

Footscray Primary School

Induction Resource for Beginning and
Returning Teachers



Welcome to Footscray Primary School

Footscray Primary School promotes lifelong learning with high expectations of academic excellence in a caring and positive environment.

We pursue quality education and foster the development of the individual's learning in a cooperative, multicultural community.

- Footscray Primary School is located 8km from Melbourne city centre on the corner of Geelong Road and Barkly Street [MAP](#) (car park entrance off Commercial Road)
- Approximately 200 Students from diverse multicultural backgrounds
- Ph 9687 1910



Our aims for you as a teacher at FPS

- That you become part of a learning community where sharing and building expertise is common practice.
- That your professional practise is supported and extended.
- That you build collegiate relationships where there is shared responsibility for each others success and the success of every student in the school.
- That through shared inquiry, your practice continuously improves to support improved student learning outcomes.



What to expect

from the Induction Programme

“Research consistently highlights the teacher as the significant factor in improving student outcomes. Induction is about nurturing and developing the capacity of the teacher at the earliest point in their career – fostering quality teaching from the outset, not leaving it to chance.”

○ Outline of Induction Programme

● **PRE-COMMENCEMENT**

- Meeting with the Principal to include: tour, job expectations and requirements
- Welcome and introduction to staff, Professional Learning Team
- Grade allocation and timetables provided
- Invitation to attend curriculum days/school planning days/Induction activities
- Allocation of 'Buddy' for orientation during first weeks at school

● **LAYING FOUNDATIONS (Weeks 1-8)**

- Welcome Lunch/Morning Tea
- Regular contact with Leadership Team
- Opportunities to observe other teachers' lessons (VIT Collegiate Classroom Activities)
- Time for New Teachers to meet and share common experiences
- Collaborative curriculum planning opportunities provided
- Daily discussion between Buddy and teacher to identify immediate needs
- Formal Mentoring Relationship established (see VIT Provisional Registration)

● **CONTINUING PROFESSIONAL GROWTH (First Year)**

- Continued opportunities for Collegiate Classroom Activities (observing and reflecting) focussing on developing teaching practice
- New teachers supported to identify teaching practice needs and thus Professional Learning opportunities
- Formal regular meetings with VIT mentor



Staff at FPS

NAME

ROLE

.....	Principal
.....	Assistant Principal/elearning
.....	Teacher Prep
.....	Teacher Prep
.....	Teacher Year 1
.....	Teacher Year 1/2 - Junior School Coordinator/Literacy Coordinator (Year P/2)
.....	Teacher Year 2/3 – Middle School Coordinator/ Maths Coordinator (Year 3/4)
.....	Teacher Year 3/4
.....	Teacher Year 4/5 – Senior School Coordinator
.....	Teacher Year 5/6
.....	Teacher Year 6
.....	Bilingual Coordinator
.....	Bilingual Teacher / LOTE Vietnamese
.....	Reading Recovery
.....	Arts/ LOTE Italian
.....	Health and Physical Education
.....	Business Manager
.....	Teacher Assistant (Year 4/5/6)
.....	Teacher Assistant (Prep & 1)
.....	Teacher Assistant (Year 1 and 1/2)
.....	Teacher Assistant (Year 2/3 & 3/4)
.....	Teacher Assistant (Year 3/4)
.....	Bilingual Aide
.....	Bilingual Aide /Interpreter/ Translator
.....	Outside School Hours Care Coordinator
.....	Student Welfare Officer
.....	Social Worker
.....	Psychologist
.....	Speech Pathologist
.....	B&AHSC
.....	B&AHSC



Structure

- 9 Mainstream Classes: 2 x Prep, 1, 1/2, 2/3, 3/4, 4/5, 5/6, 6
- Bilingual program Prep – Year 4
- Leadership
 - There is a Leadership Team at the School consisting of the Principal, AP and Area Coordinators. P-2, 3-4, 5-6, specialists.
- Meetings
 - There are 2 meetings per week. Both meetings run every week, alternating between Mondays and Wednesdays after school when all teaching staff working on these days are expected to attend and actively participate. Meetings focus on Staff Development and VELS/PYP professional development.
- School Council
 - The School Council plays an important role in decision making at the School. Staff may be nominated to be on the School Council. Meetings occur twice per term and staff are invited and encouraged to attend Sub-Committee meetings.
- Professional Learning Teams
 - Each section of the School is allocated 1 session per week for a team meeting. This time is used for collaborative planning, establishing goals related to the Annual Implementation Plan, and Professional Learning.
 - Junior School – Grades P/1/2
 - Middle School – Grades 3/4
 - Senior School – Grades 5/6



