



**amity** college

INSPIRE. EXPLORE. ACHIEVE.

# STAFF HANDBOOK

# INTENDED USE

As an Amity College employee, it is your responsibility to read the following information carefully. This handbook contains details relating to your job and the College as a whole.

For your convenience, a copy of this handbook can also be found on the Amity College staff portal.

Last updated 01 March 2022.

# TABLE OF CONTENTS

<b>1. THE COLLEGE BACKGROUND</b>	
<b>1.1 The School History</b>	<b>6</b>
<b>1.2 The Vision</b>	<b>6</b>
<b>1.3 The Mission</b>	<b>6</b>
<b>1.4 The College Logo</b>	<b>6</b>
<b>2. STAFF EXPECTATIONS, RESPONSIBILITIES AND DEVELOPMENT</b>	
<b>2.1 Expectations From Staff</b>	<b>8</b>
2.1.1 The Commitments to Amity College	8
2.1.2 Values and Attitudes	8
2.1.3 Methods of Teaching	9
<b>2.2 Professional and Legal Responsibilities of Staff</b>	<b>9</b>
2.2.1 Teacher Accreditation	9
2.2.2 Working With Children Check (WWCC)	9
2.2.3 Child Protection	9
2.2.4 First Aid	10
<b>2.3 Duty of Care (Supervision/Monitoring)</b>	<b>10</b>
<b>2.4 Staff Code of Conduct</b>	<b>10</b>
2.4.1 Staff Dress Code	10
2.4.2 Mobile Phones	11
<b>2.5 Staff Attendance</b>	<b>11</b>
2.5.1 Staff Absence	11
2.5.2 Meetings	11
2.5.3 School Events	12
2.5.4 Assemblies	12
2.5.5 Staff Leave	12
2.5.6 Holiday Periods and Leave	13
2.5.7 Supervision Class Arrangements	13
2.5.8 HSC Marking	13
<b>2.6 Student Attendance</b>	<b>13</b>
2.6.1 Roll Call Procedures	13
2.6.2 Unexplained Absences	13
2.6.3 Truancy	13
2.6.4 Long Term Absence	13
2.6.5 Excursion/Incursion and Roll Call	14

# TABLE OF CONTENTS

<b>2.7 Communications</b>	<b>14</b>
2.7.1 Teacher - Teacher	14
2.7.2 Teacher - Parent	14
2.7.3 Teacher - Student	14
2.7.4 Social Media and Newsletter	14
2.7.5 Email and Internet Usage Guidelines	15
<b>2.8 Educator Impact</b>	<b>15</b>
2.8.1 Professional Development	16
<b>2.9 Staff Grievance Procedures</b>	<b>16</b>
<b>3. CURRICULUM</b>	
<b>3.1 Curriculum Structure</b>	<b>17</b>
<b>3.2 Planning and Programming</b>	<b>17</b>
<b>3.3 Assessments</b>	<b>17</b>
3.3.1 Schedules	18
3.3.2 Data Analysis	18
3.3.3 Exam Procedures	18
<b>3.4 SCHOOLBOX</b>	<b>18</b>
<b>3.5 Homework</b>	<b>18</b>
3.5.1 Primary (K-6)	18
3.5.2 High School (7-12)	18
<b>3.6 Inclusive Schooling</b>	<b>19</b>
3.6.1 Tier 1 Interventions	19
3.6.2 Tier 2 Interventions	19
3.6.3 Tier 3 Interventions	19
3.6.3 Diverse Learning Team	19
<b>3.7 Incursions and Excursions</b>	<b>20</b>
<b>3.8 Co-curricular/Faculty Events</b>	<b>20</b>
<b>3.9 Committees</b>	<b>20</b>
<b>4. STUDENT WELLBEING AND DEVELOPMENT</b>	
<b>4.1 Pastoral Care</b>	<b>21</b>
<b>4.2 Counselling Services</b>	<b>21</b>
<b>4.3 Career Advice</b>	<b>21</b>



# TABLE OF CONTENTS

<b>4.4 Behaviour Management</b>	<b>22</b>
4.4.1 Student Code of Conduct	22
4.4.2 Student Uniform	22
4.4.3 Bullying, Harassment and Discrimination	23
4.4.4 Discipline Committee	24
4.4.5 Drugs, Alcohol and Tobacco Usage	24
<b>5. ADMINISTRATIVE PROCEDURES</b>	
<b>5.1 Daily Routine</b>	<b>26</b>
5.1.1 Timetables	26
5.1.2 Replacement Classes	26
5.1.3 Yard Duties	26
5.1.4 Use of Specialist Rooms	26
5.1.5 Google Calendars	26
5.1.6 Wet/Hot Weather Procedures	26
5.1.7 Student Illness and Sick Bay Usage	26
5.1.8 Requisition Form	27
5.1.9 Excursions, Incursions and Camps	27
<b>5.2 Operational</b>	<b>27</b>
5.2.1 Multi Access Card (MAC)	27
5.2.2 Pigeon Holes/Lockable Space	28
5.2.3 School's Electronic Devices	28
5.2.4 Photocopying	28
5.2.5 Workplace Health and Safety Procedures	28
5.2.6 Maintenance	28
5.2.7 Parking Spaces	29
5.2.8 Emergency Evacuation/Lockdown Procedures	29
5.2.9 Class and Corridor Displays	29

# 1. THE COLLEGE BACKGROUND

## 1.1 The School History

The Amity College story starts with the formation of its founding body, Galaxy Foundation (formerly Feza Foundation) in 1994. The foundation was established by a group of active individuals who wanted to make a contribution to the community, particularly in the field of education.

With the enormous community support, it was not long until FEZA Foundation bought the land in 1995 and established its first school, which came to be known as Sule College Prestons School. In February 1996, Sule College opened its doors to its first students, with 32 children from Kindergarten to Year 3. The following year, Sule College had enrolled 282 students from Kindergarten to Year 7. The College continued to grow rapidly and in 1999 it formed its educational services to Illawarra region by opening a one stream Primary School. Due to the demand from the community, another primary school was opened in the suburb of Auburn in 2001.

Over the years, the high quality of education attracted the attention of the broader community, resulting in a large influx of students and teachers from various backgrounds. Thus, Sule College became a multicultural family with more than two thirds of its students coming from backgrounds other than Turkish. This diversity in the student/ teacher composition of the school inspired the School Board to reconsider its name and seek one that is more embracing of the community it reflects. After a long process of community and stakeholder consultations, the name of the school was changed to Amity College. The meaning of AMITY is friendship; peaceful harmony and mutual understanding, which captures the core values of the school.

Amity College is an independent, nondenominational school currently operating in three different regions and provides quality education to students from diverse backgrounds.

- Prestons Campus commenced its operation in 1996 with only 32 students. The number of enrolments at the Main Campus has been increasing from 32 students in 1996 to over 1300 in 2013.

The campus is sectioned into the Primary School and Boys' High School and Girls' High School. Amity College has been offering a K-12 program at the Main Campus.

- Auburn campus caters for students from years K-6.
- Illawarra campus caters for students from years K-12.

## 1.2 The Vision

### **Navigating today. Shaping tomorrow.**

Our vision at Amity College is to guide our students academically and morally so they become inquiring, knowledgeable, caring and contributing individuals in our local and global communities.

## 1.3 The Mission

**Nurturing responsibility. Inspiring excellence.** The College strives to create a school environment that is conducive to learning in all aspects of life. The inspiring and compassionate nature of the staff, coupled with a diverse and challenging curriculum, sets the foundations of academic and creative excellence. Comprehensive Pastoral Care programs and strong ties with parents enhance and support the holistic development of each student.

## 1.4 The College Logo

Our vision is also captured in the College's vibrant logo which is an open book that symbolises the notions of inspiring, inquiring, exploring, learning and achieving. At Amity College, we aspire to establish a culture of excellence in the light of diversity and harmony, which are expressed through the lively colours exhibited in the College's logo.



# SCHOOL BOARD

**Executive Principal**  
Mehmet Koca

- Payroll Officer  
Mustafa Atay
- Child Safety Officer  
Mujgan Berber
- Head of Innovation & Technology  
Akr Altundal
- ICT Systems and Network Manager  
Murat Agar
- ICT Service Delivery Coordinator  
Rinat Farukshin
- Director of Finance  
Necip Aydogan
- Director of HR Compliance  
Alpaslan C. Sancil
- Director of ICT  
Shaliesh Singh
- Operations Manager  
Mesut Ozcan
- PR & Marketing Manager  
Gokmen Karci

- Community Engagement Manager  
Serkan Iner
- Director of Pastoral Care (Boys)  
Gokhan Ozkan
- Director of Pastoral Care (Girls)  
Tuba Ozturk

- CE Coordinator Prestons Primary  
Nurhayat Aydemir
- CE Coordinator Auburn Primary  
Bonasheno
- CE Coordinator Ilawarra  
Hayley Ipek
- CE Coordinator GHS  
Mujgan Berber

## Principal Auburn Campus Hadi Vilmar

- Deputy Principal  
Jayamala Naidoo
- Coordinator (KG-2)  
Rawa Bektes
- Coordinator (Year 3-6)  
Onuma Abdala
- Pastoral Care Coordinators  
Semnur Kombokel & Tamer Baydogan
- Teacher Accreditation Supervisor  
Jayamala Naidoo

## Principal Ilawarra Campus Ferhat Gurhan

- Coordinator (KG-2)  
Lauren Patis
- Senior Coordinator (Year 3-6)  
Amenda Thuring
- Coordinator (Year 7-9)  
Georgina Camino
- Senior Coordinator (Year 10-12)  
Veronica Da Silva
- Pastoral Care Coordinators  
Tugba Guogor & Muhammed Cetin
- Teacher Accreditation Supervisor  
Natalie Camino
- Careers Adviser  
Maribam Hedayta

## Principal Prestons Campus Nazan Polat

- Deputy Principal  
Bilgen Abdioglu
- Coordinator (KG-1)  
Fatmah Elmur
- Coordinator (Year 2-4)  
Erinnat Conley
- Coordinator (Year 5-6)  
Emma Pahr
- Pastoral Care Coordinators  
Nurdan Ayvaz & Bilal Kilic
- Teacher Accreditation Supervisor  
Bilgen Abdioglu
- Childcare Manager  
Minoza Hashimolia

