WARNBRO
COMMUNITY HIGH SCHOOL
EDUCATION SUPPORT CENTRE

STAFF HANDBOOK

Every Student Flourishing

Our School Handbook is a detailed and comprehensive guide designed specifically for our school community, providing essential information and resources. It details our school values, key processes, protocols, operational guidelines, and principles that guide our approaches within our school to maintain efficiency and consistency across all operations. With a clear outline of these essential components, we aim to foster a well-organised and supportive environment that enables staff to feel confident in their decisions.

**Staff
Start & Finish
Times**

Education Assistant's
8:10 to 3:10pm

Teachers
8:30 to 2:40pm

Contents

OUR SCHOOL

Principal Welcome

Welcome to Warnbro Community High School Education Support Centre (WCHS ESC).

At WCHS ESC, we promote ethical practice and appropriate standards of conduct and behaviour, as per the Department of Education's Code of Conduct. We are committed to teaching, learning and working environments where all individuals are treated with respect and dignity.

The actions of staff are to be guided by the Department of Education's values, that are fully embraced by our school, which reflect the social responsibilities owed to students, parents and carers, communities, stakeholders and each other.

The Code of Conduct is built on the following shared values and our workplace behaviours:

- purposeful
- connected
- high performing
- ethical leadership

These values and behaviours are at the core of everything we do and every decision we make.

Integrity

- We believe a good education is the bedrock upon which everything else stands.
- We do not take this responsibility lightly and feel privileged to be part of it.
- We act in the best interest of students and the community at all times.
- We are accountable and honest and have strong ethical and moral principles.

Equity

- We recognise the different circumstances, needs and aspirations of students and staff.
- We strive for learning and work environments that are free from racism, discrimination, bullying, abuse or exploitation.
- We believe in more than one path to success and our purpose is to help every child find theirs.

Voice

- We attentively listen to each other and our students, families, communities and stakeholders.
- We encourage honest and respectful expression of ideas and diversity of thought.
- We empower the voice of children and young people to be partners in their education.

Truth-telling

- We commit to learning about the diverse histories, experiences and worldviews of Aboriginal people.
- We create culturally safe learning and work environments, and culturally responsive services, free from racism and discrimination.

Teamwork

- We support, encourage and inspire each other and value the contribution of all.
- We champion trust and inclusivity.
- We recognise the importance of collaboration to help students achieve their best.

Care

- We practise mutual respect and accept our responsibility to develop and maintain appropriate relationships.
- We are attentive and considerate.
- We strive to keep ourselves, others and our resources safe.

Learning

- We have a positive approach to learning and encourage it in others.
- We advance student learning based on our belief that all students have the capacity to learn.

School Board

Our School Board plays an important role in contributing to good school governance so that school resources are used efficiently, and community expectations and the school's priorities reflect the needs of students.

The function of the board is covered by legislation and include both approval and advisory roles. Some of the matters the School Board may make decisions on include:
- fees and charges
- resource lists
- dress codes

The School Board makes these decisions with the principal and other relevant decision-makers who ensure they adhere to legislative and policy requirements.

The Principal may seek the advice of the board to inform themselves before making management decisions. Board members have the right to understand the Principal's decisions (except where they involve confidential information about people or families).

The members of our board:

Marianne Mangano

John McCorkell

Monica Sloss

Becc de Graauw

Esther Laarman

Paul Jay

Communication with Families

The school is committed to developing a school culture which values parental engagement. Through building strong and trusting partnerships with parents, we seek to support our students' ongoing growth and development. The school benefits from the valuable information families share about their child's needs and how best we can support them which positively impacts on student learning and wellbeing outcomes.

We also seek to support parents in their own learning and ability to support their child's learning and wellbeing development. Opportunities for education are provided through our Parent Network group and links to outside groups, as well as reaching out through personal contact, conversations and meetings.

It is important to develop a communication system with each of the families in your classroom, identifying how frequently they would like updates regarding their child and how they would prefer you to communicate.

When sending letters home to families, please send by email and then follow up with a text informing the family it has been sent.

When sending information regarding behaviours it is important to develop strategies in collaboration with families that are solutions focused.

Evidence tells us that when families engage in their child's learning we see positive impacts on student achievement and wellbeing outcomes.

WARNBRO COMMUNITY HIGH SCHOOL EDUCATION SUPPORT CENTRE

BUSINESS PLAN 2024-2026

Every Student Flourishing with the skills, knowledge and optimal wellbeing to lead fulfilling lives

OUR VISION

Our students are sure of who they are and take pride in their achievements and qualifications. They confidently work towards their educational and life goals and create a future for themselves as hardworking contributors to, and participants in, their community. Our school is student-centered, safe, and nurturing, and we employ strategies that are non-punitive, and relationship and skill enhancing. We meet students where they are at, value individual differences, and strive to collaboratively solve the problems that are interfering with their success.

OUR SCHOOL

Warnbro Community High School Education Support Centre is a highly recognised, Independent Public School for students with intellectual disabilities, or disabilities in the presence of high educational needs, co-located with Warnbro Community High School. We offer authentic differentiated learning experiences, high quality teaching and supportive relationships that nurture a sense of belonging, significance and emotional safety through a collaborative approach. Our focus is on maximising students' confidence, self-esteem, resilience and sense of self, while nurturing our students to flourish and become their best self, academically, emotionally and socially. Our students take pride in their achievements and qualifications and confidently graduate into the wider community with the knowledge and skills to achieve their hopes, dreams and aspirations.
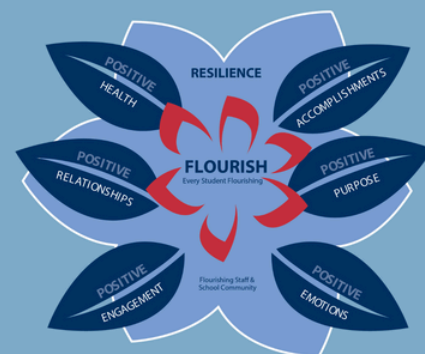
OUR VALUES

PURPOSE

In our pursuit of a deeply meaningful educational journey, we aim for students to pursue their passions by fostering dedication from both staff and students. Our goal is to empower students, amplify their voices, and create an environment where they can truly flourish, celebrating accomplishments and providing diverse opportunities that offer access to mirrors, windows, and doors for all.

EMPOWERMENT

We are dedicated to fostering empowerment by nurturing individual strengths through differentiation and encouraging self-expression. We offer choice and relevance in learning, equipping all with the confidence and skills to make a positive impact on their own lives and the broader community. We provide an engaging and supportive environment where students and educators alike can thrive.

EQUITY

We believe in providing equal opportunities, respect, and recognition to every member, irrespective of background, identity, or perspective. Our goal is to foster an environment where everyone feels valued, heard, and empowered to contribute unique talents and ideas, creating a dynamic and inclusive team where all can flourish and contribute to our collective success.

CONNECTIONS

We support the professional and personal growth of all members within the school community in a purposeful and meaningful way. Through differentiation, we recognise the diversity of all staff and students, setting high expectations for success.

GROWTH

We create opportunities for students to connect classroom practices with real-life experiences, fostering a determination for growth. This ensures positive connections within the school community and supports evidence-based practices. Our consistent approach encourages exploration and connection with the world, allowing every student to flourish.

INDEPENDENCE

We aim to empower students for a meaningful learning journey, fostering academic and social potential. We are dedicated to using technology to support diverse abilities, promoting independence for students in and beyond school. To achieve this, we will nurture autonomy, advocate for equity, and prepare our students for their future outside of school.

RELATIONSHIPS

We believe relationships make long lasting impacts on everyone's lives. For a relationship you need to use trust and honesty, that allows you to connect with others from diverse backgrounds. This is important so we can implement teamwork that forms part of a healthy lifestyle. (student voice)

OUR FOCUS

EXCELLENCE IN TEACHING, LEARNING AND STUDENT ACHIEVEMENT

High quality, innovative teaching and learning. Students supported to achieve their best and take pride in their achievements and qualifications.

Objectives:

- Embed differentiation with the classroom
- Increase vocabulary to strengthen comprehension
- Identify finer grain targets in maths

Initiatives:

- Differentiate tasks so that all students can access the same knowledge.
- Develop a guaranteed and viable curriculum using a differentiated learning process.
- Increase teacher capacity to plan for mathematics using developmental framework.
- Identify student need for assistive technology to enhance learning.
- Use technology to have a positive impact in teaching and learning outcomes.
- Increase discipline specific knowledge to develop vocabulary.
- Embed explicit writing instruction to build and deepen knowledge.
- Embed the whole school instructional model.
- Embed whole school approaches to explicit teaching of English and Mathematics.

OPTIMAL HEALTH AND WELLBEING

A safe and welcoming learning community where students flourish and are secure in their experience of belonging and acceptance.

Objectives:

- Create opportunities for student voice
- Build an effective feedback culture

Initiatives:

- Students and teachers to co-design all student learning areas and environments.
- Link student outcomes to student feedback in a systematic approach.

PROGRESSIVE AND SHARED LEADERSHIP

Collectively our staff utilise their strengths to make lasting and authentic improvements to our students' learning.

Objectives:

- Strengthen support of excellence in teaching and learning in every class.
- Increase staff confidence of whole school processes.

Initiatives:

- Embed a strong induction process.
- Implement a pedagogical framework to codify effective teaching.
- Embed reflective practices to increase self-efficacy in all learning areas.
- Embed a coaching process to increase self-efficacy.

SUSTAINABLE PARTNERSHIPS AND PATHWAYS

Strong school and community partnerships that develop pathways for our students into the community.

Objectives:

- Develop sustainable community partnerships
- Enhance opportunities for family engagement
- Increase cultural responsiveness

Initiatives:

- Every classroom develops a sustainable community partnership
- Create conditions for family engagement to support student learning.
- Use expert and community knowledge and experience, to meet the cultural needs of students.
- Strengthen staff understanding of cultural responsiveness.

OUR SELF-ASSESSMENT

Self-assessment is fundamental to establishing an effective school improvement cycle. Our school will reflect on and evaluate performance to plan for and enact improvement. We recognise the Department's School Improvement and Accountability Framework as a useful self-assessment tool in measuring our improvement.

Positive Behaviour Support & Education

WCHS ESC is committed to building a supportive, connected school culture where students feel physically and emotionally safe. We aim to maximise students' confidence, self-esteem, resilience and sense of self, while enabling students to flourish and become their best self, academically, emotionally and socially.

WCHS ESC has a major focus on Positive Behaviour Support & Education. Our HAPEER Positive Behaviour Support & Education Model is based on the intentional promotion of optimal learning, social and emotional development, personal strengths and resilience. We aim to facilitate flourishing lives that promote individual and also organisational wellbeing. We work to build a strong school community where the values of purpose, empowerment, equity, connections, growth, independence and relationships are embedded across the school.

