



**Emmaus
Christian
School**

Staff Handbook

HR Policy 1-0 v2.0_2021

Sections

- All Staff
- Teaching Staff K-10
- Preschool Staff

Updated January 2021

Staff Handbook

Prepared by	W.Morris
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General Section – All Staff



About Emmaus - Vision/Purpose

Emmaus exists to partner with parents, in providing a Christ-centred, Biblically grounded and academically-rigorous education, which enables students to grow in wisdom and character, to the glory of God.

Values

Caring for Others

At Emmaus, we value, care for and respect each other because we are all made in the image of God. We partner with parents to care for and develop the whole person- body, soul, and spirit. We foster a sense of belonging, celebrate one another's achievements, and choose to be grateful for our school and each other. We are a community that learns in a fun, creative, encouraging, and generous environment.

Striving for Mastery

At Emmaus, we encourage students to strive for excellence in all aspects of life: in study, work, and in relationships with God and with people. We believe God equips every person with gifts and abilities. We seek to instil in our students a strong desire to apply their utmost to what they do, an attribute that will long outlive their school years. Students are encouraged to master and apply academic and life skills to make the most of their opportunities in later life. Our goal is to equip students with the necessary skills and understanding to make wise and Godly choices, and to live resilient, fulfilled, and productive lives.

Equipping for Service

At Emmaus, our motivation for service is the love that Christ has shown us: his life of servant leadership is the example we seek to follow. Staff at Emmaus model integrity, accountability, and the value of excellence in our work. We strive to equip students with both the desire and the skills to make a difference in the lives of others. We aim to grow students who are rich in Godly wisdom and noble character and find their security in the love of Christ.

Statement of Christian Faith

One Creator God

The Lord God is one – Father, Son & Holy Spirit. He fulfils His purposes in creation, revelation, redemption, judgment, and the coming of His Kingdom, calling people to be united with Himself and with each other in love. Because God is the creator of all, 'sacred' and 'secular' domains of learning cannot be separated. Since humanity's purpose is to glorify God, all learning should be directed to that end, seeking to enthrone God as the creator and rightful king in the way we teach, learn, speak and act.

Humanity and the Fall

God made humanity, both men and women, in His own image, giving all people immeasurable dignity and worth.

Our rebellion against God sees us disconnected from Him, falling short of His glory and deserving of judgement. Our sin taints all areas of life and learning, damaging individuals and communities. It ensures the futility of all human endeavour and learning that is divorced from the knowledge of God.

Jesus

Yet God the Father has shown his love for us by giving Jesus Christ, His Son, for us. Fully human and fully God, born of the virgin, Mary, having lived a sinless life, Jesus willingly died in our place as a sacrifice for our sin. He rose victorious over every evil and against all sin, sickness and death. He was taken up to be with God, His Father, and will return one day in glory and power.



As the exclusive and all-powerful saviour, we believe that Jesus is the key to life's purpose and meaning and is the unsurpassed model for human flourishing.

The Holy Spirit

The Holy Spirit is God's presence in the world, who leads people to repent and turn to God and makes the life and work of Christ real in the hearts of those who trust in Him.

He is present in every Christian's life, illuminating their minds to understand Scripture, giving spiritual gifts freely, and producing evidence of His presence – love, joy, peace, patience, kindness, goodness, gentleness and self-control – to be used in the service of God and others.

The Bible

The Bible was written by people, inspired by God and has ever since been protected by God. It is our highest authority in all matters of faith and practice and illumines all learning and every dimension of human life.

The Church

The local and global networks of people who follow Christ in Christian groups and denominations comprise the Church: a new humanity, the family of God and Christ's body on earth. Through the Church we are shepherded towards ongoing transformation into Christ's likeness.

Christ commissioned His followers to spread the news of God's plan to everyone, teaching them how to find and follow Him. He commands us to love God with all our heart, mind and strength, and to love others through service, reconciliation, and the provision of liberty to all who are oppressed and broken-hearted, until Jesus comes again.

The Family

Along with the Church, families are a precious gift to the world, as the primary community in which parents are to teach their children how to love, serve, worship and grow in character. Families are formed and sustained through the gift of marriage, an institution that is to be honoured, whether or not we are called into it ourselves.

The Bible's teaching, as upheld throughout the history of the Christian Church, is that marriage is the relationship between one man and one woman, entered into for life to the exclusion of all others, and is the proper context within which God's good gift of sexuality is to be enjoyed.

A Christian

A Christian is someone who responds to God's grace by being 'born again' into a new life of trust and obedience to Jesus Christ as their Lord and Saviour.

This journey is not entered into alone, but in community with other believers through shared worship, fellowship, and service in the Church.

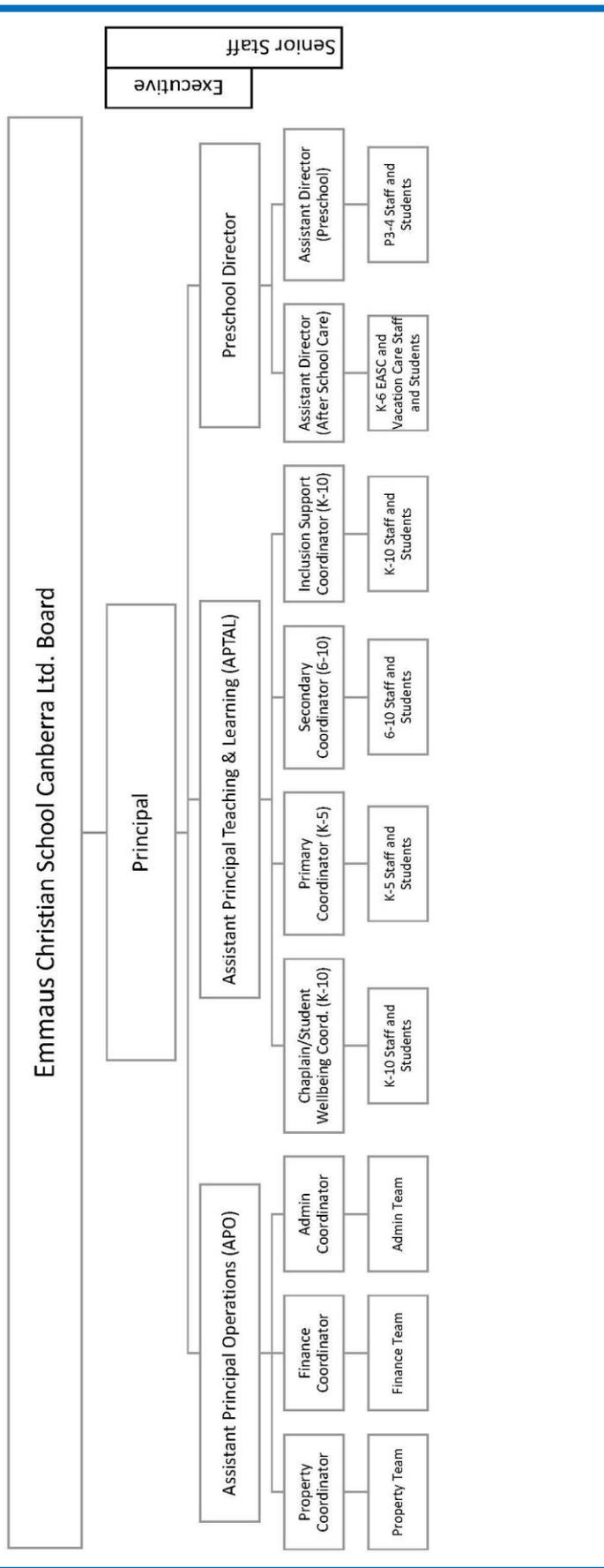


School Structure

October 2020



Emmanuel Organisational Diagram



Assemblies

Type of Assembly	Location	Who*	When	Responsible	Parents Invited?
Line-up	Courtyard	Primary	Daily	Prim Coord	No
	Classroom	Secondary	Tuesday 8:45am	Sec Coord	
End of Term	As announced	K-10	Last Term Day 2:45pm	Principal	No
Chapel	As announced	5-10	As announced	APTAL	No
Showcase	Gym	K-10	As announced	APTAL	Yes
Special (Easter, Christmas, official openings etc.)	As announced	As announced	As announced	Principal	Yes
Kindy Nativity	As announced	Kindy	As announced	Kindy staff	Yes
Year 5 & 10 Graduation & Awards (emphasis on Y10)	Gym or as announced	3-10	2 nd last week of term	Principal	Yes

* Preschool attendance will be as required and discussed with Preschool Director.

Borrowing School Property

Please fill in the Borrowing Register at the office and return resources as soon as possible. Items may include books, a digital camera or sporting equipment but must be returned in the same condition as when borrowed.

Borrowing for personal use must be approved by the Assistant Principal Operations (APO).

Calendar (Staff)

For staff, the PC School is the only official calendar.

See: PC School/Calendar



Dispute Resolution

Emmaus has a Grievance and Dispute Resolution Policy for the resolution of grievances of employees and for the resolution of grievances against employees of the NCCEA arising from parents, students, and the general community.

The policy can be found on the website: <https://www.emmaus.act.edu.au/parents/policies-and-handbooks/>

The aim of this policy is to bring resolution and solutions to the various issues that arise while operating a school while keeping relationships alive and well.

A concerted effort is to be made by all parties concerned to communicate with love and respect for the benefit of our school community. We are an example to our children. The healthy resolution of issues helps to refine our school and make it a better place for all.

NOTE: The protocols in this policy are not applicable where there is an alleged serious breach of the ACT Teacher Quality Institute Code-of-conduct and e.g., an allegation concerning criminal conduct. In such cases, the government-mandated reporting protocols will be followed.

See: Emmaus SharePoint/ Policies & Procedures/ General Policies/Dispute Resolution Policy

Devotions

The Staff Devotion Roster can be found on:

See: SharePoint/Staff Resources/Staff Devotion Roster

- The aim of devotions is to study God's word (Hebrews 4:12), to worship Him (Isaiah 25:1), to pray together (Jeremiah 29:12) and to encourage each other (Hebrews 10:24-25) in our faith. Therefore, Tuesday Devotions are the most important staff meeting of the week. It is mandatory for all teaching staff working on Tuesdays to attend.
- It is strongly encouraged that all support staff on Tuesdays attend this meeting as well.
- In lieu of the earlier start on Tuesdays, staff are welcome to leave after their duties on Fridays.
- On Tuesdays, staff ought to be ready and seated in the staff room by 8:10am.
- The person leading in devotions will have a reflection prepared for about 15 minutes and lead in prayer or provide time for prayer.
- If you are away and know ahead of time, please swap with someone, and let Erik know. If you are sick or unable to lead in devotions, please let Erik know.
- Since we would love all our staff to share with us at least once a year, part-time staff not working on Tuesdays will be required to come in for the one date that they may have been rostered on.
- Please use a reflection on a passage from scripture for devotions. In other words, a testimony or a video clip or playing a song is fine, but it must be linked back to Scriptures during your reflection.
- Try to use our theme for the year but since this could be difficult to sustain throughout the year, feel free to use any topic.



Dressing Code

On regular school days, admin and teaching staff are expected to dress in business casual wear.

All staff are expected to dress neatly, appropriately, safely, and modestly for all school occasions including excursions and camps. For example, no singlets/singlet tops, shorts/dresses should reach to just above the knee.

During sports days staff are encouraged to wear their House colours and clothes in which they can participate.

Be mindful of WH&S for footwear. (e.g. sandals in woodwork etc.)

Emergencies and Evacuations (Critical Incidents)

Please read the full policy:

Currently in 2020/2021:

[SharePoint/Policies and Procedures/Workplace Health and Safety Policies/ WHS 4-4 INTERRIM PROCEDURE Critical Incidents Plan 2020 during Construction](#)

Each room in the school will have the schools' policy on emergencies and evacuation in a booklet called Critical Incidents (Procedures and Checklists)

Enrolment Policies

For Emmaus' Enrolment Policy see:

[Emmaus SharePoint/ Policies & Procedures/ Enrolment Policies](#)

Fundraising Events

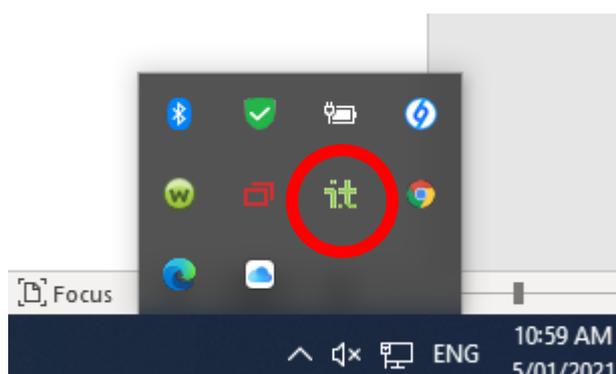
All Fundraising events are to be approved by the Executive at one of their weekly meetings.

