

BANKSTOWN SENIOR COLLEGE (BSC)



BANKSTOWN INTENSIVE ENGLISH CENTRE (BIEC)

College Principal (P): John Mazzitelli

IEC Head Teacher (HT): Dimitrios Kametopoulos

IEC Second-in-Charge (2iC): Leesa Hubbard

Counsellor/School Psychologist: Dr Eunice Choy

2024 BIEC STAFF MANUAL & INFORMATION HANDBOOK

BIEC Tel: 9796 8138

BIEC Fax: 9796 8399

BIEC Website: <https://bankstownc-i.schools.nsw.gov.au>

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

BSC Sentral: bankstownsc.sentral.com.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: _____

Updated: April/May 2024

Index/Contents:

Page 3:	BIEC Staff Information and Names for the current Term
Page 4:	Important Information for all staff
Page 4:	Academic reports
Page 4:	Assessments
Page 5:	Attendance via Sentral (marking class rolls, monitoring of attendance & Level Advisors)
Page 6:	Bell times/change over times & Current Level/Class structure
Page 7:	Certificates (Merit and Attendance)
Page 7:	Clearing of Exiting students
Page 7:	Counsellor Referrals
Page 8:	Code of Conduct
Page 8:	Curriculum, Levels and KLA Coordinators
Page 9:	Daily Notices for Teachers
Page 9:	Data Projectors and Interactive Whiteboards
Page 10:	Dress Code
Page 10:	Emergency Procedures (Evacuation and Lock down)
Page 10:	Faculty Meetings
Page 11:	First Aid Procedures
Page 11:	Graduation Assemblies
Page 11:	Homework Policy
Page 11:	IEC Assemblies & Whole School Assemblies
Page 12:	Interview of students between 16-26 years old UPON ENROLMENT
Page 12:	Intra IEC Staff Communication
Page 12:	Learning Support (LS)
Page 13:	Management of students by teachers
Page 13:	Meeting Protocols in IEC Staff meetings or other meetings
Page 13:	Mobile phone usage by students
Page 14:	Post IEC Student Placements
Page 14:	Programs/Registrations
Page 14:	Publicity / Publications
Page 15:	Staff Absences eg Sick Leave
Page 15:	Student Management Referrals
Page 15:	Subjects taught at BIEC
Page 16:	Playground Duty
Page 16:	Professional Learning (PL); attending courses
Page 16:	Resources at school
Page 17:	Student, Parent, Guardian, Caregiver Permission Required for
Page 17:	Students out of Class
Page 17:	Support Staff (SLSOs-School Learning Support Officers)
Page 18:	Team-Teaching. A Brief guide for this operation at the IEC
Page 19:	Term calendar – routine of typical/indicative term actions
Page 20:	Transition from the IEC to further study
Page 20:	Transportation to BIEC
Page 20:	Types of Meetings and Staff groups
Page 21:	Variation to Routine eg organising excursions/incursions
Page 21:	Visitors at the IEC & ex-students
Page 21:	Website of the IEC (https://bankstownc-i.schools.nsw.gov.au)
Page 21:	Working at the school outside school hours or on the weekends
Page 22:	New Casual Teacher at the IEC-Information about BIEC in a synopsis
Page 24:	Student Behaviour Management-Policy at the IEC
Page 25:	Emergency Procedures – Analytical
Page 26:	Staff Notes

2024 TERM 2 WEEK 1 BIEC STAFF INFORMATION & NAMES

Dimitrios **Kametopoulos** – Head Teacher (HT) / Casuals Co / Practicum Co

Leesa **Hubbard** – Second-in-Charge (2iC) / Sentral Co / College Resources Manager