## Principal GHS Campus Onur Ayvaz

- Coordinator (Year 7-8)  
Naren Olan
- Coordinator (Year 9-10)  
Jenan ElAyoubi
- Coordinator (Year 11-12)  
Shaymaa Kallani
- P Care Coordinator (Year 7-9)  
Sumbha Durmus
- P Care Coordinator (Year 10-12)  
Tuba Ozturk
- Student Leadership Coordinator  
Senabha Keser
- Teacher Accreditation Supervisor  
Mujgan Berber
- HSC Coordinator  
Adena Aydogan

## Principal BHS Campus Hasan Dagli

- Coordinator (Year 7-8)  
Lantaro Veloso
- Coordinator (Year 9-10)  
Ayta Erdem
- Coordinator (Year 11-12)  
Soyaya Claitine
- P Care Coordinator (Year 7-9)  
Mujdat Keser
- P Care Coordinator (Year 10-12)  
Ibrahim Khalil
- Student Leadership Coordinator  
Adam Sayadi
- Teacher Accreditation Supervisor  
Hurriye Abinci
- Careers Adviser  
Hakke Aydogan

## Head of Primary Curriculum Fadime Sekmen

- Diverse Learning Coordinator  
Zena Mariani
- Head Teacher (KG)  
Emrah Ali
- Head Teacher (Year 1)  
Kyle Murray
- Head Teacher (Year 2)  
GulSalih
- Head Teacher (Year 3)  
Ayse Gudun / Samira Tokalic
- Head Teacher (Year 4)  
Matthew Engleton
- Head Teacher (Year 5)  
Rahla Tezak
- Head Teacher (Year 6)  
Ayshah Ali
- Head Teacher (Languages Arabic)  
Mazen Alameddine
- Head Teacher (Languages Turkish)  
Semih Yilmaz
- Head Teacher (Religion & Values)  
Cemile Gokuk

## Head of High School Curriculum Azmi Akten

- Diverse Learning Coordinator  
Ayta Erdem
- Head Teacher (English)  
Ruth Read
- Head Teacher (Mathematics)  
Alina Zhang
- Head Teacher (Science)  
Sushila Prasad
- Head Teacher (HSE)  
Rachel Crook
- Head Teacher (Arts)  
Nadia Mihaljevic
- Head Teacher (Technology)  
Alper Ciftci
- Head Teacher (PDHPE)  
Jade Hunt
- Head Teacher (Languages)  
Galay Kurt
- Head Teacher (Religion & Values)  
Davud Ilham
- Head Teacher (VET)  
Hurriye Abinci
- Curriculum Administrator (Ilwrra)  
Sharry Ryan

## Counsellors

- Auburn Primary Counsellor  
Marriate Pinos
- Ilawarra Counsellor  
Asma Ahmed/Hashwa Sabiyullah
- Prestons Primary Counsellor  
Dianne Hanna & Zehra Ozkan
- Lead & BHS Counsellor  
Danielle Chavura
- GHS Counsellor  
Suzan Odemis & Zehra Ozkan



# 2. STAFF EXPECTATIONS, RESPONSIBILITIES AND DEVELOPMENT

At Amity College, all staff are expected to support the school's policies and conduct themselves as representatives of the College in a way which is consistent with its ethos:

## 2.1 Expectations From Staff

### 2.1.1 The Commitments to Amity College

- to create a safe and supportive school environment that is conducive to learning;
- to provide a diverse and challenging curriculum that will meet the needs, interests and abilities of all students;
- to enhance the personal development, academic and creative achievement of every student;
- to ensure the development of literacy, numeracy, analytical and problem solving skills;
- to develop discipline, moral and social responsibility in all students to become active participants in society;
- to promote positive community relations through effective communication with parents and community members;
- to recognise and respect the cultural, linguistic and religious backgrounds of all students; and
- to equip our students with the following Core Australian School Values:
  - Responsibility
  - Honesty
  - Compassion
  - Respect
  - Happiness
  - Life-long learning
  - Seeking Knowledge
  - Community
  - Team work

Teachers are part of a team, responsible for:

- ensuring that all students learn in a safe and secure environment; and
- providing high quality programs that contribute to students' academic and social success.

Upon acceptance of employment, teachers at Amity College must comply with the following codes and standards.

All teachers will demonstrate commitment to the College by:

- embracing the educational and social values implicit in the profile and mission statement of the school;
- successfully implementing and achieving the College goals and priorities;
- treating all members of the school community with courtesy and respect
- behaving and dressing in a professional manner, which is in accordance with the College's Code of Conduct Policy;
- demonstrating the ability to manage and adapt to change;
- being a positive role model to both staff and students; and
- attending major school community events
- announced in the school calendar (may include out of school hours, weekends and school holidays) and taking an active role when necessary.

### 2.1.2 Values and Attitudes

Staff should:

- acknowledge that all students have the capacity to learn;
- have an understanding of how students develop and how they learn;
- recognise and respond to individual differences in their students;
- treat students equitably and justly, and encourage students to do the same;
- role-model themselves to students and colleagues as motivated, lifelong learners;
- avoid talking about, expressing opinion, or responding to questions or discussions with students on topics or issues that may cause controversy on moral, religious or sexual matters; personal life/philosophy or College policies;
- not cause students to be exposed to acts/performances, videos, movies, publications or any situation that may affect their moral values, modesty or religious susceptibility such as nudity,
- coarse language, violent acts, literature that glorify and/or encourage sex by means of descriptions or illustrations;
- not engage in any activities (outside scheduled teaching/duties) with students during or outside school times, without first discussing the matter with the Principal;



## 2. STAFF EXPECTATIONS, RESPONSIBILITIES AND DEVELOPMENT

- not provide any private tutoring for financial gain to any Amity College student, regardless of campus. Breaches of this Code of Conduct may result in disciplinary action taken;
- always consider the value, purpose and consistency of a gift or benefit before making any decision about accepting it. A gift (or series of gifts) that has a total value greater than \$50 must not become personal property. You should either politely refuse it or decide in consultation with your Principal whether or not to accept the gift. Refer to the Code of Conduct Policy for further elaborations on this point;
- not engage in other employment or business, which may conflict with the interests and reputation of the school, without first discussing the matter with the Principal; and
- not eat or drink in class (with the exception of water).

### 2.1.3 Methods of Teaching

Teachers should:

- develop and apply a wide repertoire of teaching strategies, which engage students to think, inquire, reflect and research;
- keep informed of recent developments in teaching and learning to apply to their planning;
- plan and implement classroom activities which take into consideration the student's prior knowledge, interests, needs, abilities and are aimed for the mental, physical and social training of the students;
- structure differentiated learning tasks which foster student motivation, engagement, and accommodates for all learners;
- establish and explain expectations for students that are clear, challenging and achievable, which increase the learner's own sense of responsibility for learning; and
- make their teaching explicit by clarifying the learning intentions of any unit/topic/lesson, detailing the work/unit requirements and explaining how students are to be assessed.

### 2.2 Professional and Legal Responsibilities of Staff

Staff employed by Amity College should:

- follow all school policies and procedures;
- be involved in the well-being and counselling of students in conjunction with other appropriate professionals (e.g. collection of NCCD data);

- be prepared to assist students outside the classroom time, such as before school, break times and organised lessons after school (with the knowledge of the Principal);
- promote student self-esteem, confidence and self-worth and recognise and celebrate all student achievement;
- implement (from time to time) extra-curricular activities, extra periods, yard duties, sports duties, school camping activities, competition preparations, entrance exam duties, etc.;
- establish a positive and professional relationship with other staff at the College;
- share their expertise, ideas and materials with other teachers; and
- share the responsibility with the school for their own professional development and career development.

### 2.2.1 Teacher Accreditation

Accreditation supports quality teaching and recognises the invaluable role teachers play in the community.

To start or return to working as a teacher in a NSW school, teachers must be accredited by the NSW Education Standards Authority (NESA) (formerly BOSTES). The first step is to apply for Provisional or Conditional Accreditation.

Teachers who have worked in a NSW school since before 1 October 2004, and have not had a break from teaching of more than 5 years, do not currently need to be accredited. Accreditation requirements will apply to all school teachers from 1 January 2018.

It is the responsibility of every teacher to update and maintain their profile on the NESA Teacher Accreditation website. This includes employment details, leave of absence, recording/evaluating of PD courses and payment of the annual membership fee.

It is the responsibility of teachers to inform their Principal and/or the delegate [Teacher Accreditation Supervisor] of any changes to their accreditation status.

Provisionally Registered Teachers (PRT) must ensure timely preparation of their portfolio to apply for Proficient Teacher status. The school will support these teachers throughout this process.



# 2. STAFF EXPECTATIONS, RESPONSIBILITIES AND DEVELOPMENT

## 2.2.2 Working With Children Check (WWCC)

A Working With Children Check is a requirement for people who work or volunteer in child-related work. It involves a national criminal history check and a review of findings of workplace misconduct.

It is the responsibility of teachers to notify their Principal and/or the delegate [Child Safety Officer] of their WWCC number, as well as maintain/update their WWCC.

For further information on WWCC and Facts Sheets related to Risk Assessments

Please refer to the following page on [www.kidsguardian.nsw.gov.au](http://www.kidsguardian.nsw.gov.au)

## 2.2.3 Child Protection

The safety, protection and well-being of all students is of fundamental importance to the School. Child protection is a community responsibility.

Both you and the School have a range of different obligations relating to the safety, protection and welfare of students including:

- a duty of care to ensure that reasonable steps are taken to prevent harm to students;
- obligations under child protection legislation; and
- obligations under work health and safety legislation
- obligations under work health and safety legislation.

Amity College has a child protection policy, which is updated regularly.

The purpose of the [Amity Child Protection Policy](#) is to summarise the obligations imposed by child protection legislation on the School and on employees, contractors and volunteers at the School; and to provide guidelines as to how the School will deal with particular matters and incidents.

Each member of staff is required to complete the online Child Protection and Discrimination courses annually through Complispace:

1. Discrimination, Harassment and Bullying
2. Child Protection
3. Student Duty of Care.

All staff will be informed by the Director of HR Compliance when these modules become available.

All staff will be informed by the Compliance Manager when these modules become available.

## 2.2.4 First Aid

It is the responsibility of all staff of Amity College to update and/or acquire First Aid Level 2 certificate with Anaphylaxis training. Half of the cost for this course will be subsidised by the College. The full course will need to be renewed every three years.

