

BANKSTOWN SENIOR COLLEGE (BSC)



BANKSTOWN INTENSIVE ENGLISH CENTRE (BIEC)

College Principal: Anne Doyle

IEC Head Teacher (HT): Dimitrios Kametopoulos

Second-in-Charge (2iC): Leesa Hubbard; Counsellor: Gerri Lonnon

2018 BIEC STAFF MANUAL & INFORMATION HANDBOOK

BIEC Tel: 9796 8138

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BIEC Website: www.bankstownc-i.schools.nsw.edu.au

BIEC Office email: bankstownc-i.school@det.nsw.edu.au

BSC Sentral: web2.bankstown-h.schools.nsw.edu.au

Address: c/o Bankstown Senior College, cnr of Eldridge rd and Antwerp st, Bankstown, 2200, NSW

Days and hours of operation:

<u>For staff:</u>	Monday & Tuesday:	8.30am-4.30pm
	Wednesday & Thursday:	8.30am-3.30pm
<u>For students:</u>	Monday-Thursday:	8.30am-3.30pm



Welcome to BIEC!

The Teaching & Admin/Office staff would like to wish you a pleasant experience. Please take your time to read & familiarise yourself with the various aspects of the school.

This document belongs to: _____

Date received: _____

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2018 TERM 1 BIEC STAFF INFORMATION & NAMES

Dimitrios **Kametopoulos** - Head Teacher/Casuals Co/Morning Tea A group Co (DK)

TERM 1 TEACHER NAMES / COUNSELLOR

ROOM	TEACHER'S NAME & COORDINATORS			
STAFF RM 1	Leesa Hubbard 2iC / Maths Co/Timetabling Co/Morning Tea B group Co			
	Anastasia Palivos English Co/Attendance Co			
	Irene Fotis Shadow 2iC/Reading Co/Morning Tea C group Co			
	Kiki Tsoli Sports Co/Electives Co			
	Lance Jurd Learning Support Team (LST) Co			
	Tina Parliaros Mentor Co			
	Nita Marinakis			
	Nicky Parras			
	Andrew Elchah			
	Jennifer Tall Transition Co			
	Rolla O'Reilly BKSB Co/Community Links Co/International St Co			
John Masters Science Co/First Aid Contact teacher				
STAFF RM 2	Nandlal Bhindi			
	Milena Mraovic			
	John Spilstead HSIE Co/IT Co			
	Stephania Margaritidis Merits Co			
	Jennifer Barnes Technology Co			
	John Skouras			
	Jamuna Sundaram			
Jennifer Nordstrom				
RM 5	Gerri Lonnon Counsellor			

SLSO (School Learning Support Officers & Languages spoken)

ROOM	SLSOs NAME			
STAFF RM 1	Hala Marco (Arabic/Assyrian/Chaldean)			
	Eptessam Mekho (Arabic/Assyrian/Chaldean)			
	Fatemeh Alimoradian (Persian(Farsi)/Afghani (Dari)			
	Fernando Flores (Spanish)			
	Rita Poutres (Arabic/Assyrian/Chaldean)			
	Kate Fang (Chinese: <i>Mandarin/Cantonese</i>)			
	Kim Do (Vietnamese)			
STAFF RM 2	Vivienne Hammou (Arabic/Assyrian/Chaldean)			
	Mariam Awad (Arabic)			
	Sinthia Yousif (Arabic/Assyrian/Chaldean/Greek)			
	Daniella Dona (Arabic)			
	Sheida Khazraji (Arabic/Persian{Farsi}/Afghani{Dari})			

ADMIN/OFFICE

ROOM	ADMIN/OFFICE STAFF MEMBER'S NAME			
OFFICE BLOCK	Robyn Giuliani (SAM)			
	Eptessam Mekho (SAM relieving)			
	Vicki Best (SAO)			

**** IMPORTANT INFORMATION FOR ALL STAFF**

to be employable at a Department of Education (DoE) school ***

To be employable at BIEC (& at any other school), a teacher (*permanent full-time, permanent part-time, long term temporary, short term temporary, short term casual, day to day casual*) must present to the IEC Head Teacher the following documentation:

- **E-WHS (Work, Health & Safety) certificate**-completed as a one off certificate
- **CPR (Cardio-pulmonary Resuscitation) training**- completed annually
- **E-Anaphylaxis certificate**- completed every 2 years
- **E-Emergency certificate**- completed every 3 years
- **WWCC (Working With Children's Check) certificate**- completed every 5 years

The following documentation may be required upon request by the HT:

- **CV/Resume** -most updated version
- **Telephone referees and/or Written References**

2iC Second-in-Charge in 2018

The 2iC is Ms Leesa Hubbard. The role of the 2iC is to support the HT in the administration of the IEC as well as the welfare and academic needs of the students. The 2iC also replaces the HT when he/she is on Leave. Ms Hubbard is situated in Staffroom 1.

Academic Reports

Students at BIEC receive academic reports at the end of Term 2 and Term 4. These reports are completed and issued via Sentral (an internet based software program). A reports' planner is issued by the HT and found on the IEC calendar sets out the time frame for the completion of each stage of the reports. Some professional learning is provided to those staff unfamiliar with the process prior to the commencement of reports' completion. The reports' issuing process requires each teacher to spend **5 minutes with each student** individually to explain / feedback to the student about their learning results, mainly in class time.

Assessments

Assessment is an important part in ascertaining the levels achieved by individual students and their progress in the various KLAs that they study against the ESL Scales and the Outcomes as set out in the IEP's (Intensive English Program) Curriculum Framework. Assessments can be informal (*e.g. observations in class, checking of homework, checking of classwork completion*) and formal (*e.g diagnostic tests, subject tests, mini assignments/projects*).

The formal Assessment period, which is publicised well in advance, occurs at the IEC usually mid Term 2 and mid Term 4 (unless otherwise informed) for a few weeks and consists usually of tests/tasks conducted in the classroom by the subject teacher.

The results form just part of the writing up of the Semester Academic Reports. A common Assessment template is used to reflect a uniform approach in the process. During the formal Assessment period, Variations to Routine are kept to a minimum that is excursions etc so the Assessment period has a "smooth" run.

Attendance via Sentral (marking class rolls, monitoring of attendance etc)

The HT as well as the Attendance Coordinator, **Ms Anastasia Palivos** are responsible for the monitoring and the follow up of students with doctors' certificates, Centrelink letters etc or with unsatisfactory attendance . All relevant paperwork is filed by the Attendance Coordinator. An attendance committee meets regularly in the term to monitor student attendance.