Use the PCS E-form to apply for a fundraising event.

ICT Support

Technical support is provided by OPC-it.

All IT faults and requests must be logged through the ticket system located in the computer systems desktop tray.



Leave Applications

Staff absence (planned and/or sick) must be communicated to the Assistant Principal Operations before 6:30 am.

Teaching staff must detail the work to be given to their class by the replacement teacher(s), including duties. If you are unable to give notice in advance of an absence, please contact the appropriate Coordinator or an Assistant Principal.

If contact cannot be made please phone the School answering machine before 7:30am.

Applications and Approvals

Leave approvals are subject to the conditions as per the current Staff MEA (Multiple Enterprise Agreement) in place that can be obtained from the Assistant Principal Operations (APO) or located online:

SharePoint/ Staff Resources/ Enterprise Agreements

All leave applications must be lodged through the XERO web or phone app.

All staff need to join 'My Payroll' online system which is used to see your payslips, payment summaries, see your leave balances, lodge leave forms and have leave requests authorised electronically in one place. There is also an app 'Xero Me' which is similar for your mobile devices. Finance staff can help you become familiar with this system should you need assistance.

1. Staff who need to leave the school during the school day (8:30-3:40) need to check with their Coordinator prior to leaving and fill in the Sign In/Sign Out book at reception.
2. Leave applications for Personal Leave (Sick/Carers' Leave) or Professional Learning must be submitted to the Assistant Principal Operations.
3. All other applications to be submitted to the Principal.

Maintenance Requests



We use a web-based Maintenance Reporting and Action System called Mojexa, which uses standard phone apps and functions.

System developments are still under way, but we'll be starting with a reasonably simple setup to get everyone familiarized and to track how people will use it and where the problems lay.

Maintenance Area Quick Links

- OVAL <https://fixit.mojexa.com/f5452e86-d0b2-4273-9441-674dd0a74614>
- MULTIPURPOSE COURT <https://fixit.mojexa.com/e85ed5e9-6072-4300-b915-235327d48230>
- PRIMARY COURTYARD <https://fixit.mojexa.com/8403c1f4-34e9-4649-ba69-3942c12f7805>
- PRESCHOOL PLAYGROUND <https://fixit.mojexa.com/f0d5fc9c-fcad-4315-8b7e-a8f4905398e0>
- SECONDARY COURTYARD <https://fixit.mojexa.com/7f745a55-1529-47db-ad3d-6dcd754f505b>



Mojexa Introduction

Small orange QR code stickers are located around the school. These allow you to simply scan the code using your smartphone camera, which will activate a web link to report an issue with that room or object.

Currently, we've set up different areas simply as rooms or zones. Later down the track certain objects (fridges, AC units, photocopiers etc) will have their own codes. A couple of things, like the courtyard bins have their own already.

What do we use these for?

Everything maintenance- lights out in the classroom, courtyard bins overflowing, trip hazard in the hallway, blocked toilet, want some furniture removed or installed, need something set up for a function.

Don't call the office who then has to relay a message to us. Just scan a code, type a note, and send it through.

Step 1: Scan the code

Step 2: Tap the Fixit Link.

Step 3: Tap next.

Step 4: Enter your problem and tap submit.

Mojexa Tips / Q&A

- Future improvements to the system will allow extended functions on this page, including type of report and a name box as well as being able to attach a photograph.
- Include your name at the end, in case we need to ask more details

Where are the stickers? - We've tried to follow some basic rules in locating the stickers.

- Next to or on the inside of the main entrance door of the room.
- On the light switch for that room/corridor
- On the holder for your critical action and evacuation plans.

I can't find a sticker for the area? – just scan any sticker that's reasonably close and be sure to add in location detail.

I don't have a smart phone? - See the top of the section for some links to general areas. Use these and simply report through your computer. Nelan can also generate a link for your classroom that can be saved in your browser favourites.

Outside areas, where to scan?- This is still a "how will this work" area. Obviously, we don't want a hundred codes scattered around. I'll probably try to get one code per zone installed somewhere. For now, use the quick links at the top of this page.

Do we still send emails to maintenance@emmaus.act.edu.au? -_Preferably not. This system is designed so that reports are linked to an object or room and it should then keep records of all reports and actions. If you need to send any pictures, then use the email as well.



Money

All monies from parents go straight to the Office. Any money from fundraisers and/or similar events needs to be taken to the front office by the coordinating staff member at the conclusion of the event.

Collected monies are never to be left around in classroom or sent with a student to the office please!

Please notify the office in advance of any monies to be expected, including amount and what it is for.

Purchasing Procedures

ALL purchases MUST be pre-approved by your Coordinator.

Three Purchase Methods

1. On Account (preferred)
2. Use of school credit card/EFT
3. Personal funds

1 On Account – Purchase Order (PO) Form

We have accounts with lots of different companies. Please ask the Bursar

or ask the company if they will invoice the school. Most companies will be willing to supply on account if the school supplies a purchase order.

For all credit purchases, i.e., on account, internet, or EFT.

A purchase order form & number (kept at the front office) MUST BE SUBMITTED.

How-to for Purchase Orders:

1. Use the next available number on the purchase order list and fill out the details in the front of the folder next to the allocated number.
2. Complete ALL details on the purchase order form and obtain approval signature from Assistant Principal Operations.
3. Proceed to order goods. A copy of the Purchase Order with any supporting documents, e.g. quotes, emails, etc. MUST be left in the Purchase Order folder.
4. After purchase or when goods have been received, submit invoice/s to the front office for the account to be settled.

Please note: Purchase orders need to be organised a week in advance. Payments are made on Fridays.



2 Credit Card Payment – Credit Card Form

If the school does not have an account and the company is not prepared to invoice us, you can pay using a school credit card. YOU MUST use a Credit Card purchase form & purchase order number (kept at the front office).

How-to for Credit Card purchases:

Use the next available number on the PO List and fill out the details at the front of the folder next to the allocated number.

1. Complete ALL details on Credit Card form and obtain approval signature from Coordinator.
2. Attach paperwork you may have
3. Submit your form to the Bursar (or other card holders e.g. Exec staff) to complete purchase.
4. A copy MUST be left in the Purchase Order Folder with all supporting documents.

3 Personal funds – REIMBURSEMENT Form

Please note that this is the last resort as purchases should be either put on account or a credit card/EFT payment organised. **Pre-approval from Coordinator is still essential – text or call acceptable.**

How-to for Reimbursements:

1. Fill in a reimbursement form. Please ensure you include your account details and email.
2. Obtain approval signature.
3. Attach Receipts (if there are no receipts you cannot be reimbursed).
4. Submit to Office for reimbursement.

Newsletter

As from 2021, a well-designed and produced printed newsletter is a quarterly celebration. Four newsletters per year IS the Yearbook. Exec will work with Admin in assembling the newsletters.

Daily 'nuts and bolts' (e.g. dates and notes) to be sent via the school app (currently Skoolbag) accompanied by e-mail link.

PC School – Student Management System



PC School is the Student Management System used at Emmaus. PC School contains many different modules covering areas of: staff, student, parent, attendance, reporting, behaviour, health/first aid, PIP etc.

New staff have login details and training provided.

It is essential for staff to diligently make entries on PC School.



NB: PCSchool is the school's only official register for incidents, detentions, suspensions, academic concern and exclusions and thus need to be used. Entries need to be made when contact has been made with home.

Do not keep records separately such as diaries, e-mails etc. as these will not be official unless reference to an e-mail has been made in the PC School entry.

School Policies

Current school policies are available on SharePoint/Policies and Procedures

Please make sure you are familiar with all these!

School Song – “The Spirit of the King”

The Spirit of the King *(lyrics)*

Our minds can take us far, the rest is in our hearts
 And God can use our own imaginations
 All people, old and young, have a road to travel on
 A journey led by hope and inspiration
 There's nothing ordinary in the living of each day
 There's a special part for all of us to play

Feel the flame forever burn,
 Teaching lessons we must learn
 To bring us closer to the Spirit of the King
 As we search for Truth and Care,
 Climb ev'ry mountain that we dare

It is the Spirit of the King that leads us on; It is the Spirit of the King that leads us on

Sick Students and First Aid

- Familiarise yourself with your students' medical history and be aware of any problems that may occur. For instance, you may have a child who is a diabetic, an epileptic or anaphylactic.
- Please send students taken sick during the day to the office accompanied by another student AND a red card/written note from a staff member. If an 'accident' occurs in your classroom, clean up as best you can and inform the front office as soon as possible with a note or an email.
- Parents must be contacted if a child hits their head, vomits, or has an injury that you think may need further medical attention. If in doubt, ask the Admin staff.
- A Student Incident Report must be completed by the class teacher or duty teacher in the event of an injury which a reasonable person would consider requiring medical attention.
- Admin staff will log injuries through admin and keep registers on accidents and injuries.
- If a child is feeling too ill to remain in the classroom or on the playground, please send them to the Office accompanied by another child AND a note/red card.



- If it is determined that the child should go home, arrangements will be made, and the Class teacher contacted. If a child is ill enough to request pain relief, it is the staff's view that they should not be at school and will be sent home. We do not administer pain relief at school without a specific note from a parent.

First Aid Procedures

- Minor injury (i.e., more than a band-aid): Teacher to direct student to the Front Office accompanied by another person.
- Suspected serious injury (e.g., broken limb):
Teacher on duty to apply First Aid immediately if in possession of current first aid certificate or send for a staff member who is. Send two older children to the Office explaining that there is an emergency. Person on duty in the Office is to immediately contact the parents and also send for an ambulance. Any suspected spinal or neck injury must not be moved at all and an ambulance sent for immediately.
- Critical Injury (e.g. severe blood loss, anaphylaxis etc.): Staff Member to ring ambulance and send for help from the office.
- Gloves and eye protection (where possible) must be worn when tending bleeding injuries.
- All serious injuries must be documented via a Student Incident Report completed by the teacher first involved (talk to your supervisor if not sure if necessary). The parents and the class teacher must also be informed by the Front Office as soon as it possible.

Asthma Puffers

- A puffer for students who require them is to be kept in the front office
- A second puffer may also be kept in classrooms, when requested by parents, or with notification to the parent/s, as a student is using it regularly (e.g., a daily basis)
- When a puffer is kept in the classroom the expectation is:
 - The puffer is kept in a secure location that is not accessed by students
 - The use of the puffer is monitored by the classroom teacher and recorded each time it is used (time and number of puffs) on PC School, in the students file (under Medical Info: Medical chart)
 - It is the teachers' responsibility to collect the puffer from the child after use and return it to the secure location
 - NB: Students are able to take the classroom puffer to fitness/sport on the school premises – with the expectation that the teacher must monitor and log use

When leaving the school premises, puffers from the Front Office are to be taken, and returned upon return to the school.

Injury Notifications (Staff)

Please ensure all injury **notifications are completed within 48 hours from when the incident happened**. If not done within this time, it will not be considered by the school's insurers.



Skoolbag App

Emmaus uses the Skoolbag App as a communication tool between school and families. It is helpful for staff to download the App to see what is being sent home.

To get connected, see the instructions below:

5 Easy Steps to Staying Informed
SkoolBag

Skooling is the easiest way to stay up-to-date with school events, last minute notices, newsletters and all your school's communications.

- 1. Download SkoolBag**
Search SkoolBag in the Apple App or Google Play Store, download the FREE app.
Skoolbag: school communication
- 2. Create an Account**
Follow the prompts to create your account in seconds.
- 3. Add your School**
Type your school's name and press enter. Tap the plus icon to add.
- 4. Allow Notifications**
Ensure you Allow Skoolbag to send you push notifications when prompted.
- 5. Subscribe to Groups**
Select Year Groups / Sports Teams to appear in your feed.

SkoolBag



Social Media

- Staff members should not correspond with students via text/SMS messages on any personal matter, nor become “friends” with students on Facebook or any other cyber-social media, excluding students of whom they are the parent/guardian.
- Staff are warned to be cautious in inviting/accepting invitations from ex-students, or parents of current students as friends on social media. Maintain professional relationships.
- If staff feel they have become an online target of inappropriate communication from students, or a member of the school community, they should advise their Coordinator.
- Staff members are warned that supposedly ‘private’ postings on job ratings websites, LinkedIn connections and Facebook etc. may have serious consequences for the staff member if such proceedings are damaging to the school or bring it into disrepute.

Staff Code of Conduct

In line with each staff members’ own Offer (contract) of Employment, the Staff Code of Conduct strictly applies to staff conduct.

Staff should also be aware of the [Reportable Conduct](#) Scheme (Ombudsman Act 1989) which starts on the 1st of July 2017 This scheme is designed to protect children against misconduct by employees of the School. This will also be captured in the Code of Conduct for Staff.

All staff needs to ensure that they carry their current ACT Working with Vulnerable People Card WWVP card on them at all times.