TERM 2 TEACHERS / COUNSELLORS

ROOM	TEACHER'S NAME	RESPONSIBILITIES
STAFF RM 1	Leesa Hubbard	2iC
	Anastasia Palivos	English Co-ordinator / Level Advisor
	Irene Fotis	Learning Support Co-ordinator
	Kiki (Kiriaki) Tsoli	Sports Co-ordinator / Electives Co-ordinator / PDHPE Co-ordinator
	Tina (Fotini) Parliaros	Graduation Co-ordinator
	John Masters	Science Co-ordinator / First Aid Contact teacher / Timetabling Team member
	Rawah El-Samman	Transition Co-ordinator
	Jennifer Tall	MacqLit Co-ordinator / Transition Co-ordinator
	Neha Beri	Timetabling Team member
STAFF RM 2	Nandlal Bhindi	HSIE Co-ordinator
	Millie (Milena) Mraovic	Curriculum Co-ordinator
	Mia (Yujian) Zeng	Maths Co-ordinator / Timetable team member
	Mitchell Jordan	Mentor Co-ordinator
	Sarah Funnell	CAPA Co-ordinator / Timetabling team member
	Vanessa Cano	Level Advisor
	Helen Hill	First Aid Contact teacher
	Helen Anaxagorou	Reading Comprehension Co-ordinator
	Natalie Manion	First Aid Contact teacher
	Jonathan Chen	I.T. Co-ordinator
	Lilian Latif	
	Lance Jurd	
RM 5	Eunice Choy	Counsellor (School Psychologist)

SLSOs (School Learning Support Officers) & languages spoken

ROOM	SLSO's NAME	LANGUAGE/S
STAFF RM 1	Hala Marco	Arabic /Assyrian / Chaldean
	Eptessam Mekho	Arabic /Assyrian / Chaldean (<i>based in the IEC Office</i>)
	Fatemeh Alimoradian	Persian (Farsi) /Afghani (Dari)
	Sheida Khazraji	Arabic / Persian (Farsi) /Afghani (Dari)
	Shahin Mohammadi	Persian (Farsi) /Afghani (Dari)
	Mary Nashoor	Arabic / Mandeian
	Kim Do	Vietnamese
STAFF RM 2	Khatera Safi	Afghani (Dari) / Urdu / Hindi / Pashto / Russian
	Vivienne Hammou	Arabic /Assyrian / Chaldean
	Mariam Awad	Arabic
	Danielle Dona	Arabic / French

ADMIN/FRONT OFFICE

ROOM	ADMIN/OFFICE STAFF MEMBER'S NAME		
OFFICE	Robyn Giuliani (SAM Mon & Tue)		
	Eptessam Mekho (SAM Wed & Thu)		
	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 **or email** 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
- **Code of Conduct training** - completed annually
- **Fraud and Corruption control** - 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**

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/or the 2iC and found on the IEC calendar setting 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 to the students requires each teacher to spend about **5 minutes with each student** individually, during class time, to explain and provide them with constructive feedback about their learning progress and in which areas to focus on further to improve.

Assessments

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

Formal assessments occur every term and consist usually of tests or tasks conducted in the classroom by the subject teacher, in a formal exam setting to evaluate the attainment of the taught outcomes.

The results form one part of the writing up of the Semester Academic Reports. A common Assessment template is used to reflect a uniform approach in the process.

Attendance via Sentral (marking class rolls, monitoring of attendance & Level Advisors)

The Level Advisor for Beginners and Level 1 is **Ms Cano** and for Level 2 and 3 **Ms Palivos**. These staff members are responsible for the monitoring and the following up of students' wellbeing issues and attendance issues with doctors' certificates, Centrelink letters etc. All relevant paperwork is filed by the Level Advisors. A Well-being committee meets fortnightly in the term to discuss various student-related issues monitor including student attendance. The Well-being Committee is comprised of the HT, the 2iC, the Counsellor and the Level Advisors.

- **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 by the end of the day for the absences to be placed on Sentral. The paper class roll can be given to the Office to be followed up by the admin staff.
- Early departures and late arrivals are overseen and recorded on Sentral by the **Level Advisor** 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 Level Advisors as well, so any necessary action can take place.
- If a student is more than 5 minutes late to class, they must **first** report to the **HT or 2iC** before attending class & receive a **blue late pass** and/or the teacher of that period records the lateness on Sentral.
- **All late students** require a **blue late pass** from the IEC Office to enter their class, especially in the morning, for Period 1.

Student Attendance 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 signs 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 possible erratic attendance patterns. The card can be given for 1 or 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 simultaneously 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. The HT or the 2iC signs the card at the end of every day.

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 is ring.

The school operates Mondays, Tuesdays, Wednesdays and Thursdays.

The school does not operate on Fridays.