First Aid training will be scheduled annually in last staff week of Term 2 for staff who need to renew their certificate. Staff who choose to obtain their First Aid Training from an external provider will be subsidised half of their cost, up to \$50.

## 2.3 Duty of Care (Supervision/Monitoring)

Teachers are advised to become familiar with all the laws and regulations pertaining to Duty of Care. If you have concerns about Duty of Care please refer these issues to the Principal. All staff and school members are responsible in ensuring students are safe during school hours (or school programs such as excursions, camps and other functions), on or off campus. Therefore, student supervision is critical.

- Teachers should not leave the students unsupervised in class at any time;
- Punctuality to school and to class is to be strictly observed by each teacher employed by Amity College;
- Teachers are to make sure the classroom doors are always kept locked outside the class hours;
- All teachers should assist each other in ensuring that corridors/classrooms are cleared during recess and lunchtime;
- In cases where students go overseas during the school year, students are to be given work to complete while they are overseas on parents' request. It is recommended that work given is from the student's workbooks and textbooks as prescribed on the booklist. Photocopying pages are to be avoided; and
- Teachers must ensure students are in full uniform during school time.
- Teachers must fill in a risk assessment form through Safe Trip Builder before organising an activity with students in/ out of the school.

# 2. STAFF EXPECTATIONS, RESPONSIBILITIES AND DEVELOPMENT

## 2.4 Staff Code of Conduct

By accepting employment with Amity College, you must be aware of and comply with the Code of Conduct set by the school

Therefore, you must:

- conduct yourself, both personally and professionally in a manner that upholds the ethos and reputation of the College;
- comply with the Amity College's policies and procedures;
- act ethically and responsibly, and
- be accountable for your actions and decisions.

For further details please refer to the Code of Conduct Policy.

### 2.4.1 Staff Dress Code

Staff Members are required to dress professionally at all times and be a positive role model for students.

The following staff dress code must be followed by all Amity College staff:

#### Male teachers

- are required to wear a business shirt, trousers and tie.

#### Female staff should ensure that:

- Skirt length and split is mid-calf at a minimum
- Denim skirts are not worn
- Blouses, shirts, skirts and trousers are not tight, sheer or transparent
- No sleeveless blouses or shirts are to be worn (Sleeves need to be at least a quarter of the arm length)
- No low-cut necklines, T-shirt or polo shirts are to be worn
- The mid-riff of the torso is not exposed
- Tights, leggings and opaques are not worn exclusively, or with the white coat
- Whilst the wearing of religious headscarves (hijab) is allowed, wearing a niqab/burqa while on school grounds is not allowed

#### Both male and female staff should ensure that:

- Jeans, jean-styled canvas, cargo pants, tracksuits, extreme fashion trousers/pants, ¾ pants are not worn
- They wear a fluoro vest whilst on playground duty for identification purposes
- Primary school teachers may prefer wearing the white coat. Please ensure that this is NOT an alternative to the required dress code. When preferred to be worn, the coat should be worn on top of the required dress code.
- Hats should not be worn inside the school buildings during school hours

#### Shoes:

- Teachers must wear formal business shoes
- Casual footwear such as thongs and runners are not permitted, except where a legitimate medical reason is provided

#### Jewellery:

- No facial studs or facial piercing
- A maximum of two earrings are allowed to be worn in each ear lobe. Earrings should not be larger than a 50 cent coin. Male teachers are not allowed to wear any earrings
- Excessive rings are not allowed (eg. rings in every finger); nose rings, eyebrow piercings; upper or lower lip piercings and chin piercings
- No toe-rings or anklets are to be worn

#### Hair/make-up/shaving:

- Extreme hair styles are unacceptable (eg. Mohawk, green/blue hair etc...)
- No excessive hair gel
- Make-up should be subtle
- No strong perfumes/scents
- No tattoos (any existing tattoos should be hidden from sight)
- No fake nails. No extreme coloured nail polish. (eg. fluorescent, multi-coloured, patterned)
- Males are to be clean shaven. A well-groomed beard (not longer than 2 cm) is acceptable



# 2. STAFF EXPECTATIONS, RESPONSIBILITIES AND DEVELOPMENT

## Exceptions:

- Clothing that is subject specific (eg. Physical Education). These should be in accordance with the above mentioned items and guidelines
- Providing a legitimate medical reason for exception
- Science, Arts and Food Technology teachers are encouraged to wear Lab coats
- On curriculum days (student free days) staff are allowed to wear smart casual clothing that is appropriate and modest (no shorts, miniskirts, tights, thongs, singlets and transparent clothing)

## 2.4.2 Mobile Phones

Teachers must not use their mobile phones during teaching and all supervisions (including yard duties) except for emergency situations.

## 2.5 Staff Attendance

Working hours at Amity College are 8.30am to 4.00pm for teaching staff unless there is a scheduled faculty/staff meeting or student/parent program. Working hours for support staff may vary depending on the nature of job as directed by the principal.

### 2.5.1 Staff Absence

Teachers should notify the Daily Organiser if he/she cannot attend work by no later than 7.00am on the day of absence.

Ringling the school office, leaving messages or sending SMS text messages is not acceptable to notify such absenteeism of staff.

If there are any announcements that need to be made, the Daily Organiser should be informed at least one day in advance. Teachers will receive daily information at the morning briefing or via email/ Google Drive.

All leaves (planned and unexpected) require the online Leave Form to be submitted via the [Kiss Flow](#).

All teachers must attend morning assemblies.

If absent more than one day, a medical certificate must be submitted online. Sick leave should only be taken in case of illness.

If leave is required for other purposes, an application must be made to the relevant principal.

We do ask that where possible, staff organise their personal and/or medical appointments outside school teaching hours.

### 2.5.2 Meetings

All teachers must attend scheduled meetings (morning briefing, Staff, Year Level, Curriculum/ Faculty, and where relevant, Pastoral Care).

The meeting schedule will be determined at the beginning of each year by each school.

All meeting minutes should be recorded and shared by the Chair or his/her delegate.

The meeting Chair may at his/her discretion arrange additional meetings when required. Staff will be notified of these.

If a staff member is unable to attend meetings, permission must be sought from the Chair of the meeting.

All teachers (including part-time teachers) are required to attend Curriculum and Staff Development days. Part-time teachers who attend on days outside their working days will be paid for their attendance.

All teachers (including part-time teachers) must attend Parent/Teacher Interviews. Teachers who do not work or are unable to attend on the scheduled PTI day, must conduct interviews on an alternative date as instructed by the school administration.

### 2.5.3 School Events

Staff may be asked, from time to time, to attend extra-curricular activities and major school/ community events that are organised by the school.

These may include, but are not limited to:

- Parents' Picnic/Welcome BBQ Orientation Day
- Parent Information Sessions Open Day
- Entrance Exams Tutorials
- Camps (school, study, Pastoral Care) Sporting activities
- Excursions (both interstate and intrastate) Club/ Competition preparation
- End of Year Ceremonies/Graduation Programs

## 2. STAFF EXPECTATIONS, RESPONSIBILITIES AND DEVELOPMENT

### 2.5.4 Assemblies

At the end of each term there is an assembly held in the school gymnasium. Teachers must be present at all these assemblies. During these assemblies, awards are issued and there will also be student performances.

### 2.5.5 Staff Leave

Staff should refer to the following Multi-Enterprise Agreements for the full details of Staff Leaves.

- Independent Schools NSW Teachers (Hybrid Model) Multi-Enterprise Agreement 2021.
- Independent Schools NSW (Support and Operational Staff) Multi-Enterprise Agreement 2021.

For practicality purposes some sections of the following common leaves are included in this Handbook:

- a. Personal (Sick)/Carer's Leave
- b. Long Service Leave
- c. Annual Leave (for Non-Teaching Staff)
- d. Compassionate Leave
- e. Unpaid Leave

Staff wishing to apply for any type of leave, should fill in the online Staff Leave Form

#### a. Personal (Sick)/Carer's Leave

- progressively accrues in a year as
  - 15 days for Teachers
  - 10 days for Non-Teaching Staff
- No evidence is required for the first 3 single/consecutive days, after that;
  - Medical certificate is required for personal (sick)/carer's injury or illness for 2 or more consecutive days of absence
  - Documentary evidence is required for
    - any single day attached (to a long weekend or term break)
    - unexpected emergency
    - domestic violence
- in case of taking frequent single days of Personal (Sick)/Carer's Leave, (more than 7 days for Teachers and 5 days for Non-Teaching Staff), the School may arrange a meeting in order to clarify the position with the Teacher. The details of such meeting are included in the MEA 2021.

#### b. Long Service Leave (LSL)

Long Service Leave after 10 years of service:

- is 13 weeks for Teachers (thereafter accrues as 2 weeks/year)
- is 10.5 weeks for Non-Teaching Staff (thereafter accrues as 1.05 weeks/year)
- must be used at least one whole term within three years of it becoming available
- additional whole term must be used within 3 years if the current LSL entitlement is more than 10 weeks
- can be used with 2 school terms' notice of the employee
- may be requested in a short block of one week or more
- cannot be requested for shorter than one week
- can only be taken once in a school year regardless of the time requested

#### c. Annual Leave (for Non-Teaching Staff)

- accrues progressively during a year of service to 4 weeks and accumulates from year to year
- can only be requested during non-term times (Maintenance and IT staff may be exempted)
- must be used in a way that it cannot be accumulated more than 2 weeks at the start of a new school year (as at 1 February)

#### d. Compassionate Leave

- can be taken as 2 days paid leave for spending time with an immediate family or a household member who has a life threatening illness or injury
- can be taken as 3 days paid leave after the death of an immediate family or a household member.
- Additional 2 days can be taken from Personal (Sick)/Carer's Leave
- 1 day leave can be taken from Personal (Sick)/Carer's Leave to attend a friend's/relative's funeral

#### e. Unpaid Leave

- can be taken up to 2 days (for each occasion) for caring purposes of an immediate family member due to a personal illness, injury, emergency or domestic violence
- can be taken as overseas trip up to 5 'student days' by all full-time staff (pro rata for part timers) once in a school year for unavoidable family commitments

## 2. STAFF EXPECTATIONS, RESPONSIBILITIES AND DEVELOPMENT

- a Staff Development Day at the beginning of each term is regarded as one of the '5 student days'
- request may be examined for further details regarding the nature and reasons of the commitment
- cannot be issued while there are accrued LSL entitlements
- cannot be merged with any other paid leave except where the MEA permits (e.g: paid maternity leave followed by unpaid maternity leave)

### f. Overseas Personal Leave

- Personal Leave (Sick/Carer's) can be used overseas (except for elective surgery) as long as professionally documented by an accredited health practitioner accompanied with a Statutory Declaration. If documentation upon arrival is not approved/ presented this will be further investigated.
- Staff is allowed to use up to 5 student days as UNPAID leave for unavoidable family commitments overseas. Itinerary must be submitted soon after approval.

