’Brien o.brien.brendan.k@edumail.vic.gov.au
SCHOOL NOTICES PROCESS
(including activities, excursions, camps, sharing information, etc - ie ALL notices)

TEACHING STAFF
- Draft/Redraft document using template if provided.
- Add a footer to include file name and path of and last updated date on the bottom of the document. (See the bottom of this document: Word, Help can show you how.)
- Save on the T drive (not C drive of workstation)
- Email draft copy of document to Learning Area Leader for proof reading and approval.
- If requiring official letter head, email to Sandy Lacy.

LEARNING AREA LEADER
- Proof read and approve document.

ES STAFF / ADMIN
- Proof read and approve document.
- Official letterhead or Logo added if required.

YES

Approved

NO

- Receive emailed notice
- Nominated ES to print and file document in folder.
- Save document on "U" Drive (Admin Uses) in the 2016 school notices file (U:\School Notices 2016)

- Document available to reference to all staff if required.
- PDF file available to Administration staff to print additional copies if required.
- Document library added to.

SCHOOL NOTICE PROCESS COMPLETED
EXTRA-CURRICULAR

CAMPS AND EXCURSIONS

Staff wanting to organise an excursion need to follow the *Excursions Process*. An Excursion Form and risk assessment must be competed for all excursions at least four weeks prior to the activity.

An excursion form and all relevant information is available in the “Excursions” folder in the General Office or on staff shared drive (Extra-curricular folder). This must be completed and handed to Jacinta Eltze or BJ Overstead for entry onto CASES21 and online emergency management if required.

Excursions are strictly user pay activities and students are not permitted to attend without return of both permission forms and money. Permission slips will be emailed to the Staff member organising the activity. If a student requires an additional copy of the permission slip, it is the responsibility of the organising staff member to print one for the individual student. Organising staff **MUST** ensure that all students have **PAID IN FULL** two days prior to the activity unless arrangements for payment have been made with the Business Manager.

Phoenix College has a **no refund policy** for all curriculum excursions (Students need to be made aware of this). For camps, refunds may be paid but only if there are exceptional circumstances leading to the non-participation.

**Excursions First Aid Kits** are available from the first aid room. Mrs Bedford / BJ Overstead can assist with this.

*Refer to Camps Policy and Excursions Policy for more detailed information.*
CAMPS / EXCURSION PROCESS

Excursions MUST be Pre approved and to the office at least two weeks before you need your permissions slips out. An order for is required for BUS and Venue/tickets/entry fee prior to making the bookings and written on the excursion form.

TEACHER
- Research Excursion.
  - >50 Students
  - <50 Students
- Complete 2015 excursion form and have signed as appropriate.
- Complete risk assessment and any other relevant paperwork.
- Mark ACCOUNT with 00 if urgent and place in Excursion Tray in general office for Jacinta Elim to process.
- Write official order for excursion venue or tickets, remove white copy and fax/mail or take with you to venue so the number can be included on invoice.
- Complete bus booking form and email it to Gold Bus.
- Distribute notices and envelope as attached.
- Explain envelope use, stress correct money to be included if dropping in box.
- Receive and check confirmation for bus.
- Collect forms/report.
- Monitor payment and follow up prior to activity.
- If additional notices are required Access PDF copy and print.

ADMIN/DAILY ORG
- Check forms for detail and signatures.
- Complete Daily Org tasks required.
- Scan and email to UH to submit to council/approval if required.
- Contact - Jacinta
  - Create Group GG11001 (cost).
  - Generate permission slips.
  - Print slips (collection envelope) and save to PDF and email to teacher so they can print last forms.
  - Print checklist x 1 (Ennate, teacher, tray and file).
  - Deliver to teacher’s pigeon hole, email notification and PDF copy to coordinator.
  - Create student invoices (if required: DF21001 or 7)
  - Set up /label (U/excursions.)
  - Adjust TLCX list ABE/KRI and Canteen.
  - BUS - Jacinta
    - Confirmations emailed to Jacinta.
    - Jacinta email to appropriate person and file on “U Drive”

PRINCIPAL/ COUNCIL
- Check planner and approve excursion.
- Review and approve.
- Pass and record a motion of approval.

PARENT/GUARDIAN/ STUDENT
- Complete forms and collection envelope details, ensure correct money and forms
- Either present at office for payment or drop into “Drop Box”

After Excursion
- Check allocations and batches are updated.
- Print Charge by Charge report and give to teacher to update of participants.

END PROCESS
- Notify office if students did not attend activity.
- Return all permission slips to office for filing.
- Forward story and image to JDM applicable.
- Process family credit note on refund if required (Rarely required)
- Attach U to original Documents

U/PROCESS DOC’S|Excursion Process 2015.docx Last updated August 2015
EMERGENCY MANAGEMENT PROCESSES

Staff must be familiar with the College Emergency Management Plan and understand the processes.

EVACUATION – OFF CAMPUS

(a) Sebastopol Campus.
If the Sebastopol Campus is to be evacuated, the assembly point will be communicated to staff at the time of the evacuation. Possible sites include the Redan Campus, the Indoor Tennis Centre (south west of the school) or the Safeway Supermarket car park (1 km east of the school). Mark the roll and account for all children and staff.

(b) Redan Campus.
If the Redan Campus is to be evacuated, the assembly point will be communicated to staff at the time of the evacuation. Possible sites include the Sebastopol Campus, the indoor tennis centre (south west of the school) or the Safeway supermarket car park (1 km east of the school). Mark the roll and account for all children and staff.

BUILDING EVACUATION ON CAMPUS:

Staff should check the Evacuation Map (as below) in each room and be aware of evacuation pathway and safe place.

Sebastopol Campus Map
PROFESSIONAL LEARNING

MEETINGS

Staff are required to attend all relevant meetings as indicated on the term meeting schedule. Apologies should be made in advance to the chairperson or College Principal.

Staff are expected to remain for the duration of the meeting, unless there are exceptional circumstances. **Mobile phones must be turned off** except in exceptional circumstances and this must be communicated prior to the meeting to the chair.

All meetings are open to all staff, however voting is restricted to actual members. Agendas for all meetings will be emailed to all staff prior to the meeting to allow for attendance if interested. Meeting minutes will also be emailed to all staff within two days of the conclusion of the meeting.

PROFESSIONAL LEARNING

Staff may apply for professional learning opportunities by completing an application form, getting the appropriate signatures and handing it to the General Office for collating. All PD should be applied for in advance and submitted to the Leadership Group for consideration and approval.

On return from the professional learning you will be expected to report back to an appropriate group – whole staff, KLA group, curriculum group or collegiate group, in order to share the knowledge you have gained.
SOCIAL ACTIVITIES

MORNING TEA

Every Friday a light morning tea is supplied at the whole staff briefing in the Staff Centre on both campuses.