We actively plan to build students' sense of connection and belonging through the implementation of a Positive Behaviour Support & Education Framework (HAPEER). We have developed our Positive Behaviour Support & Education Model based on the belief that key domains that lead a person to flourish can be taught.

Our 6 key domains are:

Positive Health . Positive Accomplishments . Positive Purpose . Positive Emotions . Positive Engagement . Positive Relationships
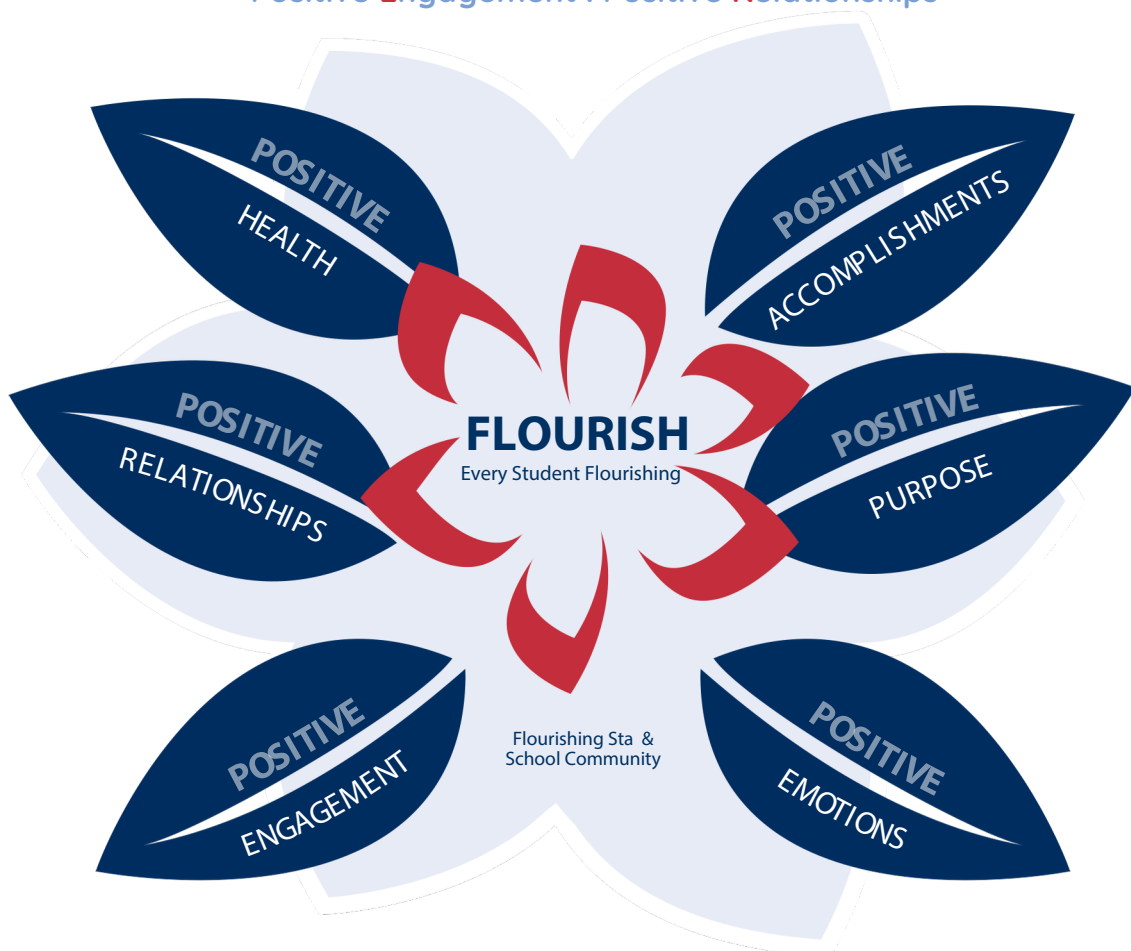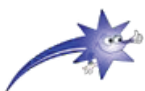
The Three B's

WCHS ESC is committed to providing a safe and supportive learning environment. Our approach to behaviour management encompasses a variety of strategies and interventions to ensure the very best academic, social and behavioural outcomes for all students.

Our School focuses on three key areas to promote positive behaviour:
Be Responsible, Be Respectful, Be Your Best.

	Warnbro Community High School Education Support Centre Behaviour Expectations		
	Be Responsible	**Be Respectful**	**Be Your Best**
Whole School	• Ask for help to solve an issue	• Follow all staff instructions • Use attentive listening • Allow personal space • Keep hands, feet and objects to yourself • Treat others the way you want to be treated (respectfully)	• Seek help and feedback when needed • Offer to help others as needed
Classroom	• Take/use body break/sensory break as needed • Ask permission to leave class	• Use attentive listening • Raise your hand to contribute • Take turns when sharing as a class or in groups • Follow all staff instructions • Use appropriate language (including non-verbal) when communicating with others	• Focus on your own task • Display effective teamwork • Display a positive attitude

Expected behaviours are introduced to the whole school during Community Time, with the presenting class providing examples. The behaviour is then taught in class throughout the following fortnight.

The class teacher recalls behaviour expectations and models appropriate behaviour throughout the next two weeks. They also support students who require further prompting of expected behaviour with continual modelling.

When students demonstrate the expected behaviour POS cards are issued as a positive reinforcement.

Students can choose to use their Pos cards in exchange for a prize or have the opportunity to place their card in a box that is drawn at Community Time for the chance to win a voucher.

Community Time

Community Time is a time for our school to come together once a fortnight with a class presenting their learning and expected behaviours guided by the PBS matrix.

Student Expectations
- All students to sit in class groups
- Students to sit upright
- All students clapping at appropriate times
- All students to participate
- Students to be quiet at all times unless called upon to speak
- Correct uniform

Staff Expectations
- All staff members to sit with class
- Parents of the class presenting and students receiving a certificate must be invited to Community Time
- Community Time does not need to run for the entire session. When your class presentation is finished, students can be sent back to class

Profile
- 1 min – Welcome and Acknowledgement to Country
- 3 min – Cultural learning: acknowledging the season and an Aboriginal English word. Aboriginal icon (students share information learnt about an Aboriginal person they have learnt about prior to community time) (more information in the shared drive on expectations)
- 5 min - PBS Presentation (staff will be allocated a PBS outcome that they will need to address, further information will be supplied at a later date)
- 5 min - Curriculum Presentation (each class to present something that demonstrates their meaningful learning of the curriculum eg. HASS, English, SEL etc…
- 1 min - Principal address
- 5 min - Student certificates
- 5 min - Staff certificates (Please note: students can only present if they have a certificate, can we please keep this to a maximum of two students per class)
- 3 min - PBS rewards
- 10 min – Students of the Fortnight
- 1 min - Concluding statement
- Students to leave in class groups – one class at a time

School Mission
Every student flourishing with the skills, knowledge and optimal wellbeing to lead fulfilling lives.

PROFESSIONAL KNOWLEDGE

School Expectations

School Expectations

Expectation of staff members at WCHS ESC.

- Keep the environment clean and tidy
- Personal mobiles are not to be used during school hours
- Acknowledge that all facilities and resources are for the use of all staff
- Be courteous in dealing with others
- Be respectful by locking doors when leaving an area and securing the school
- Represent the school with pride
- Maintain a safe workplace by wearing appropriate attire
- Be responsible for your wellbeing by completing the necessary documentation and seeking support if required.
- Maintain a safe workplace by reporting faults
- Be supportive of colleagues and respect the needs of individuals
- Sign out when leaving the school grounds for any reason during the day & notify your line manager
- Ensure Teacher Registration and/or Working with Children Check remains current
- Teaching staff must maintain and update professional learning log on the TRB website

Roles, Rights and Responsibilities

Classroom Teachers are responsible for recording the attendance of students in their class, using Compass. Class rolls are legal documents that must be completed accurately.

At WCHS ESC the 'School Community' is representative of all students, staff, parents/carers and community members involved in the operation of the school.

As a member of the School Community, I have the right to:
- Be treated with courtesy and respect
- Work in a clean and safe environment
- Be proud of our school
- Be proud of my achievements
- Achieve and work to my potential

As a member of the School Community, I have the responsibility to:
- Treat others with courtesy and respect
- Not interfere with other's people's work or possessions
- Look after school property and keep the grounds clean
- Behave so as to uphold the reputation of the school
- Consider the diversity and difference within the school community
- Contribute to the building of a safe, creative and enjoyable learning community
- Ensure I am punctual, polite, prepared and display a positive manner
- Be proud of my efforts and achievements and the achievements of others

Outside Employment

Under Section 102 of the Public Sector Management Act any staff member who is employed by the Department of Education, who is also employed by another person, must seek approval to do so by completing a form which can be located on the Department of Education website and handed in to the school Principal. Please see Manager Corporate Services for further information.

Teaching & Learning

Teaching for Impact

Educators know that of all the factors that impact on student learning, the most powerful factor that we can control is the quality of teaching. If we are to boost the achievement and wellbeing of our students, we need to support every teacher to be their best.

Teaching for Impact is a major component of the Quality Teaching Strategy and is the result of wide consultation with school staff. It shares our position and understanding of effective teaching practice and is grounded in evidence, and the practical expertise of teachers and principals accross Western Australia. It has been made by the profession for the profession. The Teaching for Impact overview outlines what teachers believe, know and do. The supporting resources elaborate on the what, why and how of the elements identified as having significant impact on student outcomes. The strength of Teaching for Impact is that the elements are brought together in one place, providing a common language across schools, and supporting a unified public school system.

These elements have been identified as having the biggest impact on student wellbeing and achievement.

Vision

Our students are sure of whom they are and take pride in their achievements and qualifications. They confidently work towards their educational and life goals and create a future for themselves as hard working contributors to, and participants in, their community.

Leaders

Leadership Team

Marianne Mangano - 0423 798 454
Principal

Julie Davies - 0407 912 635
Manager of Corporate Services

Nikki Garnaut - 0423 798 461
Deputy Principal Year 7 - 9

Hannah Stoneham - 0448 514 570
Deputy Principal Year 10 -12
Tuesday and Thursday

Charlotte Gardiner - 0448 514 570
Deputy Principal Year 10 -12
Monday, Wednesday, Friday

If you require support, please feel free to contact your line manager for assistance. If they are unavailable, please connect with another member of the leadership team

Curriculum Leaders

Scott Beattie
Mathematics Coordinator
Literacy Coordinator
ASDAN Coordinator
Curriculum Coordinator
& Instructional Coach

Hannah Stoneham
Curriculum Leader
Cultural Responsiveness Coordinator

Becc deGraauw
Complex Communication Support

Christine Draper
IT Coordinator

Jacqui Daniels
Partnerships
& Pathways Coordinator

Ruth Sproule
Positive Behaviour Support
& Education Coordinator

What are the aims of Curriculum Leaders?