### g. First/ Last Week of School

- No leaves can be taken in the first and/or last week of a school year unless there is an emergency situation.

School management reserves the final decision in terms of suitability of all Leave requests' considering its effect on the School's business.

### 2.5.6 Holiday Periods and Leave

Teachers are entitled to school holiday leave. Additional leave must be obtained from the Principal, who in his discretion may decline.

Even though teachers are not expected to be at school during term breaks it is essential that this time be used for programming if required. Teachers may however, be called in during the break for staff training or other extracurricular activities as and when required. Feasibility of these extra duties will first be discussed with staff members. The following

statement from Independent Schools NSW (Teachers) Multi-Enterprise Agreement 2021 makes a reference to this point:

*"Part 5—Hours of Work and Related Matters*

*19. Ordinary hours of work*

*19.4 The maximum number of days that the employee will be required to attend during term weeks and non-term weeks will be 205 in each school year.*

### 2.5.7 Supervision Class Arrangements

Teaching staff is responsible for providing work for their classes when absent. Teachers must complete their daybook/supervision form explaining details of work to be completed in their absence and also provide a class roll. The supervision form template can be accessed from the Staff Portal.

Students are expected to continue with their work program wherever possible. Instructions should provide the supervising teacher with sufficient information to ensure that the students can proceed.

In High School, the Daily Organiser and school secretary should receive the instructions as soon as possible, preferably two days prior to the absence; whereas in Primary, daybooks and instructions should be left with the Year Level Coordinator.

### 2.5.8 HSC Marking

HSC Marking is an invaluable experience that Amity college supports for teachers to undertake for the development of teachers and students. Principals monitor and approve these opportunities where possible however may use discretion to not approve where it may hinder teaching and learning. If a teacher is chosen for HSC Marking the below guidelines apply:

- For briefing/training sessions that run at 4pm, teachers can leave school during the last period.
- For marking sessions, teachers can take period 7 off to travel home if they do not have class, duty, or supervision.
- If you are not able to travel home in time (or simply prefer the workspace) you can join the online marking sessions from the school grounds. You can leave during the dinner/break times to travel home.
- For Day marking/training/judging: Teachers that have been at the school for 5 or more years long service leave can be used. Where NESAs is reimbursing relief teachers, teachers can also take paid leave.

## 2.6 Student Attendance

### 2.6.1 Roll Call Procedures

The SCHOOLBOX learning management system is being used at Amity College for attendance.



# 2. STAFF EXPECTATIONS, RESPONSIBILITIES AND DEVELOPMENT

All teachers including specialist teachers are responsible for the well-being and welfare of the students under their care. Therefore, it is vital for all teachers to take attendance of all students during the period of time that they are responsible for them in order to fulfill the requirements of the Attendance Policy.

## 2.6.2 Unexplained Absences

An SMS will be sent automatically at 10:00am utilising Period 1 data when a student is absent, requesting a reply from parents to explain the absence.

Although it is the parents' responsibility to notify the school of their children's absence, the Coordinators have the ultimate responsibility to follow up any regular unexplained absences, including the issuing of Cause for Concern letters where necessary.

## 2.6.3 Truancy

After roll call has been taken and verified, if truancy has been identified through investigation by the Coordinator, parents will be notified and the student will be referred to the Discipline Committee.

## 2.6.4 Long Term Absence

When parents intend to travel overseas, they must consult the School Management with the intended date of travel to meet certain requirements.

Parents will then be required to complete the Long Term Absence Form, obtainable from School Management.

If a primary student is absent for more than 25 school days he/she may be required to sit an entrance exam in the first week of returning to school. A decision about the student's readiness for promotion to the next year level will be made based on this exam result and the child's overall performance throughout the year.

If a high school student is absent for more than 25 school days without any legitimate reason, he/she will be assigned 'zero' for all assessments missed after the 25 days of absence. High school teachers must consult the Year Level Coordinator before finalising the student's marks.

## 2.6.5 Excursion/Incursion and Roll Call

In case of incursions, students' attendance records should still be taken during the period(s) that the student participates in the activity. Therefore, the teacher is required to enter student attendance record on SCHOOLBOX, either before the students are taken to the incursion program or immediately after attending the incursion program.

In case of excursions, the teacher is to mark the roll on a class list and send this list, which indicates the student attendance record for the excursion, to the Secretary.

## 2.7 Communications

### 2.7.1 Teacher - Teacher

Amity College prides in having a collegial, supportive and approachable relationship amongst its staff members. Effective and respectful communication is an important aspect of having a productive working environment.

All staff members must be respectful, polite and courteous towards each other to ensure open and honest communication is upheld in all situations and meetings.

All staff must maintain professional conduct at all times. Communication is most effective when it is face-to-face, open and positive. Channels of conflict resolution and grievance are available. Please refer to the [Amity College Complaints and Grievance Policy](#).

Families are an integral part of our College community and at Amity College we value open communication. We try to keep parents informed of what is happening in our classes. We do this in a number of ways such as scheduled Parent-Teacher

Interviews (twice a year), information sessions, school digital newsletters, the College website, SMS, email and online class/teachers blogs. Staff must refrain from sending non-school related/private SMS to parents. Staff who wish to send group messages and/or share photos of special occasions (camps, cycling club, Pastoral Care, trips, etc.) may do so with prior approval from School Administration and parental consent.

## 2. STAFF EXPECTATIONS, RESPONSIBILITIES AND DEVELOPMENT

You should be mindful of confidentiality when in discussions with parents. You cannot provide a guarantee of confidentiality if the matter under discussion requires mandatory reporting.

Parents may arrange an appointment at the office to discuss any issues with teachers. Staff should fill in the communication log in SCHOOLBOX, which is visible by parents, after any type of parent communication.

Staff must be mindful of the following:

- ensure parents are contacted in a timely manner in order to improve student learning, attitudes and behaviour,
- be welcoming and helpful to parents,
- always interact and communicate with parents in a professional manner,
- not disclosing other students'/staff names when dealing with an issue,
- refrain from making contradicting/critical remarks to parents about decisions made by the College.

### 2.7.3 Teacher - Student

- Communication between students and teachers at Amity College must always be in a manner
- which comprises of mutual respect, politeness and appreciation.
- Staff must be mindful of the following:
- always maintain a professional manner in all forms of communication with students
- always display a caring, compassionate, fair, safe and supportive approach towards students
- be aware of our school's rich, diverse cultural/religious backgrounds and treat all students with equality, respect and dignity
- be sensitive to individual needs and circumstances when communicating with students
- refrain from rude or insulting behaviour, including verbal and non-verbal aggression, abusive, threatening, discriminatory, intimidating or derogatory language
- not engage in communication with students via personal email, text messaging, social media and other online mediums.

### 2.7.4 Social Media and Newsletter

The school uses various social media platforms and a digital newsletter, Schoolzine. Staff/student

contributions to the newsletter need to be directed to the social media team via [socialmedia@amity.nsw.edu.au](mailto:socialmedia@amity.nsw.edu.au) and to the newsletter editor as requested. The newsletters are also available online via the College website. Every staff is expected to contribute in the newsletter preparation. It is compulsory for responsible/organising teachers to submit an article/caption and at least two high resolution photographs.

### 2.7.5 Email and Internet Usage Guidelines

It is the policy of Amity College to make Email and Internet facilities available to employees to use in the course of their normal work-related activities.

Staff must ensure the school intranet announcements and school emails are checked daily.

Staff is permitted reasonable use of Email and Internet for the purpose of work-related study/research.

Staff is strictly prohibited from using Email and Internet for any other reason such as:

- visit/browsing website portals where sexual reference, entertainment or any non-work-related 'chat' sites
- display or distribution of written or graphic material which may be found to be offensive or humiliating, or which may create a hostile or intimidating work environment
- damaging to the reputation and integrity of the College and its ethos and values
- transmission of 'chain letter', advertisement, personal type material or computer viruses

Administrative consequences will be applied to any staff contravening these protocols.

#### a. Copyright and Intellectual Property Laws

Many of the resources available on the Internet are subject to some degree of copyright or license conditions. These conditions must be observed when viewing or software should not be downloaded from the Internet unless it has first been authorised by the IT Department.

When creating material you need to ensure the intellectual property rights of others are not infringed and information is recorded about any third party copyright/other rights included in materials.

Advice relating to sharing or licensing the College's

## 2. STAFF EXPECTATIONS, RESPONSIBILITIES AND DEVELOPMENT

intellectual property should be sought from the Principal.

If you develop material that relates to your employment with the College, the copyright in that material will belong to the College. This may apply even if the material was developed in your own time or at home.

You should not use the College's intellectual property (including copyright) for private purposes without obtaining written permission from the Principal.

All materials and resources produced by staff remain the intellectual property of the College and must not be shared with external parties without the permission of the Principal. The College cannot give away or assign its intellectual property without the approval of the Principal.

### b. Monitoring

Staff should be aware that all Internet usage is monitored and recorded for security and network management reasons. All email messages sent and Internet sites accessed by Amity College staff can be traced back to individuals.

Information (including email content and web browsing logs) may be disclosed to school executive and senior managers where necessary to ensure that the scope of activities remains within the above outlined guidelines.

Please be sure to regularly change your password and avoid unauthorised access to your computer (i.e. not sharing credentials with students, staff children and other staff).

### c. Email Etiquette

Staff are to use email as a professional, constructive means of communication and not used as a personal stream.

