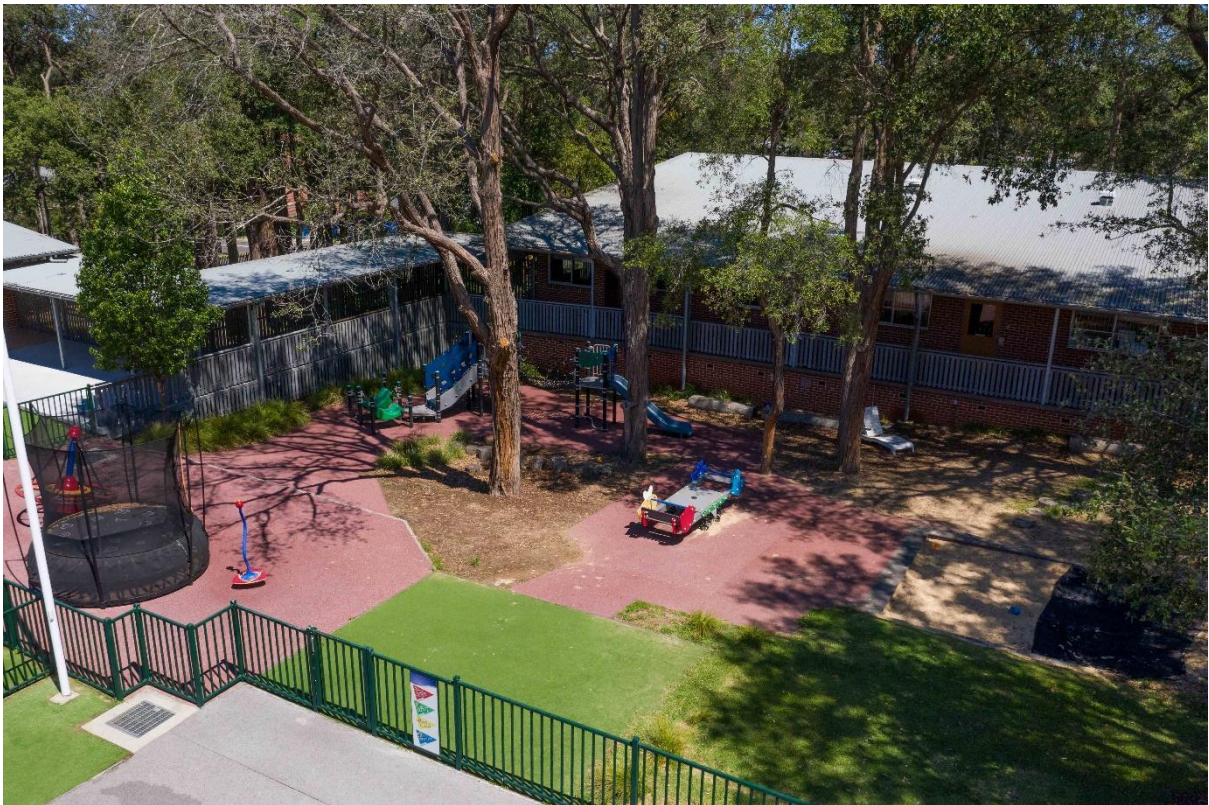




Staff Information Booklet



Welcome

Dear Staff,

This booklet contains information to assist current staff and staff who are new to our school. Please take time to carefully read this booklet and keep it for future reference.

Our school banner statement is **“Opening New Worlds”**.

Clarke Road School has 7 key messages:

- **Vibrant Learning**
- **Safe, Caring, Happy**
- **A Part of Your Community**
- **The Road to Independence**
- **Creating a Voice**
- **Engage, Connect, Belong**
- **An Outstanding Teaching Team**

Our school website www.clarkeroadschool.com.au will provide you with more information.

Clarke Road School has three strategic directions within our school plan. This drives improvement and delivery of programs to students. Our three strategic directions, with strategic milestones are listed below.

1. Deeply Personalised Learning

- Embedding the “Creating a Voice” project (supporting communication development and curriculum differentiation)
- Embedding the “In the Zone” for learning project (to support student engagement and behaviour)
- Implementing structured “TEACCH” approach (an evidence-based structured teaching approach)
- Embedding and strengthening our PBEL framework across the school
- Strengthening Northern Intellectual Disability Health Clinics (to support parents)

2. High Impact Classrooms

- Building strong, collaborative learning communities amongst staff
- High standards of personalised, educational delivery

3. High Impact Leadership

- Building strong leadership teams
- Reporting to and engaging parents
- Community partnerships

As part of this outstanding teaching team, we hope that you will take the time to read and familiarise yourself with the information in the booklet. A staff Induction kit is also available.

Thank you for your support

Executive team

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Directory

Address:	48-58 Clarke Road School Hornsby, NSW 2077
Phone:	9487 2652 0407471971 (this is the mobile number to phone if you are sick or unable to come to work)
Fax:	9489 2997
Email:	clarkerd-s.school@det.nsw.edu.au
Website:	www.clarkeroadschool.com.au
Principal:	Diane Robertson
Assistant Principals:	Rebecca Saunders (Relieving Principal) Catherine Treay Kavi Razzaghi-Pour Amy Owen (Relieving Assistant Principal) Shanaya Dubash (Relieving Assistant Principal)
School Administration Staff:	Leanne Dries (Manager)

School Times

- Morning Supervision: 8.35-9.05am
- Morning session: 9.05-11.00am (1h 55mins)
- First Recess: 11.00-11.20am
- Second Recess: 11.20-11.40am
- Mid-Session: 11.40-1.00 (1h 20mins)
- First Lunch: 1.00-1.20pm
- Second Lunch: 1.20-1.40pm
- Afternoon session: 1.40-2.45pm (1h 5mins)
- Afternoon dismissal: 2.40pm



(Please make sure your class is ready for dismissal by 2.40)

Staff Meeting- 8.05 Tuesday Mornings

Learning & Support Team (LaST) meetings and Professional Learning (PL) - alternate Tuesday afternoons.

Window of Certainty

This '**Window of Certainty**' poster drives much of what we do here at Clarke Road School. It was developed over several years in consultation with families, School Learning Support Officers and teachers and is an integral part of the school.

The **Window of Certainty** has four key components/frames:

- 1) Our shared vision or bigger purpose
- 2) Clearly defined outcomes
- 3) Shared values and
- 4) Shared beliefs.

The **Window of Certainty** provides a visual context of the aligned purpose, values, beliefs and outcomes for the Clarke Road School community. It defines the quality work that staff do together as well as it provides clarity for parents, community members, teachers, support staff and school leaders about what is expected.

These four frames define the boundaries and directions within which the school community can work together in a collaborative, respectful and innovative manner. It is a common point of reference that is used regularly in learning conversations and in our reflective practices. The **Window of Certainty** was developed by Judy Hatswell and Rob Stone, the creators and facilitators of the Art of Leadership course.



Key Messages / Outcomes

Our key messages / outcomes are at the core of what drives all that we do and all that we aim for as a school.