Any specific dietary requirements to be emailed to Kylie Mayne. mayne.kylie.a@edumail.vic.gov.au

STAFF BIRTHDAYS

Significant Birthdays are celebrated by way of cake and candles at the Friday Briefing. If you are not comfortable with this, please contact Kylie Mayne.

STAFF

CODE OF APPEARANCE

All staff are expected to dress in a neat and professional manner at all times.

Staff are required to wear:

- a suitable and professional shirt or top (no inappropriate motifs, logos or words)
- sleeveless tops are suitable for females where shoulders are mostly covered (no thin strap styles)
- tops and bottoms must overlap (no exposed midriff)
- no low necklines are permitted and shorts, skirts or dresses must be of an appropriate length
- appropriate shoes (no thongs or shoes without backs). Closed in shoes must be worn in practical areas (e.g. Science, PE, Technology)
- a bucket or broad brimmed hat from September to April in accordance with the SunSmart Policy

Staff uniform options are also available from Hip Pocket.

No facial piercings are permitted, except for earrings and a tiny nose stud. All tattoos must covered as much as possible.

COUNSELLING

The current Employee Assistance Program is a short term, solution focused and strictly confidential counselling service of up to four sessions for any personal or work related issue an employee may have. This program also provides a dedicated Manager Hotline to support principals and managers in leadership positions to access management support and coaching.
The service is provided by OSA Group, an independent organisation experienced in delivering similar services in other workplaces. DEECD funds this service as part of its commitment to health, safety and wellbeing. Simply call OSA Group directly on 1300 361 008 and make an appointment at a time and location that is suitable to you.

Any further enquiries regarding the Employee Assistance Program and other support services available to DEECD staff can be directed to the Employee Health Unit on 9637 2395

DISCRIMINATION AND HARRASSMENT

The Department has a responsibility to ensure that all staff maintain high standards of conduct and performance. These standards are reflected in Department policy and guidelines, codes of conduct and federal and state equal opportunity and anti-discrimination legislation.

It is the responsibility of the manager/principal to provide a healthy and positive work environment free from discrimination and harassment.

For further information please log on to the internet and type in the address bar http://www.eduweb.vic.gov.au/hrweb/divequity/eeo/discrim.htm. Alternatively you can contact the YCP12 Business Manager

EMPLOYMENT CONDITIONS

Please log on to the internet and type in the address bar the following: www.eduweb.vic.gov.au/hrweb/employcond/default.htm

You will find a complete detailed list on the following: Salaries, Allowances, Leave, and Resources. If you require further clarification please contact the Personnel Officer (Sandy Lacy) or the Business Manager (Lorraine Hayes).

GRIEVANCES

Where an employee of the Department considers they have been treated unfairly or unreasonably in any matter related to their employment, they have access to internal and/or external grievance or dispute resolution processes.

For comprehensive information on grievances/disputes log onto the internet and type in the address bar www.eduweb.vic.gov.au/hrweb/employcond/res/grievTS.htm
Alternatively, you can contact the Business Manager.
LEAVE

Staff wanting to apply for any type of leave - i.e. sick or carers leave, long service leave, paternity, maternity or other special types of leave need to apply on Edupay Self Help.

www.edupay.edu.au or Edupay Leave Process

All long service leave (LSL) applications need to be submitted in Edupay and submissions will go to the Consultative Committee (via Principal) for approval. LSL needs to be applied for by the end of Term 3 of the previous year. Approval will be communicated to applicants.

For leave applications with short term notice staff need to apply as soon as they know. If extremely short notice staff must speak with the Principal.

For a detailed list of all employment conditions (Including salaries, allowances, leave and resources) please use the following website:

SUPERANNUATION

Choice of Super Fund is provided to all employees employed for more than 30 consecutive days.
For short term replacement – employee superannuation will be paid into VICSUPER.

Please log on to the internet and type in the address bar the following:

Revised scheme - Government Superannuation Office
New scheme - Government Superannuation Office
Vic Super Scheme
Any queries regarding Salary Sacrifice or Packaging need to directed straight to Smart Salary.

If you require further clarification please contact the H R Manager – Sandy Lacy.
Or contact Vic Super directly.

ANNUAL REVIEW PROCESS

All staff must complete their Annual Review in line with the approved cycle.
STAFF PD ONLINE is available from the College Website – staff tab.

Staff will be required to set goals and track progress throughout the review cycle as specified by the Assistant Principal who will be conducting your review. Staff will also be required to meet with their reviewer several times throughout the year to review goals and progress.
Please check with your Learning Area Leader or Assistant Principal if you have concerns.
VISITORS TO THE COLLEGE APPOINTMENTS PROTOCOL:

Sebastopol Campus:

All visitors to the College MUST report to the general office. Visitors are asked to follow the signs to the General Office, and use the main entrance door into the foyer, and NOT the student access door.

Visitors are to wait in the foyer to be collected for their appointment or meeting.

Visitors passes:
Visitors are required to sign using the Compass Kiosk at the General Office. A visitor pass will be issued which should be worn anytime they are in the College buildings or grounds.
If a visitor is noticed wandering in the College without an official Visitors Pass, please direct them to the General Office where they will be asked to sign in and be given their visitors pass, or to wait to be collected for their appointment.

All visitors will be asked to wait in the foyer for their appointment or student to be picked up.

Picking up students:
If a staff member has contacted a parent to pick up a child, please ask the parent/guardian to go directly to the General Office. Please let the General Office know if you have contacted parents or guardians.
Students will remain in their Village until the guardian has arrived at reception to collect them.

Parents must go to the General Office and wait in the foyer for their student to come and meet them. Students must sign out on the Compass Kiosk - prior to leaving the College.

Reception staff will meet their parent/guardian in the foyer and ask them to wait in the foyer for their child. (If supervision of the student is required, the student will be accompanied to the General office from the Village.)

Appointments or meeting with staff:
As staff are busy teaching most of the time, appointments are required if a parent or guardian needs to see a particular staff member.
Appointments can be arranged through Village administration staff, or General Office, or personally over the telephone.

Please let the general office know if you are expecting any visitors or holding a meeting. (It is embarrassing for staff if they are caught unaware of College Activities – and it does not create a good public image when staff cannot answer questions either on the telephone or in person regarding activities.)
The office reception staff will greet all visitors to the College upon arrival, have the guests sign in the visitors register and contact the appropriate staff for the appointment or meeting.

All visitors will be asked to wait in the foyer until the staff member they wish to see comes to collect them. Please be prompt in collecting your guests.
REPORT WRITING

All reports are completed through Compass. Staff will be informed of the report writing timeline and will be expected to ensure their reports are written and submitted by the deadline.

All staff will have a report ‘buddy’ for the purpose of proof reading. It is important that all reports are proof read by you first and then proof read by your buddy to ensure minimal amendments.

Learning Area Leaders will provide sample reports for each Learning Area that show how to complete each section of the report; i.e. what the student has achieved so far, areas for improvement, learning goals, what parents can do at home to support their child’s learning.

