

STAFF INDUCTION POLICY 2026

Forming part of: Giant Steps Tasmania's *Personnel Manual*

Policy Statement

This policy is informed by Section 19 of the Work Health, Safety and Act, 2012 under which the Principal is responsible for ensuring that adequate induction programs and procedures are in place, which include:

- providing information to employees in relation to Work Health & Safety (WHS) in the workplace.
- providing information, instruction, training and supervision to minimize risks before work commences or before a change in work occurs.

Purpose

The purpose of this policy is to outline the induction procedures for staff and to outline the roles and responsibilities of those involved.

The objectives of staff induction and orientation are to:

- welcome and introduce the staff member to the culture, ethos, community and organizational structure of Giant Steps Tasmania;
- clarify the staff member's role and responsibilities;
- equip the staff member to become a productive member of staff as quickly as possible; and
- ensure that the staff member understands their responsibilities and the legal requirements associated with their employment, including (but not limited to) those relating to the wellbeing and safeguarding of students.

Implementation

The Principal or a designated representative is responsible for ensuring that each individual employee who is (a) new to Giant Steps Tasmania or (b) given new work, receives such induction as is appropriate to the individual circumstances, the legal requirements and the objectives and principles of this policy and is responsible for:

- seeing that the defined procedures are carried out for each new employee
- making the employee aware of the job description and competency requirements for the performance of tasks and for ensuring that adequate training is provided to enable participants to perform the tasks
- explaining the annual staff review process
- organizing a program intended to further develop the existing strengths of the new staff member and providing support for their on-going professional growth

Commencing Induction and Orientation on the first day of employment and completing it (including familiarisation with key policies and procedures) within 10 working days of starting employment is a responsibility of all new staff members.

* Key policies for new staff members are dependent on their role and are:

For Teacher Assistants

- Anti-bullying/ Harassment Policy
- Complaints Policy
- Cyber Security Policy
- Emergency Management Policy

- Personal Care Support Policy
- Pool Policy
- Positive Behaviour Management Policy
- Privacy Policy
- Safeguarding Policy
- Staff Induction Policy
- Staff Professional Conduct Policy
- Staff Professional Learning & Development Policy
- Staff Termination of Employment Policy
- Staff General Conditions of Employment Policy

For Teachers/Allied Health

- Allied Health in School Policy
- Anti-bullying/ Harassment Policy
- Assessment and Reporting Policy
- Complaints Policy
- Curriculum Policy
- Cyber Security Policy
- Emergency Management Policy
- Personal Care Support Policy
- Pool Policy
- Positive Behaviour Management Policy
- Privacy Policy
- Safeguarding Policy
- Staff Induction Policy
- Staff Professional Conduct Policy
- Staff Professional Learning & Development Policy
- Staff Termination of Employment Policy
- Staff General Conditions of Employment Policy
- Technology Policy

For Ancillary staff

- Anti-bullying/ Harassment Policy
- Complaints Policy
- Cyber Security Policy
- Emergency Management Policy
- Hazard identification & Reporting *
- Privacy Policy
- Safeguarding Policy
- Staff Induction Policy
- Staff Professional Conduct Policy
- Staff Professional Learning & Development Policy
- Staff Termination of Employment Policy
- Staff General Conditions of Employment Policy
- Transportation Policy *

* Dependent on the role of the staff member

* Key policies are those with which new staff need to be familiar within 10 working days of commencing employment.

Familiarisation with additional key policies and procedures may be required for teachers and therapists.

All new staff are expected to have read, understood and be able to comply with all school policies and procedures within one month of commencing employment. New staff will sign-off that they have completed their responsibilities regarding familiarisation with school policies and a document to this effect will be kept on their personnel file.

All staff who are returning to Giant Steps after a period of absence will be required to undertake a period of Re-Induction(see **Addendum 4**). Re-induction may also be necessary in the following circumstances:

- A staff member is moving to a different role within the School
- A staff member (and/or their Line Manager) has identified Professional Development needs
- Changes to a staff member's role/ responsibilities are needed following a WHS Incident or Critical Incident
- A possible policy or procedural breach requires addressing

Authorised by:	Paul Bowman
Position:	Chair of Board
Signature:	
Date:	
Original Policy developed by:	Chris Jacobsen
Position:	Education Administrator
Date developed:	March - August, 2016
Date of first review:	June – Sept 2017
Date of this review:	November 2025 - February, 2024
Reviewed by:	Chris Jacobsen
Position:	Fairlight Educational Consulting
Staff consultation period:	November – December 2025
Date for next review:	February, 2028

Addenda

Addendum 1: Induction Procedures:

Ancillary Staff Checklist

Teacher Assistant Moving from Casual to Permanent Employee Checklist

Teacher Assistant Checklist

Teacher/ Allied Health Professional Checklist

Addendum 2: Induction Declaration for Teacher Assistants

Addendum 3: Induction Declaration for Teachers/ Allied Health Professionals/ Ancillary Staff

Addendum 4: Re-induction Handbook

Addendum 1: Induction Procedures

Ancillary Staff Induction Checklist

The principal or their delegate will ensure that the following topics are covered with the new employee during Induction on their first day of employment. A copy of this completed and signed form will be given to the new employee.