Vibrant learning

At Clarke Road School, we understand that your child's learning needs are unique. You will be an important voice in the planning of your child's learning because we recognise you as an expert too. Your child's educational program will have a strong focus on their individual learning needs so that delivery of curriculum is both meaningful and relevant. Innovative teaching methods ensure that student outcomes are achieved through the use of best practice teaching and learning programs.

Creating a Voice

At Clarke Road School, we provide outstanding opportunities for every student to communicate with the world around them. We recognise that being able to express needs and wants is vital to your child's happiness, contentment and learning. Your child is heard. Your child has a voice. We have high expectations that all students will learn to communicate effectively. Creating a voice will empower your child to engage with people and activities and empower your child as an individual.

The Road to Independence

The teaching team at Clarke Road School ensures that every student is provided with opportunities to participate in a diverse range of educational activities. An exciting and diverse range of programs within all key learning areas will develop your child's individual interests and talents whilst building their confidence and self-esteem. Educational programs that are meaningful, vibrant, relevant, achievable and personalised empower all learners along the road to independence.

Engage, Connect, Belong

Your child is important! Your child belongs!

At Clarke Road School, your child becomes a part of a school culture that values and fosters positive and respectful relationships. You become a part of a school community that is welcoming and cultivates deep connections with each other. By deeply connecting and understanding each child and young person, we can enable your child to thrive socially and emotionally. Your child will have opportunities to participate in a range of educational programs that are 'just right' for their learning needs. Clarke Road School has strong connections to local primary schools, high schools, post school options and work sites. Our students connect, engage and belong to their local community. We are a part and proudly contribute to the wider community in which we live.

Key Messages / Outcomes

An Outstanding Team

At Clarke Road School, we have an exceptional team of highly skilled, professional and successful special education teachers and School Learning Support Officers (SLSO, i.e. teacher's aides), who provide your child with purposeful and relevant teaching and learning programs. Individual interests and talents are considered and extended with a teaching team that gives your child the care and personalised focus they need and deserve. Our teaching team are committed, caring and always willing to go that extra mile, your child will not only be cared for and nurtured but will be immersed daily in an engaging learning environment.

Safe, Caring, Happy

We understand that when your child feels safe, cared for and accepted then they are more likely to be ready to engage and learn. We recognise that each child and young person learn in different ways and can improve relative to their own capabilities. We value the small steps in learning. We recognise the need to be flexible and responsive to each child's and young person's well-being and learning needs. We will focus on the whole child. We will work together with you and your family to get the best possible outcomes for your child.

A Part of Your Community

Innovative and personalised programs at Clarke Road School allow your child to develop the skills needed to be a part of their community. We want your child to have access to and use a unique set of learning and communication tools that will help them understand their world and open new opportunities.

We recognise that by understanding your child we can better target learning. Every child and young person is unique. Every child and young person learns differently. Together, with you, we will know your child and how they learn to build a better future for all of us. We will better understand, support and empower each child to reach their full potential, so that they can contribute, in their own way, and be a part of their community.

Shared Values & Beliefs

OUR CORE VALUES

AT CLARKE ROAD SCHOOL WE VALUE:



EFFECTIVE TEAMWORK

We value collaboration and collegial discussions conducted in a timely and respectful manner. Together we can!



STRIVING FOR EXCELLENCE

Healthy striving for excellence is mindfully and kindly self-reflecting and then taking action, so that our teaching practices are strengthened.



INNOVATIVE PRACTICES AND NEW WAYS OF THINKING

We will use positive behaviour support (PBEL program), In the Zone for Learning, Creating a Voice and structured TEACCHING approaches to develop deeply personalised teaching and learning programs for ALL students.



HIGH STANDARDS IN STAFF PERFORMANCE

We are a part of a school culture that is strongly focused on learning and ongoing learning throughout the whole school community.
We are all LEADERS (no matter our role).
We are all LEARNERS (keep asking questions).



EMBRACING DIVERSITY AND INDIVIDUALS

We understand and acknowledge that we are all individuals from a variety of backgrounds striving to realise our main purpose of "Opening new worlds for every student".



RESPECT: SHOWING CARE AND CONCERN FOR OTHERS

We are committed to positive, respectful relationships with students, families, each other, the wider local school community and the wider educational community.

OUR CORE BELIEFS

AT CLARKE ROAD SCHOOL WE BELIEVE:



ALL STUDENTS CAN LEARN

Students learn best when they feel safe, happy and accepted. They learn in different ways and can improve relative to their own capabilities. Small steps matter. We have high expectations for ALL our students.



ALL STUDENTS DESERVE QUALITY EDUCATIONAL PROGRAMS

Great educational programs make a difference. Individualised needs must drive these programs. Educational programs need to be meaningful, vibrant, relevant, achievable and personalised.

We need focused resources to deliver high quality educational programs. Highly trained and skilled teams collaborate to deliver excellence. High expectations matter. High expectations for ALL.



PERSONALISED PROGRAMMING AND LEARNING IS ESSENTIAL

Personalised programming and learning is essential because it builds the foundations of learning and prepares the person for their future and for their community. If we didn't personalise learning, everyone would miss out.

TOGETHER with families we will know our students and how they learn, in order to build a better future for ALL of us.



EVERYDAY IS A LEARNING OPPORTUNITY

We believe in quality teaching and learning. We need to be flexible and respond to students' needs. We believe in making time count-every moment is a teachable moment.

Varied, well-prepared, motivating, adjustable learning opportunities are key in working towards our students' personalised goals.



BY UNDERSTANDING STUDENTS WE CAN BETTER TARGET LEARNING

Every student is unique. Every student learns differently. Flexibility is the key to supporting our students. We will use relevant assessments to target each child's and young person's learning.

We will focus on the whole child. Schools, families and community working together to get the best possible outcomes for ALL students.

Creating a Voice (CaV) Project

Which key outcomes does this project target?	The Creating a Voice project supports school staff to create a voice for every child and young person. It also ensures vibrant learning takes place every day, so that students are given opportunities to build their unique and specific learning capabilities. This then supports student towards their road to independence .
Overall purpose is:	To empower all students to communicate in as "many ways as possible." Some specific aims of the project are: <ul style="list-style-type: none"> ● To increase communication partners' knowledge and understanding so that we can better facilitate our students' communication and consequently their learning about the world around them. ● To accurately assess student using the Communication Passport® assessment. ● To implement Communication Passport® Core strategies within all Clarke Road School classes. ● Develop a simple toolkit and framework for the teachers.
About The Communication Passport® by Ylana Bloom and The Hills School	The Communication Passport matrix/framework is used to understand, assess and place students along The Communication Passport matrix/framework. It is a capability framework, which allows teachers to target their teaching and learning activities to strengthen specific areas and skills students need. There are four main domains: cognitive skills, receptive language skills, expressive language skills and social skills. Our catch phrase for the project is: <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>Do you know your students' CRESSs?</p> <p>Cognitive Skills</p> <p>Expressive Skills</p> </div> <div style="text-align: center;"> <p>Receptive Skills</p> <p>Social skills</p> </div> </div>
7 colour groups	The Communication Passport® identifies a number of key cognitive, receptive language, expressive communication and social skills for students and then identifies their skill level in each domain using a colour code - blue, purple, red, brown, orange, yellow and green. The strip below refers to the main skill/capability that should be emphasised for each colour.
The Communication Passport assessments	There are 2 assessments: 1) Blue-Purple assessment 2) Red-Green assessment

Please read the Creating a Voice handout within this package for further information.