Staff are asked to adhere to the report writing guidelines document for more specific information. See your Learning Area Leader if you have any questions.

TREATMENT OF STAFF

All staff are expected to behave professionally at all times and to model the College values. All staff should, at all times, strive to treat everyone in a positive manner and with respect. In such a diverse group of people we will never all agree, but everyone has the right to express their opinion without fear of being put down. Personal issues or conflicts need to be resolved privately and if necessary, with another person as mediator.

UNION

Staff may choose to join the Australian Education Union (AEU). For information and application forms see Wayne Johnston.

CONSULTATIVE COMMITTEE (LAC)

This consultative committee sits fortnightly to advise the Principal on staffing decisions at the College and is mandated by the Victorian Government Schools Agreement. If you would like to know more about this committee see the Principal, your union representatives (Wayne Johnson or Justin Hayward), staff representative (Pat Butler) or visit this website: http://www.education.vic.gov.au/hrweb/workm/pages/consultts.aspx
STUDENTs

COLLEGE GUIDELINES – For Students

- Courtesy and respect must be shown at all times to other students, staff and visitors to the College.
- Students must not interfere with anyone else or their belongings. This applies to the property of the College and teachers/office staff as well as to that of the students.
- Students in Years P – 10 must line up for class and may enter a classroom ONLY when a teacher is present.
- Students must walk sensibly and courteously within / around buildings.
- Running, pushing or other unruly behaviour is not acceptable.
- Heaters, fans, blinds and projectors in classrooms are to be adjusted only by the teachers or under a teacher’s instructions.
- Visits to the toilet or to the office etc. should be made DURING THE BREAKS provided. If students leave the classroom, they must carry their diary and have the reason written and signed prior to leaving the room. Classes are to be assembled ready to enter the rooms when the bell for the start of class sounds.
- Students from Year 7 - 12 must arrange books for all the following classes during the breaks provided. Students are not to go to lockers between classes or during class time.
- Students must remain within the College grounds during school hours. Exceptions to this are (1) students with a lunch pass who may go the their designated home during lunchtime, (2) students with a note from a parent / guardian, who has signed out at the General Office, (3) students involved in activities or excursions away from the school.
- Teacher’s offices/General office are out of bounds to all students at ALL times.
- Students may eat their lunch in their village open area providing that they ensure the area remains clean. Students are to take care with food and clean up after themselves.
- Students are not permitted to smoke at school, nor on the way to or from school.
- Students should not bring valuable items to school. If there are reasons why any of these items need to be at school, then they may be left at the General Office or with the classroom teacher during the school day. The school cannot be responsible for items lost or stolen (this includes mobile phones and personal devices).
- Students must not bring or chew gum at school.
• Any visitors to the school must report to the General Office, and register on the Compass Kiosk, obtaining a visitor’s pass, which must be carried whilst the visitor is on the school grounds. Visitors must return to the General Office foyer and where they should wait for their student or the person they are visiting to collect them for their meeting.

• Any student out of uniform will be issued with the missing piece of uniform to be used for the day and returned at the end of the day. Year P – 6 students must see BJ Overstead and Year 7 – 12 students should see Mrs Bedford and who will issue the missing piece of uniform.

• Students arriving late on the Sebastopol Campus must IMMEDIATELY sign in through the Compass kiosk in the foyer of the General office, (please see the staff at the General Office or Mrs Bedford if assistance is required) to obtain a late slip. The student must give the slip to their teacher when arriving at class.

Students arriving late on the Redan Campus must see BJ Overstead at the office and sign in before going to class.

• Students leaving the school early from the Sebastopol Campus must sign out through the Compass Kiosk in the foyer of the General office before they leave or see Mrs Bedford if there is an issue. They MUST either present a note explaining their early departure or be picked up and signed out by a parent or guardian. (A letter box is located near the Kiosk for notes).

Students leaving the Redan Campus must be collected from the front office and signed out by parent or guardian.

EXPECTED FOLLOW UP FROM STAFF

Staff need to ensure that they are aware of and follow up the following expectations of students consistently:

Code Appearance

➢ Body piercing is permissible in the ears. Small single nose studs are acceptable. All other facial piercings (eyebrow, chin, lip, neck, etc) are not permitted due to OHS reasons and must be removed whilst at school. These piercings CANNOT be taped and MUST be removed.

➢ No obtrusive jewellery is to be worn. In practical classes, for safety reasons, teachers may request that no jewellery be worn.

Teachers may confiscate any prohibited items and hand them to the appropriate House manager. Students that refuse to remove facial piercings can be sent to the House Manager, Learning Area Leader, AP or P. Items may be collected at the end of each week from the House Manager or Learning Area Leader.
- Chewing Gum is NOT permitted. Student’s chewing gum must be asked to place their gum in the bin. Use a global statement “In this school we do not chew gum” and continue to restate this until they place in the bin. Should they refuse, follow your normal classroom management plan.

- Students on the Sebastopol Campus MUST NOT be allowed out of class WITHOUT their diary. If you see students out of class PLEASE ASK to see their diary. If they do not have one, send them back to class to get one. Class teacher permission is required for students in Year P – 6 to leave their classroom.

- Students sent to the Library have an entry in the diary that clearly states their purpose and length of stay.

- Teachers MUST NOT leave their class unattended. If necessary, get another staff member to watch your class temporarily.

- Students may have a water bottle in class for hydration purposes.

- DO NOT send students to the office during class time. They can complete excursion payments, phone calls, etc at recess or lunchtime.

- ENSURE that you are punctual to class and have all required resources.

- Mobile Devices: Follow the agreed protocol for the appropriate Learning Area. Mobile Devices are permitted at school and may be used for TEACHER DIRECTED use within the classroom. If a student is using a mobile device such as a phone or iPod inappropriately a report should be sent via compass to the appropriate student manager.

- Students on the Sebastopol Campus may use iPods as storage devices. They may also use them to listen to music where permitted by the teacher. Students must get permission from the teacher for this. By making it clear at the start of the semester your guidelines for iPods and telephones this will help to eliminate any unnecessary conflict.

- Year 6-12 students who are late to school on the Sebastopol Campus must sign in at the Compass Kiosk near the General Office and the Year P – 5 are required to sign in at the Redan Office. They will be provided with a late slip to present to their class teacher. If they have arrived prior to you marking the roll, mark them as PRESENT, otherwise mark as ABSENT.