IEC Lesson Times	IEC Periods for 2024
8:30  – 9:25 (55 min)	Period 1
9:25 – 10.20 (55 min)	Period 2
10.20 - 10.50 (30 min)	LMN (Literacy/Mentor/Numeracy) Period
10:50 – 11.20  (30 min)	Break 1 (Recess)
11:20 – 12:15 (55 min)	Period 3
12:15 – 1.10 (55 min)	Period 4
1.10 – 1.40  (30 min)	Break 2 (Lunch)
1.40 – 2:35 (55 min)	Period 5
2:35 – 3.30 (55 min)	Period 6
3:30 – 4:30 (60 min)	(Monday, Tuesday) Staff, Faculty & Professional Development Meetings <i>The type of meeting is made known on Sentral & on in the internal IEC/College Term calendar.</i>

2024, Term 2 LEVEL/CLASS structure as of Week 1 (Tuesday 30 April):

Beginners/Foundation			Level 1		Level 2				Level 3	
BA	BB	BD	1A	1B	2A	2B	2C	2D	3A	3B

Certificates (Merit and Attendance)

- The Merits certificates and their Levels are coordinated by the **Level Advisors**. Certificates can be given out to students upon the teacher's direction but in general these may be for:
 - *Sustained good quality classwork/homework*
 - *Recognition of continued excellent behaviour*
 - *Community service*
- Bronze, Silver, and Gold certificates are awarded at the Graduation Assembly to students in an official manner. This also includes Certificates of Excellence in different KLAs.
- Certificates are also given out at assembly, usually in week 7 and/or at the Graduation Assembly at the end of the term for attendance for students who have attained 95% to 100% attendance at school from the start of each term.

Clearing of Exiting (Graduating) Students

A clearance is required of all students exiting (graduating) the IEC via a green coloured Student Clearance form. The form needs 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 who is exiting
- 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 to sign off there
- The student surrenders his/her travel pass where required & the Office Staff sign off
- The HT and the 2iC finally signs the clearance form which is returned to the Office
- A similar process is in place for students who clear earlier (wish to discontinue) from the IEC and pursue other educational avenues or go to work.

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 the IEC Staff Meetings in the Student Matters section of the agenda
 - Class / group interventions
- 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 an IEC staff member wishes to refer a student to the school counsellor, they should also notify the HT and/or the 2iC 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 himself/herself 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. If the referral is urgent, staff can indicate this on Sentral. *In urgent cases, staff must notify the HT and/or IEC counsellor in person as soon as possible, highlighting the urgency of the matter.*
- The counsellor will attempt to provide relevant feedback to IEC staff members 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/Support are employed by the NSW Department of Education (DoE), everyone is bound in their behaviour by the DoE's Code of Conduct. The premise for all behaviours is **respect** for the DoE, the school, colleagues, students, the students' families, volunteers, and the wider school community. For detailed information about the CoC, staff may access the DoE document online or request it from the HT.

Curriculum, Levels and KLA coordinators

The IEC curriculum is based on the IEP (Intensive English Program) Curriculum Framework (CF) 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 studies at the IEC.

The **Curriculum Co-ordinator** and the **KLA Coordinators** (English, HSIE, Maths, Science, Art, Health, I.T.) advise and assist staff with curriculum issues as well as the Scope and Sequence programming. The Curriculum Coordinator's role is to coordinate the IEC CF delivery and to advise relevant staff. The Curriculum Co-ordinator and/or the KLA coordinators may meet once or twice a term with the teachers to discuss and/or clarify issues pertaining to their KLA area of responsibility. In addition, Level meetings are organised to discuss issues pertaining to that particular level from a curriculum aspect.

Student movement is discussed approximately 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, an assessment of their unassisted writing task, the number of weeks they have had thus far at the IEC and the best post IEC pathways for individual students. 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** can have up to 35 weeks of study at the IEC (3 terms). They may stay another term upon submission of an Extension Request and its approval by *Multicultural Education (ME)*. Appeals may be submitted if the initial outcome of the request is declined.
- **SPECIAL students:** Students who are classified by the IEC as **Specials** can have up to 45 weeks of study at the IEC (4 terms). They may stay another last & 5th term (55 weeks) upon submission of an Extension Request and its approval by *Multicultural Education (ME)*. Appeals may be submitted if the initial outcome of the request is declined.