School Priorities

- The School develops a **Strategic Plan** every 4 years outlining goals and direction for the school. Each year, an Annual Implementation Plan is developed to support the implementation and success of the Strategic Plan
- This **Annual Implementation Plan** outlines the school priorities for the year, and is referred to regularly by Leadership and School Teams. It provides staff with common goals in their teaching and learning and for their Performance and Development Plans.
- Throughout 2009 the School's curriculum priorities will be:
 - Improved Literacy and Numeracy outcomes
 - Continued development of Student Wellbeing Programmes to improve student outcomes
 - Development of the Primary Years Programme with a view to full authorisation.
 - Mentoring and Coaching programs in Numeracy, Literacy and ICT to improve teacher effectiveness and student learning outcomes
 - Further development of the Vietnamese Bilingual Program

Victorian Essential Learning Standards (VELS)

VICTORIAN ESSENTIAL LEARNING STANDARDS A WHOLE SCHOOL CURRICULUM PLANNING FRAMEWORK

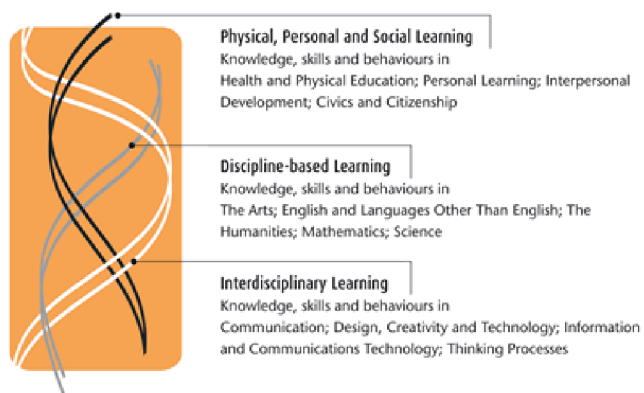
Three interwoven purposes

To equip students with capacities to:

manage themselves and their relations with others
understand the world and
act effectively in that world

to prepare them for success in education, work and life.

This is achieved through the three core, interrelated strands of



across the stages of learning

Years Prep to 4
Laying the foundations

Years 5 to 8
Building breadth and depth

Years 9 to 10
Developing pathways

underpinned by educational purposes, principles and values
to form

Victorian Essential Learning Standards a framework for whole school curriculum planning

Schools plan their teaching and learning programs, using the three strands, to enable
their students to achieve the essential statewide learning standards.

- The Victorian Essential Learning Standards (VELS) describe what is essential for Victorian students to achieve from Prep to Year 10. They provide a whole school curriculum planning framework that sets out learning standards for schools to use to plan their teaching and learning programs, including assessment and reporting of student achievement and progress.
- The Victorian Essential Learning Standards identify three core and interrelated **strands** for the Prep to Year 10 curriculum. Each strand has a number of **domains** which describe the essential knowledge, skills and behaviours students need to prepare for further education, work and life. The domains include the standards, organised by **dimension**, by which student achievement and progress is measured. An English as a Second Language (ESL) Companion and Students with Disabilities Guidelines are available to assist schools in providing programs for these students.
- These standards are to be addressed throughout all teaching, learning, assessment and reporting, in line with the school commitment to The Primary Years Programme

<http://vels.vcaa.vic.edu.au/>

Figure 1: Whole school curriculum plan



The Primary Years Programme (PYP)

Click on the logo for details of the programme



The Primary Years Programme

- **Coordinator**

-

The Primary Years Programme of the International Baccalaureate provides a framework for curriculum planning throughout the whole school. It is underpinned by VELs and provides a rich inquiry based programme to both support and enable improved student learning outcomes.

- [Learner Profile Cards for Classroom Use](#)
- [Student Attitude Cards for Classroom Use](#)
- [PYP Planner Template](#)
- Sample Planner
 - Grade Prep – [From Farm To Table](#)



Literacy

- **Coordinator –**
- **Deputy Coordinator –**
- **Mentoree –**

Footscray Primary School promotes the integration of literacy into the PYP Units of Inquiry, making literacy development contextualised and meaningful for students.

