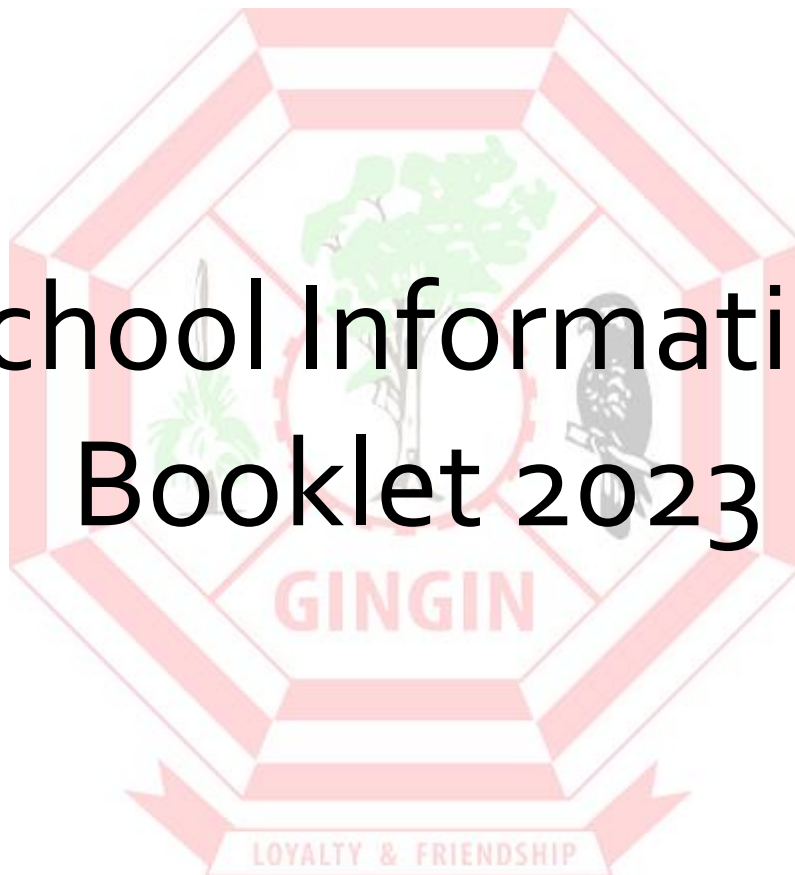


# Gingin District High School



## School Information Booklet 2023



Creating a positive, uplifting community where students succeed.





## OUR VISION

*"Our vision is to lead in the provision of education within our community through relevant curriculum that embraces a balance between academic achievement and citizenship. We will create an uplifting positive environment in our school where all students, staff and our community feel a sense of belonging.*

*We endeavour to work collaboratively to provide opportunities for all to reach their full potential and where achievements are celebrated with pride."*

### SCHOOL

Daw Street Gingin W.A. 6503

Phone Administration (08) 9575 5300

Pre-primary (08) 9575 5331

Kindergarten (08) 9575 5317

E-mail: [gingin.dhs@education.wa.edu.au](mailto:gingin.dhs@education.wa.edu.au)

Web address: [www.gingin.wa.edu.au](http://www.gingin.wa.edu.au)

Facebook: <https://www.facebook.com/Gingindhs>

### PRINCIPAL

Mr Kevin Brady

### DEPUTY PRINCIPAL

Ms Andrea Vis

### DEPUTY PRINCIPAL

Ms Carly Bowen/Mrs Susan Mann

### MANAGER CORPORATE SERVICES

Mrs Pauline Seivwright

*For safety reasons, if you are visiting the school, please sign in at the front office.*



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## From the Principal



*Principal, Kevin Brady, with Minister for Education, Sue Ellery, MLC, and P&C President, Martin Aldridge, MLC, at the opening of the new classrooms.*

Welcome to Gingin District High School! I hope you find this booklet helpful in giving you information about our school and the opportunities that we provide for your child / children.

As a local, family-oriented school, we offer a strong range of experiences for all our students, including academic, sporting and extra-curricular activities. Our staff pride themselves in knowing students and families individually, and in using that knowledge to help students achieve positive life goals and transition successfully to their next phase of learning or work.

Our school curriculum is the state-wide curriculum established by the School Curriculum and Standards Authority (SCSA). As a school, of course, we are judged on the quality of the learning and the standards that we achieve. Our results that show that our students achieve at the expected level, or well above expected level, in each year level.

We are incredibly proud of our students and staff members here at school, as their harmonious professional relationships are part of the reason why our school is considered a happy and stimulating place to learn.

I frequently receive praise for the work of our teachers and staff. This praise is well justified. Aside from the nurturing and positive environment that our teachers provide, our systemic assessment results show that our students achieve results better than like schools. The quality of the learning in Early Childhood puts our students on a path to a successful school career and a successful life and at the other end of the school, most Year 10 students achieve success in OLNA assessment that leads to their Western Australian Certificate of Education. With our new expanded opportunities for Year 11 and 12 students, we are confident that we provide high levels of success for students across their entire learning journey.

What we pride ourselves on at Gingin District High School is that we develop the whole person, and the range of experiences that we provide shows how committed our teachers and non-teaching staff are to developing all our students. All staff endeavour to achieve our school's vision – to create a positive, uplifting school community where students succeed. This includes building a parent-friendly environment where families are welcomed and supported.

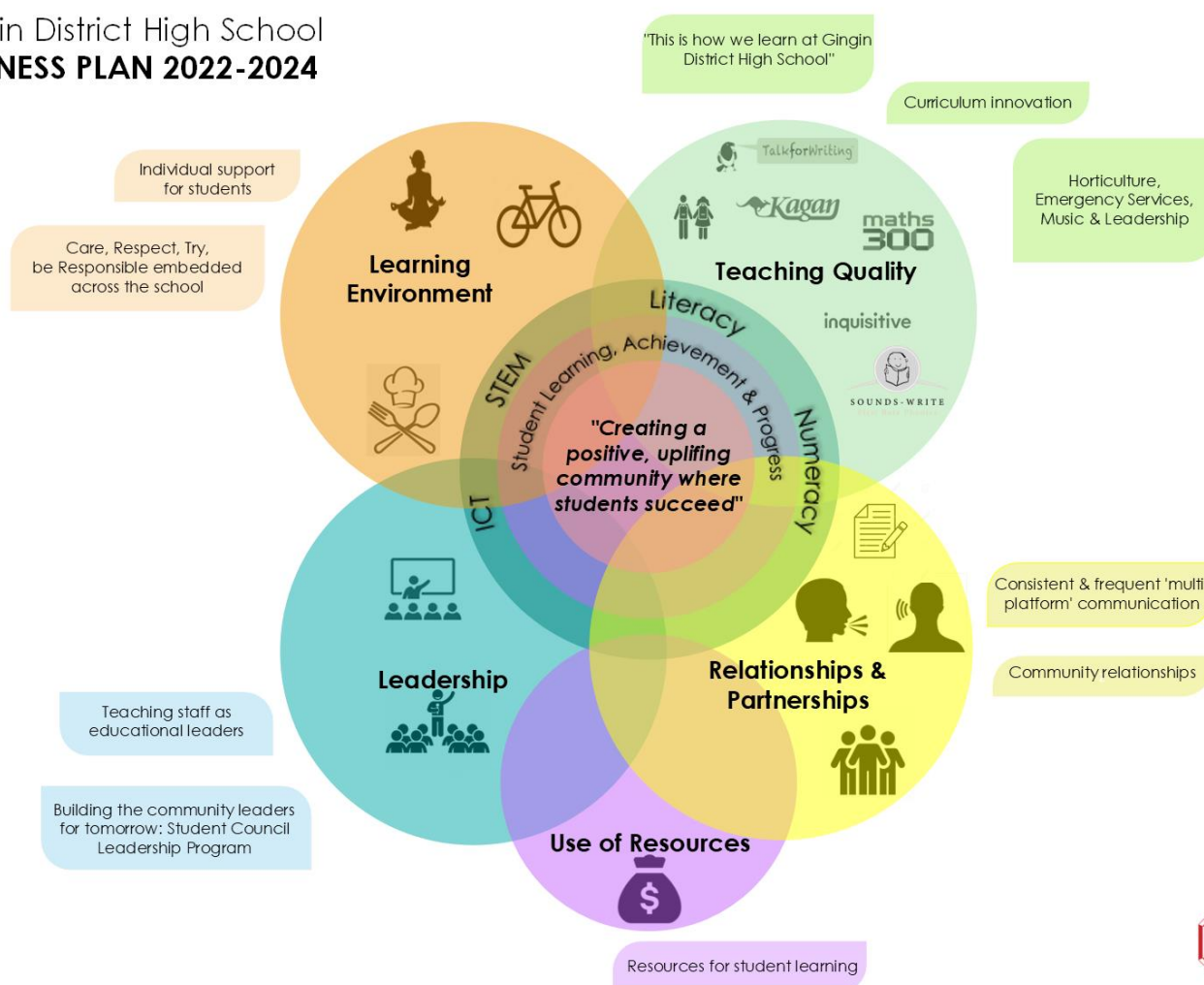
Our parents and community partnerships help to round out the full range of support for students. In particular, the P&C provide an important avenue for parents to support the school, and parents are welcome to become involved with the P&C. Our School Board, led by Dr Carolyn Johnson, is constituted to provide strategic governance for the school, and to lead discussions that will ultimately benefit students. The Board is represented by parents, teachers, and community members, and so provides a positive forum for policy discussion and development.