***Contact details of the Intensive English Programs Advisor in Multicultural Unit: Paul Fitzgerald
Tel: 0407 025 086 Email: paul.fitzgerald @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 IEC Office every day. Casual staff 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 Staffroom whiteboards on the morning before class (or online 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: <https://bankstownsc-sentral.com.au>*
 - **check** their pigeonholes in the College Common Room at least once a day
 - **sign out** in the IEC Office on the Sign out/Sign in sheet if they need to leave the school premises temporarily. This is in the event of any emergency that may arise in their absence, so they are accounted for. If staff members need to leave the IEC, knowing that they will **not** return, they need to sign out on the relevant sheet in the College Office.
 - **do not misplace or lose** their (smart) keys of the school. The keys need to be always safeguarded. Keys are given to staff members from the HT or the 2iC once they have signed for these. Staff who finish up working at the school for various reasons must return the keys to the HT or the 2iC and sign for their return as well.
 -

Data Projectors and Interactive Whiteboards

- All classrooms have data projectors with a Whiteboard for teacher use. Two IEC designated classes have an Electronic Whiteboard. Other whiteboards can be used as Smart Whiteboards with a special apparatus. They need to be taken care of and controls be kept safely for use by the next teacher who may wish 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. Classes are escorted through the side of the College (fenced side with the homes on the other side) to the top Carpark/Back Oval. Classrooms are to be locked by the teacher. The class rolls are distributed to check that all students are accounted for. The end of the evacuation will be transmitted through the loudspeakers held by the Principal and/or their delegate.
- In a Lockdown 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 the IEC Staffrooms and classrooms and can refer to the special sheet on the last page of this document.

IEC Staff meetings (*during the College's Faculty Meetings*)

- The positions of the Chair and of the Minute Taker at the IEC Staff meeting are rotated on a formalised roster and notified by the HT or the 2iC.
- The IEC Staff agenda is made available for staff who can write on items they wish to bring up, in the HT's Office/or online on the T-Drive up until the end of Lunch on the day of the meeting. Items can also be added to the agenda at the meeting, if accessing the agenda prior was problematical.
- Minutes are recorded and then typed up by the Minute Taker, clearly outlining decisions, personnel responsible for any actions and timeframes for various submissions/compliance matters etc. The Minute Taker emails the Minutes to the HT or the 2iC who makes them available to all staff. The typed minutes are also stored on the T-Drive.
- When making IEC staff 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 IEC Staff discussions.

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 in the last week of each term in the middle or end of the day. This Assembly usually follows the IEC's end-of-term a Picnic Day or all-day excursion.
- 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 & Whole College Assemblies

- For the purposes of celebrating and/or communicating, Assemblies are an important part of the IEC routine. They are generally held on the first day of the term in Period 1 as a "Welcome Back Assembly" to the school when new timetables are issued to the returning students. At least one Assembly is held within the middle of the term. Assemblies are held in the Hall, unless otherwise advised, in one of the timetabled periods. The Assemblies are organised by the HT and/or the 2iC and/or their delegate.

- All staff teaching that period, except for the SAM and SAO, and all students are expected to attend all Assemblies, unless they have a preparation period, or they have discussed this with the HT and/or the 2iC.
- 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 on this occasion.

Interviews of students between 17 – 26 years old UPON ENROLMENT

All new students between the ages of 17 and 26 years old, after successfully applying to study at the IEC are subject to a formal interview by the HT, the 2iC or another delegated staff member to ascertain if the IEC is the best place for them. (*Eligible and successful students commence studies usually 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 under 18 years old are required to have their parent or caregiver present. SLSO staff are allocated to the interview 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 e.g. medical information, displacement due to war etc. Simultaneously, the Executive staff member who is interviewing makes known to the new students of the rules and regulations of the IEC. The documentation is returned to the Office.