All teaching staff must also hold current registration with the TQI (Teacher Quality Institute). Failure to keep registration current may result in being stood down without pay.

The full Staff Code of Conduct is available: SharePoint/ Policies and Procedures/ Human Resources Polices

Staff Children: Supervision

- All Staff:
 - At all times, no children will be allowed in any staff office or in Admin areas.
 - Fridays – all staff can go home at 3:30pm.
- Teaching Staff Children:
 - PL Days- no children on site
 - Staff Meeting days (Wednesdays and Thursdays) – strictly no children after 3:30pm. Children either need to be going home, if Primary, be enrolled in EASC.
 - Mondays, Tuesday afternoons and Thursdays, if children need to wait at school, they can be in a nominated/designated classroom with you to supervise them until 4:00pm. Privacy and confidentiality remains priority under these circumstances.



- Staff with no children at Emmaus can work from office space/desk.
- Children not to be present at any confidential or private/formal meetings.

Staff Children – Communication with Colleagues

SRC Elections and Judging of Awards

Staff needs to declare a conflict of interest and distance themselves from any decision involving their own child.

The following section is an advisory protocol more than a mandatory one.

Often in Christian schools, staff members have their own children attend the school.

(See also the section called Staff Duty of Care for their Own Children at School - Outside of School Times)

At many levels this is a fantastic thing but unfortunately it can also lead to tensions on other levels such as position superiority or inferiority, confidentiality etc. It could even cause stress to collegial harmony.

For this reason, staff are advised to channel all school-related communication about the children to the spouses rather than colleagues themselves.

We trust that this guideline will support staff members well in their mutual rights to be guarded against any direct stresses on their collegiality and/or professional relationships at school.

Staff Meetings

- **Devotions and Prayer Meetings:** Tuesdays 08:15am – 08:40am (staff on duty will leave at 8:30am). This is a mandatory meeting and the most important meeting in the Christian School
- **Sectional Meetings:** Wednesdays 3:20 – 4:00pm
- **Whole School Meetings (Including PL):** Thursdays 3:30pm in the staffroom.

Staff Social Fund

Each year paid employees of the school will contribute from their pay to provide the Executive with a fund for gifts, cards and flowers to be sent to staff around special celebrations and commemorations. This will largely avoid 'passing the hat around each time'. The following terms will apply:

Flowers, cards and gifts for:

- A Life Event of any current staff member. These will be:
 - Wedding
 - Child born/adopted
 - Hospital recovery
- Death in the direct family (spouses, parents, siblings, partners, children)
- Staff Farewells (general rule of \$20 - \$25) per year of service)
- Special Thank You presentations (Principal's discretion)

The balance of each year's staff social fund will go towards drinks & canapés or general contribution of the Annual Staff Christmas Dinner.



The Staff Social Fund will **NOT** be used for gifts, cards or flowers relating to:

- Baby showers
- Staff meeting afternoon teas
- Lunches or dinners where the Executive communicated that it is 'school supplied'

The Staff Social Fund will not be used for basic amenities such as tea, coffee and milk for staff usage as these are supplied by the School.

Annual Staff Christmas Dinner

- Each year the School will apply the balance of the Staff Social Fund (as it is on the last week of a school year) to the Staff Christmas Dinner.
- The additional cost of the dinner will be estimated at the start of Term 4 and communicated to staff.
- Staff can pay for this through their pay by arranging for a \$5 deduction to be made from their fortnightly pay.
- The Annual Staff Christmas Dinner is open to all current staff members (including those on Leave) and their partners.
- The Annual Staff Christmas Dinner is not mandatory to attend.

Staff Christmas Dinner - Annual

- Each year the School will apply the balance of the Staff Social Fund (as it is on the last week of a school year) to the Staff Christmas Dinner.
- The additional cost of the dinner will be estimated at the start of Term 4 and communicated to staff.
- Staff can pay for this through their pay by arranging for deduction(s) to be made from their fortnightly pay.
- The Annual Staff Christmas Dinner is open to all current staff members (including those on Leave) and their partners.

Student Representative Council (SRC)

The Student Representative Council (SRC) provides students with opportunities for leadership and initiative.

The SRC Coordinator will oversee the Council. A SRC Executive (President and Vice President) will be elected from the Year 10 group and will work with the SRC Coordinator and the elected SRC members from Year 5 to Year 10 (see SRC policy document – to be developed).

Times at School

Teaching staff must attend school from 8:30am until 4:00pm except for days of staff meetings.

Staff meetings will be aimed to finish at 4:30pm but could run over if/when needed.

All staff are required to attend the staff devotions at 8:15am promptly on Tuesdays. Those who don't work on Tuesdays are not required to attend.



Visitors

- Visiting ex-students or families

Visitor Sign in Procedure

Visitor/volunteers to the school, including parents, are required to report to the front office.

All visitors/volunteers arriving and departing during school hours are to use the visitor's book at the front office to record their name, signature, date and time and the purpose of the visit.

All visitors and volunteers must wear the visitor lanyard with their sign in slip. Students and staff are alert for unauthorised visitors.

NOTE: During school hours, please send all visitors without a lanyard to the front office to get one.

Work Health and Safety Information

Potential risks and urgent situations are to be reported to the Assistant Principal Operations (APO).

Refer to the school's WHS Policies to familiarise yourself with procedures.

SharePoint/ Policies and Procedures/ Workplace Health & Safety Policies

Safety of students is our number one priority at Emmaus, and the safety of staff, parents and visitors is a close second. Please take a moment to ensure you are aware of potential safety concerns while you are on site at Emmaus.

Student Safety

For your own protection, do not be in an enclosed location with only one or two students present. Ensure you are in clear view (e.g. not behind a closed solid door) and ideally with another Emmaus staff member. Just one allegation of an inappropriate comment to or inappropriate touching of a student could threaten to destroy your career, reputation, and personal life.

See also Restrictive Practise Clause

Asbestos

Most of the buildings at Emmaus were constructed in the late 1950s and early 1960s. As such, there is a potential for asbestos to exist in various forms in inaccessible and concealed areas. The health risk of undisturbed asbestos is very low. Please check with the Assistant Principal Operations (APO) if you have any concerns or queries or are concerned that asbestos containing materials have been disturbed.



Heavy Objects

Please be advised that the school requires items with a mass over 20kg to be shifted using mechanical aids such as a trolley. The school owns some small trolleys suitable for transporting weights of approximately 20-80kg only. Anything heavier than this will need a larger capacity trolley. Get help when lifting heavy loads onto trolleys. The movement of any heavy item will require you to have students kept away while it is being shifted around the school. Don't lift, push or pull anything too heavy – break the load down into smaller lots. Don't lift heavy items while you're sitting down.

Height/Fall

No staff member is permitted to work at heights above 2 metres unless working from heights training has been completed. Roof work: No staff member is permitted to climb on the roof without permission from the Property Coordinator.

Vehicles

Please discuss with our Property Coordinator before you bring a vehicle onto the oval or into a courtyard.



Teaching Staff Section



Expectations of the Position of Teacher

A Teacher's Position at Emmaus includes the following expectations:

1. To be fully cognisant of the vision and values of the school.
2. Must have a current ACT Working with Vulnerable People Card (WWVP) & Teacher Quality Institute card (TQI). Failure to keep these registrations current will result in Leave without Pay
3. Diagnosing, teaching, assessment and reporting on students in subjects as requested by the Leadership
4. Teaching and programming from a Christian worldview.
5. Teaching duties as per the Certified Agreement;
6. Full-time (1.0 FTE) teachers attend during normal school hours – Monday - Thursday 8:30am to 4:00pm and Fridays 8:30am to 3:30 pm.
7. Part-time staff attend as per above on the full days that they work or as per their Offer of Employment.
8. Only leave school with the Coordinator, AP or Principal's permission.
9. Accurately maintain all necessary documentation including: Attendance, Term/Semester Overview, Absence Notes, reports, risk Assessments etc.
10. All full-time staff attend all staff meetings unless negotiated with the Principal.
11. Part-time staff attend meetings as agreed with Assistant Principal Teaching and learning (APTAL) at start of contract or before the start of a new school year and documented in their Letter of Variation.
12. Liaising (and assisting where necessary) with other specialist staff.
13. The overall welfare and pastoral care of children in your care. This includes:
 - i. Academic development
 - ii. Social development
14. Involvement in school activities through the modelling and fostering of:
 - i. A close, appropriate student/teacher relationship
 - ii. A close and regular liaison with each student's parent/s.
 - iii. Christ's love and teachings and thus contribute to each student's spiritual development.

Teachers should also:

1. Carry out playground and supervisory duties as rostered.
2. Participate in the extra-curricular program (mission trip, music performances, sporting events) as negotiated with Assistant Principal Teaching and learning (APTAL) prior to commencement of activity and/or program.
3. Organise and attend camps as required.
4. Carry out other duties as may be specified from time to time.
5. Participate in school identified Professional Learning (PL).
6. Part-time staff are expected to attend all school identified PL unless negotiated with Assistant Principal Teaching and Learning (APTAL) prior to the commencement of the school year and documented in Letter of Variation.
7. Membership of professional groups and organisations is recommended.
8. Keep classroom neat and stimulating and ensure it reflects children's current work, background and interests.
9. Attend parent/teacher interviews as scheduled by the school (or requested by parents during business hours).



10. Encourage attendance of Parent Evenings.
11. Both full-time and part-time staff to attend all Information Evenings and Open Nights
12. Always use correct procedures.

Attendance

See Attendance Policy: Emmaus SharePoint/Policies & Procedures/Student Welfare Policies

Assessment Policy

All staff must follow the guidelines set out in the Assessment Policy.

Assessment is a continuing process and you should be aware of the various strengths and weaknesses of all students in your class. We expect parents to be informed of any concerns as soon as possible. We expect parents to be informed with time to allow students to improve their grades.

Assessment tasks must be returned within two weeks of them being submitted.

Years 3, 5, 7 and 9 will undertake NAPLAN each year.

Teachers need to ensure that student marks are documented well and updated regularly to keep track of student progress. Grades are awarded in accordance with the criteria set out in the Australian Curriculum.

Awards

- Students may receive book voucher prizes at Awards Assemblies at the end of the school year.
- Prizes may be awarded as outlined in the guide below.
- Teachers must be able to justify awards to other staff at a staff meeting prior to presentation.

School Awards (Year 3-10)

Award Categories

1. Academic Achievement
2. Outstanding Improvement

Other Awards

3. Citizenship Award (Prim & Sec)
4. Dux of the School (Year 10)
5. All Rounder (Secondary)

Sponsored Awards

6. Awards donated to the school and approved by Principal.



Bullying

Please see the School's Anti-Bullying Policy:

SharePoint/Policies & Procedures/Student Welfare Policies

Camps

Camps are an extension of the pastoral care component of school life where students are engaged in challenging but rewarding experiences outside normal classroom lessons, helping build relationship and personal growth. At Emmaus, camps are seen an integral part of the school curriculum and are therefore not voluntary for students. No student will be exempt from camp unless approved by the Principal. Parents will be invoiced a camp levy or levies at the start of each school year. Camp fees in the case of students given an exemption, will still be payable.

Camp Program

Camps are held during the year for Year 3 to Year 10.

Since camps are part of the curriculum, attendance at camps is compulsory. Camp Fees are billed to parents annually.

The aim of the camp is to:

- build confidence in each student
- build relationships between students and staff
- promote Christian fellowship

Our camp program may include (subject to change):

- Kindy-Y1 N/A
- Year 2/3 Possibly a 1-night sleepover at school
- Year 4/5 1-2-nights
- Year 6-10 2-3 nights

General Notes about Camp

- Minimum of two teachers need to attend a camp.
- Students will not be permitted to attend an excursion or camp without producing a permission note signed by the parent or guardian.
- Parents going on school camps or excursions must hold a valid Working with Vulnerable People card.
- Part-time staff who are needed to go on camp can claim the days which they usually wouldn't have worked on but weekends and any other 'overtime' cannot be claimed.
- Finally, please see **WHS 3-2 Off-Campus Education (Camps and Excursions) Policies**

SharePoint/ Policies & Procedures/ Workplace Health & Safety Policies/



Classroom Set-up and Cleaning

We do have cleaners who vacuum the classrooms, clean our toilets, stairs and corridors each day. It is the teacher's responsibility to wipe down desks and put the chairs on top of the desk at the end of each day.

We allocate jobs to students and see this as an opportunity for them to appreciate the effort it takes to look after their surroundings and to be more careful with rubbish as a result. However, if they fail to do their job, it is then your responsibility to clean up.

Christian Perspectives

What is a Christian Worldview?

What we believe about education is important. Over time the emphasis of education changes. Certain subjects are considered more valuable than others. Deciding whether music is more important than art, drama, science or languages will determine how much time and resources are allocated to it.

Every education curriculum is based on a belief system. We seek to educate others about what we believe is most important for life. In the same way by not teaching some things we are implying these are not important. As society's beliefs change so do the subjects being offered.