- [8 Areas of Literacy Knowledge](#) - the theoretical model on which the English Continuum P-10 is based and elaborates on the four resources model. This model covers a range of Literacy knowledge to build systematic and broad pedagogic practice to support student learning. This model includes metacognitive knowledge and relates to how to communicate effectively.
- [Learning & Teaching Sequences for Reading at Levels 1 - 6](#) - provides teacher resources based on the eight areas of literacy knowledge for the Reading dimension in both fiction and non-fiction texts.
- [Information and Communications Technology Domain](#)
- [eLearning Support and Services](#) provides support and resources for incorporating ICT and eLearning in innovative and challenging pedagogies. Also includes links to the *eLearning Planning Guide*, professional learning opportunities, and digital content creation.
- [Victorian Modern Cursive Script](#) - a downloadable version of Victorian Modern Cursive Script.



Numeracy

- **Coordinator –**
- **Mentoree—**
- **Standards in the Mathematics domain are organised in five dimensions:**
 - *Number*
 - *Space*
 - *Measurement, chance and data*
 - *Working mathematically*
 - *Structure*

There are relationships between these dimensions which can often be explored within PYP Units of Inquiry.

- **There is a whole school Developmental Continuum for mathematics which should be used in planning for effective teaching and learning. This resource is based on the VELs, First Steps and George Booker**

<http://vels.vcaa.vic.edu.au/essential/discipline/mathematics/index.html>



Vietnamese Bilingual Programme

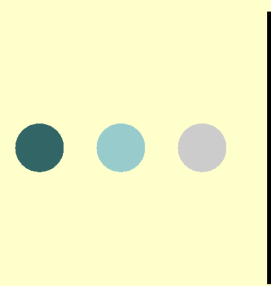
- **Coordinator –**

The Vietnamese Bilingual Programme is offered to all students from P-4 and works alongside the mainstream classroom for Literacy, Numeracy and Inquiry based Units. Extensive work has been undertaken by the bilingual teacher and support staff to translate and level guided reading texts to be used in Early Years literacy sessions. These translations are overlayed onto English texts, so that they can be experienced in both languages. This programme serves a dual function as it supports our Vietnamese students to strengthen their mother tongue, both verbal and written, as well as to learn English vocabulary and language features with prior understanding and meaning. Students with a non-Vietnamese speaking background are exposed to structures and features of the Vietnamese language which improves their ability to transfer this knowledge into both Vietnamese and English.

The successful outcomes of the Bilingual Programme contributed to the school being Highly Commended in the National Literacy and Numeracy Week Awards in 2007 and to the coordinator,, receiving the 2008 Victorian Multicultural Award for Excellence in Education.

- **Vietnam Exchange Programme/Study Tour**

Footscray Primary School has an established an Exchange Program with Phuoc Tien Primary School in Nha Trang, Vietnam. In 2009 a second group of teachers, education support staff, students and parents will travel to the school to experience life and culture in Vietnam. This is the school's second trip to Vietnam since the establishment of the program in 2006.



Information and Communication Technology (ICT)

- **Coordinator –**
- **Deputy Coordinator –**
- **Laptops –** Each teacher is entitled to lease a computer for school use. It is highly recommended that teachers have a laptop to be used for planning, digital resources, and use with the interactive whiteboards. All education support officers are provided with a laptop to be used to support student learning.
- **Intranet –** The school intranet (server) provides a central point for students and teachers to save and share work and resources.
- **Interactive Whiteboards –** Footscray Primary School is committed to maintaining up to date resources for teaching and learning within the school. Every classroom has been installed with a 'Smartboard' Interactive Whiteboard which is to be used by the classroom teacher and students as described in the [Essential Agreement](#). Along with the boards, each classroom has a scanner, wireless mouse and keyboard, digital camera, wireless tablet and a minimum of three computers.
- **eLearning Lab –** All students receive three sessions per week in the elearning lab which provides students with individual access to Apple computers. One of these sessions is supported by a specialist teacher.



Play Ethics Programme (PEP)

- Coordinator –

The Play Ethics Programme, which has been developed by the staff at Footscray Primary School, encourages students to adopt inclusive play strategies in the playground. Through explicit teaching and providing resources for inclusive games (such as jacks, elastics, skipping, marbles etc.) students are able to confidently join in with and invite other students to play. Staff are encouraged to support and model productive play to students. This programme was a recipient of the Leader Newspaper Community Award in 2007.

The Kidz Zone play area provides a safe and quiet retreat where students can take part in indoor activities during recess and lunch. To promote continuing community effectiveness at Footscray Primary School, all staff and students are supplied with magnetic nametags which are worn throughout the day.