- **Every teacher** is required as a legal obligation to mark their class roll at the **start of every lesson on Sentral**. If Sentral is not operational at that time, then a paper class roll is to be marked and followed up at the end of the day for the absences to be placed on Sentral or it can be given to the Office staff to follow up.
- Early departures and late arrivals are overseen and recorded on Sentral by the **Attendance Coordinator** and/or by the **Office staff**.
- If there is a need for any student to be out of class at the start of a lesson, then it is the responsibility of that student to report to the timetabled teacher to ask for permission.
- If this is **period 1**, the student must first report to the Attendance Coordinator at the IEC office. If a student is more than 5 minutes late to class, they must **first** report to the **IEC office** before attending class & receive a **blue late pass**.
- **All late students** require a **blue late pass** to attend their class.

Student Monitoring cards

Students may present teachers with a Monitoring Card to be signed every period. Teachers are to ensure they do sign their section proving the presence of the student in class. The HT or the 2iC sign the card at the end of every day. The Monitoring Card is given to students to assist them in attending every period after a discussion that they have had with the HT or the 2iC due to erratic attendance patterns. The card can be given for a week or for 2 weeks.

Warning Letters

If a student has an erratic and prolonged attendance pattern, which is unjustified, then a Warning Letter may be issued and sent to the home address. Students then have a period of 2 weeks to rectify the situation and at that same time, they may be put on a Student Monitoring Card.

Termination Letters

If a student has not improved his/her attendance pattern, despite efforts of the school to assist the student to attend school, then a Termination Letter may be issued and sent to the home address. This results in the student being taken off the IEC's system and his/her file is archived.

Student Monitoring cards for Behaviour











Students may present teachers with a Monitoring Card for Behaviour to be signed every period. Teachers are to ensure they do sign their section rating the student's behaviour on the card and/or commenting on the behaviour if need be.

Bell times / change over times

Note: Usually there are no bells to mark the start or end of lessons, so teachers need to be reliant on their watches or class clocks. Where there is a bell signal, the bell should ring.

The school operates Mondays, Tuesdays, Wednesdays and Thursdays.

The school does not operate on Fridays.

IEC Times	IEC Periods
8:30  – 9:15 (45min)	Period 1
9:15 – 10.00 (45min)	Period 2
10.00 -- 10.45  (45min)	Period 3
10:45  – 11:15  (30min)	Break 1/Recess
On Wednesdays in the odd weeks eg Wk 3, 5, 7, 9	<i>IEC Assembly for designated classes publicised on Sentral 11.15-11.45 & then 11.45-12.30</i>
11:15  – 12:00 (45min)	Period 4
12:00 – 12.45 (45min)	Period 5
12:45 – 1.30  (30min)	Period 6
1:30  – 2.00 	Break 2/Lunch
2.00  – 2:45 (45min)	Period 7
2:45 – 3.30  (45min)	Period 8
3:30 – 4:30 (60min)	<p>(Monday, Tuesday) Staff, Faculty Meetings & Professional Development Meetings <i>The types of meetings are made known on Sentral & its calendar.</i></p>

2018, Term 1 LEVEL/CLASS structure:

Foundation		Level 1	Level 2				Level 3		
1A	1B	1C		2G	2B	2C		3A	3B

Certificates (Merit and Attendance)

- The Merits certificates and their Levels are coordinated by **Ms Stephania Margaritidis**. Certificates can be given out to students upon the teacher's direction but in general these may be for:
- Sustained good classwork/homework
- Recognition of continued excellent behaviour
- Community service
- Bronze, Silver and Gold certificates are recognised at Assembly time and handed out to students in an official manner
- Certificates are also given out at assembly, usually in week 7 for attendance who have attained 95% and 100% attendance at school from the start of each term

Clearing of Exiting Students

A clearance is required of all students leaving the IEC via a green coloured Student Clearance form. Forms need to be returned to the IEC office by the due date. The process is as follows

- The SAM/SAO issues a form to the student clearing
- The student seeks teachers to sign off & return IEC resources ,if borrowed
- The student needs to do a Library clearance – the Admin Staff (SAM/SAO) and the Reading Coordinator sign off. If a book is not returned, a \$10 fee will apply
- The student needs to go to the College library for the Teacher-Librarian **Mr Geoff Lowe** to sign off there
- The student surrendered travel passes where required & the Admin Staff sign off
- The Head Teacher or the 2iC signs the clearance form which is returned to the Office

Counsellor Referrals

- IEC students have direct access to the School Counsellor through various avenues
- Self-referral – this may be directly or through a teacher or support staff
- At Faculty Meetings in the Student Matters section of the agenda
- Class / group interventions
- Followed up through specific focus programs e.g. graduating program
- IEC staff may wish to refer students who are causing concern due to suspected welfare, social, emotional, psychological or learning difficulties to the school counsellor.
- If the IEC staff wishes to refer a student to the school counsellor, they should also notify the Head Teacher of this course of action. Counsellor referrals can be reported on Sentral. These are not necessary for student self-referral, however if a student refers themselves through a teacher a referral can be entered on Sentral to provide extra information.

- The counsellor's response to a referral may not be immediate, therefore if the referral is urgent please indicate this on Sentral. *In urgent cases, staff must notify HT and/or IEC counsellor in person.*
- The counsellor will attempt to provide relevant feedback to IEC staff who refer students to the counsellor. If there are confidentiality issues, these must be respected. The IEC counsellor is also available to staff for classroom observation, consultation and joint focus program presentations.

Code of Conduct (CoC)

- As all staff, Teachers and Admin are employed by the NSW Department of Education (DoE), everyone is bound in his/her behaviour by the DoE's Code of Conduct. The premise for all behaviours is **respect** for the DoE, the school, colleagues, the students, the students' families, the volunteers and the wider school community. For detailed information about the CoC, staff may access the document online from the DoE or request it from the HT.

Curriculum, Levels and KLA coordinators

The IEC curriculum is based on the IEP (Intensive English Program) Curriculum Framework and the English language ability of the students. The class structure is based essentially on the IEP Levels, ie Foundation (beginners), Level 1 (pseudo-beginners and post beginners), Level 2 (post beginners and intermediate) and Level 3 (post intermediate and advanced). The ESL Scales are used to indicate where students are placed according to the Scales and EAL/D continuum. The ESL Scales are placed on the IEC Graduation certificate at the conclusion of the student's stay at the IEC.

KLA Coordinators (English, HSIE, Maths, Science and IT) advise and assist staff with curriculum issues and Scope and Sequence programming.