## Our School Plan

Our school vision is to *create an positive and uplifting school community where all students succeed*. The vision is developed through our School Business Plan. The Plan is developed with staff and community input, and the development has been overseen and approved by the School Board. The schematic below shows key areas of current focus for our Plan. The full plan is available on our website.

### Gingin District High School BUSINESS PLAN 2022-2024





## General Information

### Siren Times

8.35am	First Period (Secondary) Primary staff in classrooms
8.45am	Primary classes commence
9.30am	Period 2
10.25am	Recess
10.45am	Period 3
11.40am	Period 4
12.35pm	Lunch
12.45pm	End of eating period
1.15PM	Period 5
2.05pm	Period 6
2.45pm	Kindy/Pre-primary finish
2.55pm	End of school day

### Enrolment at School

The Department of Education requires all applicants for enrolment to use the *Application for Enrolment Form* and enrol eligible children using the *Enrolment Form*. Parents are required to provide their child's immunisation status and Medicare number at the time of enrolment.

The year level placement of a child, is based on age appropriate placements linked to Western Australian school starting ages. Note that the school will notify a child's previous school regarding the new enrolment, and children can only be enrolled at one school.

### Family Court Orders

Parents have the responsibility to provide the school with a copy of any such court orders so we may act accordingly.

### Collecting Your Child or Visiting the School

For the safety and welfare of all students and efficient delivery of goods and services to the school, all visitors must sign in at the reception area of the school using the Passtab App and collecting a visitor's sticker. If you wish to see your child's teacher, or a member of the school executive team, please ring to make an appointment. Parents who are dropping students off at school should depart the school promptly by 8.45 or collect a visitor's sticker from the front office.

Parents who need to collect their children before the end of school may do so by using the Passtab App at the front office. For your child's safety, the school will only release a student to the child's parent or legal guardian unless specific arrangements have been made with the school.

### Attendance and Absences

Parents are requested to notify the school by **phone on 9575 5300 or SMS a message to 0407 082 264** before 8.30 a.m. when their child is absent from school. Students are required by legislation to attend school each day unless they have a legitimate reason to be absent. If parents are planning a vacation during term time, the school must be notified in advance and an *"Approved Vacation"* status entered for each child. Kindergarten



students attend five full days per fortnight – Monday and Thursday, or Tuesday and Friday, and each alternate Wednesdays.

## Student Health and Welfare

### Medical Conditions

Medical Conditions must be declared on the Enrolment Form and reviewed each year. This enables us to best provide the support necessary for your child. Parents of children with serious or life threatening medical conditions must complete an Individual Emergency Action Plan to cover any contingencies that may occur at school. EpiPens and other forms of medication are stored in the front office for ease of access. Parents are requested to collect their child's medication during school holiday breaks to ensure that it is stored appropriately, whilst the school is unattended. Please feel free to discuss your child's needs at any time with either the classroom teacher or a member of the school Leadership team.

### Illness or Injury at School

In the event of a child being ill or injured at school, an attempt will be made to contact the parents immediately. It is important that school information relating to contacting parents in an emergency is kept up to date. In the case of a serious injury the student will be taken to the doctor, or in the event of an emergency an Ambulance called, and then the parent will be contacted. The Department of Education does not have an insurance scheme for accidents. It is recommended that a private scheme be investigated by parents/guardians. Please note that costs for an ambulance if required remain the parents' responsibility.

### Infectious Diseases

The exclusion periods for the most common infectious diseases are as follows:-

**Chicken Pox** – exclude until sufficiently recovered.

**Measles** – exclude for at least 7 days. Notify the school.

**Mumps** – exclude from school. Re-admit on Medical Certificate.

**Ringworm** – exclude from school. Re-admit on Medical Certificate of recovery or that the child is no longer likely to convey infection.

**Rubella (German Measles)** – exclude from school. Re-admit on Medical Certificate of recovery or where no medical Certificate is available, re-admit on subsidence of symptoms (sore throat and rash).

**Head Lice** – Students are not permitted to be at school with live lice. Students may return after treatment. Treat with commercially available treatments.

### Medication

The school must be notified if students need to administer prescribed medicine while at school. Significant paperwork must be completed by parents, and often doctors, to enable medication to be administered at school. If children are required to have medication during school hours (including Panadol or paracetamol), please ask at the office for a Medication Permission Form. Primary children are not allowed to have medication in their school bags except for Asthma medications.

Even if your child carries and administers their own Asthma medication you are required to complete a student Health Care Summary (HSC) Form which provides an overview of your child's health care needs and information for use in a medical emergency.

### Allergies

Our school does its best to be an "allergy aware" school. Staff have been trained in severe allergy management and the school has implemented strategies to keep students as safe as we can. Whilst children are being taught to care for themselves at an age-appropriate level, we ask that you help us educate your child on the importance of not sharing food with others, washing hands after eating and calling out to an adult if they think their friend with allergies is sick. With increased awareness and understanding of anaphylaxis, you will be able to help those around you.





## Student Excursions and Amenity

### Carnivals and Country Week

The school participates in a number of inter-school competitions during the course of the year. Students not participating in these carnivals are still expected to attend school where a modified program will be conducted. If your child is not attending school on any of these days, then their absence should be reported as per the absences information outlined above.

### Camps and Excursions

Throughout the year, students may be offered the opportunity to attend several excursions or camps. These are approved through the school Leadership team, and staff are required to undertake a rigorous risk management analysis for each excursion. Camps and excursions do incur a cost which is advertised to parents in the year prior to the event.

### Year 6 Graduation

The end of Primary Graduation is a formal ceremony celebrating students' achievements in their primary years and forthcoming move into high school. Graduands may present a range of items, a mini-synopsis of themselves and some of their work to parents, relations and guests. They are then presented with a graduation certificate, including group photograph.

### Year 10 Farewell

The Year 10 Farewell takes place near the end of Term 4. The function is held in the evening and usually consists of a formal ceremony, usually followed by a less formal entertainment. Attendance at the Year 10 Farewell function is by invitation.

### Student Council

The Student Council comprises of elected students from Years 6 to 10 and the elected School Captain and Vice-Captain, who lead the Council meetings. Students hold their status for one year but may be elected for subsequent years. The Student Council:

- represents student interests in decisions which affect them;
- provide student input into school activities;
- fulfils the role of school ambassadors;
- attend networking and team building activities.

## Contributions and Charges

The school makes every endeavour to keep contributions and charges to a minimum and consequently it is important that all contributions are paid promptly. Contributions are used to purchase a wide range of resources for use by all students including reading books, computers, sporting equipment and art and craft materials.

The contributions and charges structure is set at the end of each year by the School Board.

The Secondary Assistance Scheme is available to holders of Pensioner Concession, Health Care & Care Benefits Cards. Forms for Assistance are available from the Office and must be returned by end of term one to receive the benefit.



## Parental and Guardian Involvement

Parental involvement at Gingin DHS not only enhances learning programs, but also gives parents the opportunity to be a part of their child's school-based education. There are a range of areas in which parents can assist – from classroom helper to canteen assistant, as well as more formal roles in representative bodies.