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

Intra IEC Staff Communication

This includes the following:

- Sentral Daily Notices and upcoming events on Sentral
- written information on the IEC Staffroom white boards
- IEC Staff meetings and minutes
- small group/relevant personnel discussions
- in the IEC Staffrooms e.g. on the tables

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

Learning Support (LS)

- The Learning Support Co-ordinator may meet 2 or 3 times a term with the HT and/or the LS timetabled staff to discuss student issues and student referrals providing advice and support. There is a section on the IEC Staff meeting agenda where the LS Co-ordinator reports to staff on LS matters. The LS referral can be accessed and completed via a special lilac form obtained from the LS Co-ordinator and then submitted for consideration. The LS Coordinator manages the LS administration and works with the LS HT of the College as well, passing on any vital information for transferring students.

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 and/or the 2iC if the issue is beyond their control
- enter incident on Sentral

On rare occasions, when the situation becomes unmanageable or in the best interest of the student, the class and the teacher, the student causing concern may be directed to leave the room and told to report to the HT or the 2iC. (*Because of our duty of care, a student cannot be directed to leave the room without any destination or cannot be out of sight.*) Staff are to provide the student with a note briefly explaining the circumstances of their referral.

The HT or the 2iC 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/or the 2iC and the student. If the matter is unresolved, then the next step is to refer the matter on Sentral. Once referred to the HT and/or the 2iC, the matter is in the hands of this Executive staff member. This staff member 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 headache), 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 the IEC Staff 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 always exercise respect 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 is an 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 a majority consensus

Mobile phone usage by students

- Mobile phones must be switched off or on silent and be kept in the students' bag/pocket during class time following the DoE policy enacted from Term 4/2023 onwards.

- Students must ask the permission of the teacher to use their mobile as a dictionary or to take a photo of the work on the board.
- If students use their mobile for the wrong reasons eg. SMS, Facebook, etc, the teacher will warn the student to put the mobile away. If the situation is not resolved, the teacher requests the mobile and the student will get it back at the end of the day. Teachers must pass on the confiscated mobile to the HT or the 2iC ASAP with student's full name and class.
- If students are expecting an important phone call, they must tell the HT or the 2iC in the morning. The HT or the 2iC can give permission and a note to show the class teachers. The mobile 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 Co-ordinator(s) as well as the Transition Team in consultation with students, their families and staff, where appropriate.

The Procedures are as follows:

- Initially, the Transition Co 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 Transition Co or Counsellor organises enrolment for the students applying to TAFE and the Transition Co (or delegate) contacts the receptor high schools arranging relevant enrolment interviews. The Counsellor organises "special" high school placements.
- The Transition Co (or delegate) co-ordinates the issuing of the IEC report and letter of introduction for receptor high schools.
- The Transition Co (or delegate) liaises with receiving high schools, when and if required.

Term Programs/Registers

- Term Programs are uploaded onto the T-Drive generally in Weeks 3 or 4 every term, unless otherwise advised. These are evaluated and feedback is given back to the teacher. Programs are owned by the DoE. At the end of the term, all registers are due online as well. Teachers are responsible for their Teaching & Learning program and can seek advice from the Curriculum Co-ordinator or the KLA Co-ordinators or the HT or the 2iC.
- A common template is found in the relevant folder in the T-Drive for completion of Programs/Registers

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 via an sms or phone call sometime between **6.00am-6.20am on the day of the absence** or earlier if possible, e.g the evening before or the day before. The HT will book a casual for the absent teacher.
- Staff are expected to email their classwork to **leesa.hubbard@det.nsw.edu.au** and cc **dimitrios.kametopoulos@det.nsw.edu.au** before 8.00am on the day of absence or have the classwork ready on their desk, if they have prepared it the previous day for the casual teacher. 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 in the SAP Portal 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 and/or the 2iC is to be informed of any partial leaves ASAP so covers can be arranged. Any partial absences have to be applied for in SAP by the concerned teacher.
- 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 on SAP 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). Warning of suspensions are dealt by the HT. Actual student suspensions 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 the assistance of the HT or the 2iC 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/or the 2iC and carried through the timetabling process by the Timetabling Team.