Education is the product of the beliefs of those who have written the current curriculum as well as those delivering it. The beliefs expressed in a secular school may initially appear tolerant and accepting of all ideas. In practice however they may actively diminish or deny God's role and plan in history, the present and the future. It is evident that such a secular education actually emerges not from a 'neutral' worldview, but from a worldview of secular humanism which usually includes a philosophy of naturalism.

If a biblical worldview is not deliberately integrated into education, then a humanistic foundation is usually laid. In humanism man, rather than God, is considered to be of primary importance. Where a school's basis for values and ethics is inconsistent with those being taught at home conflict may arise. In contrast where teachers and parents share the same values, rather than undermining each other, they can provide a greater consistency for a child.

What a teacher believes is often considered irrelevant to what they do in the classroom. This stems from a belief that the teacher and the subject are separate and the knowledge they impart is neutral. However much of education is relational. A teacher's beliefs will influence and shape how and what they choose to teach in a classroom - even within a set curriculum. The Bible urges us

... whatever you do in word or deed do it all in the name of the Lord Jesus Christ giving glory to God the Father
Colossians 3:17.

'Whatever you do' is a very broad statement. It includes education. What a Christian teacher does - in whatever subject - can give glory to God. Likewise, within whatever subject a child may study, and whatever career they choose they can also give glory to God. This attaches a significant value, or meaning, to all of life's activities. It is no longer neutral. If God is interested in all of life, then a Christian education requires a Biblical point of view through the whole curriculum. Merely adding a few courses in religion, or a Bible study or chapel services, does not make a school Christian. Emmaus provides a learning environment for students in which they can both recognise and discover God in every aspect of life. Firstly, to respond to His call to repentance & grace, and then to live productive and pleasing lives to His glory.

Documenting a Christian Perspective in Curriculum Documents.

Children are always thinking and interpreting. They act, however, not on the facts of life but on their interpretation of the facts. The heart is the source of everything one says, desires and does. Therefore, we educate not just to touch



the student's mind, we educate to bring about a change of heart. The beginning of heart change is accurately seeing the sin and idols of our own hearts and of culture around us, then repenting and taking responsibility for actions. Considering this, the purpose of education should be to help children understand the gospel message and grow in understanding of their God-given gifts and abilities so as to serve Him and others in society.

Our curriculum views all subjects from a Christian worldview. There is no subject unaffected by our worldview and we endeavour to view everything from a consistently Christian perspective. At Emmaus, we use the Transformation by Design resource to help shape the biblical perspective in each of our curriculum units. This resource assists teachers to articulate the connections between the biblical story and the unit of work.

CREATION:

God has created all things – What is God's created intention for this? Why did God create this? What form did it take in the beginning? What is God's purpose for this area? How have humans been involved in this creation?

FALL:

All things have fallen as a result of sin – how has sin distorted God's intention for this? What has humankind (have we) done to mess up, distort or misuse this? How do the consequences of sinful rebellion in this area contrast to God's original intention?

REDEMPTION:

Christ came to Earth to redeem all things – What has the cross achieved in confronting brokenness in this area? How has Christ redeemed this? How has the cross brought new life to our understanding of this part of God's creation?

RENEWAL:

In response to Christ's redemption, we are called to work in partnership with God, so all things are renewed – How do God's people express their desire to be Christ's hands and feet in bringing their renewal to this? How might this be different to the underlying philosophy behind the printed resources for this topic? (humanism, individualism, consumerism etc.)

HOW CAN I HELP MY STUDENTS DISCERN THE ISSUES?

Choose the relevant response threads; Identify the enduring understandings (What do you want students to remember 20 years from now?); Identify misunderstandings; Identify the questions students need to ask and have answered to capture the main idea of the unit; What stimulates deeper student thinking about the topic?

Schools are seen as significant social change agents by many in the community. There are regularly current issues ('tangents' and 'bandwagons') on which, from time to time, the media, government interest, and lobby groups try (often with lots of resources and advertising) to make schools focus. These usually valuable topics have included 'Protective Behaviours', 'Gender Equity', 'Indigenous Rights', 'Environmental Education', 'Social Justice' among others. But taken on board as a major school focus without careful planning and exploration from a Christian worldview, even worthwhile subjects can be overdone or produce an unbalanced curriculum and confuse or misinform students.

At Emmaus Christian School, staff are keen to ensure that no one topic is over-taught or taught in such a way as to cause imbalance in the overall programme. We do not jump immediately to every voice or agenda in the community, and we do not introduce new topics without first considering the whole school context and curriculum priorities carefully.

All lessons must be aligned with the School's Statement of Faith.



Any doctrine that reflects the beliefs of only one denomination is left for students to learn at home or at church. We do not wish to cause division amongst our families by highlighting points of difference in our doctrines. Rather we wish to 'major on the majors' and let minor issues be discussed at home by parents.

In practice this means keeping the basic Gospel message paramount. This basic message is best summarised in the following six points which not only provide a summary of the whole story of the Bible but fit logically together as a coherent set of propositions.

- God the creator; humanity ruling under his authority.
- Humanity rebels, wishing to run things its own way.
- God judges (and will judge) humanity for this rebellion.
- In his love, God sends Jesus to die as an atoning sacrifice.
- In his power, God raises Jesus to life as ruler and judge.
- This presents us with a challenge to repent and believe.

Emmaus Statement of Faith

One Creator God

The Lord God is one -Father, Son & Holy Spirit. He fulfils His purposes in creation, revelation, redemption, judgment, and the coming of His Kingdom, calling people to be united with Himself and with each other in love. Because God is the creator of all, 'sacred' and 'secular' domains of learning cannot be separated. Since humanity's purpose is to glorify God, all learning should be directed to that end, seeking to enthrone God as the creator and rightful king in the way we teach, learn, speak and act.

Humanity and the Fall

God made humanity, both men and women, in His own image, giving all people immeasurable dignity and worth. Our rebellion against God sees us disconnected from Him, falling short of His glory and deserving of judgement. Our sin taints all areas of life and learning, damaging individuals and communities. It ensures the futility of all human endeavour and learning that is divorced from the knowledge of God.

Jesus

Yet God the Father has shown his love for us by giving Jesus Christ, His Son, for us. Fully human and fully God, born of the virgin, Mary, having lived a sinless life, Jesus willingly died in our place as a sacrifice for our sin. He rose victorious over every evil and against all sin, sickness and death. He was taken up to be with God, His Father, and will return one day in glory and power. As the exclusive and all-powerful saviour, we believe that Jesus is the key to life's purpose and meaning and is the unsurpassed model for human flourishing.

The Holy Spirit

The Holy Spirit is God's presence in the world, who leads people to repent and turn to God and makes the life and work of Christ real in the hearts of those who trust in Him. He is present in every Christian's life, illuminating their minds to understand Scripture, giving spiritual gifts freely, and producing evidence of His presence -love, joy, peace, patience, kindness, goodness, gentleness and self-control -to be used in the service of God and others

The Bible

The Bible was written by people, inspired by God and has ever since been protected by God. It is our highest authority in all matters of faith and practice and illumines all learning and every dimension of human life.

The Church

The local and global networks of people who follow Christ in Christian groups and denominations comprise the Church: a new humanity, the family of God and Christ's body on earth. Through the Church we are shepherded towards ongoing transformation into Christ's likeness. Christ commissioned His followers to spread the news of



God's plan to everyone, teaching them how to find and follow Him. He commands us to love God with all our heart, mind and strength, and to love others through service, reconciliation, and the provision of liberty to all who are oppressed and broken-hearted, until Jesus comes again.

The Family

Along with the Church, families are a precious gift to the world, as the primary community in which parents are to teach their children how to love, serve, worship and grow in character. Families are formed and sustained through the gift of marriage, an institution that is to be honoured, whether or not we are called into it ourselves. The Bible's teaching, as upheld throughout the history of the Christian Church, is that marriage is the relationship between one man and one woman, entered into for life to the exclusion of all others, and is the proper context within which God's good gift of sexuality is to be enjoyed.

A Christian

A Christian is someone who responds to God's grace by being 'born again' into a new life of trust and obedience to Jesus Christ as their Lord and Saviour. This journey is not entered into alone, but in community with other believers through shared worship, fellowship, and service in the Church.

The School will avoid changes in policy or content that only reflects the views or offend the sensibilities of one denomination or even one church. As far as possible, the school will reflect the views, values and teachings of the broad, traditional Christian Protestant Church.

Christian values and beliefs are assumed and taught throughout each day. By enrolling at Emmaus, it is acknowledged that you understand that we teach from this perspective. This creates an undercurrent of unity and a reference point if non-Christian parents feel we are too 'religious'.

Each parent must be comfortable to allow this approach to be applied. There are limited numbers of places at our school for parents and students who may not be committed or practising Christian believers, but who are comfortable to accept the environment and curriculum of Emmaus Christian School, and to respect any Christian worship activities that form part of our programme.

We believe it is Biblical to accept into our community those who are sympathetic to our philosophy. Below are four examples of how this is applied:

Non-Christian Religions and Spiritual Practices

The One True God as revealed by the Holy Bible and His Son Jesus the Christ is to be worshipped. Bible Scriptures are sufficient to fully instruct us in all matters of a spiritual nature. As such, any other religion, belief or practice contradictory to Biblical teaching is treated as inadequate and/or incorrect.

This includes Astrology, Horoscopes, Ouija Boards, Transcendental Meditation, Yoga, Kenja, Aboriginal Spiritualism, Animism, New Age, recognised religions including Hinduism, Buddhism, Islam, and Shintoism and cults, for example Mormonism and Jehovah's Witnesses.

There may be times when children ask questions about one or more of the above, to which they may be given a brief and appropriate explanation of what the followers of that religion believe. (Lev 18-21, John 14:6) The principle that children are taught is to love a person without condoning their non-Biblical beliefs or behaviour.

Politics and Government

Students are encouraged to support the Government of the day (Romans 13:1-7). The Bible reflects the fact that governments are installed for the betterment of human society in three main areas:



- Relating to foreign communities and protecting citizens from them
- Maintaining order to allow citizens to carry out their tasks freely and safely
- Maintaining fair dealings between individuals, families, groups & organisations.

These areas could be summed up in the term, Justice, and governing authorities were regularly exhorted by the Prophets to maintain justice in Biblical society (Micah 3:1-12, Hosea 7:1-16).

A government's authority is limited, however, and does not include the usurping of the authority of God's Word, or other institutions made by God including marriage, the family, and the Church.

The task of the school is to encourage children to ensure that their government, and through it, their society, is just and fair. Children are encouraged to question, examine, critique and debate the statements made by all political players. They are also encouraged to do the same with the role, perspective, and influence of the media in the setting of political opinion, agendas, and debate.

Students are encouraged, as far as is possible, to take personal responsibility for their own health, welfare, education, and employment, so as not to place unreasonable demands on fellow citizens and the government. They are also encouraged to assist other citizens with their health, welfare, education and employment needs too. They are encouraged to vote out of service, not simply as a way of avoiding a fine.

Human Sexuality

Emmaus Christian School has a comprehensive Health Curriculum that includes thorough information and discussion about the wonder, excitement, and beauty of Human Sexuality. The teaching of Scripture is that God made men and women for relationship with Himself first and for intimacy with each other too within certain parameters. We are to find our sexual fulfilment in exclusive, lifelong heterosexual marriage – this is the design and intention of the Creator.

Practising or advocating other sexual practices (for example, homosexuality, bisexuality, bestiality, incest, adultery and polygamy) is not condoned. These are poor replacements for God's best. (Rom 1:24-27, Lev 18:22-23, 20:10, 13). However, it is important to note that the principle children are taught is to love a person without condoning their non-Biblical behaviour.

Daily Devotional Time and Christian Studies.

The Bible is called 'the word of God' in order to make clear that God is its ultimate author and that it comes with His authority. The word of God is regarded as 'living and active. Sharper than any double-edged sword' (Hebrews 4:12). Whilst it is important that the Bible is taught in Christian homes and Churches, there is still a wonderful opportunity to study this Word of God for its own sake in our Christian School context.

Each class begins the day with a devotional time with God. In the Secondary School, this takes place during the Home Room time. The goal of this time is for students to become familiar with the Bible as the inspired Word of God and as a guide for living. It is an opportunity for teachers to express their faith and relationship with God and for students to hear the Gospel, respond and grow in their relationship with God. It is a time when students become more aware of the Holy Spirit and His purpose and role in their lives and to recognise their gifts and talents and use them to glorify God. This time provides an opportunity to understand and come to know the character of Jesus, of His Love and Kingship, as teachers and students engage with Him.

These devotional and worship times are also extended to Chapel services. Chapel services often include an evangelical talk, but no altar calls. These chapel services occur at least once per term in the Secondary School. Opportunities for corporate worship, including singing, bible reading and praying, may also occur during Primary and Whole School Assemblies.



