



# THE COLLIER WAY



"The Collier Way" is **Respect and Excellence**. Beneath this sits a number of priorities that must be consistently maintained. In doing so, we ensure that we are *all* accountable to the smooth running of the school and maintain a learning environment we are all proud of and that other schools are envious of!

Respect (Self, others, environment & property)	Excellence (Being the best you can be)
<p><b>Acknowledging visitors to your room</b></p> <ul style="list-style-type: none"> <li>A visitor to any classroom will knock.</li> <li>When directed by the teacher, students stop work, put pens down and fold arms.</li> <li>Visitor says good morning and the students respond "Good morning..."</li> </ul> <p><b>Respect for adults</b></p> <ul style="list-style-type: none"> <li>When walking in corridors or through doors, adults have right of way.</li> <li>Students acknowledge adults by saying 'hello' and/or 'how are you?' when they walk toward them.</li> </ul> <p><b>Respect for visitors to Collier (incursions)</b></p> <ul style="list-style-type: none"> <li>Students listen and engage in incursion.</li> <li>Students put up their hand to speak.</li> <li>A class representative thanks the visitor on behalf of the class at the end.</li> </ul> <p><b>Class Rules</b></p> <ul style="list-style-type: none"> <li>Students devise class rules with their teacher and follow them.</li> <li>Rules are written in the +ive (We will...)</li> <li>Consistent implementation of Collier Behaviour Management Policy and Procedures.</li> <li>Use 1,2,3 Magic consistently.</li> </ul> <p><b>Access to buildings</b></p> <ul style="list-style-type: none"> <li>Students are only allowed to enter teaching and learning areas (classrooms, PAC, library etc) and offices if a member of staff is present.</li> <li>Teachers to lock doors when leaving.</li> </ul> <p><b>Assembly</b></p> <ul style="list-style-type: none"> <li>Students move to assembly quietly and wait quietly for assembly to begin.</li> <li>If a student is late to assembly, they stand quietly at the entrance of the UCA if School Creed or National Anthem is being sung, then join class.</li> <li>Students sit quietly throughout assembly.</li> <li>PP – 4 on mats, Year 5 &amp; 6 on chairs.</li> <li>All students to sing songs they have been taught.</li> </ul>	<p><b>Lining up after recess and lunch</b></p> <ul style="list-style-type: none"> <li>3 min warning bell sounds, students go to toilet, get a drink and then line up in assembly lines in the UCA facing the flagpole. Teachers move to UCA.</li> </ul> <p><b>Moving between classrooms</b></p> <ul style="list-style-type: none"> <li>Classroom teachers are responsible for moving students to/from specialist areas.</li> <li>Students walk in pairs, in silence.</li> <li>Specialist teachers are to collect students from UCA after recess/lunch and return students to classes before recess/lunch.</li> </ul> <p><b>School uniforms</b></p> <ul style="list-style-type: none"> <li>Students wear full school uniform Mon-Thurs (Red and Green)</li> <li>Students wear Faction shirts Friday only.</li> </ul> <p><b>Ruling up work (Years 1– 6)</b></p> <ul style="list-style-type: none"> <li>Use red pen or red pencil.</li> <li>Line across the top.</li> <li>Margin down the left side.</li> <li>Name on the top left hand side.</li> <li>Date on the top right hand side.</li> <li>Year 1 to phase in Sem 1, ECC to introduce ruler activities.</li> </ul> <p><b>Expecting neatness</b></p> <ul style="list-style-type: none"> <li>Sample of student work showing expected level of neatness to be displayed in each classroom.</li> <li>K-2 to use Century Gothic (bat &amp; ball) for printing.</li> <li>Transition from printing to cursive handwriting to occur in Year 3 Semester 2.</li> </ul> <p><b>Writing full sentences</b></p> <ul style="list-style-type: none"> <li>From Year 1 students are to write full sentences (where applicable).</li> <li>ECC staff to encourage full oral answers to questions posed.</li> </ul>

# THE COLLIER WAY

## Eating recess and lunch

- Students take their food to the UCA.
- Food not to be eaten near bags or on the way to the UCA.
- At lunch, students stay seated from 12.55 – 1.05pm and will be dismissed when both duty teachers are in the UCA.
- Students put up their hand to be dismissed, put their rubbish in the bin and wash their hands.
- Four square can only be played in UCA when all students have finished eating.

## Canteen etiquette

- Two lines: Junior Block line and Senior Block line.
- 'Please' and 'thankyou' to be used when using the canteen.