The Curriculum Leaders aim to support staff across the school Learning Areas utilising a coaching approach to guide teachers in a thought provoking and creative process that inspires them to maximise their personal and professional potential.

Department of Education

GOVERNMENT OF WESTERN AUSTRALIA

Teaching for Impact

Teaching for Impact outlines what effective teachers believe, what they know, and what they do to have high impact on student outcomes.
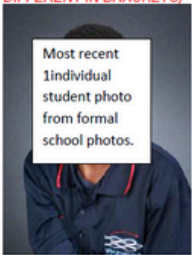
Believe

Effective teachers believe they can unlock the learning potential of every student

Effective teachers believe they have the responsibility to evaluate the impact of their practice and seek to improve

Effective teachers believe in inclusion and value student diversity

Effective teachers believe student wellbeing and engagement are essential to student achievement

Effective teachers believe in equity and reconciliation

Effective teachers believe they share the responsibility for student success with schools, families and the broader community

Effective teachers believe in preparing students to become their own teachers and successful life-long learners

Know

Effective teachers know themselves

They are culturally responsive and critically reflect on their own cultural background, values and beliefs. They use this knowledge to respond to the diverse needs, backgrounds and experiences of all students.

Effective teachers know their students

They understand that students come from a diverse range of linguistic, cultural, religious and socioeconomic backgrounds who have varied strengths, interests and needs. They know how students learn and how to teach students to process, recognise, remember and transfer learning.

Effective teachers know the curriculum

They understand the Western Australian curriculum content and the knowledge, skills and understandings students need to master at each stage of learning. They know how to develop teaching and learning programs that address the learning needs of their students.

Effective teachers know what works best

They draw on a range of evidence-based instructional strategies, understand which have the greatest impact and when to evaluate the impact of their choices on student wellbeing, engagement, progress and achievement.

Do

Plan

Effective teachers place students firmly at the centre of quality teaching and learning

- plan to create a culturally responsive, safe, inclusive, and supportive learning environment
- build a classroom culture where students feel confident and challenged and are able to take risks in their learning
- partner with parents/carers, community and specialised services in shared approaches to teaching and learning
- respect and celebrate student diversity and personal strengths

- independently and collaboratively analyse student data
- cater for individual learning needs through differentiated learning and a tiered approach
- respond to the needs of culturally and linguistically diverse learners
- develop lessons that are structured and sequenced appropriately in small steps

- design programs consistent with whole-school approaches and priorities
- plan content with an awareness and practical understanding of major learning theories e.g. Cognitive Load Theory
- clearly understand what students should know and do at the end of the learning sequence

Teach

Engage

Effective teachers focus on creating the preconditions for positive learning

- clearly communicate a positive culture of high expectations for the achievement of all students
- identify and integrate student strengths, interests, abilities and experiences
- create a child safe environment where students develop a positive identity with learning and school
- have visible systems to promote positive behaviour, classroom management and restorative approaches
- provide opportunities for student agency and voice
- use culturally responsive pedagogies that build on the strengths of Aboriginal students
- use strong relational skills to build positive connections with students, families and the community

Instruct

Effective teachers differentiate to ensure students understand content and expected learning

- clearly communicate learning intentions and success criteria
- activate students' prior knowledge
- provide opportunities to review previous learning
- explicitly teach concepts, ideas, skills and strategies for learning
- provide worked examples that demonstrate to students the steps required to understand new content and skills
- use scaffolds and frameworks to support learning
- implement a gradual release of responsibility
- use questioning to enable frequent checks for understanding, opportunities for discussion and to extend student learning

Practise

Effective teachers enable students to consolidate the content and skills

- foster opportunities for students to develop personal and social capability
- provide opportunities and time for students to achieve mastery of content, skills and concepts
- utilise multiple methods of learning to review, practise and consolidate skills and processes
- provide students with explicit feedback to scaffold and plan the next steps in their learning
- employ metacognitive strategies that enable students to understand themselves as learners
- give students the opportunity to review, reflect and set goals for future learning

Apply

Effective teachers enable students to apply their knowledge and skills

- empower student agency and voice to build self-efficacy and autonomy, and to be partners in their learning
- develop students' capacity to activate core content, knowledge and skills in contexts that require higher order thinking and deep learning
- use problem solving and inquiry to develop learners' capacity to be collaborative, critical, creative and innovative thinkers
- equip students with work capabilities
- expertly select and apply technologies to maximise every student's learning and progress
- support students to transfer their learning to new and original contexts and communicate their knowledge and understanding

Assess

Effective teachers assess student learning and teacher impact

- design assessments for learning (diagnostic and formative), of learning (summative) and as learning (self-assessment)
- design assessments that are educative, fair and reliable
- design assessments that are responsive to the developmental, cultural and linguistic backgrounds of students

- assess student performance using explicit criteria
- provide meaningful and timely feedback to students
- reflect on student outcomes to monitor impact
- make professional judgements about student learning to accurately report against the relevant achievement standards

- teach students how to interpret information from assessments
- moderate student achievement and progress with colleagues within and across schools, using data and other evidence
- demonstrate self awareness and problem-solving capabilities through self-reflective practices

Learner Profile

A Learner Profile outlines our knowledge of an individual student to inform how best to support them. It includes their interests and strengths, areas for growth with strategies, diagnostic testing data, support networks and possible post school pathways. They are also an essential tool in classroom planning that will assist in knowing common student interests that can be embedded into the class environment and learning programs and plans.

Learner Profiles are a working documents, requiring regular updating any time new information presents.

LEARNER PROFILE *EXEMPLAR* updated 18.09.24

Student name: FIRST LAST *(PREFEERED IF DIFFERENT IN BRACKETS)*	Class Teacher: Rose Gillespie (M, W,TH, F) Chrissy Knapp (TU)	Primary Disability ASD	Literacy Testing:	Numeracy Testing:
Most recent 1individual student photo from formal school photos. Photo Permission: Yes	Date of Birth: 10/08/2008 Year: 10	**Secondary Disability/Difficulties** ADHD **Disability Allocation:** Level 5	Spelling Mastery: PA Program YARC Assessment 11.06.24: Accuracy 7:05 age equivalent Reading rate: below 5:10 Comprehension: 5:00 or less Heggerty: (Data to be entered ASAP) RAZ: A (may require listening access to texts) OLNA: (Years 7-9 – NAPLAN) Writing: Category 1 Reading: Category 1	PAT Adaptive: 04.11.22 Year 2 JEMM: OLNA: (Years 7-9 – NAPLAN) Numeracy: Category 1

Parents/Guardians: (Preferred pronoun, first and last name) Siblings: (Preferred pronouns, first and last names) Two older brothers One older sister *****'s family originate from Ethiopia, moving to Australia in 2005. Pets:	Big Plan Dreams & Goals: Train Driver, Surf Shop, Dancing, Movies, Taking Photos & Video, Basketball, Drawing, Colouring, Holidays, Surfing, Swimming, Dogs

Interests/Likes:	Strengths:	Relevant Medical History:	NDIS: YES
• Visiting his local park • Watching movies • Walking with his friends Taking photos and videos, particularly selfies • Computer games • Using his ipad, • Watching youtube	• EALD: speaks Ethiopian and Standard Australian English • Strong knowledge of technology • Tries to make others laugh • Has a unique sense of humour	• ADHD – Ritalin administered at home • Allergy – Dusts, pets, grass • Asthma	Agency Involvement: Assessed and funded Liberty Behavioural • Behaviour Support Specialist: Junior Haiane 0420 808 973 junior@libertybehavioural.com

Characteristics: *(written as observable behaviours)*

Communication:	Social Interactions:	Behaviours:	Sensory Needs:	Information Processing/Learning Needs:
• is a multimodal communicator: speech, gestures, visuals and communication device (AAC – prologue2go)	• Has a strong awareness of his friend's attendance at school	• Will display a need to arrive at the bus on time • Has a strong sense of ownership for personal items and need to know where they are • Will remove himself from a situation that he finds worrying/over stimulating	• *in the learning phase of understanding his own sensory regulation.* • Not yet able to independently ask for specific strategies but is able to request the continuation of a strategy already being accessed • Seeks deep pressure eg squeezing his ribs, pressing on his hands • Seeks proprioceptive input/movement eg leg bouncing, hips moving on chair • Seeks olfactory input/smells eg armpit sniffing, putting top lip • Seeks oral motor input eg putting items in his mouth	• Will understand on step/familiar routine after being modelled the expectation • Can complete tasks independently after lots of repetition • Uses visuals to support his understanding of new concepts

Impact in the Classroom: How is this different from key adjustments required?

Communication:	Social Interactions:	Behaviours:	Sensory Needs:	Information Processing/Learning Needs:
• Staff prompting to use communication device • Will grab staff or students to communicate • Will point to who he's talking to when use AAC • May push between people to get pass	• Can sit side by side during group and one-on-one activities	• Distracted • Unfocused • Dis-engages with activity • May Push staff members	• Sensory preferences and needs are continuously changes. • Observation required on how different inputs impact on behaviour and interactions – staff to then adjust accordingly.	• Will dis-engage in activity if no support given • May wonder around class or grab staff to help • Struggles to complete tasks with multiple options exceeding 2

Key Adjustments Required

Communication:	Social Interactions:	Behaviours:	Sensory Needs:	Information Processing/Learning Needs:
• Model use of AAC • Provide one instruction at a time • Provide 2 choices for answers	• Explicit teaching of expected behaviours in new contexts	• Incorporate whole body movement into lessons eg graffiti walk Provide opportunities for **** to: • carry heavy items to/from class • climb on playground equipment • perform sporting activities that involve running and jumping. • bounce on the mini trampoline.	• Relies on adults to recognise his needs and implement strategies • Staff to maintain data collection in relation to sensory strategies to guide future practice while Joel develops the skills to self-regulate. • Explain to **** how his body is looking prior to providing a suggestion: ○ 'I can see you're holding your ribs, would you like a squeeze?' ○ 'You're sniffing your lip/ball/armpit, would like something smelly?' ○ 'Your legs are bouncing and you're looking outside, should we go for a run?' • Model use of the sensory inputs options on ****'s AAC device. • Sensory suggestions: ○ Deep pressure: theraband chest band and something for his hands ○ Proprioceptive input: theraband around chair legs; gorilla on lap; run outside; 10 jumps in class ○ Olafactory: smelly items like scratch and sniff stickers ○ Oral motor input: chew stick with texture	• Visual representations of activities and concrete materials • Staff to model how to do new tasks • Reminders of what to do first and then what comes next – refer to visual • Imbed frequent sensory breaks into his routine

Contributors:

Name:	Organisation:	Contact Info:	Dates Updated: 16/11/2023, 23/04/24, 17.06.24, 20.06.24, 07.08.24
Imogen Lockyer	Warnbro CHS ESC	9528 9499	
Gillian Davidson	Warnbro CHS ESC	9528 9499	
Rose Gillespie	Warnbro CHS ESC	9528 9499	
Chrissy Knapp	Warnbro CHS ESC	9528 9499	
Lilli Rasheed	Rocky Bay	NA	

Performance and Development

At WCHS ESC Performance and Development are essential components of both personal and professional growth. Performance management ensures individuals achieve their goals, which contributes to the overall success of our school by improving efficiency, productivity and accountability. It allows for staff to be recognised, boosting morale and motivation while providing valuable feedback for continuous improvement. Development focuses on enhancing skills and knowledge, supporting career growth, and fostering adaptability and motivation. Through the integration of performance and development it ensures a balanced approach, addressing immediate goals and long-term growth, and creating personalised development plan to address specific performance targets and aspirations.