- It is the class teacher’s responsibility to check iPad/laptops for condition as they are used in the classroom and at the end of class. Please report any damages or other issues directly to the IT Team – either email or telephone.
<table>
<thead>
<tr>
<th>Issue</th>
<th>All College Staff (Teaching &amp; Non-Teaching)</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Values</td>
<td>Staff model the College Values; Respect, Responsibility, Integrity, Cooperation and Excellence.</td>
</tr>
<tr>
<td>Litter in the grounds</td>
<td>Don’t walk past litter, ask students in that area to assist you in cleaning it up. Students who refuse or are rude, must be followed up via the college student management process.</td>
</tr>
<tr>
<td>Students out of uniform</td>
<td>Direct the student to parent liaison officer / office for correction. Where no suitable alternative can be provided students will work in “time out”. If student refuses notify house/student manager follow student management process. Students without a hat must be sent to the undercover area</td>
</tr>
<tr>
<td>Redan Campus students not wearing a hat</td>
<td></td>
</tr>
<tr>
<td>Students with chewing gum</td>
<td>Ask students to place chewing gum in the bin prior to entering the classroom. Any student with chewing gum – use statement “in this school we don’t chew gum” and ask them to place it in the bin</td>
</tr>
<tr>
<td>Students swearing or using bad language</td>
<td>In Class: 1 - Global Phrase, ask to rephrase or apologise, 2 – mini chat &amp; warning that if it continues will result in a Incident report, 3 – Incident report for continued non-compliance and lack of respect for others In yard: Do not ignore, stop student, use global phrase, mini chat &amp; warning that if it continues will result in a red card or Incident report for continued non-compliance and lack of respect</td>
</tr>
<tr>
<td>Rudeness or disrespect towards a staff member</td>
<td>1 – Use values (respect) to address your concern and request apology, 2 – mini chat &amp; warning that if continues will result in a red card or Incident report for continued non-compliance and lack of respect</td>
</tr>
<tr>
<td>Put down of other students</td>
<td>1 – Global phrase (in this school we treat others with respect), ask to rephrase or apologise, 2 &amp; 3 as above and inform HM or unit leader for further follow up. Parents may need to be contacted if this behaviour continues.</td>
</tr>
<tr>
<td>Students leaving the classroom</td>
<td>Note in student diary to leave class. On secondary site ONE student at a time. On Primary campus TWO students at a time.</td>
</tr>
<tr>
<td>Student has a mobile phone / IPod</td>
<td>Follow the agreed protocol for the appropriate Learning Area. Students may only use the phone or IPod (as a technology device) under the direction of the teacher. Students who misuse their phone or IPod will be asked to turn it off and put it away, and a report sent to the HM, via Compass (Sebastopol site) / email (Redan site). If there is refusal to follow instruction follow student management process. DO NOT confiscate phones or IPods.</td>
</tr>
<tr>
<td>Misuse of Laptop</td>
<td>Ask to close laptop – cannot use for remainder of lesson. If serious follow student management process.</td>
</tr>
<tr>
<td>Issue</td>
<td>Response</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Late to school</td>
<td>Use Compass Kiosk or report to Redan Office. Follow process as per classroom management plan.</td>
</tr>
<tr>
<td>Student late to class</td>
<td>If late to class, enter on Roll Mark via Compass; student can make up missed time with the teacher as appropriate. Do NOT send for late pass.</td>
</tr>
<tr>
<td></td>
<td>If consistently late to school, refer to HM for follow up, in line with the staged response.</td>
</tr>
<tr>
<td>Students in the corridor between classes</td>
<td>Stop students going to lockers between classes – encourage to move on to next class and to collect books for both lessons.</td>
</tr>
<tr>
<td>Student is issued with an Incident / Compass report</td>
<td>Ensure that an incident / Compass report is sent to the HM as soon as possible. Report should focus on the behaviours and not the person.</td>
</tr>
<tr>
<td>Student is out of bounds or leaves the school grounds without permission</td>
<td>OOB Ask student to move to an appropriate area. If this occurs regularly, inform the HM.  Students leaving grounds without permission – inform HM follow agreed protocol</td>
</tr>
<tr>
<td>Student is smoking</td>
<td>Inform the HM and direct them to the appropriate office area immediately.</td>
</tr>
<tr>
<td>Facial piercings</td>
<td>Facial piercings (other than small nose stud) ARE NOT PERMITTED. Ask student to remove AND inform the HM / AP. If student refuses to remove, then send to HM or AP and notify them of this – students will be sent home.</td>
</tr>
<tr>
<td>Homework / incomplete work</td>
<td>Students who do not complete homework or tasks – give them the opportunity to complete at lunchtime or alternate time. If not completed then you MUST inform parents via phone/mail/Compass</td>
</tr>
<tr>
<td>Technology</td>
<td>Staff are NOT to be “friends” with current students on Facebook. Personal mobile phones should not be used in class unless appropriate. Staff mobile phone numbers should not be provided to students or parents unless on camps or excursions. Compass email is the preferred method of contacting students outside of school time.</td>
</tr>
</tbody>
</table>

Encourage quiet movement in and around buildings and pick up on disruption to classes NO MATTER WHERE OR WHO YOU ARE
DUTY OF CARE

Whenever a student–teacher relationship exists, the teacher has a special duty of care. This is defined as: “A teacher is to take such measures as are reasonable in the circumstances to protect a student under the teacher’s charge from risks of injury that the teacher should reasonably have foreseen.” (Richards v State of Victoria (1969) VR 136 at p. 141) As part of that duty, teachers are required to supervise students adequately. This requires not only protection from known hazards, but also protection from those that could arise (that is, those that the teacher should reasonably have foreseen) and against which preventive measures could be taken.

School authorities in breach of the duty of care may be liable for injuries inflicted by one student on another, as well as for injuries sustained by a student.

Schools normally satisfy the duty of care by allocating responsibilities to different staff. For example, the principal is responsible for making and administering such arrangements for supervision as are necessary according to the circumstances in each school, and teachers are responsible for carrying out their assigned supervisory duties in such a way that students are, as far as can be reasonably expected, protected from injury. This duty extends to intervention in single-sex areas if need be by a teacher of the other gender.

Refer to: DUTY OF CARE POLICY and PROCEDURES

MANDATORY REPORTING

As staff members, we have a legal and moral responsibility to respond to incidences involving abuse of the children with whom we have contact, and to use our professional judgement of available information to ensure that reporting is appropriate to the situation. All members of the teaching service are mandated by law to report signs of physical and/or sexual abuse.

The College will provide information on an annual basis regarding mandatory reporting responsibilities and procedures. If you have formed the belief that sexual or physical abuse has taken place, you need to report your concern immediately to the Principal, Assistant Principal, Student Welfare Coordinator or Unit / Year Level / Sub-school Leader. They will refer to the Mandatory Reporting Policy and assist you in contacting Child Protection to propose a hypothetical or make an official report – (1800 650 227)

Refer to Mandatory Reporting Policy for more detailed information.
SWPBS is a systematic approach to teaching, correcting and acknowledging positive behaviour in all staff and students. As a staff team it is our job to model and acknowledge positive behaviour at all times. Lessons have been developed to teach positive, expected behaviour in specific locations. SWPBS seeks to focus upon four foundations – Safety, Teamwork, Achievement and Respect (STAR).