KLA coordinators may meet with the teachers delivering curriculum once or twice a term to discuss and/or clarify issues pertaining to their area of responsibility. In addition, sometimes, Level meetings are organised to discuss issues pertaining to that particular level.

Student movement is discussed around mid each term to plan classes for the subsequent term. The basis of the student movement is generally the students' attainment of outcomes of the level they are currently at, the number of weeks they have had thus far at the IEC and best post IEC pathways for particular student. Classes within the same levels may have some streaming in them to allow for a more homogenous grouping of students and more appropriate teaching strategies to deliver the curriculum.

The absolute maximum study at an IEC for a newly arrived student is 55 weeks (5 terms).

Classification of students into Regular and Special students

- **REGULAR students:** Students who are classified by the IEC as **Regular** have up to 35 weeks of study at the IEC (3 terms). They may stay another term upon submission of an Extension Request to *Equity and Multicultural Education (EME)* and its approval. Appeals may be submitted if the initial outcome of the request is declined.
- **SPECIAL students:** Students who are classified by the IEC as **Specials** have up to 45 weeks of study at the IEC (4 terms). They may stay another last & 5th term upon submission of an Extension Request to *Equity and Multicultural Education (EME)* and its approval. Appeals may be submitted if the initial outcome of the request is declined.

***Contact details of EME Leader: Christine Tiekle, Tel: 9244 5837, Fax: 9244 5381, Email: christine.tiekle@det.nsw.edu.au*

Daily Routines for teachers: Sentral Notices; pigeon holes; signing on; punctuality; school keys

- All Staff are requested to ensure that they:
 - **arrive** at school generally 15-30 minutes prior to the start of the day and are punctual to timetabled classes, leading an example to students at the school
 - **sign on** the sign on book in the College Common Room every day. Casual staff need to sign on and sign out in the College Administration Room writing next to their name (IEC)
 - **read** Sentral either online or on the A3 size paper copy placed on the 2 whiteboards of the Staffrooms on the morning before class or the evening before, if they wish to
Sentral can be accessed from any technological device i.e. laptop, smartphone, tablet by clicking onto the following address: **web2.bankstowns-h.schools.nsw.edu.au
 - **check** their pigeon holes at the IEC in the morning as well as regularly during the day and/or before they depart. ***Staff members who have a pigeon hole in the College Common Room, need to also check these at least once a day.*
 - **sign out** in the special booklet in the College office if they need to leave the school premises. Accordingly, they need to sign in once they return. This is in the event of any emergency situation that may arise in their absence so they are accounted for
 - **do not misplace or lose** their (smart) keys of the school. The keys need to be safeguarded at all times. Keys are given to staff members from the HT once they have signed for these. Staff who finish up at the school for various reasons must return the keys to the HT and sign for their return as well.

Data Projectors and Interactive Whiteboards

- Most classrooms have data projectors for teacher use. They need to be taken care of and controls be kept safely for use by the next teacher who wishes to use this technology.

Dress Code

- Staff are expected to be dressed appropriately at school, providing an example to the students as the IEC and the College are a non-uniform school. Thongs, high heels,

jeans that have large rips in them must be avoided. For further clarification on dress code issues, staff can see either the HT or the 2iC.

Emergency procedures (Evacuation and Lock down)

- Both the College and the IEC practise Emergency procedures every term. There is a special sheet attached on this booklet to familiarise staff of the procedures.
- Generally, if there is an Evacuation, a long bell is sounded. Classes are assisted by their teacher to leave their room but need to leave their school bag in the classroom and they are escorted to the top Garden area. Classrooms are to be locked by the teacher. The class rolls are distributed to check that all students are accounted for. At the end and through the loud speakers, the end of the evacuation will be transmitted
- In a lock down situation, an intermittent bell is sounded. Teachers need to lock their door and keep the students in the classroom until they are told it is safe to continue as per normal
- For more information, staff can check the Emergency Procedures displayed in staffrooms and classrooms and can refer to the special sheet on the last page of this document

Faculty Meetings

- The position of chair is rotated on a formalised roster and notified by the HT
- The position of minute taker is rotated on a formalised roster and notified by the HT
- The Faculty Agenda is made available for staff who can write on items they wish to bring up, in the HT's Office up until the end of Lunch on the day of the Faculty Meeting. Items can also be added to the Agenda at Faculty meeting, if accessing the Agenda prior was problematic.
- Minutes are recorded and then typed up by the Minute Taker making them available to all staff, clearly outlining decisions, personnel responsible for an action and timeframes where appropriate. The typed minutes are stored on the IEC server.
- When making faculty decisions, group consensus is acknowledged as the most desirable outcome. In most cases, the majority decision will be accepted following DoE guidelines. However, this understandably is not always possible in all cases. It is important to note that some decisions may be made by the HT without any faculty discussion

First Aid Procedures

All staff are to implement Emergency Care Procedures. Where necessary, staff are to

- direct students to the IEC office or send a message to the office for assistance
- Office staff are to inform the delegated first aid officers who will then follow the guidelines for sick or injured students.

Graduation Assemblies

- The IEC organises its Graduation Assemblies usually on the Wednesday of the last week of each term in the middle of the day which is followed usually the on the Thursday with a Picnic day, being the last day of the term
- The Graduation Assembly takes place in the College Hall and is coordinated by a teacher who volunteers for this event for that term. Many staff are involved in the various aspects of this organisation

Homework Policy

- **PREAMBLE**
Homework is a valuable part of schooling, teaching and learning. It allows for practising, extending and consolidating work done in class. Homework provides training for students in planning and organising time and develops a range of skills in identifying and using information resources. Additionally, it establishes habits of study, concentration and self-discipline.
- At BIEC, students are mostly of an adult age who travel a long distance to and from school, who may be working to meet the family needs and who would be trying to come to terms with settlement issues.
- Teaching staff always encourage students to revise the classwork of the day by creating an atmosphere in class amongst their students of the importance in taking responsibility for their own learning. Therefore, a general policy is in effect that allows the teaching staff to assess the class needs and for the staff to provide, where they view best, some work to maintain a regularity of completing classwork at home for revision purposes or for preparation of upcoming assessment and non-assessment tasks.
- Homework can be differentiated to address the varied student needs within a class.
- Homework is at the discretion of the teacher and the work attempted at home can be discussed at the next lesson to allow students to share their answers and for them to feel that they have contributed to their own learning under the guidance of the teacher.