The Department of Education Employee Performance Policy and Procedures (March 2016) states that all employees will participate in a performance management process linked to the intended outcomes of the Department's strategic directions. This process empowers each individual to give an undertaking of accountability for self-improvement that is guided by system initiatives, and Warnbro CHS ESC values, key focus areas, and strategic plan.

This process is undertaken in alignment with the Australian Teacher Performance and Development Framework (AITSL), Australian Professional Standards for Teachers (AITSL), Australian Professional Standard for Principals (AITSL) and the Education Assistants Competency Framework. In addition, the Administration, Directions and the Student Support teams (Allied Professional Staff) will reflect on their knowledge and practice based on their individual JDF. Together with the school's instructional and behavioural models, and classroom observation process, these reflection tools form the primary frameworks for:

- Developing goals
- Gathering sources of evidence of performance and development
- Provision of performance feedback
- Determining ongoing opportunities for Professional Learning

The process is viewed as a continuous process of reflecting, goal setting, learning and improving professional practice about individual performance and development and contribution to organisational goals.

Professional Development

What is Professional Development?

This is defined as all activities, both formal and informal, carried out by the individual or initiated by the system to promote staff growth and renewal.

What are the requirements of Professional Development?

- There is no time set for PD. It should be closely linked to your Performance Development Plan, department or school priorities.
- The staff member attending the professional development will present information to their collegial, curriculum, management or executive group as appropriate on their return.

Guidelines for attending Professional Development

Priorities for PD will be based on

- School priorities;
- Workforce Planning needs;
- Individual performance development/ appraisal needs.

It is important that Deputies begin negotiating with their staff on PD needs. To enable a Performance Development Plan to be developed it is essential that each learning area has developed a Learning Area Plan with stated outcomes for students. This will enable priorities to be determined.

1. Where possible, your Deputy needs to be informed of any PD required later in the year;
2. Individuals making applications for funding need to seek approval from their Deputy;
3. Part of the school development days will be allocated to Professional Learning on school and system priorities. Staff meetings may also be used for this purpose.

Procedure

1. Discuss your interest to attend PD with your Deputy.
2. Complete the PD form available from Manager Corporate Services or in the staff Policy File.
3. Seek approval from the Principal.
4. Return completed and approved PD form to MCS.
5. Speak with MCS in regard to payment arrangements.
6. Register your application with the PD service provider.
7. Liaise with MCS for relief. If required, make the necessary arrangements for your relief lesson package.
8. Swap any yard duty with a friend or colleague. Ensure you advise Deputy of commitments you are unable to negotiate a relief for.

Devices for Staff

WCHS ESC provides iPads to teaching staff in support of the facilitation and rollout of programs and initiatives as outlined in the School's Strategic Plan. Mobile Phones are also provided to teaching staff to aid communication outside of the classroom environment.

Mobile Phones

Personal mobile use when working with students is not permitted and they are required to be locked away during school hours. All communication is to be through devices provided by the school.

Loaning of devices and stocktake

- All devices and associated accessories remain the property of WCHS ESC at all times. The devices are borrowed through the Administration & Public Relations Officer with approval from the Principal.
- Stocktake of all devices will occur biannually.
- In the event that a teacher takes leave for an extended period of time, the devices must be returned to the school.

Use of devices in support of strategic plan

- The devices are to be used in support of the rollout of the School's Strategic Plan and as such these devices are to be used primarily for whole school programs and initiatives e.g. Attendance, Curriculum delivery etc.
- As they are used for attendance and other programs integral to a teacher's daily practice, it is expected that they are on site for the duration of each teaching day.
- Department of Education (DoE) Policies and guidelines for appropriate use of IT apply to all staff.

Access and purchase of applications for use

- Applications (Apps) endorsed by the Principal and School Leadership group will be paid for by the school.
- Learning Area specific Apps will need to be budgeted for through Learning Areas.
- Purchase of said Apps is through negotiation with your Deputy.
- The school will not purchase or reimburse a staff member for any Apps purchased through a personal "iTunes" account.
- Use the Third Party Checklist on Ikon If you intend to use an online third-party service for student administration or curriculum purposes, that collects students' personal information.

In the event of loss or damage

Any damage or loss of devices must be reported to the MCS immediately. You must have supporting documentation ie. Police Report number and/or forms.

IT Support Request

On site support for IT is provided by Solutions IT on Monday and Thursday. All requests to be submitted via email to: support@solutionsit.com.au

Additional classroom support can be requested from ICT Helpdesk via IKON or phone on 9264 5555 extension 5.

PROFESSIONAL PRACTICE

Compass Education

WCHS ESC's School's management system is Compass Education. Compass can be accessed via **https://warnbroesc-wa.compass.education** or by downloading the App on to your school device for ease of access. Your username is your E-number and the password is the same as the one you use for Ikon. Compass has levels of permission and there may be some areas that are inaccessible.

The Compass program provides detailed tutorials under "Knowledge Base" which can be found at the top left of the screen by hovering over the ikon indicated below.
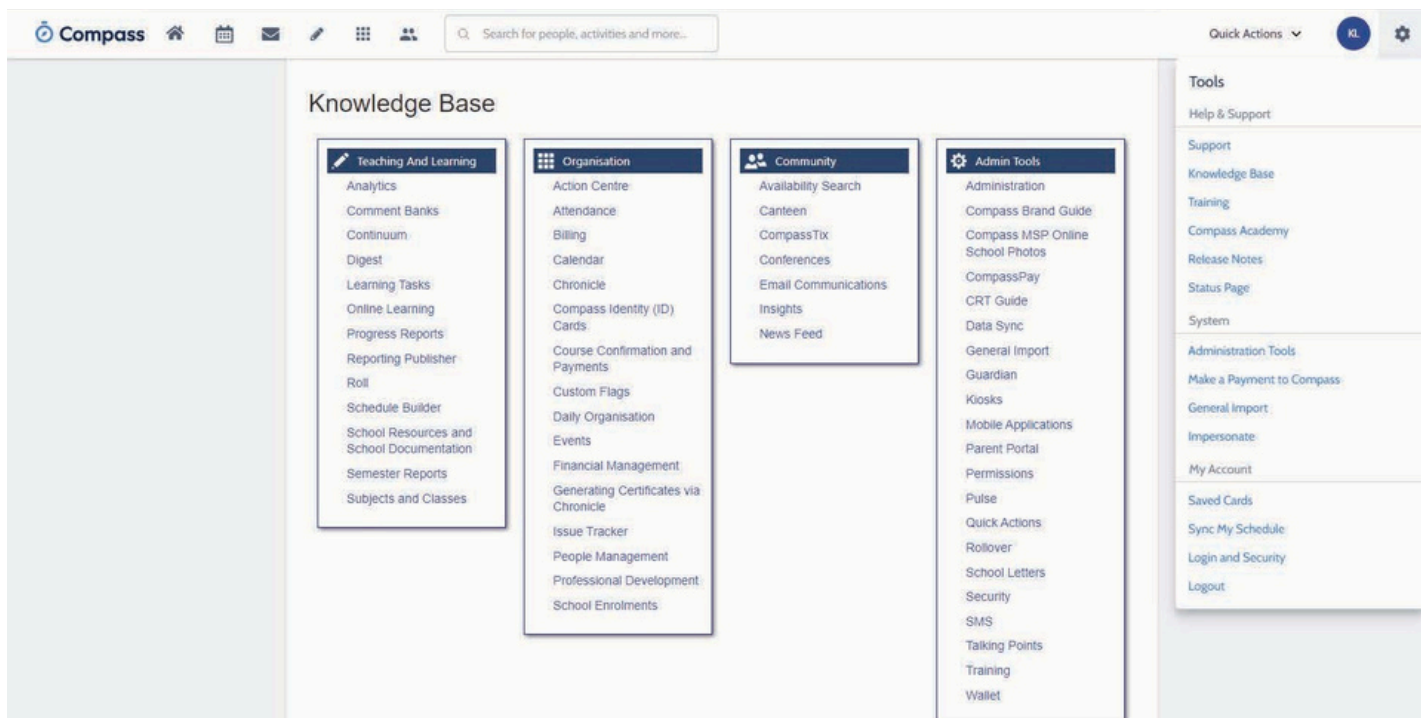
Compass - Attendance

WCHS ESC teachers are required to keep accurate attendance records for every student in their class.
Concerns regarding student attendance should be directed to the Youth Worker.

Marking the class roll

Student attendance is recorded on Compass at the start of every day. Rolls MUST be submitted by **10am** at the latest. When you log into Compass, your homepage will be displayed. A display of your schedule, including all of your classes for the day, is located on the left of the screen. Select which roll you would like to mark by clicking on the corresponding class within the schedule.

Classes in a schedule yet to be marked will display with a red and white striped bar on the lefthand side. Any classes that have been marked will display with a solid green bar.
Click on 'Mark the Roll', located on the right-hand side to open the roll for this session. The list of all currently enrolled students in the class will be displayed.

Compass' intelligent attendance system will preselect the status of students dependent on current attendance information. If any attendance information is detected, Compass will display the status and the reason.

If Compass does not detect any attendance information the student's status will be preselected P - Present. As the teacher, you just need to verify the preselected statuses are right with the students in front of you and make any relevant attendance status changes.
To change a student's attendance status, click the button beside their name to reflect the appropriate status.

P - Present - Student is present in the class and arrived before or at the start of the session.

NP - Not Present - Student is not present in the class.

If the student arrives late to class, select the status **L - Late.**

Click 'Save Roll' on the top right-hand side to save all changes. The pink bar at the top of the roll will then change from pink to green and a green pop-up will state the roll is saved.

Please Note: The note box is not to be used to enter attendance information. All attendance information is to be entered as an Attendance Note or School Activity.

Every absence is to be investigated and the reason recorded. Teachers are responsible for the initial follow up of unexplained student absences in their class. This may be via phone calls, SMS or email to the parent to find out the reason for the absence.

Adding an Attendance Note

Through the Class Roll you are able to add a note/approval. Go into your class roll, locate the student within the list, hover over the student's name and then in the section that will display hover over 'Add' and click 'Attendance Note'.