Staff must:

- not resort to email as the only mode of communication
- not send emails when emotional. It is advised that you write it, sleep on it and then reassess whether
- to send it or not

- refrain from insulting, aggressive, abusive, discriminatory, intimidating or derogatory language
- not email unnecessary recipients. Only include recipients who are involved in the matter
- ensure that all bulk emails sent to parents are in the form of bcc in order to protect parents' privacy; otherwise this becomes a breach of the Privacy Act 1988 and is subject to legal consequences
- respond to all email communication in a timely manner
- reply all only where group feedback is requested.

### d. Exiting staff

- The school will keep email accounts of exiting staff open for additional 2 weeks after their last working day.
- Exiting Staff will be removed from all email groups on the day after their last working day.

Refer to the College's Code of Conduct for further details on Communication.

## 2.8 Educator Impact

Nationally and internationally there is unequivocal evidence that the quality of teaching is the most significant in-school factor affecting student outcomes. Research explicitly demonstrates that a successful approach to effective, evidence-based performance and development boosts teacher quality and leads to improved teaching and leadership practices.

The annual teacher development process at Amity College is implemented via Educator Impact, an online portal, to:

- grow the capability of the teachers
- strengthen the performance-focused culture in our school
- strengthen the focus of professional learning.

Educator Impact involves multiple phases over the course of the year, in line with the AITSL Performance and Development Cycle, as follows:

1. Reflect (personal, peer and student reflection/initial feedback)
2. Set (goal-setting)
3. Grow (professional practice and learning)
4. Focus (feedback and review)

## 2. STAFF EXPECTATIONS, RESPONSIBILITIES AND DEVELOPMENT

Educator Impact will be used by all teachers in order to record progress of their development throughout the year.

Through implementation of this cycle we aim to develop a strong and supportive culture of performance and development. Attention to factors such as a focus on student outcomes, clear understanding of effective teaching, leadership, flexibility and coherence will enable this culture to flourish.

### 2.8.1 Professional Development

The school recognises that Professional Development is the key to improving staff professional knowledge and expertise to enhance curriculum delivery within the school.

Professional Development is centred around:

- identified school needs
- individual learning needs/goals

Every teacher is eligible to attend one full-day subject/area specific external PD per year and will be reimbursed up to \$400. For Staff in leadership positions and IT Staff this entitlement is doubled.

Regardless of experience, all School Counsellors are entitled up to \$1,000 worth of PDs over a maximum of 4 days per school year. They are also entitled up to \$1,000 worth of mentoring/coaching sessions with an external Psychologist per school year, with a maximum subsidy of \$250 for each session. These mentoring, coaching sessions should be conducted outside work hours.

School Administration may send staff on additional PDs when necessary.

Teachers intending to attend a PD must obtain permission by submitting the online Professional Development form accessible from the Staff Portal.

On completion of any individual professional development, staff are expected to share the knowledge gained from such activities with the rest of the staff and where applicable, demonstrate how the learning from such professional development can be implemented at the classroom/specialist level.

Whole-staff PDs may also be organised throughout the year. Information pertaining to these PDs will be shared with all staff via the Staff Portal.

### 2.9 Staff Grievance Procedures

If a staff member is having a misunderstanding with another staff member, then that staff member should, if appropriate, speak to the person. If that is not appropriate then the Year Level Coordinator should be informed. If the matter is not resolved the Principal will be informed and the relevant steps will be taken to ensure that the relevant staff members are heard.

It is requested that matters are dealt with swiftly and the relevant people are informed of the problem. It is neither ethical nor appropriate for matters to be discussed amongst staff members as this not only does not solve the problem but it also fuels the situation and makes resolution of matters more difficult. Confidential and Child Protection matters should be discussed with the Principal only and confidentiality must be maintained.

# 3. CURRICULUM

## 3.1 Curriculum Structure

The Amity College curriculum follows the requirements of NESAs and is designed to:

- equip students with the necessary knowledge and skills to build a strong foundation for their learning;
- give students a strong start in literacy through a range of intervention programs (in Primary);
- encourage each student to achieve at their highest level in a range of subjects;
- develop academic, artistic, musical, naturalist and sporting intelligence;
- develop competence in digital technologies;
- equip each student with knowledge of a Language other than English; and
- develop moral values and attitudes.

In doing so, we aim to ensure that quality in student learning is maintained through the standard of teaching and student engagement in learning.

Head Teachers are responsible for overseeing the curriculum in their grade or subject/faculty area, and report to their relevant Head of Curriculum.

## 3.2 Planning and Programming

Planning and programming should be a collaborative process whereby each teacher is responsible to actively work and plan together, and to share resources and learning with their colleagues.

Prior to the beginning of each academic year, a programming allocation is developed and shared with all teachers, indicating the KLAs/subjects which each teacher is required to plan and program for each term.

It is expected that planning and programming is carried out collaboratively, with each team of teachers sharing ideas and resources. The planning and programming process will include peer review and feedback opportunities prior to being submitted to the respective Head Teachers for final review. It is expected that every teacher uses the Programming Checklist as a guideline for programming, as well as completing it during the review stage.

Upon completion, all programs will be available for access through Google Drive. Access to relevant folders on Google Drive will be given to each teacher.

It is expected that all term programs:

- are prepared according to the requirements of the syllabus and Scope & Sequences for each KLA/subject (accessible via Google Drive);
- clearly show a link to syllabus outcomes;
- clearly outline the learning intentions and experiences;
- cater for the different learning styles and abilities of all students through the incorporation of a variety of teaching strategies and opportunities for assessment;
- are accompanied with high quality multimodal resources;
- include opportunities for students to engage in hands-on, inquiry-based and critical/creative learning experiences.

## 3.3 Assessments

The Authority defines assessment as the "collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes."

In line with The Authority requirements, assessment at Amity College:

- provides opportunities for teachers to gather evidence about student achievement in relation to syllabus outcomes
- enables students to demonstrate what they know and can do
- clarifies student understanding of concepts and
- promotes deeper understanding
- provides evidence that current understanding is a suitable basis for future learning.

All assessments should:

- be valid and be based on syllabus outcomes
- include criteria to clarify for students what aspects of learning are being assessed
- enable students to demonstrate their learning in a range of different contexts
- be reliable, be free from bias and provide evidence that accurately represents a student's knowledge, understanding and skills

# 3. CURRICULUM

- enable students and teachers to use feedback
- effectively and reflect on the learning process
- be inclusive of and accessible for all students
- be part of an ongoing process where progress is monitored over time.

## 3.3.1 Schedules

All teachers must follow the assessment requirements for their KLA/subject as per the Assessment Schedules.

## 3.3.2 Data Analysis

Data analysis is an important component of the teaching and learning cycle. At class, grade and school level, data analysis can provide a snapshot of what students know and with appropriate interpretation, can allow educators to make informed decisions that will enhance students' learning outcomes.

At Amity College, it is expected that all teachers engage in data analysis with their grade/faculty teams.

In addition to the ongoing school assessment data, the Curriculum teams will also engage in data analysis of standardised tests (i.e. NAPLAN and ICAS).

It is expected that all data is used to inform one's own teaching at the classroom level, as well as prioritising areas of need across the school.

## 3.3.3 Exam Procedures

Teachers will be asked to supervise exams. Teachers should not be reading papers, using mobile phones, marking exams, or doing other things during exam supervisions. The teacher may not leave the exam hall/class during exams under any circumstances whatsoever. In the case of an emergency, a student should be sent to the Coordinators. All High School teachers should refer to the Assessment Policy on Moodle, primary school teachers should refer to K-6 Assessment Plan for further information.

In High School the subject teachers must prepare the exams and save them on the Shared Google Drive within the appropriate folders at the time specified by the head teachers of that subject. The teacher

is responsible of photocopying the exams and a supervision checklist must be attached to the exam papers.

## 3.4 SCHOOLBOX

SCHOOLBOX is the Learning Management System utilised at Amity College from K-12. All teachers are provided with access to SCHOOLBOX, which must be utilised daily for recording attendance, behaviour and academic progress. Student reports are generated every term using this system.

Schoolbox adds an "online" component to students' learning environments. It provides web based support for courses through which students can keep up-to-date with class announcements, access unit outlines, class handouts, web sites, videos and presentations, contribute to class forums, keep learning journals and submit assignments.

## 3.5 Homework

Homework provided to students must be meaningful and allow for consolidation of learning that takes place at school. The amount of homework assigned to students will vary according to their year level.

### 3.5.1 Primary (K-6)

In Primary, the following homework must be assigned on a weekly basis during the school term:

- Daily Home Reading
- Online programs:
  - K-2: Reading Eggs and Mathseeds
  - Year 3-6: Literacy Planet and Mathletics



# 3. CURRICULUM

- Additional written homework that is differentiated according to individual students' needs. Copying spelling lists or number facts does not constitute this additional differentiated homework.

Homework must be checked on a regular basis (at least once a week) to ensure timely and corrective feedback is provided to students.

## 3.5.2 High School (7-12)

High School students should revise each day's work as part of a homework program. Students:

- Need to develop an effective study timetable or routine;
- Should have a diary;
- Are to record due dates for major assignments in the diary;
- Should be aware of the importance of not leaving tasks until the last minute;
- Should discuss homework loads with teachers if there are concerns regarding too much or too little homework.

If a student is not completing homework on a regular basis, a letter is sent home explaining the situation to parents.

Students who do not complete set work, or come to class unprepared may be issued with the monitor card.

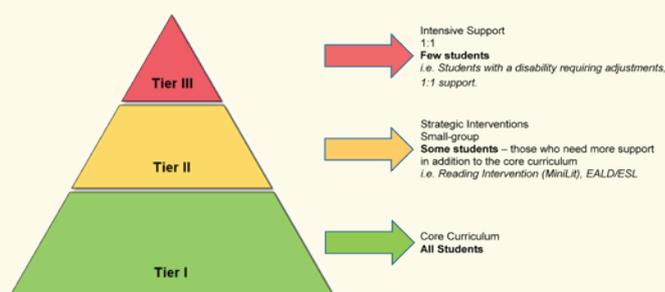
## 3.6 Inclusive Schooling

At Amity College we believe that every child is entitled to an excellent education that provides them with genuine opportunities to learn and succeed.

No two learners are alike; therefore all students must be given an opportunity to learn and showcase their learning in a variety of ways. As educators, we must recognise and respond to the diverse needs of all learners to ensure that quality education is delivered to all through appropriate curricula, organisational arrangements, teaching strategies and appropriate resources.