Awareness	Anticipation	Intentional	Imitation First – Then	Categorising	Problem Solving	Critical Thinking
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In the Zone for Learning

In the Zone for Learning provides educators and school teams with key information, common language, strategies and tools to support students to be in a better 'zone for learning'. When classrooms are engineered based on this approach educators are able to develop each child/young person's unique way of understanding the world around them and build each child/young person's capabilities. As a member of the Clarke Road teaching team, if you have not yet done so, please access and complete the 6 modules designed for teachers and SLSO's to understand the children/young people they teach/support and how to implement this approach. You can access these modules via the school website or search for "In the Zone for Learning Clarke Road School"

As a staff member at Clarke Road School, you are expected to familiarise yourself with this approach, so that you can plan and program to meet the needs of the students in your class and enable them to be ***In the Zone for Learning*** every day. Ask yourself...

Is my student in the optimum zone for this learning task?
How do I get my student in the zone for learning?
Do I know my student's response time (also known as processing time)?
Which activities organise my student? (From "Traffic Jam in my Brain" by Gen Jereb)
Which activities disorganise my student? (From "Traffic Jam in my Brain" by Gen Jereb)
"If My student is ready for bungy jumping and I am asking them to do a quiet reading activity. Are they going to engage with it? Are they going to be able to concentrate on the task? Are they going to comprehend it?: (From "Traffic Jam in my Brain" by Gen Jereb)
Heavy muscle work can calm students who are on high alert as well as alert students who are in a state of low alert. Am I giving my students the opportunity to participate in movement activities that are suited to them?
Daily respiration (deep breathing) exercises will assist students to develop an important self-regulatory tool that can help them to calm down, refocus and get in the zone for learning. Gen Jerab maintains "Longer the exhale, deeper the inhale." Am I giving students the opportunity to deepen their inhale (i.e. develop their respiration)?
"Cells that fire together, wire together" (Hebb, 1949) Am I assisting my student to form positive neural networks?
My student has "flipped their lid" (Dr Dan Siegel, 2010). What can I do to help my student engage the thinking part of their brain?
If my student's needs are not being met, what will be the impact on their learning and life over: 1 year...7 years... 13 years of schooling?

Please read the In the Zone for Learning handout for further information

TEACCH

Structured Teaching and Learning



The TEACCH approach of structured teaching and learning is being developed across Clarke Road School. This method provides the individual with structure and organisation which includes:

Physical Structures which refers to the actual layout or surroundings of a person's environment. Through arranging materials and physical space to segment the environment into meaningful parts, creating boundaries to help the student understand where they are supposed to be and adding contextual cues to provide a general idea of WHAT

he/she is expected to do there.

Visual Structures which refers to visually-based cues regarding organization, clarification, and instructions to assist the person in understanding what is expected of him/her. For example, a visual structure may involve using coloured containers to assist the person in sorting coloured materials into various groups or displaying an example of a stamped envelope when the person is asked to place stamps on envelopes. . The techniques described above are not faded out over time; but rather, they are to be consistently used across a variety of environments.

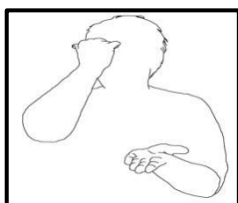
Student Schedules which are set up to indicate what the person is supposed to do and when it is supposed to happen. The schedule can be words, photographs, drawings, real objects or whatever medium is easiest for the person to comprehend. Schedule must include a method to indicate the passage of time and clarify the concept of finished, e.g. mark off, move/turn over, carry and match.

Work Systems which provides activities that the person can achieve independently, without adult interference. A Work System tells the person what they are doing in the activity, how many they do, when they are finished and where do I go next. The goal is to teach the person to work independently. The work system is also organised in such a way that the person has little or no difficulty figuring out what to do. For example, the activity or task should be performed from top to bottom and from left to right.

Assessments which allow the teacher to modify or adjust the task to achieve student success and independence. Assessment is a continual process and caters for student's learning characteristics and interests.

Positive Behaviour Engaging Learning Expectations

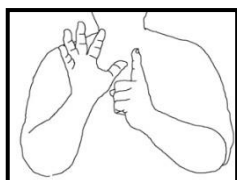
Please keep reinforcing our school expectations. They are:



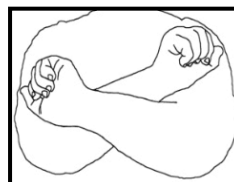
Be a Learner



Be a Friend



Be Caring



Be Safe

- These expectations are part of a school wide program called Positive Behaviour Engaging Learners (PBEL).
- You should use the words and signs of these four simple rules when you are speaking to students.
- It allows staff to use a consistent, positive language with students. Some of its guiding principles are:
 - Behaviour needs to be explicitly taught
 - Correct behaviour needs to be supported and acknowledged
 - Environments can be created to change behaviour
 - Changing environments requires a change in adult behaviour

PBEL in the Classroom

PLEASE READ AND FOLLOW THESE PBEL STRATEGIES

- New staff- please ask executive for a copy of the "PBEL: Classroom Systems" package to use within your classrooms.



Continuum of Strategies to Discourage Inappropriate Behaviour

Consider this:

"The single most commonly used but **least effective** method for addressing undesirable behaviour is to verbally scold and berate a student" (Alberto & Troutman, 2006)

Continuum of Response Strategies

Planned ignoring (**IF** a behaviour is maintained by adult attention... consider planned ignoring)

Parallel acknowledgement, i.e. praising someone doing the appropriate behaviour

Prompt, i.e. visual or verbal cue

Redirect, i.e. remind student of the class rule or PBEL expectation

Re-teach, i.e. tell, show, practice, acknowledge

Provide choice

Conference with student

Conference with colleagues at your Learning & Support Team Meetings (LaST)

Supporting Students' Learning Needs.

Complex case management- Diane Robertson

Any complex issues- Di to be informed.
Our school counsellor can also be contacted.

ROLE OF LaST (Learning & Support Team) meetings

Role of the LaST team is to assist classroom staff to discuss further strategies for individual students or groups of students.

To build teams of best practice.

To support each other in our roles.

To improve teaching, administrative and management practices

To create positive solutions together.

There is a Junior and a Senior LaST team.

These meetings are run fortnightly.

ROLE OF CLASS TEAMS

Classroom teachers & School Learning Support Officers (SLSO) meet regularly to discuss and plan for individual students within their classrooms. For example:

Personalised Education Programs

Communication needs and systems

Strategies to help students to attain and maintain their engagement in an activity

Class organisational needs etc.

Hours of Work and Conditions.

TEACHERS are employed in accordance with the NSW Department of Education "General Conditions of Employment", Further details can be found in the DoE portal under people and Services.

https://www.det.nsw.edu.au/media/documents/about-us/careers-centre/resources/teachers-handbook/handbook_ch1.pdf

Teachers and Non-teaching staff can find details of conditions on the follow site.