IEC Assemblies (fortnightly) & Whole College Assemblies (once a term)

- For the purposes of celebrating and/or communicating, assemblies are an important part of the IEC routine. They are generally held first period of the term as a “Welcome Back Assembly” to the school in the Hall when new timetables are issued to the returning students and as a fortnightly Assembly on the odd week Wednesday between 11.15am and 12.00pm and between 12.00pm and 12.45pm depending on the size of the IEC as mentioned on Sentral. The venue is usually the TLS (Tiered Learning Space) or elsewhere, as made known leading up to the event. These are organised alternately between the HT and 2iC.
- All staff except for the SAM and SAO and all students are expected to attend all assemblies unless otherwise notified via Sentral in terms of staff presence.
- Once a term and usually in the second half of the term, a combined formal College and IEC Assembly is organised. All staff are required to be present and assist in the supervision of all students.

Interview of students between 16 – 26 years old UPON ENROLMENT

All new students between the ages of 16 and 26 years old, after successfully applying to study at the IEC are subject to a formal interview by the HT, the 2iC or the Shadow 2iC to ascertain if the IEC is the best place for them. (*Eligible and successful students commence studies on the Monday Orientation class following the interview*). These interviews usually last for an hour and are organised by the Front Office in advance.

Students who are below 18 years are required to have their parent or caregiver present. SLSO staff are allocated to the interview in order to help with interpreting and the administration of each interview. If no interpreting is available due to a minority language, the case worker of the new student may assist or TIS (Translating and Interpreting Services) may be contacted prior to assist on 131 450.

At the interview, a profile is created and documented with the student's educational and family background as well as other issues eg medical information, displacement due to war etc. Simultaneously the interviewer Exec staff makes known to the new students of the rules and regulations of the IEC. A copy of the documentation is provided to the Counsellor and the original is given to the Office.

At the end of the interview, an English language and a Maths entry test of 20 minutes each are administered to ascertain level of ability in language and in numeracy to assist in level and class allocation.

Intra IEC Staff Communication

This includes the following:

- Sentral Daily Notices and upcoming events on Sentral
- written information on staffroom white boards
- written information distributed to staff where appropriate via internal pigeonholes
- faculty meetings and minutes
- small group/relevant personnel discussions
- at Morning Teas on Thursdays at Recess, held usually in the School Common Room

It is the responsibility of the staff to check communication avenues/channels regularly.

Learning Support Team (LST)

- The Learning Support Team meets usually 3 times a term to discuss student issues and student referrals and issues providing advice and support. The LST can be accessed and completed via a special lilac form found in the pigeon holes and then submitted for consideration by the team before the team meets. The meetings are publicised on Sentral. The LST Coordinator, **Ms Irene Fotis** administers the LST administration.

Management of students by teachers

Teachers are to:

- manage any unacceptable behaviour exhibited by students
- address the matter with the student
- use interpreters, if need be
- keep students in class after the lesson to discuss the issue of misbehaviour
- notify the HT if the issue was beyond their control
- enter incident on Sentral

On rare occasions, when the situation becomes unmanageable or in the best interest of student, class and teacher, the student causing concern may be directed to leave the room and told to report to the HT. (*Because of our duty of care, a student cannot be directed to leave the room without any destination or cannot be out of sight.*) Please provide the student with a note briefly explaining the circumstances of his/her referral to the HT.

The HT will direct the student to write down, in a language of their choice, what happened. The student is then to wait for the teacher concerned. At this stage, depending on the issue, the matter may be resolved between the classroom teacher, the HT and the student. If the matter is unresolved, then the next step is to refer the matter on Sentral. Once referred to HT, the matter is in the hands of the HT. The HT will advise the staff member of the outcome.

Sick students in the classroom should be directed to the Office to be managed by the Staff there. However, if students are presenting with serious ill health (eg dizziness or severe head ache), they should be escorted to the Office by fellow students.

At the end of this document, there is a reference to BIEC's Behaviour Management Policy.

Meeting Protocols at Faculty meetings or at other meetings

- All staff have an equal right to speak/express their point of view and be listened to in relation to the issue. Speakers & listeners must exercise respect at all times and for the issue discussed in this public forum. Certain issues may need not be discussed in this, particular if they are under investigation
- Time restraints/limits, as indicated on the agenda are to be followed
- There will be uninterrupted time for the speaker to speak about his/her item within the timeframe allocated
- Discussion/clarification time will follow (if required)
- Extension of time may be requested by motion and by majority consensus

Mobile phone usage by students

- Phones must be switched off or on silent and be kept in the students' bag/pocket during class time

- Students must ask the permission of the teacher to use their phone as a dictionary or to take a photo of the work on the board
- If students use their phones for the wrong reasons eg. SMS, Facebook, etc, the teacher requests the phone and the student will get it back at the end of the day from the IEC office. Teachers must pass on confiscated phones to the SAM ASAP with student's full name and class
- If students are expecting an important phone call they must tell the HT in the morning. The HT may give permission and a note to show the class teachers. The phone can then be kept on the desk on silent

Post IEC Student Placements

The placement of graduating students is the responsibility mainly of the Transition Teacher as well as the Transition Team in consultation with students, their families and staff, where appropriate.

The Procedures are as follows:

- Initially, the 2iC or Counsellor (or delegate) will interview all graduating students to discuss options and pathways
- After discussions between relevant parties, a high school or TAFE option is decided. The 2iC or Counsellor organises enrolment for the students applying to TAFE and the 2iC (or delegate) contacts the receptor high schools arranging relevant enrolment interviews. The Counsellor organises "special" high school placements.
- The 2iC (or delegate) co-ordinates the issuing of the IEC report and letter of introduction for receptor high schools.
- The 2iC (or delegate) liaises with receiving high schools, when and if required.

Programs/Registrations

- Semester Programs/Registrations are submitted to the Head Teacher generally in Weeks 9 or 10 in Term 2 and Term 4. These are evaluated and feedback is given back to the teacher. Programs are owned by the DoE and are archived online on the IEC server
- A template is found in the relevant folder online for completion of Programs/Registrations

Publicity / Publications

- Any IEC publicity/publication is to be done in consultation with the HT. Forms of publications usually include the Term Magazine and the regular newsletters. Upon enrolment, students sign a special sheet to allow for photos or work to be publicised or not if that is the case desired by the student.