During Christian Studies, each class prays, reads the Bible, worships, and hears about the central tenets of the Christian Faith. Emmaus values studying the Bible for its own right and not just integrated into other curriculum areas. We think there is a place for Scripture memorisation and discussion about doctrine, but it must be very well taught. Anything to do with teaching about God must fascinate, inspire and empower the children so that God is given the honour He deserves. It cannot be boring or domineering for this is a gross misrepresentation of who God is. It must be relevant and involve practical life skills and application so that children learn to involve God in all of life's issues, big and small.

The Christian Studies curriculum not only aims to build biblical literacy and doctrinal understanding, but ultimately it encourages students to think deeply about their response to the gospel. Students not only explore what it means to be a Christian in today's society, but in the Secondary School, students compare different world views, and discuss apologetics and evangelism.

The Teacher as a Christian Mentor and Role Model.

Luke 6:40 says, 'A student is not above his teacher, but everyone when he is fully trained will be like his teacher.' This verse indicates that students will imitate their teacher – behaviours and attitudes – as much as learning their words. This is what mentoring is all about – setting an example for the student to imitate. So, it is important to have practising Christians in the role of 'Christian schoolteacher'.

Emmaus is a Christian School – that is, the staff consists of committed and practising Christians, who are masters of their teaching profession. The concept of the teacher as a role model is an all-encompassing role. It recognises that the informal, and often unconscious actions and attitudes of the teacher, have a powerful potential impact on students and can become the foundations for the patterns that children re-express in their own lives. The way a teacher responds to conflict or handles moral issues such as cheating, gender concerns, competition versus cooperation, receptivity to cultural diversity, etc., are all visible to the students. They are patterns that they can observe and incorporate into their own worldviews. In this way, the teacher provides a role model for her students that they may well emulate in their own lives.

Statement of Intent

The school strives for excellence in the academic and personal attainment so each student may reach his or her potential - to the glory of God, the service of others and the enrichment of life.

Emmaus gathers school-based information on student achievement, retention, and participation to evaluate progress and identify priorities for school improvement.

It continues to develop and use a range of classroom practices strategies, materials, individual and classroom curriculum plans and processes that give all students opportunities to demonstrate and communicate their knowledge and skills.

Emmaus aims to provide all students with teaching and learning that they need for success in school and beyond to serve the God who made them.

The staff facilitate opportunities in consultation with parents/carers, Learning Support teachers, Primary and Secondary Coordinators and/or other specialists for individualised assessment, curriculum planning and adjustments to assist students who are or who are at risk of underachieving and that would benefit from individualised planning.

Emmaus creates curriculum that is intellectually challenging and builds on students' background knowledge and skills. Acceleration and enrichment programs are to be considered for students with suitable aptitude. High School subjects and electives are offered according to student interest, teacher skills and financial affordability. Subjects on offer may differ from year to year and will conform to school registration and Australian Curriculum requirements.

Extra-curricular opportunities are also provided as a way for students to serve their community and then build on the school's core purpose and values.



Examples of extra-curricular activities include:

- Music tuition and School Bands
- Interschool sporting teams and representative opportunities (e.g. state athletics, swimming or cross-country)
- Interest groups such as: Tournament of Minds, Chess Club, Public Speaking, Bible Studies, Choir. (These groups are subject to student interest and teacher availability).
- Year 10 Missions trip

The School has developed and implemented strategies and programs to prevent victimisation and harassment and develop social skills. Programs such as 'Brave Talk' would be significant in achieving this. Further documentation of this is evident in the education policy for female, indigenous and male students.

The school is constantly assessing the effectiveness of our pedagogy to make improvements; also staying abreast of current educational thinking in the broader local and international communities to maintain best practice.

Student Evaluation

Assessment and evaluation is a constant aspect of the human experience. Evaluation is frequent, important and legitimate in the context of the School. Myriads of positive and negative reinforcement activities take place in classrooms every day. However, we need to ensure that Emmaus does not have a culture of pointless, excessive or damaging assessment. Rather our assessment should reflect the attitude of the apostle Paul. Do not think of yourself more highly than you ought, but rather think of yourself with sober judgment, in accordance with the measure of faith God has given you. Romans 12:3

Emmaus strives to monitor student's progress and provide regular formal and informal reports to parents/carers. Formal written reports are provided to parents bi-annually. However, a student's progress should not be a surprise to parents. Informal correspondence with parents is expected regularly throughout the year via the student-diary, email, phone and when needed parent-teacher interviews.

NAPLAN is a helpful tool to assist teachers and parents in tracking a child's progress in certain areas of learning across their school years, and it can help schools to identify areas of literacy and numeracy that can be targeted with a particular cohort. NAPLAN is pushed beyond its design limitations however when used as a metric for judging one school against another, which sadly is the area that the media is most interested in reporting on. There is no NAPLAN for Godliness; nor for artistic ability; nor sport or teamwork; nor character; nor wisdom and maturity, but as parents and educators, we highly value these traits as part of a comprehensive education for life.

Procedure for Implementing Significant Curriculum Change.

The Curriculum at Emmaus has been designed with considerable thought and consideration for current educational research and our Emmaus context. Whilst Emmaus strives to be supportive of teacher initiative and innovation, significant curriculum change such as subjects on offer and major educational programs (such as the phonics system) need to be approved by both the Principal and the Board. The recommended way to bring about such change is to present a written paper to the Principal and the Curriculum Committee.



Class Rolls (& Attendance Codes)

The Attendance Roll is taken on PC School. The use of correct attendance codes is important and affects our Government Reporting figure.

Codes and their means:

- P** Present
- ?** Unexplained Absence (parents will be notified via SMS)
- L** Late
- T** Off Site at School Sanctioned activity/excursion
- A** note/ explanation from Parents
- E** early departure
- NM** roll Not marked

Attendance Status							
	P	?	L	T	a	E	NM
	P	?	L	T	a	E	NM
	P	?	L	T	a	E	NM
	P	?	L	T	a	E	NM
	P	?	L	T	a	E	NM

DO NOT mark a student that is on an excursion/incursion as an unexplained absence.

- For incursions they are **PRESENT (P)**
- For excursions they are **OFF SITE (T)**

Please forward ALL emails from parents advising you that someone is absent to absences@emmaus.act.edu.au. We are aware that not all parents use our absence email and sometimes email teachers directly re absences - we need to know please.

When are Rolls Marked?

Secondary marks in Homeroom and at the start of each period.

Primary marks the roll at the start of each day only

If a student is absent from school for three consecutive days without explanation teachers are expected to notify Their appropriate Coordinator and Parents.

Late Students

Students who are late are to sign in at the front office on the Sentry tablets and bring a late slip to class.

See also Attendance Policy: J:\POLICIES MASTER\ECs STUDENT WELFARE Policies\CURRENT Student Welfare Policies



Communication - Notes and Emails

It is expected that staff continuously communicate with parents regarding student welfare, excursions, academic progress or any other matter.

We use the SKOOLBAG app to send notes to parents and can also have permission forms submitted via the app.

Any note or email that may deal with contentious matters should be approved by the Assistant Principal Teaching and Learning (APTAL) before it gets sent home who will forward for inclusion on Skoolbag.

Please ensure that letters sent home are on an official school letterhead and have been proofread by your Coordinator or AP.

Staff need to keep a copy of all correspondence on file as a record of communication. Please ensure that you are proactive in your communication to parents, addressing an issue sooner rather than later, as parents do not like unwelcome surprises.

NOTE 1: If there is any tension over an issue, avoid emails and notes; talk to your supervisor and organise meetings with parents.

NOTE 2: Staff may not send out permission notes.

Staff should also communicate positive feedback to parents where appropriate.

Class “Term Letters” are sent to parents at the start of each term for Primary. All Secondary term overviews are to be posted on Google Classrooms for parent/student reference.

Formal notes and letters (e.g., Permission Notes for excursions, information about coming activities, requests for help etc.) must be approved by the Assistant Principal Operations (APO). Most will go out on a school excursion template (stored in public drive/ NOTICES) and must be countersigned by one of the above. A copy of any letter must be sent to Wendy Morris for checking and the final will be stored on the public drive under NOTICES and added to Skoolbag.

Parents must be given a minimum of two weeks notification of any upcoming excursion or special activity. Staff needs to ensure (follow-up with parents) all notes are in 2-3 days before an excursion.

No paper notes will be accepted.

<https://www.education.gov.au/disability-standards-education-2005>

Daily Timetable and Duties

The Duty Roster is on display in the staff room. If you know you will be away, ensure you arrange for your duty to be covered. Duty teachers need to wear the **high-viz vest** and **‘bum-bag’** full of supplies (1st Aid etc.) found in the staffroom.

Please be vigilant. Walk around the area you are monitoring, assist students in resolving difficulties when/if needed.

In Primary School, ensure Year 5 mediators are used by others as first port of call in disputes that are not serious.

No students are to enter the office or classrooms without permission (a red card) from the Teacher on duty.



Times

8:30am Monday to Friday - Teachers must be at the school

- **Primary School:** Before school duty teacher needs to monitor both the oval and the courtyard after ensuring that crossing signs are up.
- **Secondary School:** Teacher supervises the courtyard and hardcourt.

Secondary and Primary students may only enter rooms if their teacher is with them.

- 8:45 am Secondary commence morning classes.
- 8:52 am Duty teacher in Primary Courtyard rings the bell
- 8:55 am Primary children at line-up
- 10:40 am - 11:10 am Recess - students leave classroom; duty teachers cover courtyard & oval.
- 11:10 am - 12:50 pm Middle session
- 12:50 pm - 1:30 pm Lunch
- 1:30 pm Afternoon session
- 3:00 pm Primary school ends for the day.
- 3:10 pm Secondary school ends for the day.

Duty Areas

Before School

- Secondary Courtyard - Whistle at 8:45am (Secondary)
- Primary Courtyard and Oval – Bell at 8:52am (Primary) *NB: No basket ball in courtyard due to high pedestrian activity before school.*

Primary Courtyard

- supervise courtyard.

Secondary

- supervise the hardcourt and courtyard.

Oval X 2

- Teachers to supervise the oval

Playground

- Teachers to supervise trading room and playground

Car-park Duty Primary

- Teacher to stay near Loading Zone near the front entrance. Monitor car-park and loading zone (parents should not be parked there for more than one minute). Lock gates, collect road signs and at 3:30am usher any students still to be picked up into the Front Office.

Car-park Duty Secondary

- Supervise secondary car park pick-up area, bring in cones, lock car park and oval gates



Wet Days

Return to your classroom and supervise OR arrange a 'tag-team' duty with a colleague. If you are the teacher on oval duty, please supervise the library.

Dealing with Difficult Parents

Don't attempt to discuss anything with a parent during class time. Do not try to solve tense parent issues via email or letter. Rather, consult your Coordinator as soon as possible and refer the parent to the:

Dispute Resolution Policy as found on the school's website.

All e-mail grievances must be acknowledged within 24 hours from receiving it. (NOTE: Not necessarily dealt with)

Disability Standards for Education 2005

The Disability Standards for Education 2005 clarify the obligations of education and training providers and seek to ensure that students with disability can access and participate in education on the same basis as other students.

The Disability Standards for Education 2005 (the standards) were developed under the Disability Discrimination Act 1992 and came into effect in August 2005. Staff needs to fully familiarise themselves with the Standards.

Excursions

All Excursions must be applied for in PCS – E-forms.

Excursions of an educational nature are arranged throughout the year. Fees and other associated costs for excursions are added together and spread over the year's school fees. Children are to wear full school uniform on excursions unless otherwise instructed by a note from the teacher.

Excursion Planning Guide

Plan to eliminate or control all potential risks to students and staff. Teachers are required to adopt the following excursion procedures:

No bookings can be made for camps and excursions unless a risk assessment and costing have been done and approved by Assistant Principal Operations (APO).

Timeframes for Planning

- All excursions must be submitted via e-form 4 weeks prior to the date. The e-form will step you through the process.

The supervising teacher(s) should:

- In all circumstances obtain the permission of parents or guardians before taking students on an excursion. Parents need to be provided with complete excursion information to enable them to make an informed decision.