Tribes

- Tribes Learning Communities is a whole-school approach to promoting student resilience. The Tribes process is based on building caring relationships, positive expectations, and opportunities for meaningful participation and contribution by students.
- Tribes provides a common language for teachers and students to use throughout the school, providing a safe, nurturing and positive learning environment. This language is underpinned by the 'Tribes Agreements'
 - Personal Best
 - Participation/Right to Pass
 - Attentive Listening
 - Mutual Respect
 - Appreciations

TRIBES AGREEMENTS DISPLAY CARDS



Duties and Responsibilities of a Beginning Teacher

- Planning, teaching and participating in accordance with DEECD and School Priorities
- Managing Student Behaviour
- Student Assessment
- Record Keeping
- Report Writing
- Differentiated Learning – catering for individual needs
- Working and planning with Education Support Staff
- Communicating with Parents (3 Way Interviews, working with interpreters)
- Communicating and interacting with staff and the school community



Daily Routine

- **Arrival time** — It is your responsibility to be on duty and in the classroom from 8:50 to greet students and talk to parents. On days where the fitness program is held at 8:50, staff are expected to join in and support student participation. However, many teachers arrive and leave both before and after these times. The school is open from 7.30am.
- **Departure time** — Departure time for teachers is 4:10 on days when no meetings are held. However times can be flexible and should be discussed with the Principal if you need to leave before this time. It is expected that ALL teachers will attend after school meetings if they are at school on the day meetings are held. These generally finish at 5.00pm. The school is open until 6.00pm.
- **APT** — Whilst the Agreement designates 2.5 hours Allocated Preparation Time, at Footscray Primary School beginning teachers are allocated 3.3 hours. However, one session of this time is designated team planning time when teams plan together, using supporting documents, to ensure they are working towards achieving student learning goals detailing in the Annual Implementation Plan. It should be noted that the timetable is fixed. To ensure smooth running of the school, APT must not be 'swapped' around excursions or leave. If there are exceptional circumstances, individuals should see either the Assistant Principal or Principal.
- **Part Time Staff** — Part time staff are allocated APT on a pro-rata basis with a common planning session for their designated team. To ensure smooth running of the school, APT or days of attendance must not be 'swapped' around excursions or leave. If there are exceptional circumstances, individuals should see either the Assistant Principal or Principal.
- **Roll** — The roll needs to be marked in the morning and after lunch. Attendance is marked with a blue pen, and absentees are marked with a red pen. Student should bring notes or ring the school when they are away.
- **Money** — When students bring money for excursions etc. place it in an envelope labelled with the students name, grade, what the money is for and how much is in the envelope. These should then be placed in the clear plastic pouch which is provided by the office. Send the pouch to the office with two students. Receipts will then be sent back which should be handed out to students at the end of the day.
- **Lunch orders** — The school does not make lunches. Lunch orders are sent to ****. In the morning, students place their lunch order (written on a bag or envelope with money inside) into the white box provided. These need to be sent to the office with two students before 9:30.



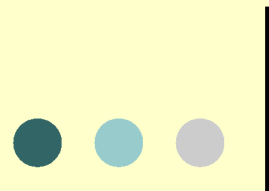
Daily Routine

- **Meetings** – After school meetings are held on Mondays and Wednesdays. They are usually in the staff room, and staff are asked to be there at 3:45 for a prompt start. Meetings usually run for an hour.
- **Photocopier** – Classroom teachers are provided with three reams of paper per term to use for photocopying and printing. Please take your own paper to the copier. There is no code for use. Colour photocopies may be obtained for classroom use. These can only be sent to the copier via the Burser or the School Principal or Assistant Principal's computer. You will need to email a copy of the required print stating how many copies you need. There is a maximum allocation of 100 colour copies per classroom per term.
- **Times**
 - 8.50am Fitness Program
 - 9.00am School day begins (fruit in classroom during morning session)
 - 11.30am Morning recess begins
 - 12.00noon Morning recess ends
 - 1.40pm Students begin eating lunches in classrooms
 - 1.55pm Lunch Recess begins
 - 2.40pm Lunch Recess ends
 - 3.30pm School ends
- **Yard Duty** – You will generally do about 1 and a quarter hours of yard duty per week. This time is split into 15 minute or half hour blocks. As part of the Agreement, all teachers will have a minimum of one half hour break per day. Please check the timetable on the staff room board to see when your allocated time is. It is important that you are prompt to your yard duty – the children are your responsibility from the time you are rostered on, even if you are not there. This is an important aspect of your duty of care to students.
- **Wet Day / Extreme Heat Timetable**- All teachers share duty during these times. Most times there are additional staff to support teaching teams. However, there are times when two teaching staff will be required to share supervision of two grades. In this instance, each teacher is to ensure they take a half hour break with the first break starting during student 'eating time'. Classes will be combined for this time and all children must be under teacher supervision at all times.
- **Kitchen Duty** – You will be rostered on for one week each term to do kitchen duty. This involves loading and unloading the dishwasher, washing teatowels and general tidying. At Footscray Primary, all staff try to support each other by ensuring that they place all of their own dishes in the dishwashers after being used.