An acknowledgement system for students has been developed as student of the Week and Token Prize Program.

The engagement and well-being target for Phoenix P-12 Community College is to enhance the school educational environment in order to provide a safe, stimulating, caring and positive learning environment for all members of the school community.

The whole school positive behaviour strategies of Phoenix P-12 Community College include:

- **Softer & closer** – staff aim to provide positive and negative feedback to students more personally and privately, by speaking quietly and within talking range, rather than policing at a distance. The teacher moves closer to the student and drops their voice and engages them in a quiet discussion. Staff will not yell at students.

- **Student of the week awards** - These are nominated students representing our SWPBS program and are used to recognise students exhibiting positive behaviours. Each Learning Village can nominate a Student of the Week and a certificate and reward will be presented to the individual student chosen. This will be acknowledged in the newsletter and on the rolling screens around the College.

- **8:1** – Staff aim to provide feedback and comments to students that are in the ratio of 8 positive comments to 1 negative comment.

- **Global phrases** - Staff at Phoenix P12 College have agreed to the use of global statements and will use these on a daily basis to address any issues.

  **Secondary Campus Global Statements:**
  - In this school we treat each other with respect
  - In this school we don’t blame others and we don’t make excuses
  - In this school we listen to each other
  - In this school we do not swear

  *Refer to Student Engagement Policy for more detailed information.*
Why Do We Explicitly Teach Our Expected Behaviours?

Introducing, modelling and reinforcing positive social behaviour is an important step of a student’s educational experience. Explicitly teaching our behavioural expectations and acknowledging students for demonstrating them is key to our success.

- They are necessary skills for success in life.
- Many students arrive at school without these important skills.
- They are the basis for a positive and safe climate.
- Doing so increases opportunities to teach other skills.

When Do We Teach Our Expected Behaviours?

- At the beginning of school year.
- Often enough to achieve and maintain fluency.
- Before times when problem behaviours tend to increase.
- Ongoing throughout the year. (refresher lessons)
- At teachable moments.

How Do We Teach Social Behaviours?

Tell – Introduce the expected behaviours and discuss why it is important
Show – Demonstrate and model
Practise – Role play expected behaviours in the relevant contexts
Monitor – Pre correct, supervise and provide positive feedback
Reteach – Practise throughout the day

Where Do We Teach Our Expected Behaviours?

- In every classroom throughout the school.
- Everywhere in the school.
- It is embedded in other school activities.

THE TOKEN PROCESS

- Students are given tokens for positive behaviours observed by staff (These are not to be traded, bartered, or begged for)
- Students hold onto their own tokens – being encouraged to place in a zip lock bag inside their diary pocket. This is to encourage diary use and promote personal responsibility.
- Once students have collected tokens, they can choose when to cash these in for rewards at the Gold Mine.
- The ‘GOLD MINE’ will be open each week on a Thursday.
PHOENIX GOLD MINE
OPENING HOURS

**Thursdays**

**Redan Campus**
When: Before and After School
Location: The Bell Room

**Sebastopol Campus**
When: Before school 8.30 – 8.50 am and after school 3.15 – 3.30 pm
Location: K10 (Textiles)

- When students attend the gold mine their tokens will be recorded. Successes will be relayed to staff periodically.

## TOKENS: WHAT ARE THEY WORTH?

<table>
<thead>
<tr>
<th>Tokens</th>
<th>Item / Reward</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>White Certificate, Milkshake Voucher, Positive choice award, Stickers, Eraser</td>
</tr>
<tr>
<td>10</td>
<td>Grey Certificate, Value Labelled Grey Lead pencil, 4 Pen, Canteen Voucher - $5.00, 15 Minutes Free Time in own class</td>
</tr>
<tr>
<td>15</td>
<td>Purple Certificate, Student driven activity, Phoenix Bouncy Ball</td>
</tr>
<tr>
<td>25</td>
<td>Black Certificate, USB, Drink bottle, 1 module leave pass to LRC or another class</td>
</tr>
<tr>
<td>50</td>
<td>Bronze Certificate, Book Voucher- $10.00, A small group meal with a Special guest from the community</td>
</tr>
<tr>
<td>75</td>
<td>SILVER Certificate, School Tie, School Scarf, School Hat</td>
</tr>
<tr>
<td>100</td>
<td>GOLD Certificate, Movie Voucher- $20.00, iTunes Card- $20.00</td>
</tr>
</tbody>
</table>
**TOKEN DELIVERY: GETTING IT RIGHT**

Step 1: Identify the behaviour that deserves reward

Step 2: Approach the student

Step 3: Congratulate the student (using their name whenever possible) and clearly identify the behaviour that they are being rewarded for - (i.e. Thank you Kalee for picking up rubbish and showing responsibility for our school grounds.) Always include the reason, a simple Thank you or Well done, whilst polite, does not reinforce the identified behaviour or teach others around the student what good behaviour is.

Step 4: Present the student with their token.

Only through the consistent approach can we be the drivers of change!
# Implementation Focus

<table>
<thead>
<tr>
<th>Month</th>
<th>CLASSROOM FOCUS</th>
<th>SCHOOL GROUND FOCUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>Introducing SWPBS, Matrix, Rewards Program Overview</td>
<td></td>
</tr>
<tr>
<td>February</td>
<td>All areas focus</td>
<td>All areas focus</td>
</tr>
<tr>
<td>March</td>
<td>Bring all equipment. (Responsibility)</td>
<td>Oval</td>
</tr>
<tr>
<td>April</td>
<td>Follow instructions. (Cooperation)</td>
<td>Bus Stop</td>
</tr>
<tr>
<td>May</td>
<td>Listen to all class members. (Respect)</td>
<td>Corridors</td>
</tr>
<tr>
<td>June</td>
<td>Be patient (Excellence)</td>
<td>Lockers</td>
</tr>
<tr>
<td>July</td>
<td>Be on time. (Responsibility)</td>
<td>Toilets</td>
</tr>
<tr>
<td>August</td>
<td>Speak kindly. (Respect)</td>
<td>Community</td>
</tr>
<tr>
<td>September</td>
<td>Try your best at all times. (Excellence)</td>
<td>Online / Digital use</td>
</tr>
<tr>
<td>October</td>
<td>Work with classmates. (Cooperation)</td>
<td>Car park area</td>
</tr>
<tr>
<td>November</td>
<td>Treat others equally and fairly. (Integrity)</td>
<td>Indoors</td>
</tr>
<tr>
<td>December</td>
<td>All areas focus</td>
<td>Canteen</td>
</tr>
</tbody>
</table>
WHEN FACED WITH NEGATIVE BEHAVIOUR

Not all behaviour will be positive.

The aim of this program is to decrease the negative behaviours by actively encouraging good behaviour. When negative behaviours are present, try to provide positive alternatives that could be used to get a better result in the future.