- Have a good knowledge of the location of the excursion and visit any unfamiliar location beforehand.
- Ensure that appropriate pre-excursion planning and travel arrangements have been detailed.
- Ensure that the qualifications of all teachers/adults (First Aid/special activities) involved with the excursion have been checked and are current. Ensure volunteers have a current WWVP card.
- Ensure that any special training of teachers/supervisors have occurred in preparation for the development of specific student skills.
- Ensure that First Aid and other emergency procedures (including the notification of parents) are drawn up.
- Ensure First Aid equipment and contents are appropriate to the excursion. The First Aid kit must be readily available at any time on the excursion.
- Ensure that a class roll is taken before leaving for an excursion, during the excursion and upon arrival back at school.
- Head counts should be done regularly whilst on excursion e.g. every time students are boarding the bus.
- Supervision Ratios and Requirements for Special (Adventure Sports) Activities:

Activity	Ratio / Details
• Bushwalking	1:10 inc qualified leader
• Cycling, mountain-biking	1:8 inc qualified leader
• Horse-riding	1:6 beg; 1:8 adv; max 20 students
• Orienteering	1:15 inc qualified leader
• Abseiling, Caving (easy)	1:8 inc qualified leader
• Wall-climbing	1:12 inc qualified leader
• High ropes courses	1:10 inc qualified leader
• Swimming (still water)	1:15 inc qualified Life-Saver
• Swimming (surf, boogie board)	1:10 inc qualified Life-Saver - Min 2 adults, one in water, one on Beach.
• Swimming (surfboard, ski etc)	1:8 inc qualified Life-Saver - Min 2 adults, one in water, one on Beach.
• Snorkelling (beginner)	1:6 inc qualified instructor
• Kayaking, canoeing (flatwater)	1:8 inc qualified instructor

Source: ACT Department of Education and Training

Lunch, recess and breaks

- Every student should bring his/her own healthy lunch and snacks.
- No food packaging to be taken on to the oval.

Mobile Phones (Students)

Students must leave mobile phones turned off and out of sight all day or they will be confiscated.

Students should not call or text their parents if they are not feeling well, but with teacher permission, should go to the School Office.



Homework

Homework – Google Classroom

- Every student Year 3-10 is expected to utilise Google Classroom and/or email to keep track of homework/assignments and relate messages between parents and teachers.
- It can provide a focus and contact point for parents to be aware of their child's current work and their strengths and weaknesses.

Homework - Primary

Primary: Homework is to be given by class teachers as they see fit. If children reach their time limit, parents are welcome to write a note excusing students from further work. While we wish to commence training children in the use of 'free time' for study/work, we highly value childhood as a time for fun and free time! Note: In Primary, the only consequence of incomplete homework is that parents are advised.

Homework should:

- Have short, clear instructions, with an aim that an average student be able to complete it independently using those instructions
- Where possible be similar across the term (similar activities so that it is easy for students and parents to know what's expected)
- Include all information required (NB: if research is required the internet or books may need to be supplied from home)

Homework should involve revision/a snapshot of what's happening in the classroom.

Reading should be included in the homework and teachers are encouraged to recommend that students read one-on-one with/to parents as well.

Assignments/projects:

- May need to replace regular homework (so that time expectations are not exceeded)
- Have clear rubrics provided (so students and parents know what's expected)
- Should be explained to students before they go home

Homework - Secondary

Secondary: All students are to complete homework as set out in the term Assessment Grid and in accordance to the Assessment Policy. Students may receive smaller homework tasks in addition to this work.

Suggested Homework Times (Guideline for Staff)

Note that indicative times below are overall per student and not the amount of homework set per subject(teacher) per day.

Year Approx. min/day Mon-Thurs

K-2	10-15
3-5	10-20
6	25-45
7-8	60-90
9-10	90-100



Intellectual Property

As Christian teachers, we want to be good stewards of the resources of our school. This applies as much to intellectual property as it does to physical objects. The most common form of intellectual property in schools is copyright, which applies to original works of art, websites, music, computer programs, films, broadcasts, reports, information sheets and other written documents. Ideas themselves are not copyright, only the 'material expressions' of ideas. There is no system of registering copyright in Australia, and you do not have to apply for it. Copyright automatically applies to original works. Notices of copyright simply call attention to the fact that the author is asserting their copyright. Teachers create 'material expressions of ideas' every day, in term programs, lesson plans, worksheets, displays, podcasts, music, and many other forms.

Under Australian law, the employer owns intellectual property produced as part of your employment, unless there is a contract clause to the contrary (www.ipaustralia.gov.au).

Please talk to your coordinator before sharing the school's intellectual property outside of Emmaus. We want to be generous, and many times sharing is a simple matter of including a copyright notice at the bottom of the document you are sharing: © 2018 Emmaus Christian School Canberra. Occasionally, there will be reasons that the school chooses to keep some intellectual property in-house.

Mentoring Program

Each new teacher at Emmaus Christian School is assigned another teacher to mentor them through their first term and possibly beyond. Mentor and mentored will meet once per week at school at a mutually convenient time. Please ask the Coordinator who your mentor is (or will be if you don't already know). Teachers straight out of university will need to continue these meetings throughout the year at a less frequent interval.

Role of the Mentor

- See the 'big picture' and how current issues fit into it;
- Use personal experience and skills to provide assistance and training in how to solve teaching problems;
- Challenge a new staff member to persevere and grow.

Role of person being Mentored

- Accept responsibility for growth;
- Develop goals that relate to the performance of duties;
- Maintain a teachable spirit.

Note: If the mentor or mentored senses a 'personality clash' please advise the Assistant Principal Teaching and Learning (APTAL) - another Mentor may be assigned.

The following list can be used by the mentored to prepare for weekly sessions:

- Briefly review your lesson plans this week and discuss your plans for next week. Include discussion about ways to include a Christian worldview in your lessons.
- Outline a lesson or incident where you had to adapt or change your plans.
- Discuss any students that are requiring extra attention from you this week. Identify their needs.
- Outline an area of curriculum and/or procedures where you would like more information.
- Is there anything you need help or resources with at present?
- Discuss any section of the Staff Handbook.
- Any other issues that might arise



Notifiable: Breaches/Practices/Reporting

Notifiable Data Breach

See: <https://www.oaic.gov.au/privacy-law/privacy-act/notifiable-data-breaches-scheme>

When you believe an eligible data breach has occurred, you must promptly notify the Assistant Principal Operations (APO). and Principal as well as individuals at likely risk of serious harm.

Assessing a suspected data breach

Key points

- If an entity has reasonable grounds to believe that it has experienced an eligible data breach, it must promptly notify individuals and the Commissioner about the breach, unless an exception applies.
- In contrast, if an entity suspects that it may have experienced an eligible data breach, it must quickly assess the situation to decide whether or not there has been an eligible data breach.
- An assessment must be reasonable and expeditious, and entities may develop their own procedures for assessing a suspected data breach.

When must entities assess a suspected breach?

The NDB scheme is designed so that only serious ('eligible') data breaches are notified (see Identifying eligible data breaches). If an entity is aware of reasonable grounds to believe that there has been an eligible data breach, it must promptly notify individuals at risk of serious harm and the Commissioner about the eligible data breach (see Notifying individuals about an eligible data breach).

For more detailed reading and especially assessing if you may have committed a data breach where there is a likelihood of serious harm, please read:

<https://www.oaic.gov.au/agencies-and-organisations/guides/data-breach-preparation-and-response#identifying-eligible-data-breaches>

Mandatory Reporting

New laws come into effect on 1 September 2019 under the Royal Commission Criminal Justice Legislation Amendment Act 2019 (the Act), making several changes to reporting child abuse.

Adults who reasonably believe that a sexual offence has been committed against a child, must make a report to police, failure to do so is an offence.

ACT Policing should be contacted on 131 444 to make a report.

Guidance material including factsheets are available at:

<https://www.act.gov.au/childabuseroyalcommission/formalresponse/new-laws-to-improve-reporting-of-child-abuse>

One important exemption is mandatory reporters who make a mandatory report will not be required to make a duplicate report to police.

For all matters pertaining the reporting of child abuse, failure to report, mandatory reporting and reportable conduct, see:

Internet: https://www.accesscanberra.act.gov.au/app/answers/detail/a_id/213/~/-reporting-child-abuse-and-neglect#!tabs-1



Restrictive Practice

Please note the following website for matters relating to Restrictive Practises:

https://www.cmtedd.act.gov.au/open_government/inform/act_government_media_releases/rachel-stephen-smith-mla-media-releases/2018/reducing-and-eliminating-restrictive-practices-in-the-act

Reportable Conduct

See: <https://www.ombudsman.act.gov.au/improving-the-act/reportable-conduct>

The Reportable Conduct Scheme aims to improve child protection within organisations in the ACT. The scheme requires certain organisations who work with children to:

- report allegations of child abuse and misconduct to the ACT Ombudsman
- develop policies and procedures to prevent and respond to child abuse.

The Ombudsman provides support and practice [guidelines](#) to help organisations do this. If organisations suspect criminal conduct, they must also report to the police.

Reportable conduct covers allegations or convictions of child abuse or misconduct toward children. Organisations must report allegations of reportable conduct by an employee or volunteer, including:

- ill-treatment of a child (such as emotional abuse or use of force)
- neglect
- psychological harm
- misconduct of a sexual nature
- sexual or physical offences and convictions where a child is a victim or is present
- inappropriate discipline or not protecting children from harm.

Parent Teacher Interviews (PTI)

- PTI's will be held twice per year and held over two nights;
- Dates for TPI's are set the Executive at least four weeks in advance;
- All part-time staff must be available for both nights;
- Apologies for absenteeism from TPI's lodged with and approved by Principal only;
- TPI's to be held in the gymnasium and in Junior Primary classes for K-2.
- Gym screen and Primary Class will have a timer to indicate 10-minute intervals and strict adherence to the 10 minutes are required;
- Bleachers in gym will be the waiting area for parents.
- Teachers will receive a 20 minute interval on their schedule for a tea break.
- Tea will be provided by the School in the staff room.
- Staff children will be supervised as normal (until 4:00pm) but after 4:00, alternative supervision should be arranged. Children are not able to be at school unsupervised.



Preparing for Parent Teacher Interviews

Usually, PTI's are at the end of each odd term. Reports will be issued at the end of even terms. (This means feedback will be given to parents regarding each terms work).

Please make sure you have something meaningful to talk about. Feel free to pray with parents – before &/or after the meeting.

Pre-arranged interviews form the basis of our reporting system. Currently, parents will receive the following feedback as a matter of course:

- How are they progressing? (Socially, academically, spiritually)
- Strengths/areas for improvement
- What are you (the teacher) doing to improve them if they are struggling in a certain area/s?
- What are you doing to improve/grow them if they are strong in a certain area/s?
- What/how can the parent/s work with us in the raising of this child?

Parent teacher interviews are a great time to flag students who will need extra support or effort to receive a C or D.

Don't be afraid to book a double slot if you think it will be needed, or to ask your coordinator to attend to provide support.

Photos of Students

The use of a student's photo in a public domain must have the permission of parents/carers. Refer to PC School to see if this permission has been granted.

Copyright

All federal and government laws are to be followed when copying work. The school pays fees toward limited photocopy rights, but staff are not encouraged to make heavy use of photocopies in their pedagogy. The general rule for copyright is that no more than 10% of a document can be photocopied unless it is no longer published. If in doubt, ask, as severe penalties can be imposed.

Professional Learning and Part-time Staff Attendance of PL Days

Teachers and admin staff are expected to undertake courses of study that contribute to their ongoing professional development. All employees are expected to remain up to date with current research.

Teaching staff are expected to complete their TQI registration requirements with activities such as professional reading, peer mentoring, attendance at professional learning communities, or other self-directed activities.

The school provides teachers with support for professional learning (PL). PL is aimed at improving your skills as a teacher. Any investment in PL is not meant for purchasing teaching resources.

As part of the Performance and Development Plan staff are required to identify at the start of the year professional development that they want to attend.

Staff must apply for professional memberships and PL to the Assistant Principal Teaching and Learning (APTAL) who will determine approval, with consideration of need and cost.



Attending Professional Learning Days and Admin Days

PL Days = Professional Learning Days (these days are usually days set aside on the Calendar for professional learning prior to students returning at the start of the year and during the mid-year break. **This includes ACT Christian School or CEN Conferences.**

Admin Days = Launch Day and usually the 0.5 for the End of Year Last Day.

Part-time Staff

- All part-time staff **are** expected to attend PL Days.
- Should PL days set not coincide with normal working days, a part-time staff member will still be required to attend.
- PL days will be apportioned over a school year and any days required in excess of your proportioned average will be remunerated.

E.g., expectation of a fulltime employee is 10 days PL for the year, a 0.4 FTE employee will be expected to attend $10 \times 0.4 = 4$ days. If at the end of the year the 0.4FTE part-time employee was required to attend 5 days of PL attendance of which only one day was outside of set working days, that one day will be paid as an extra at the end of the year. If it were two days, two days will be paid, etc.

Programming - Curriculum

1. Overviews

Overviews, based on Emmaus Curriculum, are to be submitted to the Assistant Principal Teaching and Learning (APTAL) at the start of each term for Primary and at the start of each Semester for Secondary. The format of overviews is up to the teacher, but each overview must include the following:

- Topic (e.g. Fractions)
- Outcomes or Aims (e.g. Students will be able to add fractions with like denominators)
- Australian Curriculum descriptors (e.g. ACMNA126)
- Activities/ Resources (dot point, no elaboration required in term overviews)
- Differentiation/ Accommodations for special needs
- Links to AC General Capabilities and Cross Curriculum Priorities
- Biblical Perspectives (e.g Transformation by Design)

All programs must be stored on the public drive, in the folder nominated by the Assistant Principal Teaching and Learning (APTAL).