### School Board

The School Board provides governance to the school, overseeing planning, financial management, school performance and setting school priorities. The School Board also determines school objectives, promotes the school in the community, formulates codes of conduct for students, determines the dress policy, and sets school charges and contributions. Parent's representatives and staff members retain office for three-year terms but may be re-elected at the completion of their term. Nominations for parent representative positions are called when a vacancy occurs, and elections are held through the school by ballot of all families. The School Board usually meets two times per term. All meetings are open to the public

### The Parents and Citizens Association (P&C)

The active participation of parents and guardians in the P&C is welcomed and encouraged. The P&C promotes the best interests of the school, and assists with the provision of resources, facilities and amenities for students. It helps the school make decisions about resources; offers a community perspective on education issues; makes decisions regarding school facilities managed by the P&C (for example, the Canteen); plans fundraising activities and discusses how funds will be spent; and allows a forum to meet other parents and share views. Meetings are usually held twice per term.

### School Canteen

The P&C Association operates a School Canteen three days per week to provide healthy lunches and refreshments for students. To order online via QuickCliq you can simply click on the link and sign up to create a login <https://quickcliq.com.au/>. View the link to the Canteen Menu. Prices are set largely to cover costs. The canteen operates on the Department of Education "Traffic Light" Policy and all menu items are rated for health and nutrition value and is run on a not-for-profit basis to provide healthy and inexpensive lunch options for students. Parent helpers make the job of the canteen easier and help to minimise the costs associated with running the canteen. If you are available for a few hours and are prepared to commit to assisting in the canteen, you will find a pleasant environment where you can make a genuine contribution to the school. Please contact the school or the P&C for details, or contact the canteen direct on 9575 5316. <https://quickcliq.com.au/>

### Uniform Shop

The P&C Association operates the Gingin District High School Uniform Shop each Thursday morning from 8.30am to 9.15am only. The Uniform Shop can be located within the School Administration building. View the link to the Uniform Order Form or to order online you can simply click on the link and sign up to create a login via QuickCliq. <https://quickcliq.com.au/>. If you are unable to visit the Uniform Shop during open times, you can send your order form and money in an envelope with your child to the office where it will then be processed and available for pickup from the Office at recess or lunch.

### Parent/Guardian assistants

Children derive great pleasure and benefit from having parents in the classroom. Parents are able to assist in hearing children read, making charts and other aids, helping children who need practice in a particular area, helping in the classroom and assisting with art/craft work. If you are able to assist in any way, please contact the school, or the teacher of your child.

*Note that parents must sign in at the office when they visit the school, even as parent helpers*



## Parent Communication

### Teacher Communications

Parents will be given regular updates of their child's progress. Teachers will use the communications processes for their school level.

- Kindergarten, Pre-Primary and Primary teachers will communicate to parents via the **SeeSaw App**. Parents can download the app from <https://web.seesaw.me>. Parents will be given a QR code with login instructions from their child's teacher.
- Secondary teacher will communicate to parents through **Connect**. The link for this is at <https://connect.det.wa.edu.au> and parents will be sent an email by the class teacher for connection.

### School notifications

News, Events, Notices and general messages will be sent using the **School Star App** in 2023. Only parents and community members can access content in this secure app for iPhone and Android. Please download here: [www.mgmw.co/85l1fZP](http://www.mgmw.co/85l1fZP)

### School Newsletter

The newsletter is sent to parents/guardians via the **School Starr App** fortnightly (please ensure that you have downloaded the app). It is also uploaded to the School's website. It is an important communication link between the school and the home and includes school and community issues. You are therefore encouraged to read the school newsletter each fortnight. The school accepts paid advertising for the newsletter from local businesses. We also encourage community groups to put in announcements.

Information can also be accessed on the School Website at [www.gingin.wa.edu.au](http://www.gingin.wa.edu.au) or by following the schools Facebook Page, [Gingin DHS](#).

## Curriculum

The curriculum at Gingin District High School is the same as the curriculum delivered at all schools in W.A., which is established by the Western Australian *Schools Curriculum and Standards Authority (SCSA)*. Literacy and numeracy are the major aspects of the curriculum in Early Childhood and Primary classrooms, and Secondary programs focus largely on broadening the development of skills across the curriculum including specialised learning areas.

Our School has developed a Gingin District High School Curriculum Planner which is used to ensure that all students achieve the expected outcomes for their year level, and to provide consistency of teaching across the school. Teachers and Education Assistants work collaboratively to develop quality instructional materials for students based on the planner, and parents will receive individual student reports on the basis of their achievements against the prescribed outcomes.

### Kindergarten / Pre-primary curriculum

The Kindergarten and Pre-primary programs assist students to develop in all of the foundational domains of social, intellectual, physical and emotional development. Learning through structured play, social skills and language development form the basis for our early childhood program. The development of literacy and numeracy skills are fundamental aspects of the Kindergarten and Pre-Primary programs. Introduction to literacy blocks (blocks of time devoted to literacy) and numeracy blocks is a key aspect of the program.

### Primary curriculum (Years 1 – 6)

The primary curriculum covers all eight learning areas, but particularly concentrates on literacy and numeracy development. The school incorporates **Literacy Blocks** (blocks of time during the day devoted just to literacy learning) and **Numeracy Blocks** as an important aspect of the curriculum in all Primary classes. Specialist programs are offered in Science, Art, LOTE, Music and Physical Education for Years 1 - 6.







### Lower secondary curriculum (Years 7 – 10)

Students study across all key subject areas, as well as life skill courses, thus ensuring a balanced education. A common course is provided for all Year 7 and 8 students. Choice is available in some learning areas as students' progress into Years 9 and 10. The focus in Lower Secondary is to develop transferable skills, as well as increasingly specialised knowledge and skills as students develop. The school's Emergency Services program has been developed to support transferable skills in students and is available for Year 10 students.

### Upper Secondary Curriculum Access

Students are required to remain in education or training until they reach 17 years of age. Gingin District High School students have access to year 11 and 12 studies through the School of Isolated and Distance Education, or by classes delivered on-site. Gingin District High School works closely with both Yanchep Secondary College and Bullsbrook College to ensure that the transition for students who move to these schools is as smooth as possible.

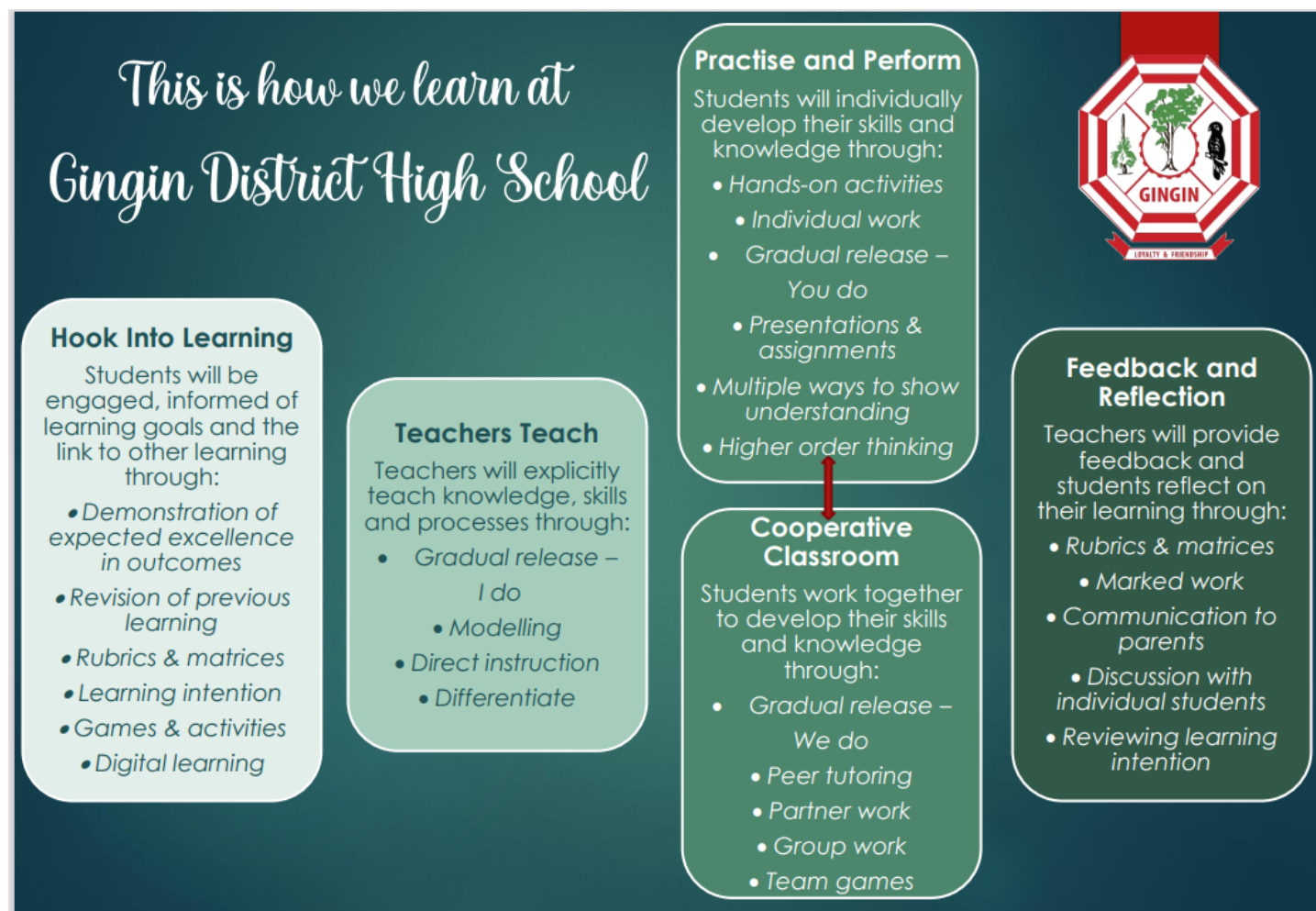
Secondary students study the following program:

<i>Learning Area</i>	<i>Subject</i>	<i>YEAR 7</i>	<i>YEAR 8</i>	<i>YEAR 9</i>	<i>YEAR 10</i>
		<i>In Years 7 and 8, student timetables will change each semester to provide students access to specified subjects</i>		<i>Year 9 and 10 students have some choice of subjects, based on teacher availability and class numbers</i>	
The Arts	Visual Arts	2 periods	2 periods	<i>2 periods if selected</i>	
English		5 periods	5 periods	5 periods	5 periods
Health and Physical Education	Health	1 period	1 period	2 periods	2 periods
	Phys Ed	2 periods	2 periods	2 periods	2 periods
	Specialised Phys. Ed.			<i>2 periods if selected</i>	
	Outdoor Ed.			<i>2 periods if selected</i>	
Mathematics		5 periods	5 periods	5 periods	5 periods
Science		4 periods	4 periods	5 periods	5 periods
	Horticulture/ Agriculture			<i>2 periods if selected</i>	
HASS		4 periods	4 periods	5 periods	5 periods
	Home Economics	2 periods	2 periods	<i>2 periods if selected</i>	
	Computing	2 periods	2 periods	<i>2 periods if selected</i>	
	Structured Workplace Learning	Optional block release			
Assemblies/ Sport		1 period	1 period	1 period	1 period



## How we Teach and Learn at Gingin District High School

Our staff have collaboratively developed a whole school process to ensure all students receive the best possible teaching at all times. The outline below shows how our teachers will develop student understanding and success.



These posters will be seen in all of our classrooms and guide the development of all of our programs.

Parents will be provided regular information about their child's progress and achievement through our communications channels (See page 8).



## Providing Support for Individual Students

Each student at Gingin District High School is valued and our school will support students who have particular needs, including for those issues that might impact on their behaviour. The level of individual student support differs according to the needs of each student. Students with higher needs are provided a greater level of support.

### Classroom Support

Individual teachers will provide support to students by:

- Building positive relationships with all students;
- Providing interesting, academically appropriate, engaging and relevant lessons for students;
- Explicitly teaching expected behaviours and pro-social skills\* as a part of the curriculum;
- Rewarding students when they demonstrate expected behaviours;
- Developing and implementing documented plans for students in consultation with the Student Services Team if required;
- Ensuring ongoing individual student issues are referred to the Student Services Team;

\* "pro-social skills" means undertaking positive actions that benefit others, prompted by empathy, moral values, and a sense of personal responsibility rather than a desire for personal gain.

### Additional Support Programs

Students may have access to additional support programs, where these are beneficial. Programs include Bike rescue, 'Koga' relaxation program, Junior Masterchef, Man-Up and Team Building.

### Student Services Team

The School Student Services Team includes the Deputy Principals, the Year Co-ordinators, School Psychologist and Chaplain. The role of the Student Services Team is to identify and co-ordinate support and resources for individual students, and to monitor students at risk. The team discusses psychologist referrals as well as external referrals and prioritises these according to need and the availability of resources. The Student Services Team will liaise with the referring teacher to explain interventions.

### School Psychologist

Where the Student Services Team deems it necessary, or where it is requested by a parent, the school psychologist will assist with the development of individual interventions for students.





## Sports Carnivals

Sports carnivals are an important part of students' experience at Gingin District High School. The school athletics carnival is a compulsory attendance event. Students may nominate for participation in the swimming carnival. Students can be involved in a range of extra-curricular sporting activities including interschool carnivals and other sporting events.

### Swimming Carnival Rules

Students may compete in only one individual race for any stroke (i.e. either a Division A or Division B of the same stroke). Championship points are earned only in all Division A events. Placing is determined by place judges in the final of a given event. Novelty events are sometimes included, and students may also participate in relays for their Faction if they are selected. Only one team per faction swims in a relay.

Points are awarded according to the Division and place recorded:

Championships (Div A)	8, 5, 3, 2, 1, 1, 1
Individual (Div B, C and D)	5, 3, 2, 1, 1, 1, 1
Relays/Team Event	13, 8, 5, 1

Ages and year divisions are determined by the Regional Network of schools. Trophies are awarded for the following age and year groups:

Year 3 & Under	Primary Boy and Girl in Year 3 and below.
Year 4	Primary Boy and Girl in Year 4.
Year 5	Primary Boy and Girl in Year 5.
Year 6	Primary Boy and Girl in Year 6.
Year 7	Secondary Boy and Girl in Year 7.
Year 8	Secondary Boy and Girl in Year 8.
Year 9	Secondary Boy and Girl in Year 9.
Year 10	Secondary Boy and Girl in Year 10.

### Athletics Carnival

The Faction Athletics Carnival consists of Individual events, Relays & team events. Races are graded according to division, and points awarded by division. Two runners per faction are able to nominate for each division for each race. Division A competitors are ineligible for division B, C & D races of the same event, except for 6, 7 and 8 year old students. Team events are organised into age groups consisting of Junior (Years 1 – 3], Middle Upper Primary [Years 4, 5 and 6], Secondary.

Points are awarded by division.

Individual	8, 5, 3, 2, 1, 1, 1,
Relays/Team Event (Div A & B)	13, 8, 5, 3

Championships Points: Points earned in all Division A events only for the first four places.

Trophies are awarded on the same basis as for the Swimming Carnival.







## Behaviour Policy and School Expectations

Behaviour, like spelling or mathematics, is something that children learn. We teach students about positive behaviour. Based on Education Department policy, the school Behaviour Policy is based on the principles of "Positive Behaviour Support". All students at all Year levels are expected to demonstrate the school's expectations of "Care", "Respect", "Try" and "be Responsible". We work hard to ensure that all interactions between students and staff are positive based on these expectations.

The following are expectations of all staff and students at the school:



**CARE:** Everyone at Gingin District High School must care for and be considerate of other people, their property and the environment.



**RESPECT:** Everyone (Staff, Students and Visitors) and their property should be treated with respect.



**Try:** We expect everyone to 'have a go' even if they are not perfect the first time.



**be RESPONSIBLE:** We all will take responsibility for our actions and make amends if necessary.

### Rewards






Rewards for appropriate behaviour, both extrinsic and intrinsic, are an important part of our behaviour management system. Rewards provided for students range from verbal and non-verbal individual praise for good work or behaviour, through to overt rewards recognised at a whole school level. We believe there should be a minimum of 4 positives to 1 negative.