Employee Name:	Date:
Role:	

General	
The induction procedure (page 3 of Handbook)	
Required documents (page 3 of Handbook)	
Key staff members & organisational chart (page 4 of Handbook)	
Disability Standards (pages 5 and 12 of Handbook)	
Confidentiality (page 6 of Handbook)	
Safeguarding (page 7 of Handbook)	
Dress code for staff (page 8 of Handbook)	
Key policies & Other Documents (page 9 of Handbook)	
Workers' Compensation (page 9 of Handbook)	
Employee Assistance Program (page 11 of Handbook)	
Roles and Responsibilities (page 13 of Handbook)	
Wellbeing & Social committees (The School has a well-being committee which is focused on developing a whole school well-being action plan, setting goals and implementing strategies to improve school well-being. Social committee organises social events for staff)	
Code of Conduct (discuss staff code of conduct & provide it to be signed)	
Hours of work, breaks, timesheets (hours of work depending on role, use of timesheets, Admin Assistant assists with timesheets)	
Communication (important information & school newsletter emailed via email).	
Fair Work information (provision of Fair Work flyer)	
Safety	
Workplace health & safety (WHS Committee, Hazards & Maintenance Book)	
Emergency buzzer (discuss use & point out during tour)	
Asbestos (some buildings do have asbestos. There is a register showing where the asbestos is)	
Safe use of chemicals & chemical register (chemical location, use of chemicals)	
First Aid. (The Principal designates TAs as First Aiders. They receive a first aid allowance and are required to hold current first aid and CPR qualifications. Teachers ensure there is First Aid cover at breaks and lunch times).	
Fire plan, evacuation routes & emergency assembly points (roles & responsibilities in fire emergency, emergency exits & emergency assembly points, staff & student sign in and out sheets)	
Tour of Site	

Tour of classrooms, allied health building, gym & pool, staff room, resource & photocopying, toilets, playground & garden.	
In each building the following are pointed out:	
First aid location	
Emergency buzzer location	
Fire equipment location	
Emergency exits	
Emergency evacuation route	
Emergency assembly location (based on location)	
In the Admin Building the following are pointed out:	
Copies of reporting forms	
Hazards & maintenance book	
Timesheets	
Business manager's office	
Principal's office (including report form folder)	

Principal's Name (or delegate):
Principal's Signature (or delegate):
Employee's Signature:

Teacher Assistant Moving from Casual to Permanent Employee Induction Checklist

The principal will have a meeting and ensure that the following topics are covered with the Teacher Assistant who is moving from being a casual employee to a permanent employee, upon acceptance of the offer of permanency. A copy of this completed and signed form will be given to the employee.

Employee Name:	Date:
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General	
Contract The Business Manager prepares your contract. When you receive it, make sure you read it thoroughly and if you have any questions speak to the Business Manager or Principal. If you are happy with the contract, sign it and return it to the BM as soon as possible.	
Salary packaging Salary packaging is a way to decrease your taxable income, reduce the amount of tax you pay, and increase your take home pay. You can choose to salary package by putting a certain amount of your income towards rent, home loan, credit card payments for example. The BM will be able give you more individualised information about how this could benefit you.	
Probation period You will notice there is a probation period within your contract. All staff who accept a permanent position have a probation period within their contract. While you may have already been working at Giant Steps, this is simply a period to ensure you continue to be suitable for the role. There will be a meeting to discuss your employment one month before the end of the probation period.	
New hours of work You will be told what your new hours of work are.	
Blue forms If you need to request leave for an appointment or something you must complete a Blue Form listing the date and hours, if it is not a full day, as well as the reason for the leave request. We do not need details, just a simple 'medical appointment' or 'family event'. This allows the School to evaluate the request as to whether it will be paid leave when approving the request.	
Professional Development days As a permanent employee you are expected to attend all scheduled professional development days which fall on your contracted days of work. There are several compulsory professional development days scheduled each year. On these days leave requests will not be approved. (You will be provided with dates for professional development for the year).	
Safety	
First aid The Principal designates TAs as First Aiders. They receive a first aid allowance and are required to hold current first aid and CPR qualifications. Teachers ensure there is First Aid cover at breaks and lunch times. The School organises First Aid training on site at the beginning of each school year. Staff participating pay to participate in this but are paid for the day. Staff completing First Aid outside of this day are not paid for the day. If you are designated as a First Aider, you are expected to provide first aid to students or staff requiring it.	

Principal's Name:
Principal's Signature:
Employee's Signature:

Teacher Assistant Induction Checklist

The principal or their delegate will ensure that the following topics are covered with the new employee during Induction on their first day of employment. A copy of this completed and signed form will be given to the new employee.