Those students whose behaviour is repeatedly outside of our school expectations will be involved in targeted interventions and personalised plans.

6:1

We aim for 6:1 ratio of positive comments and positive reinforcement to negative feedback. This is a challenge and one that requires regular planning, reflection and support.

Some methods of keeping track of your ratio may be:

- Asking a colleague to record positive and negative statements (for the whole class or targeted at certain students)
- Ripping a piece of paper to record the positives and negatives. Using the edges of the page – long side positive and short side negative may be an effective reminder to give positive comments
- Having student/s record phrases that they have received in a lesson
- Survey the class to determine their perceptions
- Video your lesson and reflect back
- Positive behaviour charts in the classroom, remembering to reiterate the exact reason for a positive sticker/stamp/tick being given

POSITIVE BEHAVIOUR SUPPORT STRATEGIES

These strategies intentionally aim to minimise drawing attention to misbehaviour and they place the responsibility for the behaviour back on to the student. In this way they show consideration and respect, whilst also encouraging personal responsibility. These strategies are designed to be applied to behaviours that interfere with the learning of others.

Strategy One: Make EYE CONTACT with students who are off task.
Strategy Two: MOVE NEAR to students who are misbehaving, establish brief EYE CONTACT and say nothing.
Strategy Three: Check misbehaviour with a FACIAL EXPRESSION e.g A very slight shake of the head, a frown (NOT a long suffering look)
Strategy Four: USE GESTURES. Palm out = Stop, Finger to lips= Quiet
Strategy Five: Call the students NAME

Then ...
• Softer and Closer – Staff aim to provide positive and negative feedback to students more personally and privately by speaking quietly within talking range, rather than policing from a distance. The teacher moves closer to the student and drops their voice and engages them in quiet discussion. Staff will not yell at students.

• Broken record and recognition of compliance – This is where teachers state their expectation, give the required direction and wait for compliance. They repeat the expectation calmly. They keep repeating in a calm manner until it occurs. Staff will not argue with students, but rather wait for compliance and then acknowledge and thank students when they do comply.

• Global Statements – Staff are to use global statements and will use these on a daily basis to address any issues:
  • In this school we treat each other with respect
  • In this school we don’t blame others and we don’t make excuses
  • In this school we listen to each other
  • In this school we do not swear or use bad language
  • Our code of conduct states that we should be respectful
  • If you continue to break our code of conduct I will be forced to move to the orange stage of our student management process.

RESTORATIVE PRACTICES

Restorative Practices involves the building of positive relationships and establishing a supportive environment that is fair, consistent and democratic. The underlying principle is that relationships are important, and when an incident occurs, the focus in on the harm caused to the relationship and the subsequent repairing of that harm; rather than; what rule has been broken and therefore what consequences will be imposed.

In restorative practices, the wrongdoer(s) and the victim(s), as well as supporters of both, are provided with the opportunity to talk about what has happened, how they have been affected by it and what they want to happen to repair the harm that has been caused. This approach aims to repair the harm done to relationships and people, over and above the need for assigning blame and dispensing punitive punishment.

Rather than a person who is not involved dispensing “punishment” or consequences, all those involved are part of working out what should occur to make things right.

House Managers, learning Area Leaders and Welfare Coordinators will assist staff to resolve incidents restoratively. Any suspension will automatically result in a restorative meeting with students and parents. Any incidents or issues at school will be resolved in this way, particularly bullying and harassment.
Student Management Handbook
For
Village Staff
**Rationale:**

House managers and staff need to be consistent when dealing with parents and children to emphasise that we are all united in how to help students. Sending mixed messages can cause conflict among parents, teachers and students.

**Key Points:**

- Use global language. E.g. At this school swearing in not acceptable...
- Use the language of choice. E.g. Jamie had a choice and made a bad decision.....
- Re-iterate that students need to take responsibility for their behaviour. e.g. Emily has caused this, she needs to now fix the problem
- Include the parent in the process through praise. E.g. Its great Josh has support from home but we need to work together to...
- Never speak to a group of aggressive students together, one at a time.
- Let angry people calm down. Don’t make decisions when angry.
- Make sure teachers and you document all involvement in Compass.
- Try to talk to parents alone and get them on side before including the child to avoid conflict.
- Never conduct an interview alone unless ABSOLUTELY sure it is safe to do so.
- Never conduct counselling of a student in a secluded place without other staff nearby.
- Try to increase consequences as more incidents take place. E.g. start with a lunch time detention, then after school detention, then internal suspension, then suspension, then extended suspension... etc.
- Emphasise the code of conduct and that with rights comes responsibilities. E.g. our code of conduct highlights everyone’s right to safety but that means people have to make responsible decisions....
- We do not have to deal with angry / abusive parents
STUDENT MANAGEMENT PROCESS

Positive Behaviour Support Strategies

- **Softer & Closer** – staff aim to provide positive and negative feedback to students more personally and privately, by speaking quietly and within talking range, rather than policing at a distance. The teacher moves closer to the student and drops their voice and engages them in a quiet discussion. Staff will not yell at students.

- **Broken record & Recognition of Compliance** - This is where teachers state their expectation, give the required direction and wait for compliance. They repeat the expectation calmly. They keep repeating themselves in a calm manner until it occurs. Staff will not argue with students, but rather wait for compliance and then acknowledge and thank students when they comply.

- **Global Statements** - Staff are to use global statements and will use these on a daily basis to address any issues:
  - In this school we treat each other with respect
  - In this school we don’t blame others and we don’t make excuses
  - In this school we listen to each other
  - In this school we do not swear or use bad language

Supportive Behaviour Management

SBM strategies are those that are delivered low key and go virtually unnoticed by other students. They are brief, subtle reminders of expectations. Many of the most effective are non-verbal. They include our focus SWPBS of “Softer and Closer”

Strategy One  Make **EYE CONTACT** with students who are off-task
Strategy Two  Parallel Cueing praise students nearby those not working
Strategy Three  Check misbehaviour with **FACIAL EXPRESSION** e.g. a very slight shake of the head
Strategy Four  Use **GESTURES**. Palm out = stop. Finger to lips = quiet.
Strategy Five  Use the student’s **NAME**
Strategy Six  Utilise **PROXIMITY CUES**. Stand near students who are misbehaving
Strategy Seven  Allow students a **CHOICE**. Not demands.
Strategy Eight  Allow students **TAKE-UP TIME** with decision-making. Turn and walk away.
Strategy Nine  Use **AFFIRMATION / ENCOURAGEMENT**
Strategy Ten  Use **RESPECTFUL** Instruction. Please and thank you.