## Sport Shed orderliness

- Two lines: Junior Block line and Senior Block line.
- 'Please' and 'thankyou' to be used when using the sport shed.
- Two Sport Monitors only in sport shed.
- Sport monitors to keep sport shed tidy and in order.
- No eating in sport shed.

## Respect for Bus Driver (Excursions)

- Whispering is OK.
- No turning around.
- When the bus STOPS, the talking STOPS.

## Arriving and leaving school

- Arrive at school from 8.30am
- Only enter and exit through the main entrance if accompanied by parents.
- Sit quietly outside Library (Terms 1 & 4) and on the verandah when wet (Terms 2 & 3) with school bag until 8.40am supervised by Mr Saunders.
- When dismissed at 8.40am, put bag on hooks, move to classroom and get organised for the day.
- At the end of the day, leave the school grounds promptly.
- Students not collected by parents by 3.00pm are to go to the office.

## Evacuation behaviour

- Teacher to direct students as per Evacuation Policy.
- Students to walk in pairs, in silence.
- When seated at mustering point on the oval, students are to sit quietly.

## Marking of work

- All student work must be signed, dated if not dated by student.
- Comment and/or stickers where applicable.
- Relief teachers and/or parent helpers to sign their name.
- If a SAER student had significant assistance with completing an activity, teacher is to note this on the worksheet.  
(ie Sam was able to give verbal responses, but had assistance to complete the writing part of this task.)

## Editing Work

- Students and Teachers use Collier Standard Editing Guide as displayed in classrooms using Red Pen or pencil.

## Supervision of students

- Students must complete their 'Time Out' inside the classroom.
- Students must be supervised and in clear view of a teacher at all times.

## Communication between home and school

- Email communication
- Face-to-face meetings
- Letters home (a hard copy of letter given to office)

## Explicit Teaching

### Teachers will:

- Develop classroom lessons which move systematically from extensive teacher input and little student responsibility to total student responsibility and minimal teacher involvement at the conclusion of the learning cycle (Motivate, Explain a new skill, Model the skill, Provide guided practice to independence – essentially, it is: **I Do, We Do, You Do**)
- Consistently checking for Understanding (CFU).
- See Appendix A.

## NAPLAN Preparation

- Year 3 and 5 Teachers to access and explicitly teach the weekly NAPLAN lesson plans (portal).

# THE COLLIER WAY

## APPENDIX A

<b>Introduction</b>	<p><b>Opening the Lesson—Introduce the Strategy/Skill/Concept</b></p> <ul style="list-style-type: none"> <li>• State the learning objective and success criteria</li> <li>• Review prerequisite skills and knowledge—Checking for Understanding</li> <li>• Introduce the concept or skill to be explicitly taught and explain why students need to master the concept or skill</li> </ul>
<b>I Do</b>	<p><b>Modelling—Self Talk</b></p> <ul style="list-style-type: none"> <li>• Present new material in small steps</li> <li>• Model procedures— thinking ‘aloud’</li> <li>• Provide examples and non-examples</li> <li>• Use clear language and avoid digressions</li> <li>• 3C’s—Clear, Consistent, Concise</li> </ul>
<b>We Do</b>	<p><b>Collaborative—Guided Practise</b></p> <ul style="list-style-type: none"> <li>• Guide students as they practise—requires a high frequency of responses</li> <li>• Ensure high rates of success</li> <li>• Provide timely and explicit feedback</li> <li>• Have students continue to practice until they are fluent</li> <li>• Teacher circulates the room and monitors/evaluates student understanding</li> <li>• Teacher asks questions and engages students in focused talk</li> <li>• Lots of <b>Checking for Understanding</b></li> <li>• If skill isn’t mastered—return to ‘I do’ and re-teach</li> </ul>
<b>You Do</b>	<p><b>Independent Practice</b></p> <ul style="list-style-type: none"> <li>• Individual work, differentiation for student levels</li> <li>• Teacher circulates room and monitors individual student practice</li> <li>• Engage students in focused questioning and feedback</li> <li>• Students practise until the skills are automatic</li> <li>• Check and correct independent work to validate levels of mastery</li> </ul>
<b>Ploughback</b>	<p><b>Closing the lesson</b></p> <ul style="list-style-type: none"> <li>• Review the key concepts and consolidate understanding</li> <li>• Review learning objective and success criteria</li> </ul>

## Critical Elements of Explicit Instruction

1. Optimal use of instructional time—students engaged and on task at all times
2. Lessons are delivered at a brisk pace.
3. High levels of success at all stages.
4. Critical content matched to students’ instructional needs.
5. Sequenced logically—breakdown complex skills and strategies into smaller steps.
6. Supported practice.
7. Timely feedback—immediate and affirmative.