Rewards include:

- CRTR cards are our 'free and frequent' reward system used by all staff, awarded to students who demonstrate the expected behaviours;
- In addition to this, teachers may provide their own reward system within their classroom;
- Primary CRTR cards will be counted towards certificates and badges, to be given out at a CRTR assembly;
- Secondary CRTR cards will be counted towards a regular prize draw;
- All CRTR cards are counted towards Faction points;
- Students consistently demonstrating expected behaviours may be invited to participate in reward activities, depending on the schedule of events for the school;
- Letters of Commendation may be sent home to parents for good work and behaviour;
- Honour Awards are presented at whole school assemblies;



# Behaviour Matrix

 <b>GINGIN DISTRICT HIGH SCHOOL</b> <b>School Community Expected Behaviours</b>				
	<b>Zooma CARE</b>  <i>Friendly, Positive, Kind, Helpful</i>	<b>Rupert RESPECT</b>  <i>Polite, Considerate Prepared, Thoughtful</i>	<b>Trevor TRY</b>  <i>Strive, Participate, Aspire, Endeavour</i>	<b>Rex RESPONSIBLE</b>  <i>Trustworthy, Reliable, Honest, Sensible</i>
Whole School	<ul style="list-style-type: none"> <li>Report incidents to teachers.</li> <li>Keep your hands and feet to yourself.</li> <li>Pick up your belongings before you leave an area.</li> </ul>	<ul style="list-style-type: none"> <li>Use your own locker/bag.</li> <li>Speak politely and kindly.</li> <li>Follow all reasonable staff instructions.</li> <li>Wear your uniform with pride.</li> <li>Respect cultural, gender, gender preferences and religious differences.</li> <li>Treat all property with respect.</li> <li>Line up quietly before each lesson.</li> </ul>	<ul style="list-style-type: none"> <li>Persevere no matter what.</li> <li>Attempt all activities given by your teacher.</li> <li>Accept others who are trying but might not have mastered the skill.</li> </ul>	<ul style="list-style-type: none"> <li>Arrive on time.</li> <li>Walk on pavement.</li> <li>Place rubbish in the bin.</li> <li>Use equipment as it is intended and return after use.</li> <li>Use toilet area as intended.</li> <li>Remain within the school boundaries/play area</li> <li>Be sun smart.</li> <li>Mobile phones to be turned off and away during the school day.</li> <li>Chewing gum free zone.</li> </ul>
Learning Area	<ul style="list-style-type: none"> <li>Adhere to your iPromise.</li> </ul>	<ul style="list-style-type: none"> <li>Raise your hand when you want to speak.</li> </ul>	<ul style="list-style-type: none"> <li>Attempt to contribute to class and group discussions.</li> <li>Complete all the work set by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Be prepared for class.</li> <li>Remain in class unless given an appropriate pass.</li> </ul>
Canteen and Eating Areas	<ul style="list-style-type: none"> <li>Wait patiently in the correct line and take turns.</li> <li>Hold sports equipment still until dismissed.</li> </ul>	<ul style="list-style-type: none"> <li>Benches are for sitting on.</li> <li>Use please, thank you and excuse me.</li> <li>Play ball games safely in designated areas.</li> </ul>	<ul style="list-style-type: none"> <li>Decide what you want before your turn.</li> </ul>	<ul style="list-style-type: none"> <li>Collect your lunch and return to your area.</li> <li>Use your own money.</li> <li>Stay in your eating area until the second siren.</li> </ul>
Outside Areas	<ul style="list-style-type: none"> <li>Play games fairly and show good sportsmanship.</li> </ul>	<ul style="list-style-type: none"> <li>Be considerate of others playing games.</li> </ul>		<ul style="list-style-type: none"> <li>Food and drink free zone on the oval (water allowed).</li> <li>Listen for the music and leave on the cue.</li> <li>Play ball games in designated areas.</li> </ul>



## Dealing with High Level Behaviours

Behaviour		Lower level of transgression OR high level mitigating factors	High level of transgression with limited mitigating factors	Other possible actions
Deliberate damage to property	EC/JP	<ul style="list-style-type: none"> <li>Major Behaviour Slip</li> <li>Community service within school grounds up to 1 day</li> </ul>	<ul style="list-style-type: none"> <li>Major Behaviour Slip</li> <li>Withdrawal from class at least 1 day</li> </ul>	<ul style="list-style-type: none"> <li>Possible suspension for significant repetition of behaviour</li> </ul>
	MU/SEC	<ul style="list-style-type: none"> <li>Major Behaviour Slip</li> <li>Community service within school grounds up to 2 days</li> <li>Restorative Practice meeting</li> </ul>	<ul style="list-style-type: none"> <li>Major Behaviour Slip</li> <li>Suspension up to 5 days</li> <li>Possible external referral</li> </ul>	
Physical assault of students	EC/JP	<ul style="list-style-type: none"> <li>Major Behaviour Slip</li> <li>Teachable moment</li> <li>Restorative Practice meeting</li> </ul>	<ul style="list-style-type: none"> <li>Major Behaviour Slip</li> <li>Withdrawal from class at least 1 day</li> </ul>	<ul style="list-style-type: none"> <li>Possible suspension for significant repetition of behaviour</li> </ul>
	MU/SEC	<ul style="list-style-type: none"> <li>Major Behaviour Slip</li> <li>Restorative Practice meeting</li> </ul>	<ul style="list-style-type: none"> <li>Major Behaviour Slip</li> <li>Significant suspension &gt;5 days</li> </ul>	
Starting a fight	EC/JP	<ul style="list-style-type: none"> <li>Suspension for up to one day</li> </ul>	<ul style="list-style-type: none"> <li>Suspension for up to ten days</li> </ul>	<ul style="list-style-type: none"> <li>Loss of good standing for up to one term</li> </ul>
Videoing or recording a fight	MU/SEC	<ul style="list-style-type: none"> <li>Suspension for at least one day</li> </ul>	<ul style="list-style-type: none"> <li>Suspension for up to ten days</li> </ul>	<ul style="list-style-type: none"> <li>Loss of good standing for up to one term</li> </ul>
	MU/SEC	<ul style="list-style-type: none"> <li>Suspension for at least one day</li> </ul>	<ul style="list-style-type: none"> <li>Suspension for up to ten days</li> </ul>	<ul style="list-style-type: none"> <li>Loss of good standing for up to one term</li> </ul>
Threaten or harass others by using abusive language, sexual or racial remarks	EC/JP	<ul style="list-style-type: none"> <li>Major Behaviour Slip</li> <li>Education on language and social awareness</li> </ul>	<ul style="list-style-type: none"> <li>Major Behaviour Slip</li> <li>Withdrawal from class up to 2 days</li> <li>Education on language and social awareness</li> </ul>	
	MU/SEC	<ul style="list-style-type: none"> <li>Major Behaviour Slip</li> <li>Withdrawal from class up to 2 days</li> <li>Education on language and social awareness</li> </ul>	<ul style="list-style-type: none"> <li>Major Behaviour Slip</li> <li>Suspension up to 2 days</li> <li>Education on language and social awareness upon return</li> </ul>	
Verbal or physical harassment of staff	EC/JP	<ul style="list-style-type: none"> <li>Major Behaviour Slip</li> <li>Teachable moment</li> <li>Restorative Practice meeting</li> </ul>	<ul style="list-style-type: none"> <li>Major Behaviour Slip</li> <li>Withdrawal from class at least 1 day</li> </ul>	
	MU/SEC	<ul style="list-style-type: none"> <li>Major Behaviour Slip</li> <li>Withdrawal from class up to 2 days</li> <li>Restorative Practice meeting</li> </ul>	<ul style="list-style-type: none"> <li>Major Behaviour Slip</li> <li>Suspension for up to 5 days</li> </ul>	
Physical assault of staff	EC/JP	<ul style="list-style-type: none"> <li>Major Behaviour Slip</li> <li>Teachable moment</li> <li>Restorative Practice meeting</li> </ul>	<ul style="list-style-type: none"> <li>Major Behaviour Slip</li> <li>Withdrawal from class at least 1 day</li> </ul>	<ul style="list-style-type: none"> <li>Possible suspension for significant repetition of behaviour</li> </ul>
	MU/SEC	<ul style="list-style-type: none"> <li>Major Behaviour Slip</li> <li>Restorative Practice meeting</li> </ul>	<ul style="list-style-type: none"> <li>Major Behaviour Slip</li> <li>Significant suspension &gt;5 days</li> </ul>	



## High Level Behaviours

High Level Behaviours include the following:

- *Verbal abuse*
- *Intimidation*
- *Physical assault*
- *Bullying*
- *Defiance/Refusal*
- *Leaving school grounds*
- *Property damage*

A consequence will be applied in all situations where a student demonstrates high level behaviours. The consequence applied will be according to the table on the previous page.