Specialists

- **Italian/Vietnamese LOTE** - All students to have one session per week of either Italian LOTE or Vietnamese LOTE. The two grades in your area are combined with students going to their respective language. This is generally the time that teams have their Team Meetings.
- **The Arts** – will be timetabled to take your students for one session per week.
- **Health and Physical Education** – will be timetabled to take your students for one session per week.
- **eLearning** – will be timetabled to take your students for one session per week.
- **Library** – You will need to take your own students to the Library for one session per week.



Procedures

- **If you are sick** – If you are sick, you need to let the school know as soon as possible. It is necessary to contact the school before 7:00am on that day so that a Casual Relief Teacher (CRT) can be booked. Call on 0438 026 584. It is helpful if you leave a hard copy of your work programme on your desk at all times in case you are sick. Once you return from leave you will need to fill out a [Leave Application Form](#).
- **Wet Day Timetable** – If it is raining outside, or if it is extremely hot, students will be asked to stay in their classroom for play time. It is your responsibility to organise with the other teacher in the area how you will split the time for ensure students are supervised at all times. (See daily routines)
- **First Aid** – When on yard duty, you may be asked to administer minor first aid, such as giving band-aids. A bum bag from the office should be carried, as this contains everything you will need. If there is a more serious injury, you may choose to send the child to the office for attention from a First Aid trained member of staff. If it is a very serious emergency, there is a card inside the bum bag labelled 'emergency' that should be sent in to the staff room. Other members of staff will attend immediately.
- **Borrowing Equipment** – If you wish to take equipment home from school, it must be signed out. This can be done at the office.
- **Security** – There is an internal phone line in your room, from which you can contact other staff. Use this if there is a problem, as you are not to leave students unsupervised at any time. It is advised that you lock away any valuables throughout the day. Also, you should lock your classroom door when you are not there.
- **Ordering** – Every classroom has a budget of \$500 for classroom resources. Catalogues for different suppliers such as State Supply are located in the Pigeon Holes and in the office. Your order should be written out in the school order book located in the office, and can then be faxed.
- **Petty Cash** – If you have spent your own money purchasing classroom resources, please keep the receipt and fill in a [Petty Cash form](#) and hand in at the office. This money will be taken out of the classroom budget and should be cleared with your coordinator before purchases are made. It may take several days to process.
- **Office** – You are welcome to use the facilities in the office. Just before school and after school are very busy times in the office – please respect the role of our Burser, and aides who may be supporting her as this is their workspace. has priority over office facilities at all times as this ensures the smooth running of the school.
- **Emergency Procedure** – If you hear the emergency tone through the PA, line your students up as quickly as possible and lead them out to the far end of The Block. Take the roll, so that you can account for all students. Do not take anything else from the classroom. Evacuation drills are carried out each semester.



Duty of Care

- **Supervision in classroom** - Students should **never** be left unsupervised in the classroom. If you need to leave the classroom for any reason you must ensure a qualified teacher is available to supervise your children. If you have a half hour yard duty you are entitled to leave your students at 1:30, supervised by the other teacher in the area. This allows you to have a half hour lunch break.
- **Toilet visits** — For their safety, students should always be sent to the toilet in groups of three. Please ensure that different students are asked to go throughout the day, not just the 'responsible' students. This ensures that the same students are not out of the classroom for lengthy periods of time. It also builds the capacity of other students on the area.
- **Yard Duty** — It is your responsibility to be at yard duty on time and until you are relieved by another teacher. If you are not relieved for some reason, ask a students to go to the staff room and find out who should be on.
- **Mandatory Reporting**