Inclusive Schooling practices at Amity College are based on the Response to Intervention (The Three Tier Model) as shown in the following image:

## Response to Intervention (The Three Tier Model)



### 3.6.1 Tier 1 Interventions

Amity College is dedicated to ensuring that quality differentiated teaching is embedded into the routine practice of all teachers across K-12. Differentiation is a Tier 1 intervention and must be applied to the core curriculum by all teachers and delivered to individual students needing specific adjustments to access the curriculum as well as all students.

It is essential that great importance is placed on creating opportunities for all students to learn and be assessed in various ways. Hence, when designing teaching programs, teachers need to be mindful of the wide range of modalities (visual, auditory, kinaesthetic, etc.) as well as allow room for adjustments to be made for students requiring additional support and enrichment.

Through quality differentiated teaching practice, not only do educators enhance the way in which they provide support and adjustments for students with additional needs, but they also ensure that the educational experience of all students is diversified.

All adjustments made need to be clearly annotated on teaching plans/programs, with the focus student/s name indicated. This will then become evidence for NCCD purposes as well.

### 3.6.2 Tier 2 Interventions

Tier 2 interventions are delivered to students who, after receiving adjustments through quality differentiated teaching practice, still require additional support or enrichment..

# 3. CURRICULUM

A variety of Tier 2 interventions are in place at Amity College across K-12. In Primary, reading intervention programs such as MiniLit and MacqLit as well as in-class Teacher Aide support are provided. Similarly, small group enrichment programs are provided to cater for the higher end of the spectrum.

A unique In-class Tutor Program is delivered in High School, which aims to assist students enrolled in Years 7-10 who are having difficulty in literacy and numeracy.

All tutors are successful Amity College graduates. Their roles include the following:

- Providing in-class academic support to help maximise learning potential and academic performance
- Encouraging development of positive attitude towards learning
- Assisting students to become independent learners  
Establishing a strong connection with current students by being a positive role-model

## 3.6.3 Tier 3 Interventions

Tier 3 interventions, which are delivered to students who require more intensive adjustments, are arranged on a case by case basis. These interventions may include specialist support teachers coming from the Royal Institute for Deaf and Blind Children (RIDBC) for students with a sensory impairment, or a specifically appointed teacher aide to provide 1:1 support to the student. Interventions at this level may also include the withdrawal of a student from class to provide 1:1 targeted support.

## 3.6.4 Diverse Learning Team

The Diverse Learning Team is responsible for overseeing the intervention practices at the College. The Primary Diverse Learning Team consists of the Diverse Learning Coordinator, Learning Support Teachers (MiniLit, MacqLit, EALD), Teacher Aides and enrichment teachers. The High School Diverse Learning Team consists of the Diverse Learning Coordinator, Learning Support Teachers, in-class tutors and enrichment teachers. The School Counsellors work very closely with the Diverse Learning Team.

Whilst the School Counsellors provide social, emotional and behavioural support, the Diverse Learning Team will provide more academic/ cognitive support. Working together, they will also provide

teachers with support in terms of identifying and screening students who are at risk, as well as assisting teachers to devise Individual Plans (IP) and provide support and guidance throughout the NCCD process.

The Diverse Learning Team aim to engage students in learning, regardless of their skills and/ or abilities. Working together with counsellors and teachers, the Diverse Learning Team may develop new learning programs, extracurricular activities and excursions. Programs and extracurricular activities for high achieving students will be provided, with the aim of extending and enriching their learning.

The selection of students into the support and enrichment programs will occur at the commencement of the academic year utilising different methods of screening. Student information from previous years, teacher observations, parent requests and input from School Counsellors and Diverse Learning teachers may be considered in the selection process.

## 3.7 Incursions and Excursions

Teachers may organise excursions throughout the year. Before an excursion can be organised the relevant subject/classroom teacher needs to obtain approval by submitting an online Activity Form through the Staff Portal.

The form should include the relevance of the excursion to the syllabus requirements, costs, a description of intended activities and risk assessments.

To ensure that excursions run smoothly, the following are the expected requirements:

- Consent forms are returned before the due date (regrettably, if any student does not return their consent form they will not be allowed to participate, as it is a legal requirement)
- The College will charge the family account for all incursions and excursions for amounts up to \$300. Any excursion/activity that exceeds this amount will need to be collected in cash.

Students in primary will be charged an annual activities fees to the family account, which accounts for incursions, excursions and co-curricular programs that will take place throughout the year. This fee will not include overnight camps (i.e. Bathurst and Canberra trips).



# 3. CURRICULUM

For further details refer to the Excursions and Incursions Policy which also contains a sample letter.

## 3.8 Co-curricular/Faculty Events

The College takes pride in the breadth and variety of co-curricular opportunities offered to our students. Co-curricular activities include approved activities such as the supervision and/or coordination of school sports, clubs within the school, performance groups, public speaking and debating teams, inter-campus competitions (Primary) and participation in external competitions at local, regional, national and international level.

All teachers are expected to become active participants of the school community and take on responsibility for different co-curricular activities.

## 3.9 Committees

All staff take part in committees based on curricular and extracurricular events within the College. At the beginning of each year staff will volunteer in at least one committee and make contributions. Committees include, but are not limited to - Multicultural Day, Graduation, Semester assemblies, Staff Health & Wellbeing. Active committees meet on demand.

# 4. STUDENT WELLBEING AND DEVELOPMENT

At Amity College the holistic development of the child is of utmost importance, with emphasis placed on strengthening students' cognitive, physical, social, emotional and spiritual development. This is established through learning experiences and opportunities that develop and shape their character and wellbeing.

It is the responsibility of all teachers and counsellors at the College to ensure that they are actively involved in the wellbeing and development of all students under their care.

The ultimate mission of Amity College is for staff and students, supported by parents, to work together to provide for the growth of each individual by building mutual respect and responsibility within a secure and supportive structure.

## 4.1 Pastoral Care

Amity College aims to provide support to all students through its Pastoral Care programs to enhance their holistic development. Pastoral Care programs are an integral part of Amity College and the education it provides.

These programs are provided through the Pastoral Care Department, which consists of staff and mentors. The programs usually operate after school and during school term breaks.

Knowing each student and their family is placed at the heart of our Pastoral Care Program. Our other objectives include:

- Support the development and enhancement of moral and social values
- Support and enhance the students wellbeing through mentoring programs
- Provide opportunities to take part in social justice programs, humanitarian and skills development projects which are part of the Duke of Edinburgh program
- Enhance the students' self-esteem through a variety of activities, projects and rewarding experiences
- Motivate and stimulate the students' academic learning and standards

## 4.2 Counselling Services

Amity College actively aims to provide a supportive learning environment with the assistance from the Counselling.

These services aim to provide early intervention programs as well as ongoing support to students in their personal, social, emotional and academic development.

To accomplish this mission, the aims of the Counselling Services are to provide:

- Consultation services to students, staff, and parents with the goal of promoting an environment that maximises the intellectual, social and emotional growth of our students
- Identifying areas of support for students through screening tools, working with external agencies
- High quality individual and/or group counselling to students who may need psychological or behavioural support
- Programmed workshops, in relation to the needs of the students, staff and parents

## 4.3 Career Advice

At the centre of our holistic approach to our students' education, we strive to equip them with the necessary skills, knowledge, values and vision to become contributing individuals in their local and global communities in their journey beyond Amity College. To this end, the Career Advice services at the College plays a vital role in connecting these young adults to post-school destinations in the best possible way.

### Objectives:

- Encourage students to value and actively engage in their learning and development of pathway plans
- Provide students with opportunities to develop appropriate skills and knowledge to effectively manage their own career development
- Present general career guidance and support at key transition points during secondary schooling
- Provide relevant and current information regarding learning and post school options to make informed career decisions
- Services provide essential link between the school and community, which may include school staff, school community, parents, post school educational

# 4. STUDENT WELLBEING AND DEVELOPMENT

and training institutions together with community agencies and organisations

- Opportunities for career education, exploration, information, individual advice/counselling and transition programs.
- Conduct programmed workshops with students and parents

## 4.4 Behaviour Management

A fair, safe and positive learning environment is at the core of our behaviour management practices at Amity College. This ethos relies on respect, mutual understanding and responsibility.

Through early intervention, preventative and restorative approaches, we aim to provide a more sustainable, equitable and respectful method of behaviour management. In doing so, we aim to proactively create a culture of self-discipline, accountability and empathy, where students and staff connect and thrive.

### 4.4.1 Student Code of Conduct

“Responsible choices are vital for our children. Effective behaviour management supports self-esteem and responsibility. It provides positive reinforcement in a clear, concise, understandable manner for teachers and students.”

The behaviour of students, both within the classroom and in the yard is the shared responsibility of all staff. All teachers are responsible for the general tone and behaviour within their classes.

Teachers must deal with all minor incidents occurring in their class or whilst on duty using a variety of strategies. For more serious issues the assistance of the Coordinator can be sought and these must be documented on SCHOOLBOX. In cases of consistent and/or extreme misbehaviour the Deputy Principal/Principal must be consulted with accompanied incident report documentation.

With consistent and positive reinforcement as the keynote, Amity College staff members agree with:

#### Students have the RIGHT to:

- Learn in a purposeful, supportive and productive environment, where their individual needs are met;

- Work and play in a safe, secure, friendly and clean environment;
- Be treated with fairness, respect, courtesy and honesty.

#### Students have the RESPONSIBILITY to:

- Ensure that the College’s Uniform and Attendance Policies are adhered to;
- Ensure that their behaviour is not disruptive to the learning of others;
- Ensure that the school environment is kept neat and tidy;
- Ensure that they are punctual, prepared, polite and display a positive manner;
- Behave in a way that protects the safety and wellbeing of all staff and peers;
- Consider and value each other’s opinions and contributions.

#### Staff have the RIGHT to:

- Be treated with respect, courtesy and honesty; Teach in a safe, secure and clean environment;
- Teach in a purposeful and non-disruptive environment;
- Receive cooperation and support from parents and administration.

#### Staff have the RESPONSIBILITY to:

- Model professional, respectful and courteous behaviour;
- Establish positive, caring relationships with all staff, students and parents;
- Ensure that the school environment and property are kept neat, tidy and secure;
- Ensure good organisation and planning;
- Reporting and working collaboratively with parents and administration regarding student behaviour.