Staff Absences eg Sick Leave

- Staff who are unwell, must notify the HT between 6.15am-6.30am on the day of the absence or earlier if possible e.g the evening before or day before. The HT will book a casual for the absent teacher.
- Staff are expected to email the HT (**dimitrios.kametopoulos@det.nsw.edu.au**) and cc the 2iC (**leesa.hubbard@det.nsw.edu.au**) their classwork for the casual teacher before 8.00am on the day of absence or have the classwork ready on their desk, if they have prepared it the previous day. Alternatively, if work is unable to be emailed, then the teacher may request the casual to access emergency folders for work. It is the responsibility of the absent teacher to provide the work and not the responsibility of fellow colleagues to do this. Upon returning to school the staff member must apply online through ESS for the leave they had, although this can be done from home too.
- For partial absences – arrangements of internal swaps need to be organised by the teacher needing partial absence. The HT is to be informed of any changes ASAP.
- For longer leave, eg applying for LSL (Long Service Leave) or LWOP (Leave Without Pay), staff need to discuss this prior with the HT and then apply online to the Principal of the College following DoE procedures for this matter.

Student Management Referrals

- Student Management issues need to be dealt with initially by classroom teachers and all attempts made to resolve them at that level. It is the responsibility of the teacher to do everything possible to resolve the issue before referring the matter to the HT via Sentral. The entering of student referrals on Sentral for the HT is at the discretion of each staff member (both support and teaching staff). Suspensions of students are dealt by the Principal of the College and procedures are followed as per DoE guidelines.

NB: In any situation where safety becomes an issue, the staff are to seek HT assistance immediately

Subjects taught at BIEC

There is a wide curriculum offered at BIEC through many subjects in the various Levels. However, some Levels follow certain subjects that are only pertained to that Level due to the students' language ability as predetermined by the IEC. The periods allocated to each subject are approved by the HT and carried through the timetabling process by the Timetabling Team.

The subjects are:

- English
 - For Level 3 English only: Creative Techniques, Writing Skills & Work Readiness
- Mathematics (streamed across Levels)
- HSIE (Human Society and its Environment)
- Science
- IT (Information Technology)
- Health-for Level 2 & level 3 only
- Visual Arts-for Level 1 only
- Sports/PE (Physical Education)
- Reading
- Film Studies-for Level 2 only

- Tutorial Support (BKSB-Basic Key Skills Builder)-for Level 2 & Level 3 only
- Speaking and Listening-for Level 1 only
- Electives (one period a week on Tuesdays Per 4. Elective examples are Healing through Drumming, Yoga, Volleyball, Athletics, MOSAIC with UNSW, Italian & Greek, Debating, Board Games, Singing, Playing with Language on Computers, Walking, Tai Chi, Playing with Music, Drama, Gardening etc)
- Mentor periods, weekly (a welfare and information based program)
- TAFE Taster program for Graduating students only on a semester basis (Term 1 & 3)

Playground Duty

- Teachers who are timetabled to playground Duty must be at their designated site on time and be active on their duty. The areas around the school are:
- *The Front of the School*-check for outgoing students and their early leavers' pass
- *The Cafeteria*-check that students are lined up at the canteen window & all is well at the venue
- *The Quadrangle*-check that students are behaving appropriately
- *The Back Oval*- check that students are behaving appropriately & smokers are over 18
- A roving Head Teacher checks that all teachers are on duty.

Professional Learning (PL); attending courses

Teachers may access various courses outside the school participating in professional learning opportunities. The procedure is as follows

- Teachers identify what they would like to participate in and link it into the College and IEC plan
- Teachers apply via the College in-service request form and return it to the IEC HT
- The IEC HT gives the form to the Deputy Principal responsible for PL
- Once approved, the teacher is notified and then he/she can register through the PL channels
- Upon returning to the school, the teacher should share the information and/or knowledge gained by that PL

Resources at the school

All resources are available for the use of all staff. For ease of access and tracking of resources, it is important that all resources are returned to their correct location. The borrowing and returning of these resources need to be recorded on the relevant borrowing sheet.

Calculators

Students are to purchase and use their own individual calculator.

Dictionaries

Students are to purchase and use their own individual dictionaries. Students must ask for the permission of their teacher to use their phones as a dictionary.

Photocopy machines

Staff can make use of the photocopy machines at the IEC and in the College Common Room but they need to ensure that they are not wasting valuable paper or ink if they do need to use as much.

Desktop computers

Staff can use the desktop computers in the Print Room, next to the IEC Office & in Staffroom 2. If all the computers are used, staff can go to the Library, if need be and use the ones there.

Student, Parent, Guardian, Caregiver Permission are required for

- excursions, variations to routine involving leaving college grounds
- medical checks
- absences – P (partial) or W (whole) for under 18s
- screenings – **M, MA, M15+ - under no circumstances can R rated material be screened. Guardian permission is required for under 18 students and students over 18 must sign a form agreeing to watch the movie. These movies should only be screened if they are relevant to the IEC program studied in the subject area.**
- publication of any student work – any medium
- internet agreement, IT agreement and student agreement
- any absences or leave requests for students under 18 years

Students Out of Class

It is expected that all students remain in class for the duration of the timetabled lesson including the 2 or 3 period blocks. Students should not go to the office during class time to deal with their business (eg Centrelink etc). They should be told they can go at the break times.

Support Staff (SLSOs – School Learning Support Officers)

The role of the School Learning Support Officers (SLSOs) or Support staff is primarily based on supporting the language needs of the students and teacher to facilitate effective teaching and learning and support the resettlement of the students. This is their underpinning role. They can be booked for specific periods on a booking sheet on the whiteboard.

They can be used for:

- interpreting / translating from English to first language and reverse
- small group L1 work

- small group English work
- 1→1 instruction
- Interviews

The SLSO's role, however, is not one of class supervision or discipline; that is the teachers' responsibility. Under the direction of the SAM, their role can also include administrative and clerical tasks.

Because of the varied facets of their role, the following priority order exists:

1. Counsellor / Head Teacher interviews
2. Classroom bookings to support teaching and learning will be organised through individual teacher negotiation and co-ordinated by the School Administrative Manager (SAM) / School Administrative Officer (SAO) and supervised by the Head Teacher
3. Administrative / clerical duties and preparation of teaching resources.

Team-Teaching. A brief guide for this operation at the IEC

A Team Teacher is used to the best of the school's ability to concentrate on some needy classes/students, rather than to be 'spread out' all over in the planning/ timetabling of classes.