These strategies intentionally aim to minimise drawing attention to misbehaviour and they place the responsibility for behaviour back on to the student. In this way they show consideration and respect and encourage personal responsibility. These strategies are designed to be applied to behaviours that interfere with the learning of others.
# Rights and Responsibilities of Students (Code of Conduct)

<table>
<thead>
<tr>
<th>Responsible for</th>
<th>Yourself</th>
<th>Others, the College, the Community and the Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learn</strong></td>
<td>Take full advantage of your learning opportunities</td>
<td>Do your best to make the College a great learning community for everyone</td>
</tr>
<tr>
<td></td>
<td>You can do this by:</td>
<td>You can do this by:</td>
</tr>
<tr>
<td></td>
<td>• Doing your best and attempting all tasks</td>
<td>• Addressing staff in a respectful and appropriate way at all times</td>
</tr>
<tr>
<td></td>
<td>• Letting staff help you by paying close attention to instructions</td>
<td>• Not distracting other students from paying attention to instructions</td>
</tr>
<tr>
<td></td>
<td>• Attending all your classes and being on time</td>
<td>• Not distracting other students from doing their work</td>
</tr>
<tr>
<td></td>
<td>• Being organised and bring your books and equipment</td>
<td>• Not touching other students property without their permission</td>
</tr>
<tr>
<td></td>
<td>• Catching up on any work that you have missed</td>
<td>• Representing the College to the best of your ability at all times</td>
</tr>
<tr>
<td><strong>The Right to</strong></td>
<td>Take care of your own health, safety and wellbeing</td>
<td>Look after the health, safety and wellbeing of others, the College</td>
</tr>
<tr>
<td></td>
<td>You can do this by:</td>
<td>community and the environment</td>
</tr>
<tr>
<td></td>
<td>• Not acting in a way that will cause harm to yourself</td>
<td>You can do this by:</td>
</tr>
<tr>
<td></td>
<td>• Following the reasonable instructions of staff at all times</td>
<td>• Not acting in a way that could cause harm to another person</td>
</tr>
<tr>
<td></td>
<td>• Wearing the appropriate uniform all times</td>
<td>• Not saying or doing anything that will make others feel threatened or</td>
</tr>
<tr>
<td></td>
<td>• Not possessing or using illegal drugs or substances</td>
<td>unsafe</td>
</tr>
<tr>
<td><strong>Be safe and feel comfortable</strong></td>
<td></td>
<td>• Not discriminating against others</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Not Bullying</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Not Vandalising or destroying property</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Not Littering</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Using water and resources wisely</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Following the instructions of staff</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Inform staff if you are aware of any danger</td>
</tr>
</tbody>
</table>

**Student, Parent/Guardian and College Agreement**

Student
I _________________________________________ on this day __________________________ hereby agree to be a part of the Phoenix P-12 College Community and respect myself, others, the College Community and the environment by following the above code of conduct. I understand that if I fail to follow this code of conduct then there will be consequences for my actions.

Signed: ________________________________________________________________

Teacher, House Manager, Assistant Principal _____________________________ Signed: _____________________________ Date: _____________________________
### Grey Stage

**Demonstrated Behaviour**
- Failure to comply with the College Code of Conduct
- FYI - only
- General Class room items
- Classroom management plan enacted successfully
- Requires no HM/AP follow up

**Examples**
- No equipment
- Lateness
- Contact made home
- Moved within in room
- Work not submitted
- Class disruption
- Minor absence
- Uniform non-compliance

**Possible Consequences**
- Avoid escalation of issue by adopting strategies attached ***
- Teacher has a private discussion with student about appropriate behaviour and a reminder about the College expectations
- 15 minute Time Out in class or moved to another seat within the classroom
- Teacher organises alternate class and completes contract
- Monthly Code of Conduct record sent home Redan Campus
- Parents contacted by teacher or house manager and asked to reinforce the College Code of Conduct at home
- Student given a detention
- Incident reported to the house manager

**Other strategies as suggested by parent/guardian or House Manager**

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### Yellow Stage

**Demonstrated Behaviour**
- Repeated failure to comply with the College Code of Conduct
- Follow up required
- Intervention needed. Wellbeing situation requiring monitoring.
- Requires HM/AP follow up

**Examples**
- Repetitive non-compliance
- Repetitive class disruption
- Repetitive absence
- Alternative class plan
- Unlikely to pass
- Welfare referral
- Plagiarism / cheating
- VCAA rule breach
- Redemption
- Bullying

**Possible Consequences**
- Student placed on a performance sheet
- Student moved to another classroom for an extended period of time or 30 minute time out in buddy class
- Restorative Practices session
- Classroom Conference
- Community Conference
- Suspension (1 day for initial offence, 2 and 3 days for major offences or repeated offences)
  - After school detentions
  - Interview with parents
  - Exclusion / Part time program, working from home
- Support programs – Student Services, Anger Management, etc.

**Other strategies as suggested by parent/guardian or House Manager**

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### Red Stage

**Demonstrated Behaviour**
- Constant failure to comply with the College Code of Conduct
- Danger / immediate follow up ASAP
- Suspendable behaviour / SAC missed / Mandatory report
- Concerns that must be addressed by HM &/or AP

**Examples**
- Violence
- Abuse
- Vandalism
- Missed SAC
- Theft
- Illegal substance abuse

**Possible Consequences**
- Student referred to reference, MAST group for allocation to another school or setting
- Alternate programs e.g. DOTS, Y2, Distance ed. program
- Suspension
- Exclusion / Extended Part time program, working from home

**Other strategies as suggested by parent/guardian or House Manager**

---

**The College reserves the right to promote students straight to the Red Stage in the case of a severe incident**
Alternative Class Plan and Record

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Home Group:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher:</td>
<td>Class:</td>
</tr>
<tr>
<td></td>
<td>House Manager:</td>
</tr>
</tbody>
</table>

First time in Alternative Class (1 lesson)

In class strategies already tried
- [ ] Reminding student of classroom expectations
- [ ] Moved student to alternative position in the room
- [ ] Brief time out
- [ ] Others ________________________________

Reason

Alternative Class

<table>
<thead>
<tr>
<th>Room</th>
<th>Teacher</th>
<th>Date and Time</th>
<th>Work set</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comment by Alternative Teacher

Signature:

I agree to:
1. Be polite and do what my teacher asks me to do
2. Attempt all work given to me in class
3. Help everyone by not distracting others

Return to normal class conditions discussed with and agreed to by Student ☐

Student Signature: _________________________ Date: _________

Classroom Teacher: _________________________ Date: _________

Please provide a copy of this agreement to the appropriate House Manager
### Second time in Alternative Class (1 week, 3 lessons)

**Reason**

<table>
<thead>
<tr>
<th>Alternative Class 1</th>
<th>Room</th>
<th>Teacher</th>
<th>Date and Time</th>
<th>Work set</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comment by Alternative Teacher**

**Signature:**

<table>
<thead>
<tr>
<th>Alternative Class 2</th>
<th>Room</th>
<th>Teacher</th>
<th>Date and Time</th>
<th>Work set</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comment by Alternative Teacher**

**Signature:**

<table>
<thead>
<tr>
<th>Alternative Class 3</th>
<th>Room</th>
<th>Teacher</th>
<th>Date and Time</th>
<th>Work set</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comment by Alternative Teacher**

**Signature:**

I agree to:
1. Be polite and do what my teacher asks me to do
2. Attempt all work given to me in class
3. Help everyone by not distracting others

Return to normal class conditions discussed with and agreed to by

Student **☐**

Student Signature: __________________________ Date: ________
Classroom Teacher: __________________________ Date: ________

**Please provide a copy of this agreement to the appropriate House Manager**

© CONTENTS

STAFF MANUAL 56
**STUDENT WELFARE ISSUES**

Staff can make a referral if they feel a student is in need of further support from wellbeing. The process for this would be to first speak to the student’s House Manager or Unit Leader to see what supports may already be in place. The House Manager will then ask you to make a referral to either of the Well-Being co-ordinators.