<https://education.nsw.gov.au/human-resources/pay-leave-and-benefits>

SLSO hours of work are Monday to Friday 8.35 till 3.05, except for Tuesday where they are required to be school for a staff meeting at 8.05 and attend training in the afternoon until

The Management of Actual or Potential Aggression (MAPA) Program

- Please read your own manual and become familiar with the information and strategies.
- At Clarke Road School, each student has a personalised learning and support plan, including specific plans to support positive engagement/behaviour.
- Please familiarise yourself with these personalised plans (Located within class program folders or class displays and main office student files)
- We value and practice a team approach to ensure:

Care, Welfare, Safety and Security of everyone- students and staff.

MAPA® Underpinning Values and Philosophy: Care, Welfare, Safety and SecuritySM

Care	Demonstrating respect, dignity and empathy; providing support in a non-judgmental and person-centred way.
Welfare	Providing emotional and physical support; acting in the person's best interests in order to promote independence, choice and well-being.
Safety	Protecting rights, safeguarding, reducing or managing risk to minimise injury or harm
Security	Maintaining a safe, effective, harmonious and therapeutic relationships that rely on collaboration.

At Clarke Road School, we use common programs/approaches such as The Communication passport (Creating the Voice Project), In the Zone for Learning, PBEL and structured TEACCH approach to ensure that students are cared for and their welfare respected.

Our **Window of Certainty** approach along with our team structures of Learning and Support Teams (L&ST) and specialised teams ensure continued collaboration amongst staff centred on students and staff welfare.

Dealing with a Serious Incident at School

We work as a team to manage serious incidents and support each other. Ensure you seek immediate assistance. Call for assistance from other staff if they are in close proximity. To gain further assistance, please use radio (i.e. walkie talkie) and speak clearly, asking for assistance. Ensure you have your radio charged and available at all times. You **MUST** have your radio available at the pool. We have phones in each room and these can be used to gain further assistance. Press 90 (ninety) to put in a call across the school (this messages to the entire school) or call a direct number for a specific person.

NCI: 7 Principles for Effective Verbal Intervention

- 1. REMAIN CALM.** *This may be easier said than done, especially when a person under your care is screaming, making threats, or using abusive language. Remember that the verbally escalating person is beginning to lose control. If the person senses that you are also losing control, the situation will probably get worse. Try to keep your cool, even when challenged, insulted, or threatened.*
- 2. ISOLATE THE INDIVIDUAL.** *Onlookers, especially peers of the verbally escalating person, tend to fuel the fire. They often become cheerleaders, encouraging the individual. In addition, the presence of an audience makes it more difficult for the person to back down, for fear of losing face in front of others. Try to isolate the person with whom you are verbally intervening. You will be more effective one-on-one than in a group setting.*
- 3. WATCH YOUR BODY LANGUAGE.** *As a person becomes increasingly agitated, they will pay less attention to your words and more attention to your body language. Be aware of your use of space, posture, and gestures. Don't get too close to the person, and avoid gestures that might seem threatening. Make sure your nonverbal behavior is consistent with your verbal message.*
- 4. KEEP IT SIMPLE.** *Be clear and direct in your message. Avoid jargon and complicated choices. A person who is beginning to lose rational control will not be processing information as well as they usually do. Complex messages will increase their anxiety and probably make their behavior more difficult to manage.*
- 5. USE REFLECTIVE QUESTIONING.** *Put the person's statements in your own words and then check with them to see if you have understood what they meant. By repeating or reflecting the person's message in the form of a question, you'll give them an opportunity to clarify that message. This reflective questioning is also a powerful way to let the person know that you care enough to listen carefully to their words.*
- 6. USE SILENCE.** *Surprisingly, silence is a very effective verbal intervention technique. Silence on your part allows the individual time to clarify their thoughts and restate their message. This often leads to valuable insight and clearer understanding of the true source of the person's conflict.*
- 7. WATCH YOUR PARAVERBALS.** *Paraverbal communication refers to the tone, volume, and cadence (rate and rhythm) of your speech. Many identical statements can have completely opposite meanings, depending on your paraverbals. For example, the question, "What's wrong?" could be stated in a caring, supportive way or in an impatient, condescending way. Avoid double messages by making sure that your paraverbal communication is consistent with the words you use.*

These seven principles for verbal intervention will help you intervene in the safest, most effective way possible.

NCI: 10 Tips for Crisis Prevention

A crisis can be defined as a moment in time when an individual in your charge loses rational, and at times even physical, control over his or her own behavior. This can be very challenging and anxiety producing for those responsible for intervening. Due to the chaotic, unpredictable nature of a crisis, it is vital that staff stay calm and proceed with a plan. These crisis moments do not sprout into being without roots; there are almost always warning signs that let you know an individual's behavior is escalating. By following the tips listed here, you can often intervene before the crisis becomes dangerous.

1. **Be empathic.** Try not to judge or discount the feelings of others. Whether or not you think their feelings are justified, those feelings are real to the other person. Pay attention to them.
2. **Clarify messages.** Listen for the person's real message. What are the feelings behind the facts? Ask reflective questions and use both silence and restatements.
3. **Respect personal space.** Stand at least 1.5 to 3 feet from an acting-out person. Invading personal space tends to increase the individual's anxiety and may lead to acting-out behavior.
4. **Be aware of your body position.** Standing eye-to-eye and toe-to-toe with a person in your charge sends a challenging message. Standing one leg-length away and at an angle off to the side is less likely to escalate the individual.
5. **Ignore challenging questions.** When a person in your charge challenges your authority or a facility policy, redirect the individual's attention to the issue at hand. Answering challenging questions often results in a power struggle.
6. **Permit verbal venting when possible.** Allow the individual to release as much energy as possible by venting verbally. If you cannot allow this, state directives and reasonable limits during lulls in the venting process.
7. **Set and enforce reasonable limits.** If the person becomes belligerent, defensive, or disruptive, state limits and directives clearly and concisely. When setting limits, offer choices and consequences to the acting-out individual.
8. **Keep your nonverbal cues nonthreatening.** The more an individual loses control, the less that individual listens to your actual words. More attention is paid to your nonverbal communication. Be aware of your gestures, facial expressions, movements, and tone of voice.
9. **Avoid overreacting.** Remain calm, rational, and professional. Your response will directly affect the person's behavior.
10. **Use physical techniques only as a last resort.** Use the least restrictive method of intervention possible. Physical techniques should be used only when individuals are a danger to themselves or others. Physical interventions should be used only by competent/trained staff. Any physical intervention may be dangerous.

By following these tips, you will have the best possible chance of providing for the Care, Welfare, Safety, and Security of everyone involved in a potential crisis situation.

Finance Management Systems

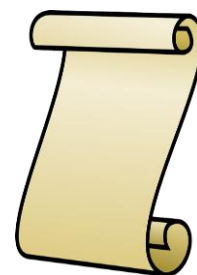
At Clarke Road School there is a finance procedure to support the management of money coming to school with students i.e. community access money. Casual staff can ask for support from the office in the management of this system. Teachers are responsible for the effective implementation of the procedures at Clarke Road School.