Mitigating factors that may be taken into consideration when deciding a consequence:

- Diagnosed mental health issues;
- Known family violence or abuse issues;
- Anger management issues;
- Age and level of responsibility;
- Premeditated nature of the action;
- Low level of damage or minimal violence;
- Provocation by other students or by a staff member;
- Emotional maturity

Exacerbating factors that may lead to a higher level of consequence applied:

- Premeditation;
- Violence;
- Damage to property;
- Previous incidents;
- Power differential (e.g a Year 10 student picking on a Year 7 student);
- Warning given

**Withdrawal:** *Removal of student from normal class for a specified period of time, to a place where they can reflect on their behaviour. May require completion of an educational activity.*

**Suspension:** *Legal sanction preventing student from attending school for a specified period of time.*

## Mobile Phones

From 2020, all public schools have implemented a ban on the use of mobile phones for students from the time they arrive at school until the end of the school day – including before school and at break times. This includes using smart watches, earbuds and headphones unless students are under the instruction of a teacher. Exceptions will be made for students with special circumstances. Mobile phones may be confiscated if used during the school day.





## Bullying Policy

**Our school has a zero tolerance to bullying.** Our staff are committed to ensuring a safe and supportive environment which promotes personal growth and development.

Each person brings their own unique qualities to our school, therefore all members of our Gingin District High School community are committed to treating each other with care and respect and accepting individual differences.

Bullying is a learnt behaviour which is unacceptable and can be successfully changed. Our school takes an educative approach to managing and preventing bullying. Our school's processes and activities promote the development of the values and behaviours that create and maintain inclusive, safe and supportive education environments.

### Definition

Our school accepts and uses the nationally agreed definition of "Bullying" defined through the *Safe and Supportive School Communities Working Group*:

*"Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert)."*

*Bullying of any form or for any reason can have long-term effects on those involved, including bystanders.*

*Some conflicts between children are a normal part of growing up and are to be expected. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying. However, these conflicts still need to be addressed and resolved.*

*Behaviours that do not constitute bullying include:*

- *mutual arguments and disagreements (where there is no power imbalance);*
- *not liking someone or a single act of social rejection;*
- *one-off acts of meanness or spite;*
- *isolated incidents of aggression, intimidation or violence.*

### Cyberbullying

The definition of Cyber-Bullying is taken from the *Safe and Supportive School Communities Working Group*:

*"Online bullying (also referred to as cyberbullying) can be conducted in many ways, using different media including:*

- *the sending of abusive texts or emails;*
- *taking and sharing unflattering or private images, including naked or sexual images;*
- *posting unkind messages or inappropriate images on social networking sites;*
- *excluding individuals from online chats or other communication;*
- *assuming the identity of the victim online and representing them in a negative manner or manner that may damage their relationship with others;*
- *repeatedly, and for no strategic reason, attacking players in online gaming.*

*While online bullying is similar to real life bullying it also differs in the following ways:*

- *it can be difficult to escape and invasive—it can occur 24/7 and a person can be targeted while at home;*
- *it can involve harmful material being widely and rapidly disseminated to a large audience, for example, rumours and images can be posted on public forums or sent to many people at once;*
- *it can provide the bully with a sense of relative anonymity and distance from the victim, so there is a lack of immediate feedback or consequences."*



Mostly, cyber-bullying occurs outside school. The school cannot be responsible for student behaviour outside of school, but will deal with issues that impact within the school (e.g. conflict that arises from cyberbullying, or well-being issues for students).

Please refer to our mobile phone policy which articulates consequences for misuse of phones or other devices in school.

### **Our Approach to Bullying:**

Gingin District High School adopts the following strategies to ensure the school has a whole-school approach to achieving a positive and harmonious environment:

- Whole-School Prevention Strategies – such as effective supervision and teacher visibility;
- Preventive whole-school classroom strategies – such as developing resilience;
- Playground strategies – such as wearing high visibility vests and communicating issues.

### **What happens when a Bullying Incident occurs?**

1. The student is interviewed to find out what has happened.
2. Details of incidents will be recorded in a *Bullying Intervention Record*.
3. The Teacher/Leadership Team will determine the most appropriate level of intervention from Level 1 to Level 4.
4. When problem involves a number of incidents or other individuals the school will investigate further and mediate between those involved.
5. The school uses a process of **Restorative Practice**; we try to develop empathy and resilience while providing students with better ways to deal with the problem.

Parents can support the school by encouraging children to work in a positive way with their class and school peers, and by encouraging their children to report incidents of bullying to a teacher or administrator.

### **Levels of Bullying**

#### **Level 1**

- Minor incidents

#### **Level 2 – referred to a Year Coordinator or Leadership Team**

- Higher level of harm and are repeated or targeted

#### **Level 3 Incidents**

- Incidents of this type occur where there is significant physical, psychological or emotional harm to a student.

#### **Level 4 Incidents**

- Where the bullying reaches the level of a 'Critical Incident', as defined by the Department of Education Critical Incident Policy, the incident will be referred to other agencies for resolution.

Interventions including consequences will be applied based on the level of bullying. See our comprehensive Behaviour Management Policy on our website for further information.

### **Communication and Confidentiality**

Sometimes, for confidentiality reasons, parents and students may not always see these programs and/or activities being implemented. The school is bound under the Education Act to keep information about students confidential, except to their parents. While this is sometimes frustrating for parents, it protects all students in the school.



## Whole School Health Education and Health Issues Response Plan

### Health Education Learning Plan



All students at Gingin District High School have the opportunity to participate in Health Education programs and initiatives. Our school follows the syllabus defined by the Western Australian School's Curriculum and Standards Authority (SCSA) <https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/health-and-physical-education>

Classroom programs focus on skill development (resiliency skills) and develop students' knowledge and understanding, attitudes and values and promote help-seeking behaviour. Learning is extended from the classroom to promote parent support of Health education programs (e.g. through the use of take-home activities). We provide culturally aware and targeted Health education and parents and families are involved in Health Education initiatives.

A Student Services Team with representatives from the teaching staff, administration team, school health services and parents is supported by the school.

We implement regular needs assessments to plan and update the school community health and drug education program.

School administration supports staff to deliver appropriate Health education by allowing for professional development opportunities for staff and allocating funds for resources and materials. We use evidence-based Health education resources such as *Challenges and Choices* ([www.sdera.wa.edu.au](http://www.sdera.wa.edu.au)). Our curriculum is delivered on rotational basis within split classes. Drug education is included in whole-school planning.

We have developed and implemented *Procedures for Incident Management and Intervention Support* and these are available on request.

Health Education information and strategies for parents and families are provided on a regular basis through a variety of methods such as the newsletter, website and take home activities and fact sheets.

SDERA's *Connect* ([www.sdera.wa.edu.au](http://www.sdera.wa.edu.au)), is used to identify resources and agencies that support and complement our school Health Education initiatives.





The prevention of unsafe and unlawful drug use is a key role of Gingin District High School.

**Gingin District High School does not permit students while on school premises, at any school function, excursion, or camp to:**

- smoke and/or possess tobacco products including e-cigarettes vapes, etc;
- consume, possess or be affected by alcohol;
- possess and/or use pharmaceutical drugs for non-medicinal purposes;
- possess and/or use substances such as aerosols as we are an asthma aware school;
- possess and/or use illicit drugs;
- possess and/or use drug-related equipment, with the exception of use for intended legitimate medicinal use.

**In the event of a drug use incident or where a student requires intervention for a drug use issue, the steps outlined in our flow charts for Incident Management and Intervention Support will be followed (this is available on request). In summary:**

- the parent/s will be notified by appropriate personnel
- the Principal will consider notifying police if illicit drug use is suspected
- both students and parents will be offered support through appropriate interventions
- the incident or issue will be documented and other relevant agencies involved
- respect will be given to privacy and confidentiality by and for all parties
- the health and well-being of all parties involved will be given priority.

**Possible consequences include:**

- Loss of good standing and access to extra-curricular activities
- Suspension
- Referral to internal and external support counselling

### **Smoking**

The Deputy Principal/Incident Manager will notify parents/guardians if a student is found to smoking – either cigarettes or vapes. Students will be offered counselling and may face disciplinary action, including possible suspension.

### **Alcohol and solvents**

Possession and/or consumption of alcohol or deliberate inhalation of solvents will require the Deputy Principal/Incident Manager to contact parents/guardians by phone and in writing. Students will be offered counselling and may face disciplinary action, including possible suspension.

### **Illicit Drugs**

Parent/guardians will be informed immediately. The Principal will determine if the police will be called. In the absence of a student's parent or guardian, the student support person or a teacher nominated by the student will always be present at any police interview that takes place on school premises. The student will be offered counselling and will face disciplinary action, including possible suspension.