**WELLBEING REFERRAL PROCESS**

Below is a list of procedures for staff to follow in order to support the wellbeing of students and staff at Phoenix P-12 Community College. This document is a guide that supports school policy and mandatory reporting procedures.

Please do not hesitate to discuss concerns with the Wellbeing team.

<table>
<thead>
<tr>
<th>WHAT TO REFER (REQUIRES IMMEDIATE ACTION)</th>
<th>NOTIFY ONLY (NOT REQUIRING IMMEDIATE ACTION)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A student in crisis (Follow school policy for students at risk)</td>
<td>A student that is upset in response to a known cause</td>
</tr>
<tr>
<td>Child Protection Issues</td>
<td>A student presenting with hygiene and self-care needs</td>
</tr>
<tr>
<td>Staff to follow mandatory reporting procedures. (link below) <a href="http://www.education.vic.gov.au/school/principals/spag/safety/Pages/childprotection.aspx">http://www.education.vic.gov.au/school/principals/spag/safety/Pages/childprotection.aspx</a> Wellbeing staff to provide support during the reporting process.</td>
<td>Relationship breakdowns</td>
</tr>
<tr>
<td>A student that is exhibiting:</td>
<td></td>
</tr>
<tr>
<td>• A significant change in behaviour</td>
<td></td>
</tr>
<tr>
<td>• Social withdrawal</td>
<td></td>
</tr>
<tr>
<td>• Prolonged, general / abnormal sadness</td>
<td></td>
</tr>
<tr>
<td>• Sustained change in their school performance</td>
<td></td>
</tr>
<tr>
<td>• Evidence of self-harm</td>
<td></td>
</tr>
<tr>
<td>• Out of character, unexplained emotional response</td>
<td></td>
</tr>
<tr>
<td>• A significant change in eating behaviours</td>
<td></td>
</tr>
<tr>
<td>A student at risk of harming others</td>
<td></td>
</tr>
<tr>
<td>E.g. Violent outbursts (Verbal / Physical)</td>
<td></td>
</tr>
<tr>
<td>Increasing at-risk behaviours</td>
<td></td>
</tr>
<tr>
<td>(e.g. concerns relating to substance use/sexual health)</td>
<td></td>
</tr>
</tbody>
</table>

If you have any concerns about the welfare of any student in your class, or with whom you have come in contact, you need to refer these to the Student Welfare Coordinator immediately. This could include things such as concerns about health and well-being, mood, friendships, etc. that you believe are impacting on their performance or behaviour in class changes in behaviour.
How to refer:

On the Sebastopol Campus email Sam Gilbert or telephone Wellbeing (Ext: 240), or on the Redan Campus contact Belinda Slater to let them know the following details:
Students name, year level and tutor form group teacher.
Issues as to why the student needs to be referred to Wellbeing.
Background of the student, if possible and what you have documented (ie conversations, specific facts)
We will endeavour to provide feedback to you as soon as possible. (please be aware of confidentiality)

FIRST AID

At all times the college will adhere to the DET guidelines.
Refer to: DET Accident Recording and Reporting
When an accident / incident occurs the following is to be undertaken by staff on hand:
-First aid action is to be taken as required. Send a reliable student if necessary to the office to seek trained first aid assistance and administration assistance.
-Seek assistance from nearby staff if necessary.
-Any serious accident or incident is to be reported immediately to school administration.
-All accidents and Incidents are to be reported as soon as possible to the college office and required documentation completed.

All Accidents and Incidents involving injury are also to be entered online in the injury management system on CASES/CASES21 (Appendix 1)
Incidents to staff may also be notifiable under Worksafe. All incidents involving staff must be reported to administration.

FIRST AID EQUIPMENT

A First Aid Kit can be located in each Learning Village on the Sebastopol Campus and in each classroom on the Redan Campus. Minor things like a scratch or minor cut that may require a Band-Aid should be seen to in the classroom or Learning Village.

More serious First Aid issues on the Sebastopol Campus are directed to Annette Bedford (Extension 212) or Karen Rickard (Extension 241). In an emergency contact the General Office (Extension 9).
If students are not well enough to be in class, then their emergency contacts are called. Students who are unwell are asked to wait near the first aid room until their families/guardians pick them up.
Redan Campus

Students requiring first aid during recess and lunch times, are asked to see a staff member outside on duty. Staff on duty carry with them a Bum-Bag containing basic first aid materials. If the issue can be resolved outside, with a band-aid or some gentle advice, then students should not be sent to the First Aid Room. For more serious issues, a staff member is available in the First Aid Room to help. Students who are unwell are sent home as soon as possible.

First Aid coordinator on the Redan Campus is Jamie Lawlor.

Refer to Student Engagement and Welfare Policy for more detailed information. Refer also to the Emergency Process

For EMERGENCIES REQUIRING AMBULANCE ASSISTANCE

**INCIDENT REPORTING AND CONTACTING 000**
UNIFORM

Students are expected to provide a note from home explaining why they are out of uniform. Pastoral care teachers and house managers will follow up students that are not in full school uniform.

Students out of uniform will be directed to Annette Bedford or BJ Overstead.

*It is most important that all staff support the College Uniform Policy by policing the wearing of our complete uniform.*

Where a replacement item is not available students will work in time out, within their Learning Village.

APPENDIX A

LIST OF CURRENT P12 POLICIES - Refer to policy manual for full policies.

- Anaphylaxis Policy
- Asthma Policy
- Camping Policy
- Computer & Internet Usage Policy
- Critical Incident Policy
- Emergency Management Policy
- Excursions Policy
- First Aid Policy
- Harassment Policy
- Head lice Policy
- Incursions Policy
- Home Learning Policy
- Leave Policy
- Mandatory Reporting Policy
- Medication Policy
- Mobile Devices Policy
- Professional Learning Policy
- Raising Concerns and Complaints Policy
- Students with Disabilities Policy
- Student Engagement Policy
- Student Supervision Policy
- Student Welfare Policy
- Sunsmart Policy
- Uniform Policy

********* Policies are available upon request.