3. Timetables

It is expected, that where possible, all teachers adhere to the timetables that are set. Secondary lesson times and "fixed" primary periods (those periods taken by specialist staff) must be strictly adhered to. A copy of your class timetable should be clearly displayed for the benefit of students as well as visiting relief staff.

4. Provide evidence of adjustments for students with disabilities (ILP)

The Learning Support Coordinator will work with staff to develop a student's ILP and provide support to make adjustments. Reporting Includes emails to parents, scans of simplified work or photos of different activities you have



given to our students on ILPs (not PLPs). It is a legal requirement that we implement adjustments identified in ILPs and keep records of those adjustments.

Evidence is to be supplied to the Learning Support Coordinator at reporting time. The Learning Support Coordinator will then upload the evidence into PC School.

Rainy Days

Teachers are expected to do extra duty on rainy days. Before school, children may enter the school and go to their classroom. Class teachers are expected to supervise their classes unless they have made an arrangement to take it in turns. This is the same for both the long and short breaks in the day (recess and lunch). After school procedures are as per usual.

If it is raining and you have a duty, please see your Coordinator.

Inclusion Support for Assessments and Student Learning Needs

A student is part of a class and a class is managed by teacher. Therefore, unless differently stated in the student's Individual Learning Plan (ILP), all student learning needs (no matter how severe) will be managed and accounted for by the student's class teacher. However, the teacher will be supported by the ISP Coordinator and allocated Teacher Assistants (TA).

For a complete overview of the policy and procedures of the Inclusion Support Program see the policy:

[SharePoint/ Policies and Procedures/ Teaching and Learning POLICIES/ ECS TL,SW 5-0 Inclusion Support Policy](#)

Doctor's Appointments during School Times.

It is expected that teachers are to be on-site and available for supervisors and parents between 8:30am and 4:00pm.

Appointments with GPs are expected to be made outside of school hours, but it is acknowledged that specialist appointments may be different. Talk to your Coordinator if you need to leave the premises and please ensure that you sign out.

Student (Academic/Progress) Reports

Two written reports are generated – the mid-year and end of year report.

Talk to another teacher if you need assistance.

Note: nothing in the reports should be a surprise to parents, i.e. talk to the parents regularly about student progress, especially at formal interviews.



Security/Privacy

SharePoint/ Policies and Procedures/ General POLICIES

Teachers are responsible for ensuring their classroom windows and doors are locked at the end of each lesson.

Confidential documents/student information should be stored in a locked area and computers should be locked or logged off when teachers aren't on it.

Sport, House & Carnivals

House, School Carnivals and Whole School Rev-Ups aim to foster community with staff and students as a range of year levels unite under their House banner.

Year 5, Year 10 and the SRC particularly step up during our carnivals, leading cheering, organizing decorations and posters. Prior to carnivals they will run meetings with tips and information for the day.

Student Reflection and Detentions

Classroom management skills are critical to teachers. You cannot teach a class if you cannot keep their attention and manage the inevitable behaviour issues of students. Refer to school policies:

Student Welfare Policy 1-5 Behaviour Expectations (including suspensions and exclusions) and SW 1-6 Student Code of Conduct.

Where there are concerns, please discuss these with the Assistant Principal Teaching and Learning (APTAL).

Think Sheet (Primary)

In Primary School, the Think Sheet is completed as a communication to parents when it has been necessary to address a lack of respect by a student toward another person (student, parent or teacher) or property. Examples include: swearing at someone, kicking/hitting, deliberately breaking someone else's property & deliberately disobeying. The filling out of these forms is not considered punishment for poor behaviour, but simply reporting the issue to parents in a clear manner. Parents are welcome to discuss or question the issue with teachers.

It is important that students are heard (which may need to happen after a lesson finishes), understand why what they have done is problematic, and that students, where possible, perceive fairness in the process (e.g. if others were actively involved, others should also receive a consequence).

Teachers are expected to enter data regarding the Think Sheet onto PC School and to follow up Think Sheets if they are not returned, with a parent signature, the following day. Think Sheets are given as soon as possible to the relative Coordinators.

Contract

1. If a student receives a THINK Sheet three times within a term, he/she will be asked to enter a CONTRACT using the Contract Sheet and parents will be contacted by the Assistant Principal Teaching and Learning (APTAL).



Students will remain on a contract until the Assistant Principal Teaching and Learning (APTAL) feels that they can behave appropriately without the contract.

2. Persistent and wilful non-compliance will result in Suspension or Expulsion procedures.

In the Playground

The consequence of a student making the playground unsafe is for that student to be removed from the playground to walk with the teacher on duty. Teachers are to ask Primary School Children involved in a dispute whether they have seen a playground mediator first.

If they have, and the issue remains unresolved, discuss what the students are going to do about it and help them to choose the most appropriate solution.

Suspensions and Exclusion (see policy)

In the event that suspension or exclusions are needed, the following will apply:

1. Suspensions or Exclusions apply when a student is:
 - a. persistently and wilfully noncompliant.
 - b. threatens to be violent or is violent to another student attending the school, a member of the staff or anyone else involved in the school's operation;
 - c. acts in a way that otherwise threatens the good order of the school or the safety or wellbeing of another student attending the school, a member of staff or anyone else involved in the school's operation;
 - d. displays behaviour that is disruptive to the student's learning or that of other students;
2. The principal decides that action should be taken.
3. The principal may suspend a student from the school for a stated period of no longer than fourteen days.
4. The principal may exclude the student from the school.
5. The principal may exclude the student if:
 - a. the student's parents have been consulted and told in writing about the proposed exclusion of the student and the reasons for it;
 - b. the student has been given a reasonable opportunity to attend counselling, undertake relevant educational programs or receive other appropriate assistance;
 - c. as far as the student's maturity and capacity for understanding allow, the participation of the student has been sought, and any views of the student considered, in deciding whether to exclude the student;
 - d. the student has been given sufficient information about the decision-making process, in a language and way that the student can understand, to allow the student to take part in the process;
 - e. the student has been offered information about alternatives for continuing the student's education after the exclusion.
6. The principal may suspend the student on the same basis as (5) above providing that the student has been given a reasonable opportunity to continue the student's education during the suspension.
7. The principal may immediately suspend a student for not longer than 5 days if in the principal's opinion, the circumstances are of such urgency or seriousness to require the student's immediate suspension.
8. Before suspending or excluding a student, the principal must comply with the requirements of section (5 a-e) to the extent that it is practicable and appropriate to do so.
9. To remove any doubt, the principal may suspend the student under section (5) while deciding what other action should be taken in relation to the student under this section.
10. If the student is suspended for seven or more school days in a school term (whether or not consecutive school days), the principal must ensure that the student is given a reasonable opportunity to attend appropriate counselling.
11. If a student is excluded (expelled), the principal will provide the registrar written notice of the exclusion.



Student Dating

When students are dating, any overt physical affection is not permitted. No holding hands or kissing.

Watching Movies and Other Media at School

It is expected that all viewing of media is in accordance with Australian laws and regulations. It is also expected that, where possible, teachers consider the parents of Emmaus Christian School and the expectations they have of the school; for example, movies with witches, wizards and spells may be considered inappropriate viewing by many Primary Parents.

Emmaus recognizes that videos, movies, and other digital media that directly relate to the instructional program may be of benefit for classroom viewing. Any media shown at school must directly relate to the curriculum being taught. Pertinent clips should be shown, rather than viewing any media in its entirety, whenever possible.

Teachers may, on an occasional basis, use movies as a reward or for entertainment.

In terms of classifications:

- G rated movies may be shown to any students.
- PG movies may be shown to students in Years 7-10. Younger students may only view PG movies provided written permission is obtained from parents.
- M movies may only be shown to students in Years 7-10 and require written permission from parents.
- If parts of MA movies must be shown for teaching purposes: – this is strictly optional for students, whose parents have given written permission.
- No R-rated movies under any circumstances.
- YouTube: All YouTube movies or clips must be pre-viewed, and all advertising or previews must not be shown.

If not sure, please discuss with your Coordinator.

Year 10 Certification and Appeals

Emmaus Christian School is registered to provide an approved program of study to Year 10 Level. The range of courses offered by Emmaus is approved by the School Board and the Non-Government Schools Office.

Successful completion of academic work, attendance requirements and satisfactory conduct will result in the issuing of the ACT Year 10 Certificate at the end of Year 10. Students, who are not eligible to receive the Year 10 Certificate, or who transfer out of Emmaus, receive a High School Record which lists courses undertaken and grades earned to that point in Years 9 and/or 10.

All Year 10 Certificate grades reflect continual assessment in subjects taken during all four semesters from the start of Year 9 to the end of Year 10.

Y10 Reporting

The school reports to parents in accordance with the Australian Education Regulation of 2013. We report to the achievement standard of the Australian Curriculum, using an A-E grading scale. Parents also receive a Year Level report, which records the percentage of students who achieved each letter grade in each subject.



Reviews and Appeals

Year 10 students may request a review of their assessed grades firstly from the teacher, then the Coordinator, and finally the APTAL and/or Principal. If dissatisfied, a student may appeal to the School Board if they can provide information that shows the review was unfair, incorrect, or unreasonable.

End of Year Documents Collection

At the end of each year, teachers are to give the front office the following documents each in separate and clearly labelled folders/pockets:

- Permission Slips for Excursions, Sports events, etc.
- Camp Permission Slips/Sleepovers (i.e. overnight events)
- Teachers Diaries & Daybooks
- Miscellaneous notes from parents e.g. Absences & Sick notes

These documents have to be kept for different time periods and will be disposed of at different disposal dates. For admin to file as per disposal period, we need the abovementioned documents to be separate.

Notes from Parents

Keep all messages from parents clearly labelled and in a locked place.

They are to be put in the student's file or handed in to the front office at the end of the year; see End of Year Documents Requirements above.

This includes permission slips. Electronic communication needs to be kept in a separate folder on staff outlook accounts.



Preschool Staff Section



Leave – Planned and Unplanned

- Please ring Lyndell if you are unwell, preferably the day before. If notifying on the day please ring by 6:30am so that there is adequate time to find relief, particularly for an 8:00 start.
- Leave applications must be completed in Xero and approved by Lyndell

Professional Learning (PL) Attendance

- Generally we have 2 days of PL at the end of the summer and winter school holidays.

Preschool Photocopier

- The photocopier is in the preschool foyer – select Kyocera Taskalfa 25552ci KX
- Due to the public location, please retrieve copies immediately
- To save paper/cartridge ink – default set at print on both sides and in black ink

Staff bags and belongings

- Bags can be kept in the preschool office (locked) or in the preschool kitchen/cupboard under the mini fridge (accessible)

Preschool Policy Folder

- A labelled white policy folder is kept in the 3rd preschool office cupboard

Resources on open shelf in Preschool Office

- Gratitude Project resources/books – use with classes and return to shelf daily
- Resources available for your own knowledge and use
- Please place your name and date on the *Borrowing Library Ledger*

Medical Risks Chart

- Chart located on the preschool office notice board (left hand side)
- Charts also located in each classroom's First Aid cupboards with children's photos
- Please familiarise yourself with children at High Risk



Critical Incidents (Procedures & Checklists Booklet)

- Located on the office wall and in each classroom, next to door entrances
- Preschool lockdown and evacuation procedure – educator roles listed
- Medical risks for all school students are kept in the First Aid cabinet

White hanging file cabinet in Preschool Office

- Preschool and Prekinder hang files in the top drawer
- Each child has a number corresponding to their numbered hang file number
- Files contains authority to collect forms, photo permission forms, medical details
- Medical information, medical risk plans/action plans, accident/incident forms in the child's hang file
- Parent contact lists/phone numbers are located at the front of Preschool/Prekinder files

Authority to Collect

- Meet and greet new people collecting children
- Check and identify who they are/view their driver's licence
- Information of authorised persons to collect children are recorded on PC Schools and on the class spreadsheet at the front of Preschool/Prekinder files



ECT's to Record Illnesses in the Preschool Child Illness Record

- Calendar located in the front file on the LHS of white hang files
- Record the child's name & illness as information supplied by parents
- Illness outbreaks – when vomiting or diarrhea cases occur in a 24 hour period from 2 different children – keep Preschool Director informed – a notification to the health department must be made

Soaps and Other Chemicals

- Never bring in any chemicals without having them checked with Lyndell first. All chemicals (including soaps) on premises must have a safety data sheet printed off first

Children's Arrival/Departure from Preschool

- Requires an adult to sign in/sign out using the Kiosk iPad
- School age siblings are not authorised to drop off or collect a preschool child

Preschool Office Wall Notices

- Staff working across the week/classes
- Staff breaks and documentation times listed
- Term calendar/staff dates listed