Marking the Roll

The roll is marked electronically every day by the teacher in Ebs4 on your staff portal. Roll marking needs to be completed by 9.30 am. After marking the roll if a student is absent without a reason, please inform the office so they can call home.

When a student arrives late or goes home early an orange slip is filled in at the office by the family member or carer. If the family phones the school to advise them of an absence the orange slip is also completed and placed in pigeon holes. Partial absences are adjusted on the electronic roll by office staff. Orange slips need to be placed in plastic folders made available to every class.

Casual Teacher's use a paper copy to **mark the role**, the paper copy is kept inside the classroom door.



Excursion Policy

Clarke Road School has an excursion policy which entails excursion procedures, excursion plans, supervisors and Principal approval, risk assessment, sharing of information about the student's intervention plans, medical procedures for individual students and get lost procedures. It is important for staff to be vigilant and informed when going out into the community through parent information, staff meetings and L&ST meetings. Due to the complex needs of our student and to ensure a high level of supervision in the community **CASUAL TEACHING STAFF will remain at school with the class on community access days.**

Swimming

Classes are allocated regular times to use the swimming pool on the pool timetable or as part of the Junior Swimming Program on Fridays. CASUAL TEACHING STAFF are required to discuss and decide with a supervisor whether swimming will go ahead on the day. **If there is a CASUAL TEACHER and a CASUAL SLSO on the class for the day the class will not swim that day. All teachers are required to complete a swimming plan before they go swimming each week.**

In the Playground

PREPARING FOR PLAYGROUND DUTY

Radios	Please have your radio (walkie talkie) with you at all times. <ul style="list-style-type: none"> Assist casual staff to have access to a radio.
Moving to playgrounds (Transitioning)	Scan- Look around the playgrounds before supporting students into the area. <ul style="list-style-type: none"> Please give way /give space to students who are on high alert/ escalated.

PLAYGROUND DUTIES – EVERYONE WORKS AS A TEAM

Duty of care: Being on time	Please make sure your class are in their allocated playgrounds BEFORE the bell rings. Please wait for playground duty staff or classroom staff before leaving.
Duty of care: Active supervision	<ul style="list-style-type: none"> Position yourself so that you can observe all of the students in your area. PLEASE SUPERVISE NEAR GROUPS OF STUDENTS. Regularly look around your area to observe students (Scan regularly). Offer assistance to students who need it the most.
Team approach	Please work together with the person on your playground duty. Make you are checking in with each other throughout the duty.
Second duty & end of playgrounds	Please make sure you are on time to replace staff. <ul style="list-style-type: none"> If replacement staff are over 5 mins late, please radio them.

8.35am MORNING DUTY

8.35	<ul style="list-style-type: none"> All morning duty staff to start at the front gate at 8.35. Please be on time.
Bags	Please avoid placing bags in classrooms, especially when most students are in the playground.
Escorting students from buses/cars	Supervise students according to their needs. A number of students need assistance to their allocated area.
Duty of care: Active supervision & Team approach	Once a student is in your area, please stay to supervise. Please see notes above re: duty of care & active supervision
Thank you!	Thank you for your efforts during playground duties. It ensures we are providing a " Safe, Caring, Happy " environment for all our learners and We are carrying out our part towards " Effective teamwork "


In the Playground

HOT/WET WEATHER DUTIES

Announcements	An announcement will be made through the phone system.
Raining during a duty	If it rains during a duty, students should be supported to an appropriate classroom / area and wet weather roster begins at change over time.
Buddy system	<ul style="list-style-type: none"> • During hot / wet weather, there will be a buddy system between two classes. • Please ensure that there is a teacher and an SLSO between the two buddy classes.
If buddy class is not at school	Please speak to the nearest class to organise the buddy system.
Own class duty times	See separate rosters for Wed and Fri mornings.

Staff at Clarke Road School operate as a team and we are here to support each other to ensure the safety and wellbeing of everyone.

FURTHER HINTS:

Open playground	<p>Imagine a parent standing in the playground Ask: would they be happy with your interaction with their child?</p> <ul style="list-style-type: none"> • Please be aware of the tone of voice and physical intervention that is being used. • Use MAPA physical intervention strategies only when needed.
Instruction to a student (In the Zone, Communication Passport & PBEL)	<p>When an instruction is given:</p> <ul style="list-style-type: none"> • please give students the appropriate time to respond (Hint- it helps to count slowly to yourself) • Use language/visuals that the student understands • Use PBEL language (positive, clear instructions) • At times, using the following phrase can be useful: "When you are ready." (then tell the student what you would like them to do).
<p>Planning</p> 	<p>If a similar situation occurs on your playground duty, plan with other playground duty staff on how you will support students.</p> <ul style="list-style-type: none"> • Sometimes 5 minutes spent planning with a colleague can help you find a solution/ different approach. • It is good practice to reflect on your own practices and make appropriate changes. Ask: what is one thing I can do differently next time?

Transport


Students will be dismissed from their own classrooms, their buddy classroom or library.

Buddy Class teams:

- Please collaborate and plan for bus line routines.
- Buddy classes to decide routines based on students' needs.
- Some buddy class teams may decide to operate separately, others may choose to combine.
- If further ideas/planning is required- please discuss at LaST team meetings. If urgent, please plan with your direct supervisor and buddy class.



KEY INFORMATION

Bags packed. Windows opened to hear announcements.	Please ensure students are prepared to leave by 2.40.
2.40pm	Parent pick up announcements will start.
Establish clear bus line routines.	<p>Please plan for students who will need activities while they are waiting (e.g. having a 'wait' activity box).</p> <ul style="list-style-type: none"> • Each buddy class team to decide if students are going to wait inside or outside the classroom.
2.45pm	School bell and start of bus announcements
Students to cars/buses.	Please assist students to their vehicle (based on their needs.)
Seat belt. 	<p>Please ensure that a student's seat belt is on before leaving.</p> <ul style="list-style-type: none"> • Some drivers will do this, others expect school staff to do this. • It is our duty of care to ensure that students have their seat belt on before leaving school grounds.
THANK YOU!	<p>Thank you for supporting our students safely into their vehicles</p> <p>Thank you for working together to achieve this.</p>

This 2020 transport plan was devised to ensure we are meeting our parents' key message of "Safe- Happy- Caring" for their children. Thank you for your part in this

Radio (Walkie-Talkie) Protocol

Please have your radio with you at all times. You are responsible for keeping it charged.

When do we use radios?

- Primary use is for emergency situations
- Can be used for general messages; please keep these short.
- For longer messages please use the class phone.

Remember – keep dialogue to a minimum

Radios used for general purposes

- Announce yourself and the recipient– “Carol to Alan”
- Receiver, wait 3 seconds to acknowledge call
- Quick, concise message / request, etc. – “Chris is coming to Ironbark.”

Radios used for emergencies / behaviour support, etc.