- Both the **Substantive** Class Teacher and the **Team** Teacher work **together** in the class and should be viewed as **equal** partners in the allocated lesson times for lesson delivery and assisting the students to access understanding of the taught area. Even when standing in the classroom, it would be beneficial that both teachers stand up at the front in unison, rather than one at the back of the classroom, unless prior arrangements have been made.
- Whilst there is no allocated planning time in the existing timetable structure, if both teachers could set some time to meet up briefly beforehand and outline upcoming lessons and/or evaluate ones that have been done, that will assist in the overall and specific planning.
- **Team** Teachers and **Substantive** Class Teachers can change roles during lesson times; that is one can teach while the other works with individual students or groups of students in the classroom. If need be, one teacher can withdraw for a short period of time a group of very needy students to provide intensive work within that KLA.
- In regards to report writing, the **Substantive** Class Teacher should be reporting on student outcomes. If desired, the **Team** Teacher may have an input in the reporting and upon consulting with the **Substantive** Class Teacher.
- Resources produced by both Teachers are to be used for the common use of other colleagues as well.
- Programs/Registrations that are submitted by the **Substantive** Teacher would need to make a reference that a specific class was team-taught and the name of the team teacher would need to be inserted into the document for archival purposes.

Term calendar - routine of typical/indicative term actions

The following timeline of a Term is typical of the MAIN duties, actions and responsibilities taken by the Head Teacher for the smooth running of the term within the IEC.

TYPICAL DUTIES/ACTIONS WITHIN A TERM AT BIEC		
Week 1	Day 1	Welcome Back Assembly for students
	Tuesday	Electives Presentation Assembly for students
Week 2		
Week 3	Wednesday	IEC Fortnightly Assembly
	Thursday	Student numbers submitted to Equity & Multicultural Education (E & ME); Variations to Classes submitted if needed. <i>Student numbers may be submitted to the Principal upon his/her request for general staffing purposes, usually in Term 1.</i>
Week 4		
Week 5	Wednesday	IEC Fortnightly Assembly
Week 6	All week	Initial predictions made for next term student numbers & classes
Week 7	All week	Predictions made for next term's student numbers & classes
	English teachers' meeting	Initial Class Movement discussion & proposals
	Wednesday	IEC Fortnightly Assembly-Mid-term 95% & above Attendance certificates presented to students
	Thursday	IECs HTs & DPs Exec meeting in the City (All of IEP- Intensive English Program) under the leadership of Equity & Multicultural Education
	Thursday	Applications of Extension Requests submitted to Equity & Multicultural Education
Week 8		Offers made to non-permanent staff for next term, teachers and SLSO/Admin according to predicted staffing by the DoE
		Subject Preferences issued to teachers
		Timetable operation commences by the Timetable Team
		Transition Team meets; incoming students to the College are discussed
	Faculty Meeting	Follow-Up Class Movement discussion & proposals
Week 9		Timetable operation continues by the Timetable Team
		Entry tests are given to incoming students to the College
	Faculty Meeting	Finalisation of Class Movement discussion & proposals
	Wednesday	IEC Fortnightly Assembly
Week 10		Timetable operation is finalised by the Timetable Team
	Wednesday	Graduation Term Assembly (second half of the day)
	Thursday	End-of-Term Picnic Day
		Next term's student numbers submitted to E & ME

Transition from the IEC to further study

- The IEC has a Transition Policy that assists in the smooth transition of the graduating students to the Senior College, to other High Schools, TAFE or other post-school educational programs and pathways. The Transition Team meets usually twice a term to commence and carry out the processes as outlined in its Policy.

Transportation to BIEC

The IEC is easily accessed by public transport. There is a bus stop outside Bankstown Hospital, directly opposite the school with buses to and from Bankstown train station, as well as bus stops on Chapel road, a 7-8 minute walk from the school that connects the school with Bankstown, Padstow, Liverpool and Strathfield. The school is approximately 2 klms from Bankstown train station. More information can be obtained from the website which contains exact times of the various buses' arrival and departure times.

Types of Meetings and Staff groups

- There are many types of Meetings at the IEC and the College and staff are required to attend these unless otherwise informed eg non-working days, shorter working days etc
- Faculty meetings - *generally on a weekly basis* (see information about Faculty Meetings)
- General Staff meetings – *usually 2-3 times a term* (all staff attend these across the school)
- Cross Curricular meetings – *usually twice a term*
- Committee meetings – *usually once a term*
- Special Interest Group meetings – *usually once a term*
- Professional Learning meetings – *usually once a term*
- IEC Learning Support Team meeting – *usually 3 times a term*
- IEC KLA meetings, *as needed*
- IEC Level meetings, *as needed*
- Transition Team meeting – *usually once a term*
- SDDs (School Development Days) – *these occur on the first day of Term 1, Term 2 and Term 3 and the last 2 days of Term 4. **At BIEC and BSC, the practice is that the last 2 days of Term 4 are placed on 2 Fridays within the year. These are mandatory days as they provide obligatory requirements that teachers need to accomplish annually or biennially.*

Variation to Routine eg organising excursions/incursions

Guidelines, as per Bankstown Senior College Variation to Routine documents, are to be followed. It is the responsibility of the organising teacher to complete the Variation to Routine pink coloured package, including a risk assessment, and then follow the procedures listed therein. This process must be completed 14 days before the event.

Within the IEC, variations to routine involving room/timetable changes are to be organised in consultation with the teachers involved and with the relevant information provided to the HT in advance as early as possible. These variations must be notified to be put on Sentral and recorded on the staffroom whiteboards. For TV/smartboard/library bookings, staff are to first consult with teachers involved in any room changes and then complete TV booking sheet or Sentral booking for resources within the College.

Visitors at the IEC & ex-students

Visitors and Community members (eg SSI staff, Parents/Guardians) as well as regular volunteers are always welcomed to the IEC but must present themselves at the Front Office. In particular, approved community volunteers sign in and sign out and should wear the special lanyard given to them from the Front Office staff. The visitors and/or parents wait in the Waiting Area of Staffroom 2 until they are served. If ex-students come to visit, they need to follow the same procedures. If they need to see past teachers, it is best they wait for them at break times. Visiting teachers at class time must be avoided for the smooth running of lessons.

All visitors are given a brief orientation of the IEC and the procedures in cases of emergency.

Website of the IEC (www.bankstownc-i.schools.nsw.edu.au)

The website is maintained by the Head Teacher. News, photos and calendar updates are uploaded on a regular basis. Teachers may contribute articles and once approved, the HT will upload them accordingly.

Working at the school outside school hours or on the weekends

In order to ensure safety, there are DoE guidelines issued for staff if they wish to come and work outside school hours and/or the weekends, including Fridays. A sign-on-book is found in the Office Foyer for the staff member coming in to sign the time he/she arrives and then the time he/she signs out. In addition, the staff member needs to ring or sms the HT about their arrival and their departure. Staff members are advised to make mention of the anticipated length of stay at the IEC during that time. If smsing the HT should respond almost immediately acknowledging the message and the staff member's intention.