EYLF Learning Outcomes

- A focus period across each term for both classes – displayed in classrooms and on preschool office cupboard door
- Focuses on our interactions with children and may inform planning

Wall Phones in Classrooms/Office

- Landline - press 0 for line out, then dial number required
- Can call Front Office/Admin - see numbers on the sheet on wall next to phone
- Preschool office # 131



Kiosk iPads

- Located in each classroom and in the preschool foyer
- Log in details for the Kiosk system – please see staff for login details
- Educators log in with their own mobile phone number
- Initial pin for users is 0000, then choose own pin
- At welcome screen – see class roll overview – students in / absent / out / unknown
- See Menu list for Functions: Centre sign in/out, Messaging, Head Count
- Centre sign in/out – see overall numbers at main screen, select class – check sign in/absent/sign out buttons
- Messaging – select class/child, select type eg. My Day, Incident Report, Type your message, Press Submit
- Head count/roll check – can do new emergency/new drill/new head count check for all classes or single class

Classroom Air conditioners

- Set at a pleasant temperature to compliment indoor/outdoor contrast requiring all three units to be working at the same time
- Prekinder room - keep doors closed or mostly closed to avoid heat escape
- Please check that all units are turned off at the end of the day

First Aid Cupboards – please keep locked at all times

- Key held on the side of cupboard in both classrooms
- Sign displayed - cupboard door surface kept clear from artwork etc
- First Aid trained staff to administer first aid to children - listed on inside of door
- Medical Risk charts with children's photos located on the inside of the door
- Action Plans for children located on the inside of the door
- ASC medical risks charts located on the inside of the door
- Alternate treats for class celebrations - top shelf in each child's labeled clear boxes, brought in by families for children with dietary/medical needs and stored at preschool
- Epipen - located on top shelf, ear thermometer in Prekinder cupboard
- Bandaid boxes/First aid spray to be used first, savlon if no alternative avail. Antiseptics need to be applied to the clean bandaid
- Bandaid register to be completed when bandaids/first aid spray are applied
- Clear boxes - contains medical first aid supplies
- Named clear boxes contain each child's specific medications eg. Asthma puffers, Epipen



- Teal coloured towels are for the adult bathroom, handtowels for the class adult sink, or for cleanup, towels to be used as needed for cleanup etc.
- Cloths - colour coded for classroom use (see colour coding key on walls above sinks), to be put in wash at the end of the week and fresh cloths used
- Spare clothes available on shelves

Medical Bum Bag

- Contains asthma medication, tissues, bandaids etc - take with the class when leaving the preschool eg. Playground, oval, courtyard, gym, excursions
- Take relevant child's individual medication with you as well as the medical bum bag.

Lockdown/Emergency Evacuation procedure –

- Emergency evacuation will be indicated by an alarm and recorded evacuation message
- Fire is indicated by a fire alarm and is accompanied by a recorded evacuation message
- Lockdown is indicated by recorded lockdown message.
- The Evacuation guide is located on the walls near the toilets and near exits.
- Yellow laminated sheet detailing the roles and responsibilities for educators are located in the first aid cupboard as well as in the plastic holder next to the doors and in the evacuation boxes
- Red storage boxes in the lockers - contains yellow evacuation procedure, evacuation resources, class rope, gumboots, stories to read.
- Red boxes are to be kept stocked at all times for emergencies, and are not to be used or moved
- If evacuated, staff must take a mobile phone for PC School roll call, 2 x red storage cubes, medical bum bag, asthma/anaphylaxis medication for relevant children.
- Lockdown is called a “whispering story”
- There is a once a term requirement to practice the ‘whispering story’ across all of the days. Educators can do class practices in a calm, quiet and unhurried manner, reassuring the children as they go
- PK Lockdown occurs in music room. An Oblong pillow must be placed against window near door. Engage children in a Whispering Story
- P3 Fire extinguishers are located at classroom at doors, also in the foyer and kitchen
- Lockdown occurs P3 in wet area. Engage children in a Whispering Story.

Resource Cupboards - Preschool Room

- 1st cupboard - First Aid, spare clothes
- 2nd cupboard - Science Resources, Fragile play resources
- 3rd cupboard - Literacy, Maths, Numicon like resources,



- 4th cupboard - Art and craft resources, ECT Teacher shelves

N.B. Please supervise glue sticks and gluing activities as children may glue everything anywhere and may waste glue

Resource Cupboards – PK Room

- 1st cupboard - First Aid, spare clothes
- 2nd cupboard – Large manipulative play, resources
- 3rd cupboard – Large manipulative play, resources
- 4th cupboard – Art and craft resources, ECT Teacher shelves

Laptop and Smart TV

- Available for research and investigations.
- Can use for educational purposes, **not entertaining purposes!**
- Can incorporate into rest time - suitable stories and appropriate videos, show nothing commercial and videos should be screened beforehand to ensure they are suitable.
- Vacation care program can show a G rated movie each day.

White Storage cupboard near Smart TV

- Third drawer contains hang files for frequently used forms
- Incident/accident reports – forms must be placed in the Red Folder for parent signature. The red folder is kept around the corner in the kitchen serving window. Enter message for parent on the Kiosk iPad.
- Authorisation for medication to be administered must be completed by parents. Medication cannot be administered unless the staff member also fills out a form indicating when the medicine was administered. Staff must have another staff witness the administration of medicine and both staff must sign off. Forms can be placed in child's hang files when medication no longer required.
- Place an alarm on your phone to administer medication to ensure you don't forget
- Any asthma medication administered must be recorded on a sheet for the child.
- Authority to collect forms - completed forms filed in the white hang files in the office

Exit doors to Decks

- Please check that they are closed securely and locked at the end of the day

Windows and A/C

- Check windows are closed and A/C is turned off at the end of the day



Cleaning Tables and Surfaces procedures

- Use colour coded cloths relevant to the activity. Use soapy water spray, spraying this onto to the cloths to clean tables. Disinfectant is available if required.
- Soapy water spray bottles need to be stored in the paint storage cupboard.

Soiled Procedures (see wall)

- Wear gloves
- Make sure all supplies are ready prior to changing: Child's spare clothes, nappy bag for soiled wipes, nappy bag for soiled undies, wet wipes for cleaning, large plastic bag for soiled clothes,
- Ensure you get enough wet wipes out of the packet before you start the process.
- Wash hands immediately after

Bathroom First Aid cupboard - see wall

- Vicks available for educators to apply under the nose if needed - use clean fingers only
- Spray air freshener when bathroom is clear of children

Red Mop – Bucket

- Stored upright on the middle deck to ensure mop head is aired and dried.
- Bucket stored upside down on top of the deck cupboard.
- Blue floor sweeper is stored on the deck.
- Cleaning chemicals are stored in kitchen cupboard.
- Spills/Vomit kit on top of the small bar fridge.

Top white cupboard near entry doors in each classroom

- Contains tissues, gloves, paper towels, stationery items
- Replenish supplies as necessary from 1st cupboard in the preschool office

Laundry to wash tub

- Bag laundry and place on the tables near entry doors on Friday afternoons ready for parents to take home for washing (PIP – 1 hour per bag applies)
- Bag laundry and place on tables for parents mid-week if it is building up.



Sleeps (Music Room)

- Cupboard contains spare bedding, stores of pillows, waterproof covers, sheets, blankets
- Pillow, sheets, blanket kept for the days/week for the child. Sheets, pillow slips to be washed when the child's attending days are over.
- Each sleeper has a named bag – this is for their pillow, keep their sheets on beds and at the end of the day, lean beds against the wall with each child's blanket folded over the top and their named bag hanging off the end for easy identification.

Entry/Exit door in the music room

- 477151 code – wait for beep and turn both handles
- Bottom door handle locked for security until 3:30pm for EASC parent entry

Storeroom

- Music resources returned to music tubs for Lyndell lessons
- Familiarise yourself where resources are located – see labelled shelves

Preschool Kitchen

- Fridge – EASC afternoon tea tub on top/middle shelves
- Staff lunches kept on bottom shelf
- Freezer contains icepacks for use when needed
- Chemical register folder for Medical Safety Data (MSD) sheets is located on the benchtop beside oven
- Knife container stored in the cupboard above the range hood
- EASC/cooking supplies stored in cupboards above the oven
- LHS to oven - cutting boards, trays, large bowls
- RHS to oven - play dough making supplies
- Kettle, microwave available to use – please keep clean. However if having hot drinks or hot meals, for safety please either remain in the kitchen to eat or utilise the whole school staffroom kitchen.
- Chemicals stored in cupboard above the sink
 - Disinfectant for bathroom cleaning
 - Bleach for vomit spills
 - Wash up liquid
 - Gumption for marks/cleaning
 - Detergent for bubble mix
- Small fridge on bench - craft storage for glue and paints - ensure pots are covered.



- Thermomix - see Lyndell for instructions before use as there are safety guidelines
- Cutlery and crockery for use by staff as needed
- Plastic knives/ forks/spoons for children located in cupboards under the servery
- Clear tubs on top of fridge are for washing of dishes/clean activities only. No sand/mud/paint activities

Outdoor space

- Soft fall located under the grass area around the play equipment, note the change in feel and see the line where it stops
- For any activity on the grassed area that is not on the soft fall, blue mats must be used if the activity is above the bottom of your knee cap height. Blue mats must also be used for high risk activities.

Watering of plants

- In the meandering garden and vegetable beds
- Children can use pink watering cans from the storage shed
- Tap key is hanging above the tap on the deck

Sandpit

- Roller door key is located on blue lanyards in each classroom
- Push down on the bottom of the door with your foot when turning key to open or lock
- Sand play stays in the sandpit
- Pack up the sandpit resources before 3pm/EASC handover

Storage Shed

- Clear walkways where possible, floor swept regularly - sand presents as slip hazard
- Resources are photographed and placed in dedicated spaces on shelves
- Very important to pack away well to keep all staff safe
- Be mindful of your manual handling techniques when locating, retrieving or returning items, particularly large bulky items such as blue crash mats – ask for assistance
- Storage door - slide soap along sliders to reduce noise

Bike storage

- Under the large shelves, check balance bike tyre pressure before use



Photos of children by educators

- Photos of children cannot, under any circumstances, be taken on educator's phones
- Blue / orange cameras and the EASC phone are to be used

Playground daily check

- Safety book hanging in the shed - this must be signed each day
- Playground must be checked every morning for safety/broken equipment/foreign objects
- Sandpit cleared of cat interference or sharps
- Possum poo swept up (steps, paths, rolling hills) – dispose of in a nappy bag and bin it
- Loose play area cleared of sharps

Indoor safety check

- Sign the safety book once checks are completed.
- Check toilets have been cleaned and are not broken.
- Check basins have been cleaned.
- Check bins are empty.
- Check floor for any water leaks

Classroom Bells –

- After ringing the bell use the 'Stop Look and Listen' rhyme and encourage the children to respond back to the educator.

ECT's Roll marking

- 10am - check parents have signed children in on Kiosk
- 1pm – mark any children who have not arrived as absent on Kiosk

Supervision in outdoor areas

- Be aware of your class ratios 1:11 and ensure no educator is over numbered in the playground.
- Ensure one educator is located in the triangular area between areas of the playground (bike path junction) for maximum supervision viewing



Indoor/Outdoor program

- With weather conditions, planning and staff availability, we endeavor to incorporate a maximum amount of uninterrupted outdoor play into our program.
- Indoor/outdoor play activities can run concurrently.

Mealtimes

- P3 - gather together, remind for toileting and hand washing
- PK - routines established for hygiene
- Can be a group mealtime or offer a progressive mealtime

Behaviour Guidance

6 problem solving steps - see sheet

- Don't attempt to move a distressed child as this could cause injury to the staff member. Remove other children away from the distressed child with a staff member to remain with the distressed child.
- Learn from one another, listen to each other and incorporate consistent use of language

Interaction with Children

- Take care that your interactions with the children do not lead to an accident or incident.
- Use slow careful movements - don't chase a child or suddenly reach for a child.
- Maintain open hands when holding a distressed child.

Preschool Hats - yellow

- Children are issued with a named yellow hat, kept in their locker
- Spare hats are available for use if the child's individual hat cannot be found.
- Used spare hats must be put into the laundry at the end of each day.

Hand washing

- Children must wash hands on arrival, coming in from outdoors, after going to the toilet, and before and after all meals - morning tea, lunch, afternoon tea.
- Care is to be taken in consistent education of use of soap as well as using 1 paper hand towel first before taking more.



School Admin Area / Front Office

- This area is not accessible by general school staff
- Please approach the front desk and ask for the admin person/ task/ request

School staff room

- Preschool staff are welcome to use the whole school staffroom for breaks
- Coffee machine - staff bring in coffee beans on a roster system. See Mark Body if you wish to join the roster
- Safety switch for boiling water –hold your thumb over the safety switch at the back of the tap at the same time as depressing the hot water button.