The subjects taught at BIEC are:

- English
- 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 and MaqLit – for Beginners and Level 1
- Reading Comprehension – for Levels 2 and 3
- Mentor periods, weekly (a well-being and information-based program)
- Elective periods
- 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* - teachers check for outgoing students and their early leavers' pass
- *The Cafeteria* - teachers check that students are lined up at the canteen window & all is well at the venue
- *The Quadrangle* - teachers check that students are behaving appropriately & not playing dangerous ball games
- *The Back Oval* - teachers check that students are behaving appropriately & smokers are over 18 smoking **behind** the back fence
- *Student Car Park*- teachers check that students are being monitored in the Car Park and check for any outgoing students driving out if they have an early leavers' pass as well as incoming students
- A roving HT checks that all teachers are on duty & that all areas are managed.

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 on Sentral and return it to the IEC HT
- The IEC HT gives the form to the College Deputy Principal responsible for PL
- Once approved, the teacher is notified and then he/she can register through the PL channels of the course they are applying for
- Upon returning to the school, the teacher should share the information and/or the knowledge gained from the PL attended

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 environment friendly with the amount of paper & ink used

Desktop computers

Staff can use the desktop computers in the Print Room (next to the IEC Staffroom 1) & in Staffroom 2. If all the computers are used, staff can go to the Library, if need be and access the ones in 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. Students are to be encouraged to not to use the toilets during lesson times but at break times. It would be prudent, if allowing students to go to the toilet for a few minutes, the teacher records the time of departure to monitor the student's absence from class.

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 / HT or 2iC 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 HT
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/Registers 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 HT 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
Week 2		
Week 3		
	Thursday	Student numbers submitted to Multicultural Education (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	
Week 6	All week	Initial predictions made for next term student numbers & classes;
	Alternate day	IEC Assembly
	All week	Unassisted Writing Task Week for classes
Week 7	All week	Predictions made for next term's student numbers & classes
	English teachers' meeting	Initial Class Movement discussion & proposals
	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
Week 10		Timetable operation is finalised by the Timetable Team
	Wednesday or Thursday	Graduation Term Assembly (second half of the day)
	Wednesday or Thursday	End-of-Term Picnic Day

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 connect the school with Bankstown, Padstow, Liverpool and Strathfield. The school is approximately 2 klms from Bankstown train station (a 20-minute walk from the station). More information can be obtained from the NSW Public Transport website: <https://transportnsw.info/routes>

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
- IEC Staff meetings - *generally 3 to 5 times a term* (see information about IEC Staff Meetings)
- General Staff meetings – *usually 2 times a term* (all staff attend these across the school)
- Cross Curricular meetings – *twice a term*
- Committee meetings – *twice a term*
- Special Interest Group meetings – *usually once a term*
- Professional Learning meetings – *usually once a term*
- IEC Well-being meetings – *usually 5 times a term on a fortnightly basis*
- IEC Curriculum and/or 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 two days of Term 1, the first day Term 2 and Term 3 and the last day of Term 4.*
- ****At BIEC and BSC, the common practice is that the last day of Term 4 is placed on one Friday in Term 1.**
- ****These are mandatory days as they provide obligatory requirements that all staff 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 pink coloured package "Variation to Routine" document, 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 they must present themselves at the Front Office. In particular, the Department of Education's (on eCpC) **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 can wait in the IEC Office until they are served. If ex-students come to visit, they need to follow the same procedures. If they need to see teachers, it is best they wait for them at break times and talk to the HT explaining the purpose of their visit. All visitors are given a brief orientation of the IEC and the procedures in cases of emergency.

Website of the IEC (<https://bankstownc-i.schools.nsw.gov.au>)

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

Working at the school outside school hours or on the weekends

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 Staffroom 1 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 their arrival and their departure times. 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 CoC, 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 4-minute rule is strictly adhered to by all teachers and for all students. If students are more than 4 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. The casual teacher must record the lateness on Sentral as well.
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 mobile as a dictionary or to take a photo of the work on the board.
 - If students use their mobile for the wrong reasons eg. SMS, Facebook, etc, the teacher gives a warning. If the issue is unresolved then the teacher can confiscate the mobile and the student will get it back at the end of the day. Teachers must pass on confiscated mobiles to the HT 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 earpieces in view.