This will open the Attendance Note screen and you can then add the approval details that were provided from the parent (reason, comment, date range) and click 'Save'. The Attendance Note will then be added to the student's record and their attendance data will update accordingly.

Attendance Codes

The codes are important as they are imported into Student Attendance Reporting daily and may be used to extract data at an individual student level, target group and system level.

U - Absence - cause not yet established

To be used when a student is initially absent from school and no explanation has yet been provided. Further follow up is required to establish a reason for the absence and once obtained, the code should be changed accordingly.

E - Educational Activity

This code should be used when the student is participating in an approved educational program off school site, such as a Section 24, Alternative Attendance Arrangement, an excursion, work placement or programs.

N- Notified as Sick

Applied to a student whose reason for absence is due to illness. The principal may request a medical certificate.

L - Late

To be used when a student is late to school but is not late enough to be recorded as a half day absence.

R - Reasonable Cause

This code should be used when the principal has deemed the reason provided as acceptable other than an absence due to suspension, cultural absence, illness or family holiday.

C - Cultural Absence

Absences authorised for cultural or religious significance to the family such as funerals, sorry time and religious observances. The principal should negotiate the duration of this absence prior to it being taken. If the absence extends beyond the number of agreed days, and no acceptable reason is provided, the additional absences should be recorded with an X (Unacceptable Reason).

Z - Suspended

This code is recorded in Lesson Attendance by Administration when a student is formally suspended.

W - Withdrawn

Where a student is withdrawn from school activities as a planned response to a breach of school discipline but is present at school. Eg: when a student is sent to the office or a buddy class but is still at school.

V - Vacation

This code may be used when the absence has been negotiated in advance and the principal is satisfied that reasonable grounds for authorising the absence apply.

K - Unauthorised Vacation

This code identifies students whose parents have taken them on an in-term holiday and the principal has not authorised the absence.

X - Unacceptable Reason

This code is used when the school has sought an explanation but the response from the parent is not considered reasonable, and the principal does not believe it satisfies the requirements of Section 25 of the School Education Act 1999.

Providing Food to Students

It is important that all students are provided with food, as identified in Maslow's Hierarchy of Needs, it is a physiological need which is a biological requirement for human survival.

At times, our students will come to school without food or come with food that they do not like, therefore will not eat.
If we are aware that our students are not eating due to either of these reasons, it is essential that we work in partnership with the family and inform them that we are able to support the student.

If this is a one-time occurrence, we can inform family that we will provide a premade lunch that can be found stored in the freezer, as long as it meets the student's dietary requirements. However, if this is ongoing, please inform the family that we will support the student in developing the skills to make their own lunch and snacks.

Our aim is to build student capacity so that they are able to easily create the meal at home, therefore we need to ensure the meals are cost efficient and meets healthy eating requirements as per the Healthy Food and Drink appendices that can be found in the below link https://www.education.wa.edu.au/web/policies/-/student-health-care-in-public-schools-procedures

Excursion Paperwork Process

Step	Minimum due date before excursion
Excursion Proposal Form	4 Weeks
Compass Entry	3 Weeks
Approved & submitted to parents/carers	2 weeks

When completing excursion paperwork in Compass the following steps need to be taken:

1. Complete the Excursion Proposal (Page 2 only) - S:\AdminShared\E6096S01-Warnbro CHSESC\All Staff\Excursions\1.1 MASTER Excursion Paperwork.
2. Seek approval from Deputy Principal & Manager Corporate Services.
3. Once approval has been given the excursion can be entered on Compass using the steps & checklist on pages 3-6.
4. After you have completed the entry, the staff member who completed the paperwork, the class teacher and the staff member in charge during the excursion must sign the checklist and submit to your Deputy Principal.
   - You will be notified through Compass once your excursion has been approved or if changes need to be made.

Once approved communication is automatically sent out to parents via email & through the Compass App.

If parents are unable to access the link sent to them, a physical copy can be printed by:

1. Selecting the excursion in the "Upcoming Events" tab
2. Opening the "Attendees" tab
3. Click the "Download Consent Payment Form" ikon in the CPF column
4. Once you have received the signed consent form, select the student from the "Attendees" tab.
5. Click "Selected Attendees" and mark as "Consent Received" or "Declined"

Student Behaviour Management Report needs to be completed when a student is demonstrating behaviours requiring support.

WARNBRO COMMUNITY HIGH SCHOOL EDUCATION SUPPORT CENTRE

Every Student Flourishing

STUDENT BEHAVIOUR MANAGEMENT REPORT – to be completed and copies made by teacher

STUDENT: _____ YEAR GROUP: _____ CLASS: _____

TEACHER: _____ DATE: _____ SESSION/TIME: _____

DESCRIPTION OF CONTEXT: _____

_____

_____

_____

STUDENT BEHAVIOURS	STAFF ACTIONS/TEACHER ACTIONS	REASON FOR BEHAVIOUR
Level 1 ☐ Talking when teacher is talking ☐ Distracting others ☐ Inappropriate use of fidget toys ☐ Calling out ☐ Speaking back ☐ Put down ☐ Other _____	☐ **Name the behaviour** you are showing me something is wrong let's talk about the problem. ☐ Offer additional support ☐ Re-reads the task ☐ Check for understanding of task ☐ Proximity ☐ Refer to visual aids eg. checklists ☐ Private dialogue ☐ Use of timer ☐ Change of seat if needed	☐ Consider the student's lagging skills to support a more compassionate understanding of the behaviour ○ Maintain focus ○ Regulate activity level ○ Handle transitions, shift from one mindset to another ○ Consider the likely outcomes or consequences of actions (impulse control) ○ Persist on challenging or tedious tasks ○ Sense of time (time that has passed, time needed) ○ Consider a range of solutions to problems ○ Flexibly handle ambiguity, uncertainty ○ Shift from original idea, plan, or solution ○ Express concerns, needs, or thoughts in words or other means of communication ○ Understand what is being communicated by others ○ Appreciate how their actions affect others ○ Regulate emotional response to problems and frustrations ○ Empathize with others, appreciate another person's perspective or point of view ○ Interoception (ability to understand and feel what's going on inside their body) ○ Tolerate and manage the sensory environment ☐ Consider what the underlying difficulty is that led to the behaviour.
Level 2 ☐ Repeatedly refusing to complete work ☐ Swearing indirectly ☐ Leaving class without permission ☐ Repeatedly refusing to follow instructions ☐ Arguing with another student ☐ Arguing with staff ☐ Refusal to leave class when asked ☐ Inappropriate comments/gestures ☐ Repeated put downs	☐ **Name the behaviour** you are showing me something is wrong let's talk about the difficulty. ☐ Review PRACTICE and Ziggurat Model ☐ Time to calm with teacher unpacking difficulty ☐ Review a universal (Tier 1) program that will address difficulty ☐ Restorative if needed overseen by teacher ☐ Return to class with a mutually agreed plan to help ☐ Parents to be informed of behaviour by classroom teacher ☐ Contact deputy if high level of frequency/intensity.	
Level 3 ☐ Any inappropriate touching ☐ Physically harming others ☐ Swearing directly at a staff member ☐ Threatening behaviours to students ☐ Threatening behaviour to staff ☐ Throwing furniture or objects ☐ Leaving school grounds ☐ Any comments or actions involving self harm	☐ Teacher directs go-box of other students ☐ Keep student in view at all time ☐ Contact deputy ☐ Support student to de-escalate as appropriate ☐ Let student know you're there to help them ☐ Go to well-being space together ☐ Reduced verbal input ☐ Show unconditional positive regard ☐ Deputy to support class teacher with checklist of what needs completing ☐ Deputy to inform parents	

Staff Member involved: _____

Teacher signature: _____ Deputy Principal Signature: _____

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Deputy/principal to complete the following **(If level 3 behaviour shown)**:

Reason for the withdrawal:	
• To Calm, in circumstances where the student has become unable to self-regulate.	☐
• Reflect on and learn from the incident, including engaging in restorative processes.	☐
• Evaluate prior behaviour support and negotiate and plan adjustments that may be required.	☐
• Continue a learning activity in a less stimulating environment.	☐

Date:	
Time:	
Duration of withdrawal - Start time:	Finish time:
Notified parent: ☐	Name of parent:

Resource Purchasing

Purchasing Classroom Stationery

1. Complete a Stationery Order From (including a description of item required and quantity) available from Finance Officer, Front Reception, or Prep Room
2. Class Teacher to sign and date form
3. Return completed request form to Finance Officer for purchasing
4. When stationery arrives the class with be notified and can collect from administration

Purchasing Non-Stationery Items

1. Complete a Cost Centre Manager Approval request slip (Green Slip) available from Finance Officer, Front Reception or Prep Room
2. Provide as much detail in the 'Items Required' including students name (if specifically purchasing for one student)
3. Contact Finance Officer or Manager Corporate Services for Cost Centre Number and ask for name of Cost Centre Manager
4. Get Cost Centre Manager to approve and sign
5. Return completed green slip to Finance Officer (Mon, Tues and Thurs) or Front Reception (Wed and Fri) to purchase item

Damaged Resources Beyond Repair

Damage to school resources (all electronic devices, all furniture and fittings etc), must be reported to Deputy Principal on the day of damage.
Deputy Principal will notify Manager Corporate Services/Finance Officer to arrange repair or replacement.

Leave Process & Relief Staff

Planned Leave

Planned Leave (future) Appointments, Long Service Leave, Leave Without Pay –

- Principal to approve
- Staff member will be notified of leave being approved or not
- Manager Corporate Services to submit the leave

Please do not book flights, hotels etc before receiving approval for leave.

If TEACHER absence is planned, teacher must leave:

- Lessons with detailed instructions;
- Lessons that are able to be taught by staff with little or no subject knowledge;
- Lessons which will last the entire period, leaving extension work for those students who
- finish.

Unplanned Leave (sick/carers)

- Notify MCS as soon as possible – 0407 912 635. Notify your Line Manager. Submit leave request on Self Service HRMIS – please submit on your first day of returning to work.
- Provide supporting evidence if Leave with Evidence.
- Relief Coordinator to organise relief

Relief Staff

Relief Staff are to sign in and out via the Compass Kiosk at the front reception. Relief Staff will be given keys and a security fob that they are required to sign out at the beginning of their shift and sign back in at the end of their shift.

If you are relieving as a class teacher and are not planning, please attend option classes with students. By attending option classes, you will provide an opportunity for our EAs to complete other duties that are necessary for the smooth running of the class.

If you are a regular relief teacher, please cover the supervision of the class teacher. It is important that you are aware of whether this is necessary, so as to ensure you have the opportunity to have your lunch.

Relief Coordinator to contact relief from **0407 912 635** if you are unable to cover your scheduled relief, please notify the Relief Coordinator ASAP

Dress Code – refer to page 35
Start & Finish Times – refer to page 1

Sharing a co-located site

When sharing a co-located site with two separate schools, it is important that we have a whole school understanding of how we can successfully work together.