- State nature of call – calmly – “medical assistance to Gumnut”
- Executive staff or Senior First Aid staff to acknowledge they have received the call e.g. “On the way”
- **Please consider the nature of your messages as we often have extra people in the school visiting and it is a public channel.**
- **As much as possible avoid identifying or sharing private information about students**

Radio Message	What does this mean?
Executive support to Buru	Major incident in Buru
Assistance to the Games Court	Unsettled student(s)
Medical Assistance to the Pool	Student requires first aid immediately
Toileting support to Ironbark	Toileting assistance is required for a student (no need to identify student)

First Aid – Every school has a First Aid Officer

All staff are **Emergency Care** trained and able to treat in an emergency situation: Cuts and grazes, Bleeding including from ear, nose, mouth, impaled objects and amputation, Shock, Burns, Choking, Asthma, Diabetes, Epilepsy, Poisoning, Envenomation - snake bites, spiders, bees, wasps, marine stingers, Soft Tissue Injuries, Fractures/Dislocations, Hypothermia/Hyperthermia, CPR if holding a current CPR certificate (Reference the Emergency Care training, Royal Life Saving Society, NSW)

That being said - If you are not sure or want a second opinion call the first aider.

A first aider should definitely be asked to consult for (if possible): Suspected fractures, Seizures – if unknown epileptic, Head Injury, CPR, Severe bleeding, Anaphylactic attacks, Swelling of facial area and/or throat, Asthma (depending on severity), Embedded objects. Anything which may require hospital or medical centre treatment fairly urgently.

After first aid is administered by a staff member it **must be recorded in the first aid book** which is located in the first aid room in the administration block. A copy is to be sent home to the family that day.

Should a student have a seizure it must be recorded in the seizure book which is located in the first aid room in the administration block.

Each class has first kit inside the classroom door and a bum bag that can be used for community access programs.

The first aid room is located in the administration building and is fully resourced. All first aid books and records are kept in this room.



The defibrillator is located in the main office near the key cupboard. Asthma kits and epi pens are also located in the main office in the medication cupboard.

Hot Drinks

Safety for students is a priority at Clarke Road School. For this reason, could we ask that staff please only walk through the playground with appropriate drink containers such as one with a covered lid.

Personal Mobile Use

Our duty-of-care is towards our students, many who need close supervision. During class time or playground supervision, text messages or phone calls should not be looked at or answered.

Health & Safety at Clarke Road School

- Health and Safety is all our responsibility.
- Please fix any potential risk immediately.
- If you are unable to fix it, please report the hazard using the Clarke Road School procedures.

Employee Assistance Program

- The Department of Education has an Employee Assistance Program offering counselling service to employees for personal or work related problems.
- Please see the H&S board for further details and page 33

Casual staff: General Classroom Procedure

On your **first day** at Clark Road you will be **inducted** by an executive staff on the school's key messages and health and safety. You will be shown how to **sign on and off**, how to get your **classroom keys** and how to check you **playground duties**.

Please inform the executive staff is you are pregnant or attempting to become pregnant.

On arrival in a class please;

- **Read all emergency care response plans and intervention plans** for individual students. These plans are located on the classroom wall.
- **Check the classroom procedure and timetable** which will help you in the organisation of the day.
- Introduce yourself to the classroom staff. **The Teacher and the Student Learning Support Officer (SLSO) work as a team to support the learning needs of students.**

Check photo of students across the school who have medical needs. This can be found in the office where you sign in and in the classroom. Please take note of these students as they may be in the playground you are supervising throughout the day and you will have a duty of care to support them in the event of a medical situation..



Manual Handling

(Leanne Gale, Occupational Therapist, 30/4/15)

Principles of Manual Handling:

- Assess the load (don't lift outside of your capability)
- Plan the action / plan the lift and take the appropriate time to complete the lift.
- Position the feet correctly
- Bend your knees. Use your legs.
- Check the weight of the load.
- Secure your hold of the load.
- Tighten your deep abdominal (tummy) muscles.

Remember you are responsible for your health and safety at Clarke Road School

Four techniques to remember for manual handling:

1. Maintain the three curves of your back (the spine is an 'S' shape)

2. Remember the three S's:

SOFTEN THE KNEES

SINK AT THE HIPS

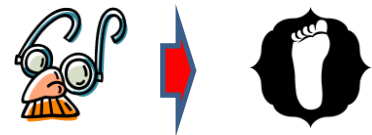
STABILISE (the pelvic floor and the lower abdominal area)



3. Action in the lower body

Need to use your legs wherever possible- Use forward, backwards, sideways lunges

Pivot – wherever your nose goes your toes should go



Never do a full kneel to do manual handling. Use half kneel or a full squat.

4. Keep the weight close to your body



Volunteers at Clarke Road School

This school is a NSW Department of Education (DoE) school and is bound by the policy statements issued by the DoE.

- Our volunteer program started in 2014. It is a joint initiative between the P&C and school.
- Volunteers attend a training session before volunteering at the school.
- Please see text box below for more information about the role of the volunteer.
- Volunteers must adhere to the NSW Department of Education dress codes and code of conduct.
- All volunteers must have a current Working with Children Checks.

School Procedures

Volunteers cannot be asked to supervise students without a staff member nearby.

Volunteers cannot be asked to administer or witness medication.

Volunteers cannot be asked to assist with toileting.

Volunteers cannot be asked to carry out self m-care procedures such as tube feeding.

Volunteers cannot be asked to lift/transfer students.

During mealtimes, volunteers can assist students ONLY after explicit direction from the class teacher.

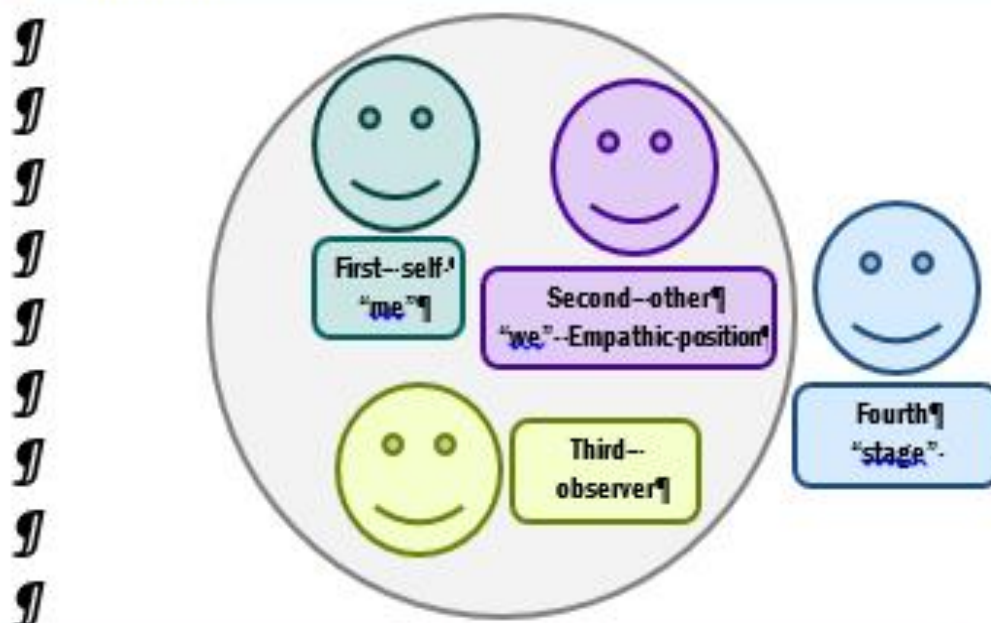
Volunteers cannot be asked to fill in school documentation eg behaviour incident forms.