7. No hats, caps or bandannas worn in class unless there is a medical issue
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 HT, counsellor or Level Advisor
10. All new program initiatives or Variations to Routine are first discussed with the HT
11. All PL 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)

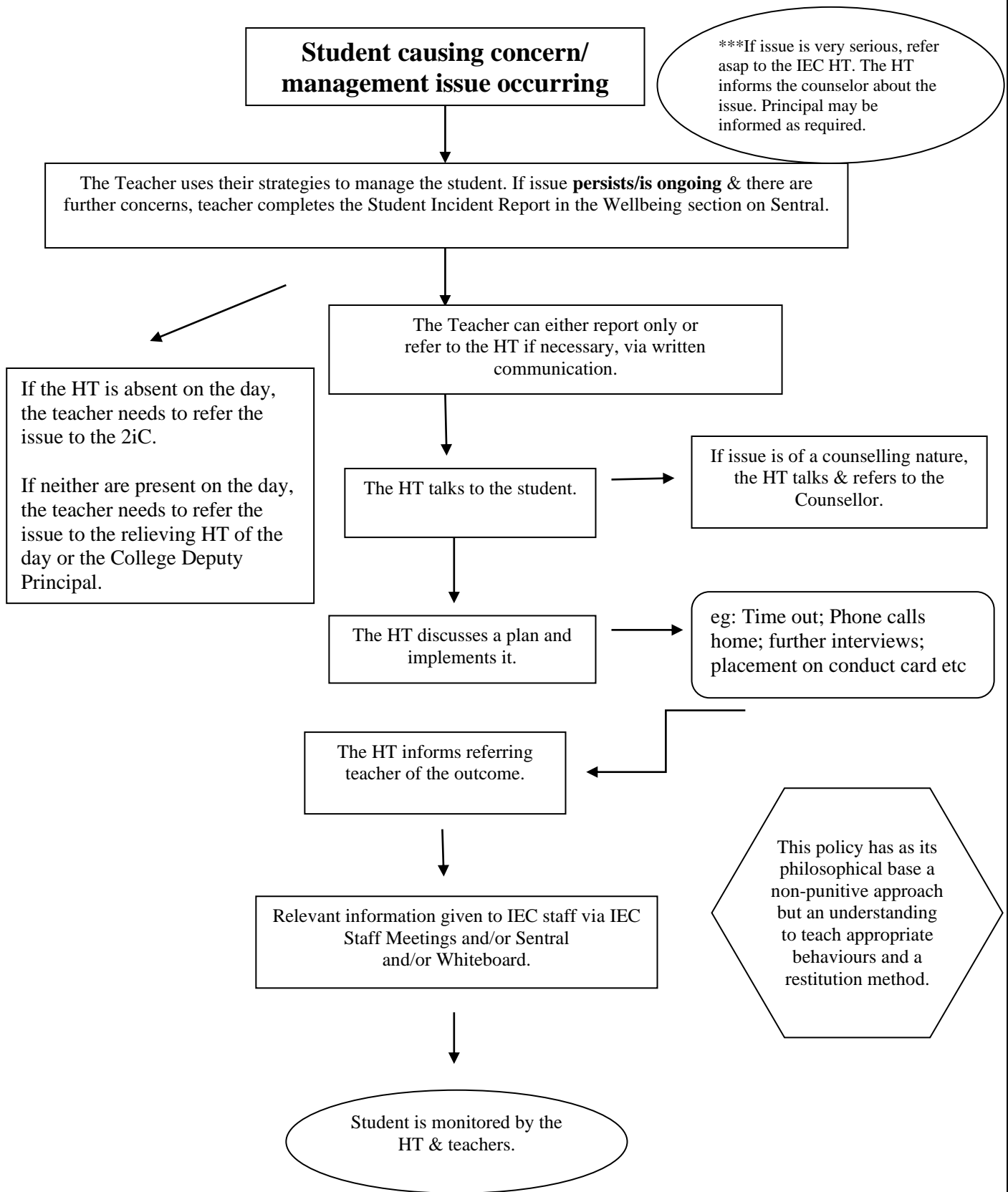
Australian culture/workplace expectations; modelling acceptable vs unacceptable behaviour, fair and just treatment.