New Casual Teacher at the IEC – Information about BIEC in a synopsis

ESSENTIAL: Day to day casuals must provide copies of their WWCC, E-Emergency Care, Anaphylaxis & WH Induction certificates to be considered for casual employment.

Information about workplace expectations, procedures and policies is important for any new employee.

The IEC is a specialised environment requiring specialised skills to ensure successful learning of all students with a welfare approach to the students. Consequently, the HT's role is to actively supervise all members of staff to ensure quality teaching, learning and well-being are being delivered.

Remember, we are all part of the same team and our actions and words will impact on others either positively or negatively. **Respect** for everyone and all is the driving force at BIEC!

Code of Conduct (Key points)

1. **Punctuality:** all staff are expected to be at school 15-30 minutes before their workday starts, sign on, read the whiteboard notices and/or Sentral before going to class. Sometimes unscheduled faculty meetings are held at that time. Also, the Head Teacher needs to know all staff are present because of duty of care and quality learning.
2. **Stay with your class.** Do not leave students unsupervised. You have duty of care over them. The 3 minute rule is strictly adhered to by all teachers and for all students. If students are more than 3 minutes late to class (any class during the day), they must be sent to the IEC office for a late pass, and they must give it to the class teacher.
3. **Appropriate clothing and Covered footwear** must be worn in school, particularly in practical labs.

Mobile phones & other behavioural issues (Key Points)

- Phones must be switched off or on silent and be kept in students' bag/pocket during class time.
 - Students must ask the permission of the teacher to use their phone as a dictionary or to take a photo of the work on the board.
 - If students use their phones for the wrong reasons eg. SMS, Facebook, etc, the teacher takes the phone and the student will get it back at the end of the day from the IEC office. Teachers must pass on confiscated phones to the SAM ASAP with student's full name and class.
 - If students are expecting an important phone call, they must tell the HT in the morning. The HT may give permission and a note to show the class teachers. The phone can then be kept on the desk on silent.
5. **No gum, no food, no drink in classrooms at any time during the day.** Water is allowed for both staff and students, if need be, in the classroom.
 6. No ear pieces in view.

7. No hats, caps or bandannas worn in class
8. All counsellor referrals are to be entered on Sentral, with notification to the HT
9. All family contact or absent student contact is made by the Head Teacher, counsellor or attendance coordinator
10. All new program initiatives or Variations to Routine are first discussed with the Head Teacher
11. All TPL requests are first discussed with the HT before any application is made
12. The completion of all programs / registers and academic reports is mandatory
13. Be diligent in all aspects of every duty you fulfil, including playground duty (modelling, duty of care)

Student Management (Key points)

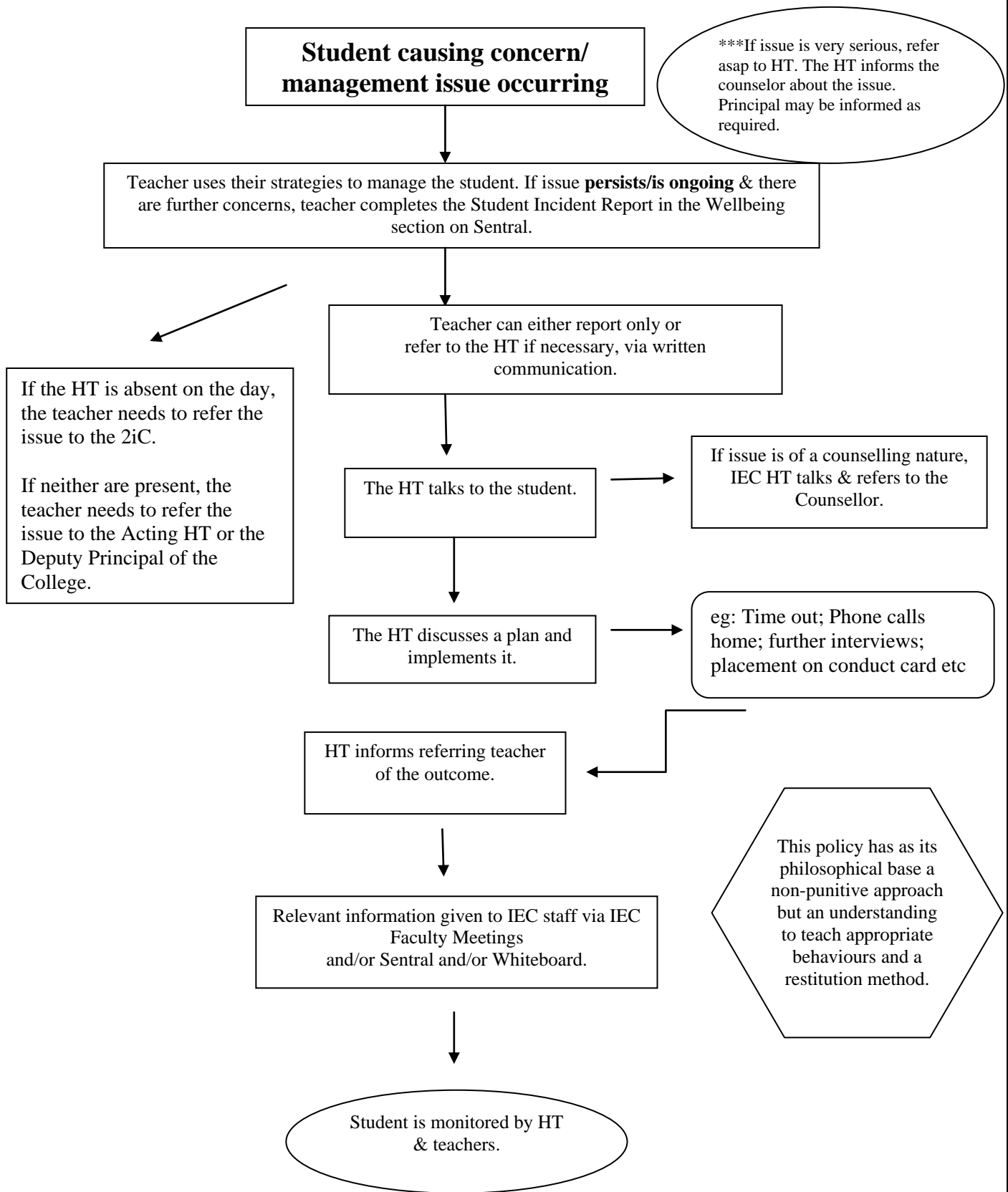
Australian culture/workplace expectations; modelling acceptable vs unacceptable behaviour, fair and just treatment.