## School Uniform

The School Uniform Policy plays an important role in promoting the image of the school, helps provide a safer environment for students and creates a sense of identity within the school. The School Uniform is designed to:

1. Create a sense of unity and belonging, as a part of the Gingin 'family';
2. Avoid costs associated with competition in dress standards for student clothing by providing an inexpensive and practical dress standard that all families can afford;
3. Provide a means for staff at the school to easily identify all students associated with the school both on and off school grounds.

The school uniform has been established by the School Board after extensive consultation with staff, students and parents. The school uniform consists of the following:



*Figure 1  
Primary Uniform*

### **Primary Shirt (From Kindergarten to Year 6)**

Red shirt with black highlights on the side and white piping around the collar and sides, with the school name on the right breast.

### **Secondary Shirt (From Year 7 to Year 10)**

Black shirt with red highlights on the side and white piping around the collar and sides, with the school name on the right breast.

### **Shorts, Pants and Skirts**

Black (no other colours or logos)

### **Jackets**

Primary K - 6: Red fleecy jacket with black, red and white collar, cuffs and waist band

Secondary 7 - 10: Black fleecy jacket with red sides and collar.

### **Hats**

Our school has a 'Gingin District High School' hat which Primary school students are required to wear. The school has a '*no hat, no play in the sun*' policy as a health precaution.

All uniform items are available at the school uniform shop. Where students continually attend school without wearing their uniform, the school may decide to purchase the uniform and invoice parents for the cost.

**Please note that children in an unacceptable standard of dress may not be taken on external activities or excursions.** Students representing the school in educational, cultural or sporting activities are expected to be in the appropriate school uniform.

Alternative clothing that does not meet the policy requirements are considered not suitable for school. DENIM JEANS, sports skirts or alternative shorts and skirts are NOT part of the school uniform and students may be asked to change into clothing provided by the school at parents' costs. Wet weather jackets and additional warm clothing may be worn to and from school in the winter months provided it is clean and free of inappropriate logos.



*Figure 2  
Secondary Uniform*



### Free Dress Days

From time to time the school will hold a 'free dress day' usually to raise money for a charitable cause or to support an initiative of the Student Council. On free dress days students may select clothing of their own preference, and do not have to wear the school uniform. Students may not, however, come to school in clothing that is inappropriate. Under no circumstances are the following items to be worn to school.

- For safety reasons thongs, sandals or bare feet are not considered suitable. Students must have enclosed footwear at all times.
- Jewellery and makeup are not considered an essential item for school and in some instances these can be a health and safety hazard. Students may be asked to remove excessive makeup.
- Midriff tops, revealing necklines very short shorts or skirts are not acceptable.
- Singlet tops are not to be worn to school.
- Students wearing shirts and tops with inappropriate logos (e.g. advertising alcoholic drinks or with inappropriate language) will be asked to change.





## School Policies and School Complaints

We believe that you will feel comfortable sending your child to school each day, and any issues that may arise will be quickly resolved with a phone call to your child's teacher or a member of the school leadership team. If you do have a concern, the school would like to hear from you directly, and will try to resolve the problem as soon as possible.

Your child's teacher should be your first point of contact. If you have concerns about their class program, discipline strategies or other classroom issues, they may be able to provide a clear explanation that will resolve any concerns that you may have.

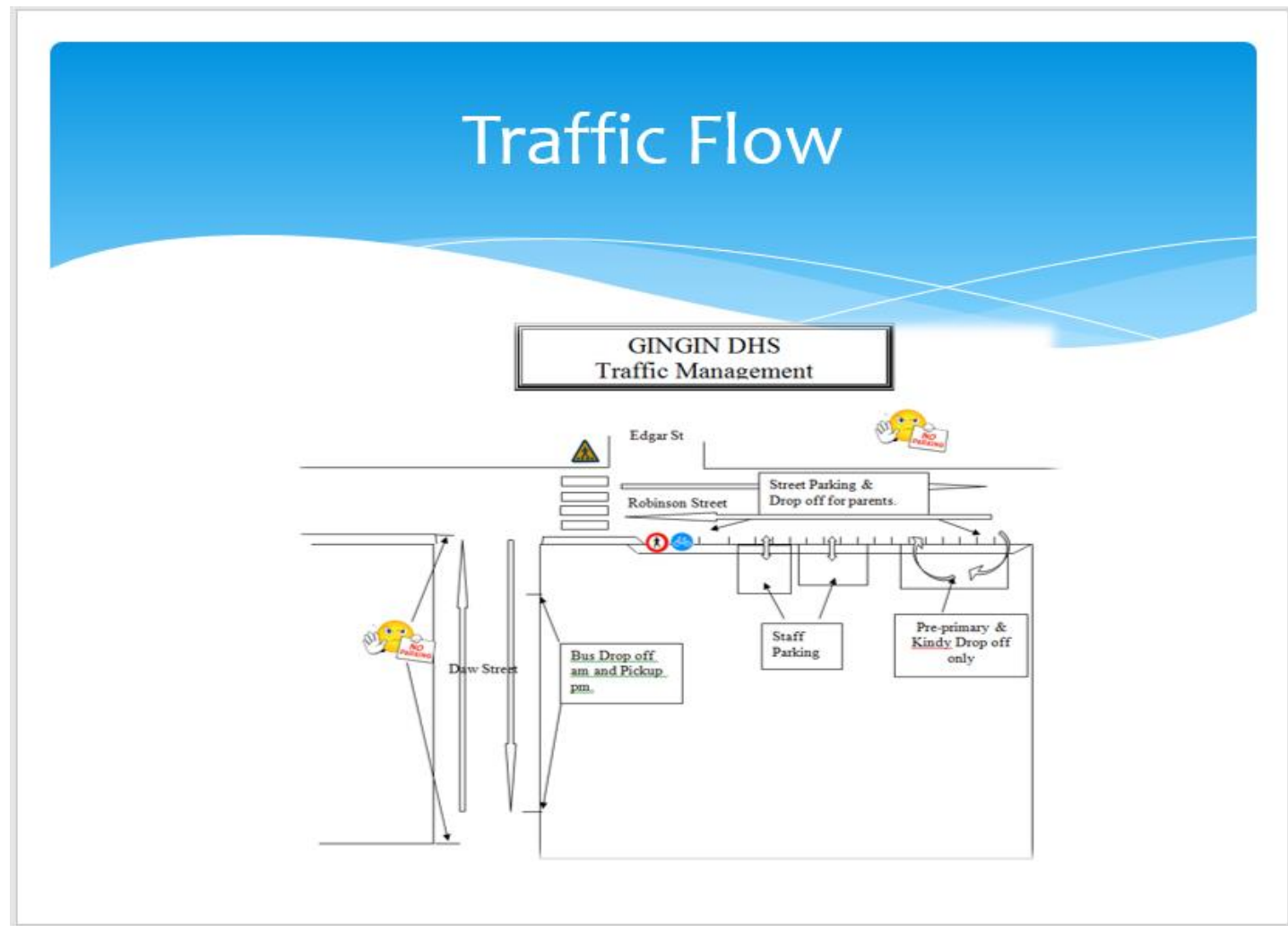
Alternatively, contact a member of the school Leadership team: the Principal or a Deputy Principal, who may be able to resolve any further issues, or mediate in the event of a conflict. Similarly, for any questions regarding school policies, please contact a Leadership team member.

Formal complaints should be made to the Principal, either verbally or in writing. The school conducts an investigation into all complaints; all complaints are acted on, and you will receive notification of the outcome.



## Traffic Management Around the School Grounds

Gingin District High School is a Road Aware School. We take every precaution to ensure students are safe during, before and after school. Please be advised that there is to be **NO PARKING** on Daw Street, due to bus traffic.



In the event of a road incident the following procedures will be followed:

- Parents will be notified;
- Students and families will be offered counselling;
- The incident will be documented and protective factors investigated by the School.

### Use of Bikes and Other Wheeled Items (e.g. Skate Boards, Scooters etc)

- helmets are to be worn at all times to and from school
- students are expected to know understand and conform to all road rules
- wheeled items must be walked in school grounds
- items to be stored in the designated area
- no responsibility is taken for damage or theft
- helmets may be stored in classrooms



## School Bus Information

Bus travel is provided for students to attend Gingin District High School. Bus transport is managed by the Public Transport Authority (PTA), and all bus issues should be reported to the PTA. The phone number for the PTA is 9326 2493 and the website address is [www.schoolbuses.wa.gov.au](http://www.schoolbuses.wa.gov.au).