- WCHS ESC staff discuss any requests or concerns that involve the mainstream with the WCHS ESC Principal.
- WCHS ESC staff refrain from entering mainstream environments, including the mainstream administration area.
- When supporting students during integration (options) classes, staff attending with students will also provide assistance for mainstream students.
- If a WCHS ESC student enters a mainstream classroom when it is not their proposed integration (options) time, they are required to leave immediately. Please gain support from leadership to assist if students are finding it difficult to leave.
- If a WCHS ESC student is attending an integration (options) class, it is important to ensure success when they attend these classes. Therefore, at the beginning of each semester WCHS ESC teachers are to connect with the WCHS teachers that will be teaching their students. The purpose is to provide information that will support the option teacher to address the students' needs. This includes providing leaner profiles, risk management plans and emergency response plans.

Fault Reporting

To report a building fault, hazard or pest problem please call the front reception on 9528 9499.

Emergency Evacuation Process

EMERGENCY PROCEDURES
INFORMATION FOR STAFF

EMERGENCY CONTROL TEAM	TELEPHONE	MOBILE
Principal (Chief Warden) Debra Bright	Ext 89408	0436 679 703
Principal (Chief Warden ESC) Marianne Mangano	Ext 89489	0423 798 454
Associate Principal Anthony Pittman	Ext 89411	0497 552 006
Associate Principal Christie Simpson	Ext 89412	0460 033 410
Associate Principal Kelly Welton	Ext 89413	0418 922 670
Education Security	9264 4771	9264 4632
Administration	Ext 89495	

EXTERNAL EMERGENCY SERVICES

AMBULANCE / FIRE / POLICE (LIFE THREATENING)	000
POLICE COMMUNICATIONS	131 444
ROCKINGHAM POLICE (Office hours)	9528 8000
STATE EMERGENCY SERVICE	132 500
POISONS INFORMATION	131 126

EMERGENCY ASSEMBLY ZONE IS ON THE OVAL

STAND BY – 3 BLASTS OF SCHOOL SIREN
EVACUATION – "Woop Woop" SIREN FOR 2 MINUTES
LOCKDOWN – 'Beep' SIREN FOR 1 MINUTE
ALL CLEAR – ONE SIREN FOR 30 SECONDS

I AM BECAUSE WE ARE

If you discover an emergency:

1. Attract the attention of other people in the immediate vicinity. Do not shout or cause panic.

2. Raise the alarm by contacting the Principal (ext 89408) or Administration (ext 89495). If after 5:00pm – contact Education Security ext 44771 or 9264 4771.

3. Carefully describe:
   - The location of the emergency
   - The type of emergency
   - Your name and extension number

Await instructions from your chief warden and if the alarm sounds followed by the evacuation siren ('WOOP WOOP" siren for 2 minutes), follow the evacuation procedures as outlined under the appropriate emergency category in this flip chart.

FOR STAFF:

Staff are responsible for familiarising themselves with their location and the most efficient means to evacuate to the assembly area on the Oval.

STAFF WITH CLASSES IN OPERATION ARE RESPONSIBLE FOR THOSE STUDENTS IN THEIR CLASS AND AS FAR AS PRACTICABLE, THE STUDENTS' COMPLIANCE WITH INSTRUCTIONS SUBSEQUENTLY ISSUED.

EVACUATION

If you discover a chemical spill:

1. Extinguish all ignition sources.

2. Walk away from the spill and raise the alarm by contacting the Principal (ext 89408) or Administration (ext 89495). If after 5:00pm – contact Education Security.

3. Evacuate any injured persons to a place of safety, in a manner that does not harm them.

4. If necessary, stay with the injured person and if possible immediately wash the affected area of the body with clean water for 15 minutes.

5. If necessary, stay with the affected person and instruct the nearest staff member to gain first aid support.

6. If the injured person is mobile, transfer them to the medical centre.

7. Withdraw all personnel from the immediate area and stop all people entering the area and await instructions from the Chief Warden.

CHEMICAL SPILL

If you discover an accident or illness:

1. Check for dangers, DO NOT ENTER AN UNSAFE AREA. If possible, switch off any electrical equipment that is dangerous or has the potential to cause further accidents or injuries at the mains.

2. Walk away from the area and raise the alarm by contacting the Principal (ext 89408) or Administration (ext 89495). If after 5:00pm – contact Education Security.

3. Isolate any existing or potential hazards.

4. Make the victim comfortable and commence first aid if qualified and safe to do so.

5. If the injured person is mobile, transfer them to the medical centre.

6. If immobile, stay with the victim and send for first aid support.

ACCIDENT / ILLNESS

In the event of an earthquake:

1. DO NOT EVACUATE THE BUILDING unless instructed to do so by the Principal (lift must not be used)

2. Stay away from windows and glassed areas.

3. Shelter under a table, desk or door frame for protection from falling debris.

4. Do not light cigarettes, lighters etc... These can create explosions as there may be flammable fumes from damaged containers or gas mains.

5. If instructed to evacuate, stay away from – buildings, power lines, poles and trees while making your way to your designated assembly area on the oval.

EARTHQUAKE

In the event of a FIRE:

1. Raise the alarm by contacting the fire brigade on 000 and then the Principal (ext 89408) or Administration (ext 89495).

2. State the location of the fire and:
   - The type of fire (bright flame, smouldering, amount of smoke)
   - The extent of the fire
   - The material that is burning

3. Do not use the lift

4. Await instructions from the Principal / Fire Brigade and if the evacuation alarm sounds – follow the emergency evacuation procedures below:
   - Close all doors and windows before you leave (if possible)
   - Take vital personal belongings with you (if possible)
   - Switch off electrical appliances (if possible)
   - Isolate heating / power (if possible)

5. Once the evacuation signal is heard ('WOOP WOOP" siren for 2 minutes), evacuate to the designated assembly area on the school oval.
   - Listen to instructions from the fire warden
   - Notify the fire warden of people who may be injured, unconscious or have a disability

FIRE

If you find a suspicious object:

1. Do not touch it. Clear the area and prevent other personnel from going near the object.

2. Do not panic. Go to the nearest telephone and raise the alarm by contacting the Principal (Ext 89408) or Administration (Ext 89495). If after hours, contact Education Security on ext 44771 or 9264 4771.

3. Once the evacuation signal is heard, ('WOOP WOOP" siren for 2 minutes), evacuate to the designated assembly area on the school oval.
   - Listen to instructions from the fire warden
   - Notify the fire warden of people who may be injured, unconscious or have a disability

If you receive a bomb threat via the telephone:

1. Endeavour to obtain as much information as possible about the threat:
   - Location of the bomb
   - Type of package

2. If possible engage the caller in conversation allowing a trace to be made on the call. DO NOT HANG UP.

3. Raise the alarm by attracting the attention of a passer by who should:
   - Contact the Principal (ext 89408) or Administration (ext 89495). If after hours contact Education Security.
   - Advise the telephone extension number so the line can be held open for a trace.
   - Once the evacuation signal is heard ('WOOP WOOP" siren for 2 minutes), evacuate to the designated assembly area on the school oval.

BOMB THREAT

In the case of a LOCKDOWN being required:

A lockdown is the act of isolating students, staff and visitors from a perceived threat of physical harm by confining people to classrooms or other school buildings.

The Principal or delegate will initiate a lockdown based on the assessment of risk to students and staff. This decision will be informed by advice from other agencies, the Regional Education Office or other information available on site.

The process for lockdown is as follows:

1. The Principal will initiate the lockdown by advising the front office in person or via phone. At this point the Principal becomes the incident controller and moves directly to the front office.

2. The Principal then contacts any further authorities required (emergency services, Regional Office, Regional Executive Director...)

3. The lockdown siren of "BEEP" then for 1 minute continuously. This will be followed by an announcement by the Principal.

4. Front office staff will then contact the following areas to ensure all buildings are advised

FRONT ADMIN	HR	School Officer - SYSTEMS	Accounts / Facilities
ESC	Canteen Library HPE TE SCI SS	HASS ARTS ENGLISH MATHS WELLBEING	Incident Support Cameras

5. ALL STAFF should lock their doors and windows and not allow students other than those in their current class to enter or allow any students to leave for any reason.

6. Associate Principals should report to the front office immediately to be advised of the situation.

7. Associate Principals (after assessing the risk) then sweep the school grounds to ensure no students are left out of class. Toilets should be locked if possible.

8. A lockdown is complete after the school siren sounds for 30 seconds and an announcement by the Principal.

LOCK DOWN

Processes to Prevent a Psychological Hazard or Incident

Hazard	Response
General Information	• The school has a Psychosocial Risk Assessment for the campus as well for individual staff Psychological Risk Assessments. • Risk Assessments have been completed for students posing an increased risk to staff. • We have a psychosocial hazard management plan, reflecting the controls (strategies and actions identified in the risk assessment) to reduce risk of injury.
Work Demands (Substantial and/or excessive physical, mental and emotional effort required to do the job)	• Responsibilities listed in the job description forms (JDFs) of staff are reaffirmed due to the performance management process. • If staff are absent and relief for them is not available, members of our team are distributed to areas of greatest need. • When staff are assigned additional duties or tasks, time to undertake the duties is considered and the staff are consulted. • Staff are provided training when assigned new tasks or roles with handover/mentoring.
Low Levels of Control (Lack of control over aspects of the work, including how and when a job is done [i.e., autonomy)	• Staff are only to perform duties outlined in their JDF. • Processes to build trust in teams is supported so that they feel confident to approach their line manager when they have concerns about their work and the tasks being assigned eg. Dysfunctions of a Team Model • Staff are consulted during planning of work with their line manager. • Due to the complex needs of the school and its students, work is tightly managed. • Collaborative Proactive Solutions (CPS) are implemented with students and primary staff to support students and minimise risk. • Parent initiated service providers accessing students on school site are required to follow RMP and escalation profiles. • A whole school Behaviour Procedures is in place.
Inadequate support (Lack of support in the form of constructive feedback, problem solving, practical assistance, provision of information and resources)	• Line managers complete performance and development reviews with staff at least once a year. The plans are documented. The Department's process is followed. • Line managers identify training to improve the skills and knowledge of staff (eg: Zones training). • It is the right of the employer to performance manage staff and that this cannot be considered bullying. A document explaining the process is provided to staff. • Staff are offered support when attending meetings about their behaviour or performance matters. • The principal and the line managers have regularly scheduled team and individual meetings with staff. • Adequate resources are supplied to enable staff to undertake their jobs. • CPS is implemented with students and primary staff to support students and minimise risk.