#### Parents and Guardians have the RIGHT to:

- Be treated with respect, courtesy and honesty; Teach in a safe, secure and clean environment;
- Teach in a purposeful and non-disruptive environment;
- Receive cooperation and support from parents and administration.

# 4. STUDENT WELLBEING AND DEVELOPMENT

## Staff have the RESPONSIBILITY to:

- Model professional, respectful and courteous behaviour;
- Establish positive, caring relationships with all staff, students and parents;
- Ensure that the school environment and property are kept neat, tidy and secure;
- Ensure good organisation and planning;
- Reporting and working collaboratively with parents and administration regarding student behaviour.

## Parents and Guardians have the RIGHT to:

- Be informed of course and curriculum material, behaviour management procedures, and decisions affecting their child's health and welfare;
- Be informed of their child's behavioural progress;
- Be heard in an appropriate forum on matters related to the rights of their child to an appropriate education.

## Parents and Guardians have the RESPONSIBILITY to:

- Ensure that the College's Uniform, Attendance and Behaviour Management Policies are adhered to;
- Support the physical and emotional wellbeing of their child and other children;
- Ensure that their child is provided with appropriate educational resources;
- Support the school in providing meaningful and adequate education for their children;
- Inform the school of changes in the child's circumstances.

For further information refer to High School Behaviour Management Policy and Primary School Behaviour Management Policy.

### 4.4.2 Student Uniform

As Amity College is a uniformed school, students are expected to be in full school uniform at all times. For detailed information regarding uniform and other school rules, please refer to the Student Handbook and the Amity College Behaviour Management Policy.

All staff must be diligent in observing that the uniform and other school rules are observed. Any non-compliance must be noted on SCHOOLBOX and then followed by the relevant coordinator.

### 4.4.3 Bullying, Harassment and Discrimination

*"Harassment is unwelcome conduct that humiliates, offends or intimidates people. Harassment is bullying conduct that is neither appropriate nor relevant to work. This includes words as well as acts, pictures and images, manifest attitudes and a hostile or threatening atmosphere. The effect is to make a person feel insulted, offended and unable to work effectively or, ultimately safely.*

*Bullying is another form of workplace harassment. Examples of bullying behaviour include unfair and excessive criticism, publicly insulting victims, ignoring their point of view, constantly changing or setting unrealistic work targets and undervaluing their efforts at work, or culturally insensitivity."*

*(NSW Department of Industry)*

#### a. Student - Student

The following processes are to be followed where there is bullying, harassment or discrimination matter between two or more students:

1. Discuss the matter with your class/subject teacher. The teacher will try and resolve the situation within class first, ensuring to keep confidentiality.
2. If the matter continues, the teacher will seek assistance from Coordinator and/or Counsellor.
3. The matter will be notified to the Principal through the Coordinator. The matter can be discussed by the student and the parent/guardian, with the Principal through an appointment. Where required disciplinary action will be taken.
4. If the matter is unresolved at school level, the procedure will be that the Executive Principal refers the matter to the Board Chair of the School Board and informs the parents that this stage has been reached. However, a situation may arise where the complaint seems to the parent to have been mishandled by the Executive Principal. In those circumstances, the parent may write directly to the Board Chair. (as stated in Grievance Policy)

If the matter continues the Principal will meet with the Executive Principal on the issue. Parents/Guardian will be required to meet with the Executive Principal to discuss the matter. If required, further disciplinary action will be taken by the Executive Principal in consultation with the Board Chair of the School Board. At this level, the disciplinary action can lead to expulsion.

# 4. STUDENT WELLBEING AND DEVELOPMENT

## b. Staff - Student

Parents and students have the right to expect a safe, unbiased, fair and harmonious learning environment. If in a circumstance where these are not provided to the student by any member of the teaching staff, then students and parents have the right to bring this to the attention of the administration team.

The following processes are to be followed where there is bullying, harassment or discrimination matter between a staff member and a student:

1. Student may approach the grade Coordinator/ Deputy Principal/ Principal and explain the situation
2. The administrative team will speak and discuss the matter with the staff member
3. Where required the matter will be further investigated
4. The findings of the investigation will be formally presented to both parties both verbally and in the written form by the administrative team

## c. Parents - Staff

All parents have right to feel safe and secure in the school environment. A parent's grievance may be the result of matters, issues, behaviours, omissions, situations or decisions as same as that of an employee of Amity College.

It is better to have a direct complaint about a member of staff than to have parents sharing their dissatisfaction with others. We value our parents as an important stakeholder in their child's schooling and be involved in school functions and activities. They are encouraged to voice their concerns since we believe that:

- our school is open to suggestions and constructive criticism
- our Principals, coordinators and classroom teachers are approachable for parents' complaints/concerns

In situations where the parent is concerned about the way they are treated by a staff member at school they have the right to voice this concern to the Principal.

## d. Staff - Staff

If staff feels that they are being harassed, or they see harassment going on, tell the person (or persons) that what they are doing is unwelcome, offensive or hurtful, and tell them to stop. If the harassment

continues, or if they feel unable to deal with the matter, they should speak to the Principal.

The College will try to resolve problems by conciliation where possible, but will be prepared to take disciplinary action, where necessary, against harassment. In doing this, the College will respect confidentiality as far as possible.

The College will respect people's privacy on both sides and generally information about a complaint of harassment will only be given to those who need to know. All complaints will be treated as genuine, but a person must have real evidence to back a complaint and must remember that it is unfair, possibly even unlawful, to make an exaggerated or false accusation.

As the Principal has certain educational and legal responsibilities, he must be advised immediately of very serious allegations such as physical or sexual assault. In some circumstances, witnesses may need to be called. Confidentiality is of the utmost importance in any grievance situation and must be maintained by all personnel involved.

Please refer to the Staff Grievance Policy for further details.

### 4.4.4 Discipline Committee

A Teacher may have to serve on the Discipline Committee, which has been formulated in order to deal with relevant matters that arise within the school. They meet, on demand, with serious offences. The Committee may decide that the student be:

- put on detention
- suspended
- placed on conduct card
- expelled in extreme cases
- other as deemed appropriate

The parents of a student who has been before the Discipline Committee will be notified.

### 4.4.5 Drugs, Alcohol and Tobacco Usage

#### a. By Students

*Developing a positive school climate is fundamental to creating a school environment that focuses on the well-being and individual needs of all students. Factors such as*



## 4. STUDENT WELLBEING AND DEVELOPMENT

*connectedness and belonging, values and beliefs, fairness, justice, and success at school all promote resilience in students. It is the enhancement of resilience in students that underpins drug education programs. The school ethos encompasses these resilience factors and plays an important role in the provision of an effective drug education program.*

*All members of the school community should be involved in the development of school policies and practices relating to the management of drug issues. It is also important that school policies and procedures addressing drug related incidents are*

*clearly communicated and understood by students, staff and parents.*

*(Guidelines to Support the Development of School-Based Drug Education Policies and Practices, CEC NSW & AIS NSW, 2001).*

The College strongly disapproves the usage of drugs, alcohol and tobacco in any situation.

Prescription drugs must be used with strict guidelines as directed by a medical practitioner and by the person for whom they were prescribed to. All prescription drugs must be given to

the Secretary for safekeeping and action/implementation plan (where applicable).

Teachers are expected to inform the Principal when they have reasonable grounds to suspect that a student is involved in drug related behaviours.

Where students are seen to be possessing or using tobacco, alcohol or drugs, teachers must take immediate action by:

1. Attending to the immediate health and safety needs of the student/s or situation.
2. Seeking help (first-aid officer/ambulance and/or Principal or his/her delegate), or providing first aid or emergency care.
3. Not leaving student/s unattended. Where there is no apparent health and safety risk, escort student/s to the Principal or his delegate.
4. Recording all details of the incident, including actions taken, and seek witnesses to the incident.

From this point responsibility for action lies with the Principal or his/her delegate:

5. Inform parents/guardians of student/s of the circumstances, if the student is under the age of 18. For students over 18 inform the emergency contact
6. Take steps in accordance with – Guidelines for managing drug-related incidents in NSW schools
7. Implement the school's counselling and disciplinary procedures, with appropriate support in place for student/s and staff involved. Note: if drugs are illicit, police may initiate intervention procedures
8. Inform school staff, students, families, AIS on a need-to-know basis, as necessary, having regard to issues of confidentiality. This may include reference to the support services available to the student/parents in the wider community.

Staff must attend to the safety and welfare needs of all students involved, including those not directly concerned but who may have observed the incident.

The Principal must be informed, as soon as possible, of any drug related incident in the school.

### **b. By Teachers**

The possession and/or supply of illegal drugs are an offence and are against the law. The College will not tolerate such action. Staff may not possess or use

at the College, or whilst on any College activity, any illegal drugs. Breaches of protocol concerning illegal drugs will be the cause for immediate suspension from duty and may well be grounds for dismissal of a teacher through an investigation. Police and other agencies will be informed of any staff breaches concerning illegal drugs.

Staff may not keep alcohol within the College nor have possession of it on any College activity. Staff may not consume alcohol during school hours, nor report for duty while under the influence of alcohol.

Consuming alcohol or being under the influence of alcohol while at work is a serious offence. Immediate consequences will include being sent home from work. Other consequences may include counselling, removal from certain duties, suspension from duties, and commencement of due process for termination, depending on the circumstances.

## 4. STUDENT WELLBEING AND DEVELOPMENT

A teacher breaching the alcohol protocol may well be exposed to legal charges of negligence or breach of duty of care. The College may offer referral to professional counselling when necessary.

As Amity College is a smoke free school, the use of tobacco is not permitted. Staff may not smoke tobacco while on the grounds of the College or in any school organised activity outside of school premises. The primary concern of the College administration is the implications of staff behaviour on student welfare and morale. Personal support will be offered to the individual staff, where possible and required.

# 5. ADMINISTRATIVE PROCEDURES

## 5.1 Daily Routine

### 5.1.1 Timetables

Timetables for teachers are organised at the beginning of each term and shared with teachers. Teachers are also provided copies of their personal timetable on the first day of each term in Staff Meetings.

Teachers should also ensure to check SCHOOLBOX for their timetable each term before school commences.

### 5.1.2 Replacement Classes

Teaching staff are responsible for providing work for their classes when absent. Students should be expected to continue with their work program wherever possible.