- a) At all times, show respect and expect respect. Use appropriate & welcoming tone of voice rather than another tone. This is the best way to build a rapport with the student cohort.
- b) Initially, all classroom teachers deal with all student management issues. If there are unsuccessful resolutions, report incident on Sentral. Urgent or serious matters (e.g. fights), alert Head Teacher asap (via student/SLSO if necessary)
- c) Don't make threats that you can't carry out. Avoid backing students into a corner – **best practice**: give them 2 options from which to choose one. Outline consequences of each choice.
- d) Gauge student understanding through work completion and on-task behaviour/engagement (if no learning is happening, it becomes a frustrating waste of time for IEC students and in their eyes will further highlight their “disadvantaged situation” and this will compound other issues, including behaviour management)

Admin (Key points)

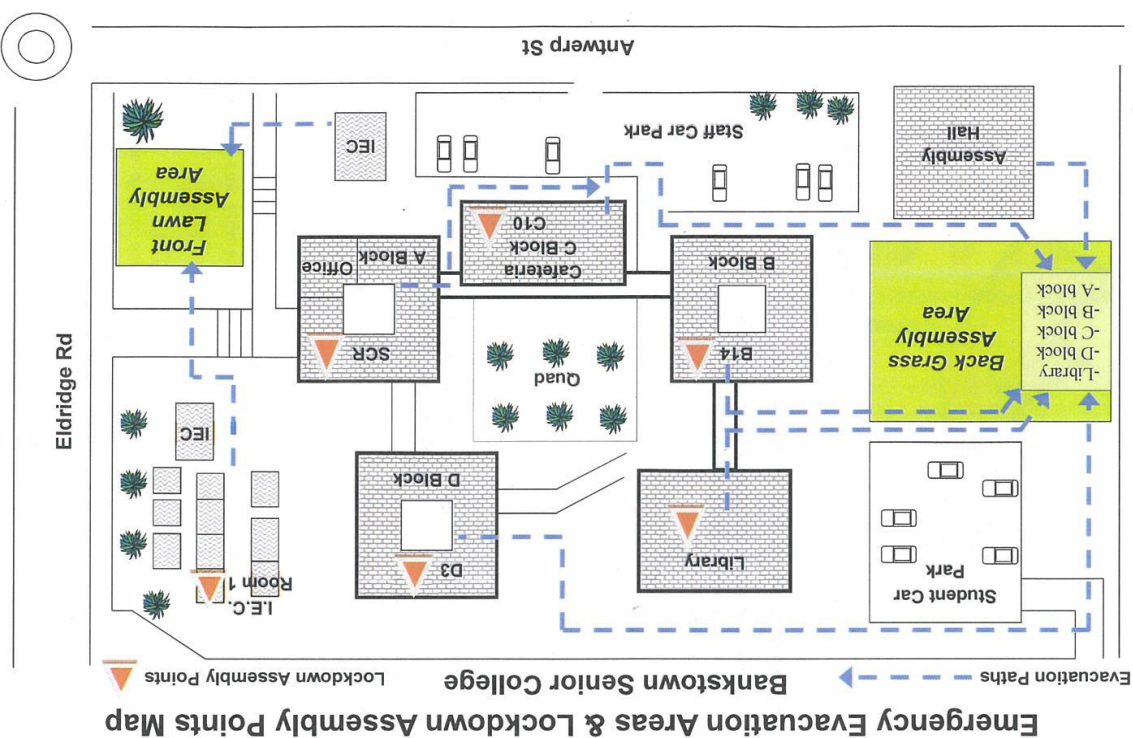
1. Day to day casuals sign on (and sign out) in the Casuals Folder in the College Admin Office in A block. Block casuals and permanent teachers sign on in the common room (upstairs) in A block.
2. The SAMs (School Administration Manager) Robyn Giuliani or Eptessam Mekho have the casual pay forms and can answer many questions. The orange casual sheet can be obtained from the IEC Office before the start of the day. The back page needs to be completed as well.
3. Please mark the paper rolls obtained from the Office for each class of the day covered (“a” for absent, with a ^P above for late comers) and return these at the end of the day to the Office.
4. Classrooms are to be left tidy after each lesson, with windows closed, fans/aircons/lights turned off and classroom doors locked at the end of the day.

STUDENT BEHAVIOUR MANAGEMENT-POLICY AT THE IEC

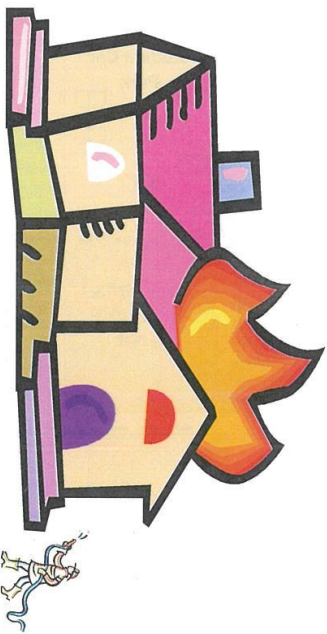


EMERGENCY PROCEDURES – ANALYTICAL

T:\VHS\Teacher\WHS 2016\Evacuation Map -2017.docx

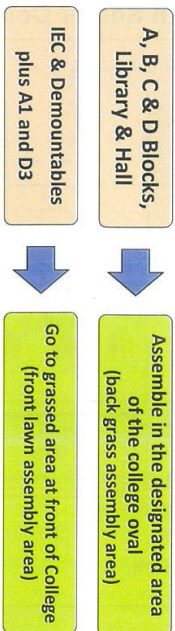


Emergency Evacuation Procedure



An alert signal will sound continuously

1. Under the instruction of your teacher move quickly out of the class to an assembly area. (Shut doors and if time permits close windows. Do not bring your bags.)



2. Once at the BACK grass assembly area students need to find their mentor teacher, where a class roll will be taken. (Students are not to use communication devices during this time).
3. Once an "ALL CLEAR" announcement is made, a teacher will instruct you to return to your classroom.
4. Proceed back to classrooms to continue lessons, or collect belongings.

Private Study: Students in the Cafeteria or Library:
Students are to make their way to the back grass assembly area and have their name marked by their mentor teacher.

EVACUATION: OUT of CLASS TIME
All college students are required to assemble on the college oval/back grass assembly area and have their name marked/recorded by their Mentor teacher.

Visitors/Workers: Go to either the back or front grassed assembly area.

Follow directions as on the attached Emergency Evacuation Assembly Areas Map.

EVACUATION Instructions 2017\191\Teacher\WHS 2016\EVACUATION Instructions 2017.docx