Buses run to an official timetable. Parents should ensure that their children are at the bus stop on time (i.e. 5 minutes prior to scheduled pick-up) and that they are met off the bus after school on time. If a student will not be on the bus in either the morning or afternoon, please inform the driver.



Good behaviour on buses is of paramount importance to ensure the safety of all students. Students must abide by the “*Code of Conduct*” issued by the PTA. The Code of Conduct is as follows:

- Respect other people and their property;
- Wait for the bus in an orderly manner;
- Always follow the directions of the driver;
- Sit properly on a seat;
- Wear a seat belt if available;
- Speak quietly and not create unnecessary noise.

Students must not:

- Place feet on the seats;
- Bully other students;
- Use offensive language or fight on the bus;
- Throw any article around or out of the bus;
- Consume food or drink on the bus without the permission of the driver;
- Allow any part of their body to protrude out of the window;
- Walk around or change seats while the bus is moving;
- Stand forward of the front seat.

***Continued misbehaviour will lead to a student being excluded from using the bus.***





## Emergency Procedures

The school has established a number of procedures in the event of emergencies occurring. Evacuation and Lock Down practices will be held at the school regularly so that students and staff are confident if an emergency occurs.

### Evacuation Procedure

The signal is a loud '**whooping**' sound repeated for approximately two minutes.

1. All electrical/mechanical equipment turned off.
2. Assembly Point – cricket pitch on main oval (*unless there is a fire in the block*).
3. All teachers/aides not taking classes go directly to the oval.
4. Teachers bring their class and attendance roll to the oval.
5. Movement is as shown in the map displayed in classrooms.
6. Office staff telephone Fire & Rescue / Police / Ambulance.

### Lock Down Procedure

The signal is a loud '**beeping**' sound, repeated for one minute indicates a lock down procedure and all students and staff are to remain in their classrooms, ensure all students are present, and lock the door to the classroom and any wet areas in the block. If a student is missing, the front office is contacted. Doors will not be opened until the all clear is given.

**NOTE:** Students will not be allowed out of the class for any purpose, even if they are concerned about siblings or friends.

### Snakes

Occasionally a snake is sighted on school grounds. Students are instructed to remain well away from snakes. Teachers will supervise students. The school engages professional snake handlers to remove the snake. The school gardener is an accredited snake handler, and may remove the snake from the school.



# Emergency Evacuation Procedure and Lockdown/Safe-Haven Plan

## LOCKDOWN PROCEDURE

Signal: Regular 'ping' sound over the PA system.

1. All students and teachers report to relevant classroom – check roll & notify Front Office about missing students if possible.
2. Secure room as much as possible and remain in rooms until given all clear by PA.
3. DO NOT open the door for students or staff after the lockdown has commenced.

Zone Wardens – Bushfire/Lockdown

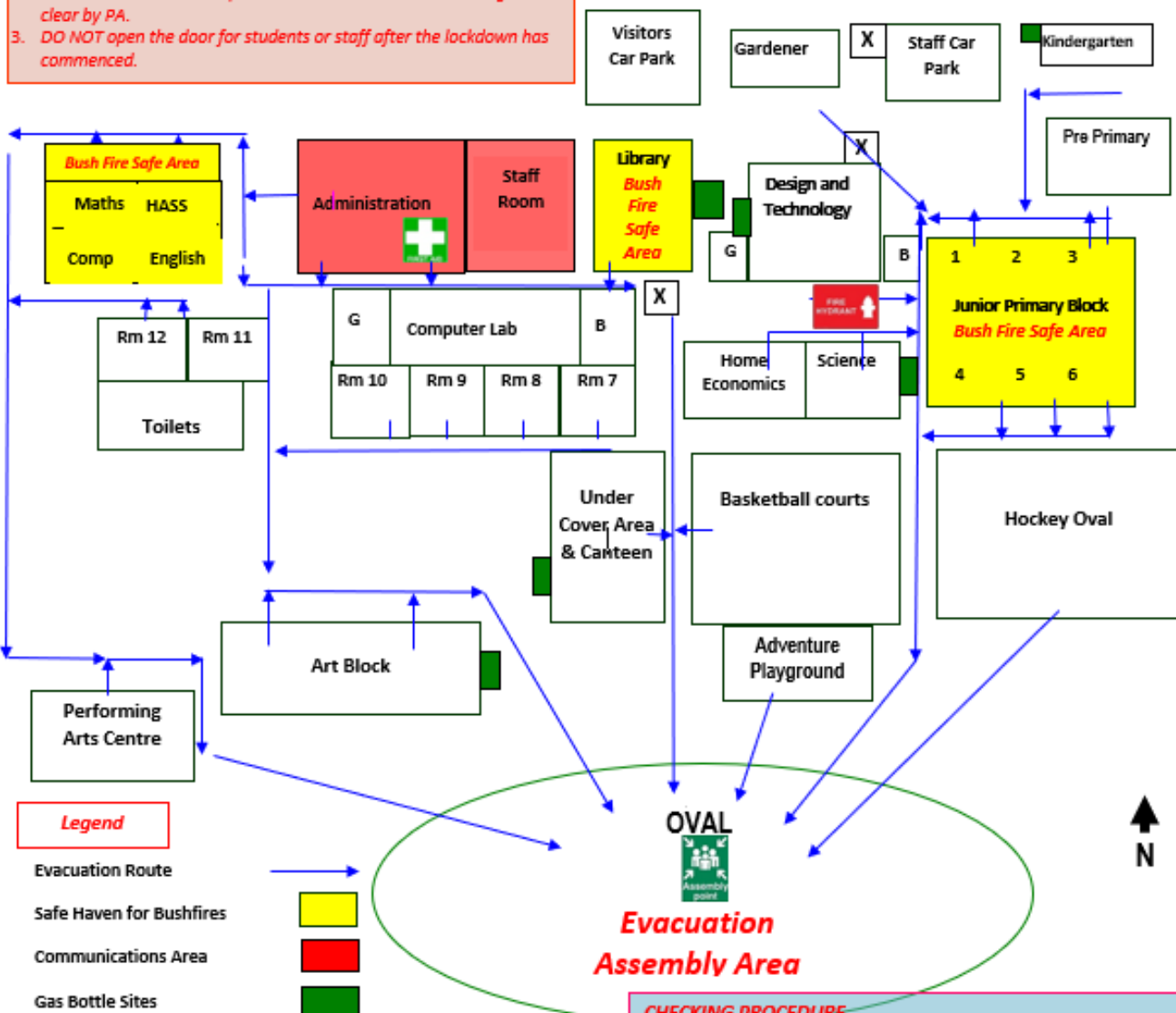
Junior Primary: Year 3 Teacher

Library: Head Gardener

Middle/Upper Primary Year 5 teacher

Secondary Physical Education classes

go to PAC in the event of a Lockdown.



### Legend

Evacuation Route

Safe Haven for Bushfires

Communications Area

Gas Bottle Sites

Fire Hydrant

X

## EVACUATION PLAN PROCEDURE

Signal: Loud 'whooping' sound repeated.

1. Class Teachers take a class list and absentee list and evacuate class to the oval (as per diagram).
2. Assemble at the cricket pitch on the main oval.
3. Staff not taking classes go directly to oval.
4. Classrooms and areas checked as per checking procedure.
5. Wardens to lock classroom doors.
6. Office staff phone Fire and Rescue/Police/Ambulance as necessary.
7. Remain in Evacuation Assembly Area until 'All-Clear' is given.

## CHECKING PROCEDURE

Zone Wardens must wear high visibility vests

Year 3 Teacher (backup Year 2 Teacher): Junior Primary, Pre-Primary, Kindergarten, Junior Primary Toilets.

Year 5 Teacher (backup Year 6 Teacher): Middle / Upper Primary classrooms (Rooms 7 - 10), Rooms 13 and 14, Middle / Upper Primary toilets, Male / Female toilets outside Rooms 7 - 10.

Head Gardener (backup Gardener): Library, Food Technology, Design and Technology, Science, Secondary toilets outside Science Room, Gardener's Shed.

English Teacher (backup HASS Teacher): Secondary Block, Rooms 11 and 12, Staff Study, PAC, Art Block.

Manager Corporate Services (backup School Officer): Administration Block, Canteen.