Hazard	Response
Lack of Role Clarity (Unclear or constantly changing management expectations about the responsibilities of the job; incompatible expectations or demands placed on workers by different stakeholders)	• Processes are in place to make roles/responsibilities clear for all staff. • Job description forms (JDF) are reviewed at performance and development meetings. • The school has an Organisational and Leadership Structure • It is clear to staff who is their line manager is.
Poor organisational change management (Uncertainty about changes in the organisation, structure or job; unstructured approach to change).	• Staff are consulted when changes impact the whole school or their job role. The need for the changes is explained. • If major changes are made in the workplace or work area, these are communicated to staff in advance. • If staff require further support through the change process the CPS model is used to identify the difficulty and develop a solution together.
Low recognition and reward (Lack of positive feedback on job and task performance, and inadequate skills development and utilisation)	• Principal and line managers complete performance and development reviews with staff at least once a year. • Staff receive positive and constructive feedback about their work during the review process and at other times. Certificates from students at Community Time, WAESPAA, appreciations through love languages. • Staff are given the chance to identify training that would assist them to progress in their career advancement. • The principal and line managers identify training to improve staff skills and knowledge. • Initiatives are in place to make staff feel valued and to promote a positive culture. These include morning teas, Professional Learning, weekly challenges as well as social events.
Poor organisational justice (unfairness, inconsistency, bias or lack of transparency in the way procedures are implemented, decisions are made, or workers are treated)	• The school culture embraces inclusiveness and fairness. • When planning change or opportunities for improvement, staff are consulted. • When staff perceive they have been treated unfairly or with bias, they are given the chance to discuss this with the principal or their line manager. • Workers are consulted and have input into the plans and processes used in the school. • Substandard performance is addressed in a reasonable time, the Department's processes are followed.
Insecure work (Employment types such as contract, seasonal work, casual, freelance and gig work)	• Staff on contracts are informed prior to their cessation whether they will be continuing and will be aware of performance concerns if this was applicable.

Hazard	Response
Adverse environmental conditions (Exposure to conditions that influence worker comfort and performance, adverse natural events)	• If staff report a hazard, damaged or poorly operating equipment the matter is investigated and actioned. • All classrooms have split air conditioning systems to enable temperature to be controlled when extreme. • When staff are working outside for periods of time it is recommended, they carry a water bottle, wear a hat and use sunscreen.
Remote and isolated work (Work where access to resources and communications is difficult; work where travel times may be lengthy)	• Duress and mobile phones are assigned to students that require additional support for staff to use to communicate their needs when requiring additional support. • A class mobile is provided to each classroom for staff to use when at options.
Fatigue (a state of mental or physical exhaustion, or both)	• Staff take are provided with termly holidays. • Long service leave is granted when requested by eligible staff. • Organisational processes are in place to ensure all staff access their breaks. • The EAP is promoted to all staff. • Staff have been provided with resilience training to support them to understand how best to manage their resources to prevent fatigue. • Women's Health awareness has been provided to staff to support them to understand the impact of life transitions. • Psychological First Aid is provided to staff after a critical incident.
Burnout (a psychological and physical response to chronic work-related stress)	• Staff take regular holiday leave. • Leave liability is managed to ensure staff take time off. • Wellbeing initiatives and strategies for staff: staff appreciations, WAESPAA, morning teas, weekly challenges, tribes and love languages. • Leadership is not aware of any staff working extended hours. • The employee assistance program is promoted to all staff. • Staff have been provided with resilience training to support them to understand how best to manage their resources to prevent burnout.
Traumatic events (Exposure to an event, or threat of an event, which is deeply distressing or disturbing for the individual)	• The school leadership team conduct Psychological First Aid following a traumatic event. • Staff working with students are advised of serious incidents regarding that student. • Support is arranged following a serious event at the school. • Psychological First Aid is provided, access to the Employee Assistance Program is given. • Staff are advised to seek medical treatment, if needed following an event. • Staff are offered a low cognitive load to support them to stay at school following a traumatic event. • There is a current incident management plan shared with staff. • A risk management plan is in place for violent and aggressive behaviour and a plan to implement actions and risk controls. • Staff are advised they have the right to report incidents to police where they believe the behaviour was violent and or aggressive.

Hazard	Response
Inappropriate and unreasonable behaviour (Exposure to behaviour that are unreasonable, offensive, intimidating or may cause distress)	• Staff are referred to Standard of Integrity when inappropriate and unreasonable behaviour occurs in the workplace. • External services are sources to manage conflict and mediation. • All line managers are trained to manage staff conflict. • Conflicts between staff are managed in the workplace. Support is provided by Employee Relations. • If staff report perceived bullying (face-to-face or social media), it is addressed and managed. The incident is documented, and staff are addressed. Referral to S.I.D. • Staff are encouraged to report incidents of violent or aggressive behaviour from students or the school community. • When a student or community member is aggressive or violent towards staff Leadership completes Psychological First Aid, debrief and plans and processes are developed. • When a staff member identifies the impact of the behaviour of another staff member, they are made aware through of the complaint and informal or formal grievance process. • All staff are made aware of the Department's Code of Conduct. Training is updated regularly on HRMIS. • Staff communicate their concerns firstly to their line manager however that is not appropriate they inform their Deputy or the Principal. • Our school has individual student risk assessments in place for violent and aggressive behaviours. • There is an elevated level of staff absenteeism due to family commitments such as children needing appointments, assemblies etc. • Referrals are completed by Leadership for students identified as requiring further support for complex behaviours eg. SSEN D and Complex Case team.
Family and domestic violence (Exposure to behaviours intended to coerce, control or create fear within a family or intimate relationship)	• If a staff member is exposed to domestic violence, they can access support through the EAP.
Vicarious trauma (Results from repeated exposure over time to other people's traumatic experiences. It is a cumulative response and is sometimes referred to as compassion fatigue)	• School leadership team conduct Psychological First Aid following a traumatic event. • Staff can contact EAP after a traumatic event. However, if it is evident the staff member has been significantly impacted after conducting Psychological First Aid it will be highly recommended.
Secondary trauma (Can occur unexpectedly as a result of emotional distress from indirect exposure to another person's traumatic experience. It is an acute response where symptoms often mimic post-traumatic response disorder)	• School leadership team conduct Psychological First Aid following a traumatic event. • Staff can contact EAP after a traumatic event. However, if it is evident the staff member has been significantly impacted after conducting Psychological First Aid it will be highly recommended.

Health and Safety & First Aid

Health and Safety Representative

Casey Ell - casey.ell@education.wa.edu.au (Friday)

Health and Safety Representatives carry out the following functions:

- represent workers;
- monitor compliance;
- inquire into WHS concerns; and
- investigate complaints.

First aid officers

Jennifer Garner
9528 9484
0431 656 764

Scott Beattie
9528 9480
0439 090 405

Kiralee Fletcher
9528 9486
0423 798 452

Duress alarms are provided for students requiring intensive engagement interventions. It is the responsibility of the staff in the classroom to ensure they are charged daily.

First Aid Process

When a First Aider is contacted, please advise:

- What happened?
- Where is the injury on their body?
- Was there any witnesses?

First Aiders attending must take the class phone, so they are able to access Health Direct and First Responders. Please contact Health Direct, regardless of whether you feel you may know the action required and while on the phone you can act on what is outlined in First Responders WA.

In contacting Health Direct, they will advise best actions and provide a follow up text with information that can be shared with families.
It is important to remember that while we all act in the best actions of the student, only people

who are first aid trained can make judgements regarding student wellbeing.
If deemed the parent or ambulance is required the First Aider must stay with the student and handover to families.

Managing First Aid

Minor injury and illness are common in schools. Most problems are minor and do not require specialist or emergency care. As a general rule, the health issues should be dealt with as listed. *This information has been provided to assist school staff in making decisions relating to first aid and health issues with students in their care.*

GREEN — Non Emergency - Students should not be sent out of class for these issues.

AMBER — Non Emergency - Classroom teacher to contact parent/ guardian and advise of issue

RED — Emergency - Staff should contact Leadership.

BLUE — Emergency - Staff should contact 000 immediately

Refer to:
- Student Learner Profile and/or
- an individual's management and emergency response plan for students with specific health conditions
- the School Response and Planning Guidelines for Students with Suicidal Behaviour and Non-Suicidal Self-Injury (NSSI) for responding to incidents involving Suicidal Behaviours and NSSI.

	HEALTH ISSUE	ACTION
GREEN NON EMERGENCY	• Hay fever • Head cold • Toothache • Blisters • Insect bite (no allergy) • Paper cut • Sore throat • Minor grazes • Period pain	**Student should not be sent out of class for these issues.** • Classroom teacher to contact parent/ guardian and advise of issue. • Utilise first aid supplies in classrooms or prep room. • It is a school expectation that the student engages in the lesson.
AMBER NON EMERGENCY	• Bullying • Abdominal pain • Headache • Anxiety or panic attack • Emotional upset • Fever • Nausea or vomiting • Sprains or strain • Persistent coughing • Significantly distressed	**Classroom teacher to contact parent/ guardian and advise of issue.** • Staff member to provide first aid if required, and if needed contact parent/ guardian to take student home. • Monitor for deteriorating condition and a need for (red) emergency actions, as below. • If a decision has been made by guardian to collect, please inform Deputy via text.
RED EMERGENCY 9528 9499	• Self harm • Severe Asthma • Seizures or fits • Profuse bleeding • Suspected anaphylaxis • Severe trauma • Severe burns • Head injuries • Diabetic collapse • Choking • Snake bite • Eye injury • Suspected broken bones	**Teacher to stay with the student and send someone to call Leadership.** • Leadership to contact a member of the first aid team and check for any medical action plan on Compass. • Leadership to contact Health Direct. Follow medical action plan and call ambulance 000. • Parent and Principal to be notified.
BLUE EMERGENCY 9528 9499 & 000	• Known Anaphalaxis • Life threatening • Heart attack • Stroke • Amputation of limb • Patient not breathing • Severe head trauma • Severe burns • Profucse bleeding with force • struck by moving vehicle	**Call 000 immediately** • Then call leadership. • Leadership to contact Health Direct. • Contact First Aid officer. Advise Principal • Establish privacy. • Support staff witnesses.

TRY NOT TO MOVE INJURED PERSON UNTIL ASSESSED BY FIRST AID RESPONDER

STUDENT HEALTH CARE NEEDS AND MEDICATION

New enrolment:
- **Administration** staff will ensure all health records are completed
- If we are required to administer medication a form will need to be completed.
  - Forms available from the front office.

Current enrolment beginning of new year:
- If medication was being administered the year before, a new form will need to be completed annually. This will be arranged by **administration.**

Administration staff will identify if PL is required for emergency response or administration of medication.

If training is required for emergency response or administration of medication. The **deputy** will arrange training for new class staff.

If an emergency response is required, **administration** staff will inform the **deputy** immediately so that training can be arranged (this will be based on particular response required).

Teachers to ensure all medication information & times are recorded on students Learner Profiles.

Administration staff are to be given medication by the parent and ensure:
- Medicine is in its original packaging.
- Clearly labelled with the student's name.
- Clearly labelled and within the expiration date.