Communication

- **Daily Happenings** — There is a full term and weekly dairy written on the board in the staffroom. Check this daily so that you are familiar with what is happening each day in the School. The Principal's diary can be accessed through Outlook.
- **Notes home** — If you have an excursion or you want to communicate with parents, you can have your notices translated into Vietnamese by in the office, please allow adequate time for this. All notes sent home are to be viewed by the Principal. [School Letterhead](#)
- **Notice Board** — It is recommended that you maintain a parent notice board outside your room to put any notices or requests up for all parents to see. Your current Unit of Inquiry should also be displayed in a prominent position outside of your room.
- **Displays** — Displays provide a rich learning environment for students and an informative means of communication for parents. Please ensure that displays are changed and developed with your Programs of Inquiry and that student work reflects the high standard of learning and teaching.
- **Newsletters** - Newsletters come out every Friday. Teachers are encouraged to submit student work to share with the wider school community and to include work on a rostered basis.
- **Translators** — If you need to communicate with parents who do not speak English, it is possible to open up lines of communication through the free service All Graduates. Phone translators can be set up for meetings, or translators can come to the school in person. Any of the Vietnamese staff would be happy to assist you with any impromptu conversations with Vietnamese parents.



Classroom Management

- **Essential Agreement** — As part of the PYP, each class creates an Essential Agreement, which outlines the rules, rights and responsibilities of the students in the class. This should be prominently displayed in your classroom.
- **Tribes** — Using the language of Tribes will assist you in creating a supportive and consistent classroom management strategy.

Don't forget the key to classroom management is to provide an engaging, challenging yet supported learning programme. Student Wellbeing issues are often related to curriculum and student engagement.



Victorian Institute of Teaching – Provisional Registration

The Victorian Institute of Teaching is an independent representative professional body for the teaching profession.

As with other professionals occupying positions of trust and responsibility, teachers are required to be registered in order to practise their profession. All Victorian school teachers, therefore, must be registered by the Institute.

Evidence of Professional Practice

Teachers who are provisionally registered will be fully registered when they can provide evidence to demonstrate that they have met the Standards of Professional Practice for Full Registration. Provisional registration is seen as an opportunity for new teachers to consolidate their professional practice and be supported and guided by the profession as they embark on their career in teaching.

All provisionally registered teachers are required to demonstrate their professional practice through the development of *Evidence of Professional Practice* consisting of:

- An *analysis of teaching and learning* reflecting upon the learning progress of two students
- A record of three *collegiate classroom activities*
- A commentary on *professional activities* undertaken

New teachers will be supported through the registration process by a trained Mentor. In most cases, teachers will have the opportunity to present their *Evidence of Professional Practice* to a school based panel of peers.



[Victorian Institute of Teaching Website](#)

[Details of Provisionally Registered Teacher Seminars for 2009](#) as well as proformas for registration.



Ongoing Professional Learning Programme

- You will be provided with ongoing professional learning opportunities in response to identified needs.
- You may request to take part in particular professional learning activities that you believe would influence and develop your professional practice. However, the school does have a school-wide professional development programme based around the successful implementation of the School's Strategic Plan and the Primary Years Programme.
- An 'apprenticeship' style program has been designed and developed by the school to enable teachers to develop exemplary skills in at least one area of the curriculum whilst progressing towards being expert teachers.



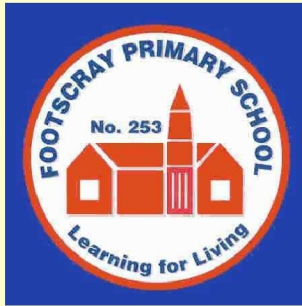
Acronyms

There can be a lot of 'teacher talk' flying around, so don't hesitate to ask if you are not sure what people are talking about!

[List of Acronyms](#)



A Note from the Principal



On behalf of the staff and community at Footscray Primary School, I would like to formally welcome you to our school and community.

Footscray Primary School is steeped in a rich history which has grown and developed over the life of the school and has spanned almost 150 years. It is in this spirit that we pay respect to our past, present and future students by ensuring that we support current students in accessing the richest education possible. We equip our students with the attitudes of the Primary Years Programme and invite you to join their learning journey. We work together to build our own profiles to ensure each of us reaches our greatest potential. As inquirers, thinkers, communicators and risk-takers, who are knowledgeable, principled, caring, open-minded, well-balanced and reflective we will equip ourselves, and our students, with the necessary dispositions to take on challenges in a positive, proactive way.

Congratulations on becoming part of a community that will support you in your further learning, encourage you to become the best practitioner possible and celebrate your personal and professional growth. Whilst you play a vital role in your own development you will actively share in determining the future of each of our students. A great responsibility which is to be respected and appreciated.

We wish you every success in your chosen career and challenge you to make each day a productive learning experience for yourself and your students.