Perceptual Positions-by Rob Stones

Perceptual Positions (by Rob Stones) has been used by many Clarke Road School teams to gain different perspectives on various matters within a school (e.g. used when class combinations are planned each year, Creating a Voice team-designing assessment procedures).

Perceptual positions are the perspectives from which we view the world. The four positions are simply known as first, second, third and fourth.



Perceptual Agility

The ability to move between Perceptual Positions at will to achieve optimum choice and flexibility.

3rd Perceptual Position –
the ability to disassociate
and take the helicopter
view.



Perceptual
Agility

4th Perceptual Position -
Zoomed Out and able to
adopt the perspective of
the whole system.

1st Perceptual Position – the
self-referencing position.
Totally associated.
Absorbed in own thinking.

2nd Perceptual Position –
the ability to model the
thinking of another
person. Empathic rapport.

'Perceptual Agility': a
concept developed by
FutureShape Consulting,
Rob Stones, 2011.

Anti-bullying Policy at Clarke Road School

Bullying is less likely in a culture that actively promotes positive, caring relationships among students and staff and between home and school.

Are you an 'Upstander'?

- When an Upstander sees someone being bullied they help stop it.
- The Upstander-the best defence against bullying.
- Please see our school website for the entire policy.
- Go to Staff Portal- A-Z- Anti-bullying for further details about the Department's policy.

Staff Wellbeing at Clarke Road School

What does well-being mean?

The World Health Organisation has found the following factors to enhance an individuals' well-being:

adequate and balanced diet	regular exercise	sufficient sleep
relationships	a network of close friend	a sense of belonging
the ability to adapt and change	a safe and physical environment	a sense of purpose and meaning
enjoyable and fulfilling career		

What does well-being mean to you?

"What does well-being mean to you?" CRS staff responded with:

positive mindset and attitude	gratitude	exercise
eating healthy	living in the present	knowing when to take a time out
being active	great sleep	support network
asking for help	supporting each other	o

So, we ask you: what does well-being mean to you? What are some practices that you can do?

National Disability Insurance Scheme (NDIS)

Action	Procedure/Protocol
<i>Parents request therapy during school hours</i>	<i>Please ask parents to contact the office and put their request in writing. If an external provider/therapist sends a request to you directly please forward to the office.</i>
<i>Office staff role</i>	<i>Office staff collect all requests</i>
<i>NDIS Team</i>	<i>Meet regularly to consider requests</i>
<i>Class Teacher's role</i>	<i>NDIS team consult with the class teacher to consider the request. Considerations- impact on the student, other students and class program.</i>
<i>If therapy request is approved</i>	<i>The NDIS team or class teacher will contact the therapist.</i>
<i>Approval is given for that request only</i>	<i>If a request is approved by the NDIS team, approval is given for that request only – e.g. a phone conversation/meeting with the teacher. Any further requests are sent again to the NDIS team to consider.</i>

Parents are the managers of their child's NDIS package. **If a therapist requests information about a student such as a copy of their PLSP, behaviour plan etc. then please send this information to parents for them to forward.**

Performance "Feed" Forward

By Rob Stones and Judy Hatswell (Idea by Susan Mayes, 2000)

- Here are Clarke Road School, we value continuous and healthy striving for excellence.
- Reflecting on our practices, often in collaboration with others allows us to grow our thinking and teaching practices together. The "Performance Feed-Forward" questions and conversations allows us to reflect on our practices.

***We value high quality education for all students.
We are responsible for providing our
students with the opportunities they need for a
relevant and meaningful education. You are a
valued member of this school team.***

Mandatory Staff Training Requirements

Teachers cannot be employed by Clarke Road School unless they have provided their **NESA** Teacher Accreditation number to the office. This is to be provided before being placed on the casual list.

All teachers are required to have a **Performance and Development Plan (PDP)**. From 2018, Student Learning and Support Officers will also have a Performance and Development Plan (PDP).

Mandatory Training – Copy of all certificates to be presented to the office before second day of employment. It is your responsibility to provide new certificates when they are due otherwise you cannot be employed.

- E-Safety WH&S Induction (once)
- E- Safety Emergency Care (every 3 years)
- E- Safety Anaphylaxis (every 2 years)
- Face to face Anaphylaxis (every year)
- Casual Teachers Face to face Anaphylaxis (is encouraged every year)
- CPR (every year)
- Casual Teachers CPR (is encouraged every year). At least one person in the staff group must have CPR if you are near water, this includes Clarke Road School's pool
- Child Protection (updates every year)
- Working with Children Check (valid for 5 years)



Accessing Mandatory Training

To access the above modules on the DoE Intranet you require a DoE portal.

If you are new to DOE please ring Edconnect on 13 32 32 32 to obtain a staff portal log in.

On your DOE home page, go to My Application and add the E- Safety application to my essentials. Click on E –Safety – Catalogue – Mandatory H&S Training and enrol in your required courses.



Child Protection

Once you have a DoE portal login go to your home page, click on A to Z DoE

Find Student Welfare – Child Protection – Child Protection Training and follow the links.

All **new staff**, including casuals, **need to**:

- read the procedures Protecting and Supporting Children and Young People Policy (2010)
- read the Protecting and Supporting Children and Young People Procedures
- complete child protection awareness training and updates each year.
- a Portal login is required with the above links
- produce their Working with Children Check number



Child Protection Annual Updates

All staff have a responsibility to report suspected risk of harm concerns about children and young people and to provide support to children and young people within their scope of responsibility.

Each year it is your responsibility to complete the annual updates and provide the updated mandated training certificates to the school attending.



Standard precautions for infection control

Health and Safety Directorate

Standard precautions for infection control should be used by all employees, students, visitors, volunteers, contractors and others to reduce the risk of transmission of infectious diseases during care procedures.

What are standard precautions?

Standard precautions in the workplace involve the use of safe work practices and protective barriers for the control of the spread of infection from both recognised and unrecognised sources of infection.

It is not possible to reliably identify sources of infections or communicable diseases, therefore it is necessary to presume that the blood (including dried blood) and body substances of all persons be considered as potential sources of infection independent of diagnosis or perceived risk.

When do I use standard precautions?

Standard precautions must be used before and after care procedures, when providing first aid, when handling and disposing of sharps and contaminated material and when handling animals and potentially infectious agricultural substances.

There is a potential risk of infection when exposed to:

- blood, including dried blood
- All other body fluids, secretions and excretions, including saliva and mucous.
- broken skin
- Mucous membranes e.g. mouth and nose.

What do I need to do?

1. Use good hygiene practices

Wash your hands after any contamination, following any care procedure and after any activity which involves contaminated substances whether or not gloves are worn.