If students are catching the bus (process to be communicated by **teacher**):
- Parent to let the class know when they are sending in medication (so staff know to meet the bus the next morning to collect medication)
- Medication needs to be handed to the bus staff at the beginning of the students trip.
- Staff member to meet bus at the gate in the morning to collect the medication from the bus staff.
- Medication to be brought straight to administration staff for recording & storage.

Class staff to notify parents when medication is running low.

It is the **teachers** responsibility to ensure all class staff are aware of students requiring medication & what time that medication is required.

At the end of the year, it is the **administration staff's** responsibility to:
- ensure that the medication goes home(we are not allowed to hold any on site)
- Avoid giving medication to the students to take home.
Any uncollected medication will be taken to the chemist for disposal.

Request for Therapy Service

Request for Therapy Service to be Conducted During School Hours

```
Principal/ Deputy Principal receives
request for Therapy Service
conducted during school
            ↓
    Teacher meets with Therapist
        ↙                    ↘
No link between Therapy Goals      Link between Therapy Goals and
and IEP/My Plan goals              IEP/My Plan goals
        ↓                                ↓
Parents advised that Therapy       Therapist has reviewed
Service cannot be conducted        Operational Guidelinbes and met
during school hours.               Compliance Requirements
                                      ↓            ↓
```

Class Teacher to complete the following sections of the "Therapy Checklist:" student name, therapist name, mobile number, organisation, signed parent letter, copy of therapy goals and timetable.
S:\AdminShared\E6096S01-Warnbro CHSESC\All Staff\Therapists

YES
Negotiation with therapist and class teacher of a suitable session time relating to student goal.

NO
Place request "on hold" until requirements completed OR suitable session time can be negotiated.

Review end of semester

Continue service if appropriate

Front office to ensure all sections of the "Therapy Checklist" are completed prior to sighting WWC .

This includes;
- checking they have a current NDIS Worker Screening Criminal Record Check or a Nationally Coordinated Criminal History Check, and
- proof of current insurance to cover their legal liability.

Supervision

At WCHS ESC we have a range of supervision options to support the needs of our students.

- Specific area supervision such as middle school or senior school - If you are supervising an area please ensure that you are monitoring all sections.
- Large zone or Senior School zone - If you are supervising a zone please ensure that you are supporting the students to socialise positively.
- One on One: If you are supervising a student one on one you are supporting the student to develop their socialisation skills in an intensive tiered approach. The Deputy will provide a behaviour contract that must be completed by the supervising staff member every time they complete the supervision. At the end of the week the class staff are responsible for providing the information to the Deputy so that they can determine the success of the supervision and whether adjustments are required or it is no longer needed.

Uniform - Students

'DRESSING TO BUILD UNITY & COMMUNITY'

✓	✗
WCHS Polo Shirt	Leggings/ jeggings/ denim jeans/ shorts
WCHS White Shirt (Year 10-12)	Hoodies/ non-school jumpers, jackets & tops
WCHS Faction Shirt	Clothing/ Caps with inappropriate logos
WCHS Jacket	
WCHS Crew Jumper	UGG Boots/ thongs/ slides/ heels
WCHS navy or black shorts/ pants/ mid-length skirt	Caps/ Beanies on in class
Closed-In Footwear	No Bag
Backpack - No Graffiti	

If Warnbro CHS ESC students are unable to follow the uniform expectations staff will support them in the following ways:

- Speak to student ask why?
- Contact parents/guardian to gain further understanding as to why the student is in incorrect uniform. Gain permission from parents for their son/daughter to change into suitable school spare uniform.
- If agreed request the student to change into school spare uniform.
- If we are unable to find uniform to fit or the parent/ guardian does not want their child in a spare uniform, Deputy will issue a uniform pass for that day.

If the student refuses to change provide them with an alternative working space and inform parent/guardian of the student's choice.

If a student has continual uniform breeches Leadership will meet with parents/ guardian to discuss the issue and agree on a plan.

Staff Dress Standards

A staff dress code establishes a sense of professionalism and pride, identifies staff as key people within the school community, reinforces high expectations and portrays a united staff team. Professionalism, striving for excellence, and occupational health and safety are key factors underpinning the WCHS ESC staff dress code. The dress code, whilst not a prescriptive uniform, outlines minimum dress expectations and requirements.

1. That staff wearing clothing that is tasteful, clean, tidy and commensurate with a professional work environment or business setting.
2. That staff personal appearance is presentable, clean, neat and tidy.
3. That staff wear personal protective equipment as required, in line with Occupational Health and Safety requirements.
4. Footwear is an important safety item at work. Shoes with good sturdy soles and heels providing a firm grip to the floor, helping to prevent accidents such as slips, trips and falls. Footwear with good cushioning can also protect feet from fatigue or muscle stress. Shoes that cover the whole foot with material such as leather provide protection from falling objects or chemical spills. It is important to ensure footwear worn is appropriate for the work tasks being completed, particular for walking on a number of different surfaces during the workday. (ie. Stairs, playgrounds, linoleum, concrete, grass, sports field).

As minimum standard, recommended footwear in the general school environment is;

- Enclosed which covers toes and heels and
- Slip resistant sole material with good tread pattern and
- Low profile heel (avoid raised heels with a small contact area) and
- Well fitted and in good repair.
- Carefully consider footwear before performing:
  - Frequent manual handling tasks
  - Outside duty
  - Working in wet environments ie. Kitchens, swimming pools.
  - Undertaking or instructing sporting activities
  - Frequent use of stairs, particularly when items are being carried
  - Potential for sudden changes of direction (eg. In response to unpredictable behaviour of student)
  - Uneven ground levels, sloping, loose/slippery ground surfaces
  - High risk areas - science, design and technology, arts, cleaning

⊗ Inappropriate Attire

Skirts, dresses and shorts that are above mid thigh	Midriff tops
Leggings/jeggings	Beach/nightclub wear
Denim clothing	See through garments
Strapless tops/ tops with one shoulder	Tops/dresses that expose too much cleavage
Singlets with shoestring straps	Cargo shorts or pants
T-shirt style tank tops/singlets	T-shirts with logos
Hoodies are NOT permitted	Footwear that exposes toes and heels

WCHS - SCHOOL MAP 2025

Wanbro Sound Avenue

Legend:
GYM | Y12 | Y11 | Y10 | Y8/9 | Y7 | ALL Student Toilets

Oval

Soccer Pitch

Evacuation Procedure

On hearing the standby signal… ONE BLAST

- Please listen to and follow your teacher's instructions to prepare for an evacuation.
- DO NOT EVACUATE YET

On hearing the evacuation signal…THREE BLASTS

- Following your teacher evacuate the classroom using the safest route to the designated access path and proceed to assembly area.

In the event of an evacuation at recess or lunchtime move quickly to the nearest assembly area and wait for teacher's instructions.

Humanities and Social Sciences (HA)
HA81, HA80, HA79, HA78, HA77, HA76, HA75 — Upstairs
HA74, HA73, HA72, HA71, HASS Staff — Downstairs

English (E)
E3, E2, E1, E4, E5, E7, E8, E6, E9, E10
English Foyer, English Staff Office

MST 1, MST 2
Bus Compound
The Zone
Bike Racks

Learning Centre Office
LC office
LC
Staff Room
Admin-
Entry

Library
Conference Room

Arts (A)
Uniform Shop, Canteen, Undercover Area
A12 Music
A13 Sambrook Theatre, A14, A14M
A15B
A15 Dance
A18 MM, A19, A20LT
A16 Art, A17 Art, Arts Foyer, WC, A11, A21
Offices
Chaplain, Attendance & Workplace Officer & Duties, Yr Co 10-12, SS Manager, Psychologist, AEIO

SST5

ESC 1, ESC 2
ESC Shed

Science (Sci)
Sci41, Sci40, Sci39, Science Office, Sci38
Sci42 Science Foyer, Sci43, Sci44, Sci45, Sci46, Sci47
Sci37, Science Foyer

Student Services
SS Manager & Yr Co, Triage, Student Services Attendance
M22, M23, Student Service Meeting Room

Maths (M) Upstairs
M24, M25, M26 ESC E & T, M27, M28
Maths Offices
M29, M29 B, M30, M31, M32, M33, M34, M35, M36, M36 B
IL2, IL3, IL1
ESC
Gardener's Shed

Car Park

Ed Assist Office

LC1

Phys Ed (PE)
PE Office, PE51, PE50, PE49, PE48
PE52, PE53, PE 54 PE Foyer, PE55, PE56

Sport Shed

Technology
TE57 Food, TE58 Food, TE59 Hosp, TE60, TE61 TE Foyer, TE62 Materials, TE63 Graphics
TE69 Text Textiles, TE68 Computing, TE67 Computing, TE66 Computing, TE65 Graphics, TE64 Engineering
T&E Office

Gymnasium (Gym)
Boys and Girls
Courts

Swallowtail Parade

PROFESSIONAL ENGAGEMENT

Organisational Framework

Leadership & Administration Team

Principal

Manager Corporate Services

- **Administration Team**
  - Administration & Finance Officer
  - Administration Support Officer
  - Administration & Public Relations Officer
  - Health & Safety Representative
  - First Aid Officers

- **Pathway Planning Team**
  - VET & Workplace Learning Coordinator
  - Workplace Learning Officer
  - Family Liaison Coordinator

**Deputy Principal Year 7,8 & 9
Deputy Principal Year 10, 11 & 12
Deputy Principal**

- **Class Staff**
  - Teachers
  - Vocational Trainer and Assessor
  - Education Assistants

- **Curriculum Support Teachers**
  - Mathematics Coordinator
  - Literacy Coordinator
  - Complex Communication Support
  - Curriculum Coordinator & Instructional Coach
  - Collaborative Team Coordinators
  - ASDAN Coordinator
  - PBSE Coordinator

- **Student Support Team**
  - School Psychologist
  - Student Engagement Officer
  - Student Support Coordinator
  - Aboriginal Student Support Officer
  - Team Teach Trainers

Governance School Board Chairperson

- **School Board Members**
  - Parent representatives
  - Community members
  - School Staff

Additional Resources

IKON - https://ikon.education.wa.edu.au/

The purpose of the Western Australian Department of Education's IKON is to serve as a portal that provides a wealth of information and knowledge to all employees. Its aim is to ensure that employees have awareness and understanding of how to be successful in their roles within the department. Essentially, it serves as a centralized platform for accessing resources, information, and support necessary for effective performance and professional development within the education system in Western Australia.

When visiting the IKON website you will first be asked to Sign In. Your User Name is your Department Employee number. You password is the same password that you use to log into school computers. If you are having trouble logging in please contact the front reception.

This is how it should look once Signed In.

WE WANT YOUR
FEEDBACK

We value feedback to support growth therefore if you feel anything is missing from our handbook, please email warnbro.chsesc@education.wa.edu.au.