In primary the Class Teacher must ensure that their daybook is complete for a Relief Teacher to follow through during their absence. In cases where a Class Teacher has to leave for unforeseen circumstances or due to late notice of absence, the Deputy Principal/Coordinator will organise the split-up of the class.

In High School, teachers must forward instructions to the Daily Organiser and relevant Secretary. Instructions should provide a Relief Teacher with sufficient information to ensure that the students can proceed. It is helpful for the Daily Organiser to receive the instructions as soon as possible, preferably two days prior to the classes that are to be covered, when the absence of the staff is known in advance.

### 5.1.3 Yard Duties

A Duty Roster will be prepared each term. Teachers are to be present at their duties on time. It is the Duty of Care of each teacher to ensure that utmost care, vigilance and mobility is displayed whilst on duty.

Staff must refrain from:

- Consuming hot beverages
- Using their mobile phone for personal use
- Conversing with colleagues/students for a prolonged period of time in order to not distract their attention from their duty

Please refer to the Amity College Supervision Policy for further information.

### 5.1.4 Use of Specialist Rooms

The use of specialist rooms (i.e. Computer Lab, Science Lab, Library, Art room, Music room, etc.) is timetabled. Additional use of these rooms must be requested from School Administration.

Prestons Campus Gym and Hall bookings must be made using the Bookings Form in the Staff Portal.

### 5.1.5 Google Calendars

It is the responsibility of each staff to ensure they check the Google calendar on a regular basis for important due dates and events. Staff must also ensure they are available on the specified event dates.

Staff must pay particular attention to school term dates, especially to the Staff Development Days identified in the calendar.

It is essential for teachers to update their class times (High School teachers), meetings and other work-related arrangements on personal Google calendars so that your co-workers can see your calendar when necessary.

### 5.1.6 Wet/Hot Weather Procedures

Wet/Hot Days will be announced by School Management, where possible before recess and lunch. On such days;

Primary students will remain in their classroom where they will be under the supervision of their class teacher.

#### High School students:

- will be making their ways to the undercover/specified area
- must not stay under the rain
- eat their food in the undercover area
- go to canteen with instruction of a yard duty teacher will not be allowed to play any ball games

# 5. ADMINISTRATIVE PROCEDURES

## 5.1.7 Student Illness and Sick Bay Usage

If a student is visibly ill, teachers in the Primary school must send the student with another student to the Office.

In the High School, students should be sent to the Coordinator to obtain permission to go to the Sick Bay.

### Sick Bay/Follow-up Procedures:

1. Student remains under observation for up to 1 period.
2. For minor injuries, the student will be provided with
3. first aid and sent back to class.
4. If the student is assessed as being unfit to remain at school, the parents will be contacted to collect the student. If the parent is unable to pick the child up, it is the responsibility of the parent to make alternative arrangements for the collection of their child. If a Parent/Guardian cannot be contacted the Secretary will call the emergency contacts, for the procedure above.
5. In circumstances of extreme injury or illness (including head injuries), an ambulance will be called at the discretion of the school (every attempt will be made to contact the parent/guardian). A staff member will accompany the child in the ambulance if the parents' arrival to the school is not practicable due to timing/distance. The Staff member will
6. wait with the student at the medical facility until a parent/guardian arrives. The Principal must be notified immediately in circumstances involving ambulance contact.
7. In circumstances of an anaphylactic reaction or asthma attack, the action plan will be implemented, alongside contacting an ambulance and parents.
8. A student who needs to take medicine at school/any school-related activities, must provide the Secretary/relevant staff with a signed explanatory note from his/her parent/guardian, indicating the prescription details of the medicine.
9. Student details must be recorded in the Sick Bay Log Book for minor illnesses/injuries by the Secretary/relevant staff.
10. An Accident Report must be completed via the Staff Portal for major incidents by the relevant staff.

No student should come to school if they are suffering from a contagious disease or any other disease or condition deemed to be dangerous to others' health, including head lice.

Habitual visits to the Sick Bay need to be brought to the attention of the Principal.

## 5.1.8 Requisition Form

Purchases of teaching resources are to be made by the Head Teachers/Coordinators upon approval from the Principal/Head of Curriculum. Teaching items that require cataloguing must be addressed to the relevant school librarian, and all deliveries must be directed there.

The Petty Cash Claim Form is to be completed for all purchases up to \$100.

Amity College will not take any responsibility for any purchases, which have not been ordered through the correct channels. The Requisition Form is on the Staff Portal at school website.

## 5.1.9 Excursions, Incursions and Camps

All excursions, incursions and camps must be approved by School Management prior to being organised, through the Activity Form on the Staff Portal. When approval is granted teachers need to ensure that appropriate bookings (including transportation) are finalised on the specified dates. The Casual Bus Bookings Request Form can be located on the Staff Portal.

The activity will be recorded on Google Calendar by the Director of Curriculum.

### Prior to the event:

- The excursion letter, with adequate risk assessments carried out, is to be written by the organising teacher and consulted by the School Administration before sending to parents.

### On the day of the event:

- Attendance must be taken and submitted to the Secretary.
- A First Aid kit must be obtained from the Office.
- Sun Smart practices must be implemented for all outdoor activities (school hat and sunscreen).
- Time and place arrangements must be provided during whole-day events to staff/students
- who observe religious practices. Please avoid
- congregational practices in public.

# 5. ADMINISTRATIVE PROCEDURES

## Within a week after the event:

- The fee charge list must be forwarded to the Accounts department.
- A newsletter item with 5-10 photos in jpeg format must be sent to the Newsletter Editor.
- Photos and a caption must be sent to [socialmedia@amity.nsw.edu.au](mailto:socialmedia@amity.nsw.edu.au).
- Feedback is to be provided to the Faculty or Management.

## 5.2 Operational

### 5.2.1 Multi Access Card (MAC)

Staff will be issued with an ID card that provides access to photocopiers and all relevant areas. This card will also log staff attendance through access validation units located at each school's office. Staff will be required to scan their card on arrival and departure from school for maximum efficiency of the access system.

It is the responsibility of the staff member to ensure that this card is kept secure. This card must not be shared with others.

Staff will be required to pay for the replacement value (\$50) of the lost/damaged card.

### 5.2.2 Pigeon Holes/Lockable Space

All teaching staff will be allocated a pigeon hole and lockable space. Staff are to check their pigeon holes daily.

Teachers must leave personal items in a locked cupboard/cabinet. The College will not be liable for any loss or damage to personal items.

### 5.2.3 School's Electronic Devices

School electronic devices are to be used for educational purposes only and must not be removed from the College premises.

### 5.2.4 Photocopying

There are a number of photocopy machines available to staff. Care must be taken when using these machines. All personal use of photocopiers will be subject to the High School student photocopy fees.

Assistance must be sought when there is malfunctioning with the machine.

Teachers must be mindful of paper wastage when photocopying, hence must avoid unnecessary/excessive copying.

Photocopying facilities are available to students with the purchase of a library card.

### 5.2.5 Workplace Health and Safety Procedures

The Principal is responsible for the effective implementation of the Health and Safety Policy complying with relevant Acts and Regulations. The Principal will ensure that:

- an appropriate Work Health and Safety (WHS) Committee of management and staff is formed, that it meets regularly and maintains proper records of its meetings accessible by all staff members
- agreed procedures and responsibilities for regular consultation between the School Management and WHS Committee are followed in a timely manner
- there is a schedule for regular assessments of Health and Safety performance and for the provision of resources
- all specific policies operating within the College (fire and explosion, purchasing, dangerous goods, noise, training, first aid, systems of work, hygiene) are periodically revised and are consistent with overall Health and Safety objectives
- training and supervision for all relevant employees in the correct use of plant, equipment and substances used throughout the College are provided
- WHS Committee is well informed of incidents and accidents occurring on College premises or to employees so that Health and Safety performance can accurately be gauged.

The College Management seeks cooperation from all staff to create a healthy and safe work environment. The staff will ensure that:

- reasonable care for their own health and safety and of others affected by their actions at work are taken
- they comply with the safety procedures and directions
- they must not wilfully interfere with or misuse items or facilities provided in the interests of health, safety and wellbeing of College staff

# 5. ADMINISTRATIVE PROCEDURES

- they report potential and actual hazards to the WHS Manager, who will have to set up effective notification procedures and records kept for all incidents and accidents
- they must inform the WHS Committee member of incidents and accidents occurring on the College premises or to College staff so that Health and Safety performance can accurately be measured
- they take reasonable care for health and safety of themselves and of others who may be affected by their acts or omissions at work
- they assist management to comply with statutory duties for health and safety
- they inform management about any hazards, incidents and near-misses that may occur.

## The WHS Committee comprises of:

### Prestons

- WHS Manager (Operations Manager)
- 1 representative from each school

### Auburn & Illawarra

- WHS Manager (Operations Manager) Principal
- 1 teaching staff
- 1 non-teaching staff

WHS representatives are to be selected at the beginning of each year by the Principal.

The WHS Committee must meet once a term (within the third week of each term).

## 5.2.6 Maintenance

All maintenance needs are to be reported to the Operations Manager via the Freshdesk ticketing system. It is every staff member's responsibility to report any damage to school property and buildings.

All staff must ensure that the doors are locked and lights/fans/air conditioners are switched off when the room is not in use.

## 5.2.7 Parking Spaces

There are parking spaces available for staff on school campus. Reserved parking spaces are allocated for individuals and these may not be utilised by others.

High School students are not allowed to utilise the staff parking space during school hours.

## 5.2.8 Emergency Evacuation/Lockdown Procedures

Emergency evacuation and lockdown procedures are located in the I:Drive and Staff Portal, which the staff should familiarise themselves with and display in the classroom. The procedures will be reviewed and implemented with practice from time to time or once a semester.

In the case of an emergency there will be a siren. All staff are required to follow the procedures in the relevant Emergency Management plan :

- Prestons Campus
- Illawarra Campus
- Auburn Campus

## 5.2.9 Class and Corridor Displays

Frequent changes to work on display around the buildings and in classrooms are encouraged, to provide students with an avenue to show their work to others and demonstrate/display the learning taking place.

When considering building or classroom displays, the following rules must be adhered to:

- No sticky tape to be used on walls, as it removes the paint. Masking tape can be used.
- No staples should be placed in walls.
- Displays must be confined to display boards and display cords across the rooms. If you require further display space, please speak to the Principal.

Posters/advertisements/announcements must be approved by the Principal before displaying.