2. Take care of your skin

Take care of your skin as it is the first barrier to disease

and protect damaged skin by covering with a waterproof dressing or by gloves.

3. Use good handling and disposal procedures

Minimise contact with potentially infectious substances by using personal protective equipment such as gloves, aprons, masks or goggles.

Ensure that reusable equipment such as that used in first aid provision is cleaned after use and single use items are discarded after use.

Follow the Department's procedures when handling and disposing of sharps and use a suitable sharps container. Dispose of other contaminated or infectious waste, such as from first aid or care procedures, in a plastic bag which is tied securely and placed inside a second plastic bag and tied securely then placed in the workplace garbage hopper.

Contain all blood and body fluids i.e. confining spills, splashes and contamination of the environment and the prompt clean-up of spills.

4. Take prompt action if contact is made with blood or body fluids

Wash skin with mild soap and water, rinse eyes with water, rinse your mouth and spit out.

Further information

[Contact the Health and Safety team](#) on 1800 811 523

[Infection control procedures](#)

All staff to practice for infection control. As there is a potential risk of infection when exposed to bodily fluids.

PLEASE TELL THE PRINCIPAL IF YOU ARE PREGNANT OR TRYING TO GET PREGNANT



Employee Assistance Program

The Employee Assistance Program (EAP) is an independent, confidential and free professional counselling service provided by the Department to support the health and wellbeing of its employees.

What can this service be used for?

EAP can be used for personal or work-related problems.

Personal concerns may include:

- bereavement,
- grief and loss,
- relationship difficulties,
- emotional concerns,
- legal and financial referrals,
- anxiety, depression and stress,
- chronic and serious health issues,
- gambling, substance dependency/addictions,
- major life events and retirement,
- mental health concerns,
- managing other health related issues,
- advice and assistance relating to gambling, substance dependency/addictions,
- a breakdown of communication with family or friends,

Work related concerns may include:

- job demands and pressure,
- workplace conflict,
- retrenchment / career transition,
- managing work teams,
- workplace harassment,
- discrimination or bullying
- career planning and management
- balancing work and personal life

What services are available?

All services are provided by registered psychologists, registered social workers and counsellors.

- Counselling: face-to-face, telephone, via video or online. The toll-free hotline is available 24 hours a day, 7 days a week, 365 days a year. Face-to-face, video and online counselling is available 7:30am to 10pm, Monday to Friday.
- Coaching, development and support service for managers.
- Serious incident management services.
- On-site conflict resolution and mediation.
- In-service training and consultation.

:

The Employee Assistance Program (EAP) is an independent, confidential and free professional counselling service provided by the Department to support the health and wellbeing of its employees and their immediate family members.

Who is eligible?

- Permanent long-term temporary employees located in schools, districts, staff offices, AMES locations.
- Employees located in TAFE NSW Institutes, colleges and campuses
- Casual employees who are eligible for sick leave.
- Immediate family members of eligible employees.

How often can I use EAP?

You may have up to 6 hours of free counselling sessions in any consecutive 2 year calendar period. If you need additional help you may be referred to an appropriate person or organisation. Those eligible may have up to 3 hours of free counselling sessions in any consecutive 2 year calendar period.

What do I need to do to access services?

1. Check that you or the employee on whose behalf you are making the referral, are eligible to participate in the EAP.
2. Telephone the EAP provider to arrange a counselling session. There is no need to tell anyone or ask for approval.
3. Make an appointment (for personal issues, this should be outside of work hours).
4. Provide your employee number for verification purposes (this does not affect the confidentiality of the service provided to you). Your details will not appear on any invoice sent to the Department for payment.
5. Contact regional WH&S employees for more information

Enquiries and appointments

Davidson Trahaire Corpsych: 1300 360 364

Further information

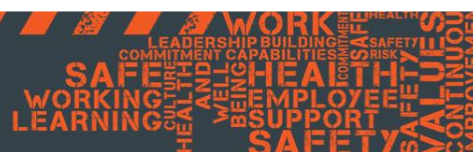
For all general work health and safety advice contact your local [WHS team](#) or you can call the hotline on 1800 811 523.

In addition the following services and resources are available through the eap direct website:

- Information in relation to health and wellbeing
- Self-assessment tools
- Online counselling.

To access these services go to www.eapdirect.com.au and enter in the following details to create your own confidential account.

Work Health and Safety Directorate



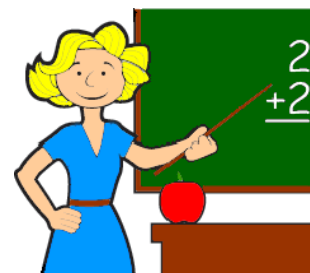
Department of Education and Communities

Dress Code for Employees

Dress and personal appearance are important elements of professional presentation.

Employees have an obligation to dress appropriately and in a manner that:

- maintains respect and establishes credibility
- upholds the good reputation of the Department and TAFE NSW and public education.



Employees must ensure their personal appearance and presentation are clean, tidy and appropriate for their work role and take into account the particular circumstances of their work place.

When determining dress:

- **Male employees** are required to wear a **collared shirt** subject to the exceptions contained in this section
- Employees should **wear professional attire for formal school or departmental events** such as interagency meetings, parent/teacher interviews, presentation or awards assemblies which require them to interact with the community as a representative of the Department and public education
- If employees are involved in **sport and organized physical activities** they are required to **dress appropriately** for their role in leading these activities
- Employees must comply with relevant **workplace health and safety** regulations as they apply to protective apparel e.g. appropriate shoes, protective clothing, safety glasses, and sunsafe attire when outdoors
- Employees must not wear revealing clothes such as those exposing bare midriffs, strapless tops or dresses, or clothes that may be construed as suggestive and/or offensive, Employees must not wear inappropriate clothes such as singlets, t-shirts, tracksuits or rubber thongs (except for sport and organised physical activities), ripped or dirty clothes, or clothes with inappropriate slogans (e.g. advertising for tobacco and alcohol)





Opening new worlds for every student

VALUES

- ✓ Effective teamwork
- ✓ Striving for excellence
- ✓ Innovative practices and new ways of thinking
- ✓ High standards in staff performance
- ✓ Tolerance of diversity and individuals
- ✓ Respect: showing care and concern for others

BELIEFS

- ✓ All students can learn
- ✓ All students deserve quality educational programs
- ✓ Individualised programming and learning is essential
- ✓ Every day is a learning opportunity
- ✓ By understanding students we can better target learning

OUTCOMES

- ✓ Vibrant learning
- ✓ Creating a voice
- ✓ The road to independence
- ✓ Engage, connect, belong
- ✓ An outstanding teaching team
- ✓ Safe, caring, happy
- ✓ A part of your community

Based on the work by Judy Hatswell and Rob Stone, Art of Leadership Course, 2013-2014.

CLARKE ROAD SCHOOL

- This poster outlines the vision statement, values, beliefs and outcomes for all students. It was developed in consultation with parents and staff.
 - We value high quality education for all students.
 - We are responsible for providing our students with the opportunities they need for a relevant and rigorous education.
- You are a valued member of this school team, as we **"Open New Worlds"** for all our students.