- 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. altercations), alert the HT ASAP (via a 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)

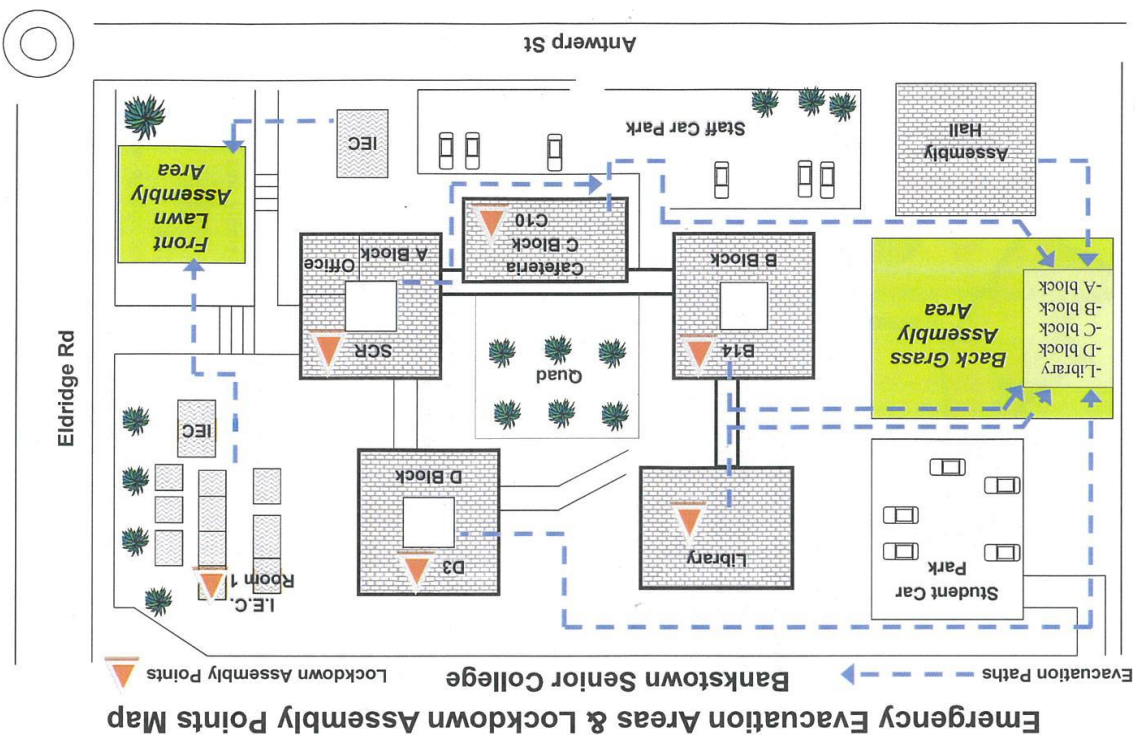
1. Day to day casuals sign on (and sign out) in the Casuals Folder in the College Admin Office in A block. Block casuals and permanent teachers sign on in the common room (upstairs) in A block.
2. If the casual teacher has no access to Sentral, then they are asked to mark the paper rolls obtained from the Office or the 2iC 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.
3. 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

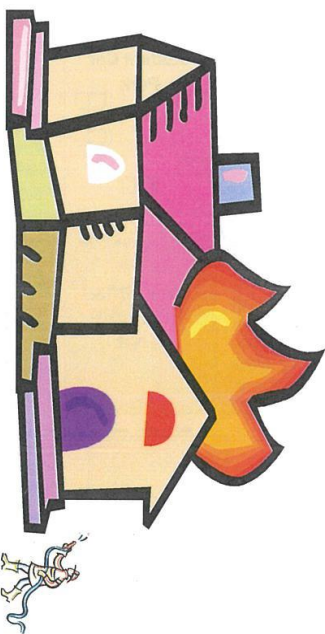


EMERGENCY PROCEDURES – ANALYTICAL

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

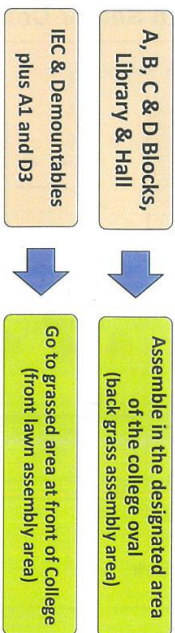


Emergency Evacuation Procedure



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.

EVAUATION Instructions 2017\Y9\Teacher\WHS 2016\EVACUATION Instructions 2017.docx