Employee Name:	Date:
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General	
Induction handbook & mentor (read through & discuss page 4 of handbook & provide details of their allocated mentor)	
The induction procedure (read through & discuss page 6 of handbook)	
Required documents (page 7 of handbook)	
What we are all about, school values & values in action staff (page 8 of handbook)	
Key staff members & organisational chart (read through & discuss page 15-16 of handbook)	
Rostering & calling in sick (read through & discuss page 18 of handbook)	
Role & responsibilities (read through & discuss page 19 of handbook)	
Rest & Wellbeing (read through & discuss page 19 of handbook)	
Confidentiality (read through & discuss page 20 of handbook)	
Safeguarding – including mandatory reporting (cause for concern form, processes page 21 of handbook)	
Dress code for staff (read through & discuss page 22 of handbook)	
Key policies (read through & discuss page 23-31 of handbook)	
Key documents (read through and discuss page 32 of handbook, Shared Drive 43-46)	
Employee Assistance Program (read through and discuss page 47 of handbook)	
Worker's compensation (read through and discuss page 48 of handbook)	
Supporting our students (positive behaviour support read and discuss pages 51-56 & personal care support procedures read and discuss page 57)	
Code of conduct (discuss staff code of conduct & provide it to be signed)	
Hours of work, breaks, timesheets (9:00-3:15, paid 20-minute morning break, unpaid 30-minute lunch break, use of timesheets, Admin Assistant assists with timesheets)	
Communication (teacher assistant meetings fortnightly, fortnightly class meetings organised by class teacher, important information & school newsletter emailed via email).	
Fair Work information (provide fair work flyer)	
Safety	
Workplace health & safety (WHS Committee, Hazards & Maintenance Book)	
Emergency buzzer (discuss use & point out during tour)	
Swimming ability & confidence (ask and record swimming ability and confidence)	
Pool safety (role of TA during pool times, pool rules)	
Asbestos (some of our buildings do have asbestos, we have a register showing where the asbestos is)	
Safe use of chemicals & chemical register (chemical location, use of chemicals)	
First aid (There are designated first aiders. They provide first aid to students or staff requiring it)	
Fire plan, evacuation routes & emergency assembly points (roles & responsibilities in fire emergency, emergency exits & emergency assembly points, staff & student sign in and out sheets)	
Tour of Site	
Tour of classrooms, allied health building, gym & pool, staff room, resource & photocopying, toilets, playground & garden.	
In each building point out the following:	
First aid location	

Emergency buzzer location	
Fire equipment location	
Emergency exits	
Emergency evacuation route	
Emergency assembly location (based on location)	
In the Admin Building point out the following:	
Student sign in/out sheets	
First aid bags for walk	
Photocopier	
Where to locate basic stationery supplies	
Copies of reporting forms	
Hazards & maintenance book	
Timesheets	
Business manager's office	
Head of Learning & Development's office	
Principal's office (including report form folder)	

Mentor
Employee's Allocated Mentor Is:

Principal's Name (or delegate):
Principal's Signature (or delegate):
Employee's Signature:

Teacher/Allied Health Induction Checklist

The principal will ensure that the following topics are covered with the new employee during Induction on their first day of employment. A copy of this completed and signed form will be given to the new employee.

Employee Name:	Date:
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General	
Contract The Business Manager (BM) will prepare your contract. When you receive it, read it thoroughly and if you have any questions speak to the BM or Principal. If you are happy with the contract, sign it and return it to the BM.	
Salary packaging Salary packaging is a way to decrease your taxable income, reduce the amount of tax you pay, and increase your take home pay. You can choose to salary package by putting a certain amount of your income towards rent, home loan, credit card payments for example. The BM will be able give you more individualised information about how this could benefit you.	
Probation period You will notice there is a probation period within your contract. All staff who accept a permanent position have a probation period within their contract. While you may have already been working at Giant Steps, this is simply a period to ensure you continue to be suitable for the role. The Principal will check in with you throughout the probation period and there will be a meeting to discuss your employment one month prior to the end of the probation period.	
Hours of work, breaks, timesheets, blue forms Nominal work hours are 8:30-4:30. As a teacher/therapist it is expected that you put in the required hours to complete the requirements of your role. Use of timesheets, The Admin Assistants assist new staff with timesheets. Blue forms for leave requests - If you need to request leave for an appointment or something you must complete a Blue Form listing the date and hours, if it is not a full day, as well as the reason for the leave request, such as, 'medical appointment' or 'family event'. This allows us to evaluate the request as to if it will be paid leave when approving the request).	
Induction procedure & mentor (read through & discuss page 5 of handbook & provide details of their allocated mentor)	
What we are all about, school values & values in action staff (page 9-15 of handbook)	
Key staff members & organisational chart (read through & discuss page 16-17 of handbook)	
Rostering & calling in sick (read through & discuss page 19 of handbook)	
Role & responsibilities (read through & discuss page 20 of handbook)	
Confidentiality (read through & discuss page 21 of handbook)	
Safeguarding – including mandatory reporting (cause for concern form, processes pages 21& 22 of handbook)	
Dress code for staff (read through & discuss page 23 of handbook)	
Resources & budget (read through & discuss page 24-26 of handbook)	
Key policies (read through & discuss page 27-32 of handbook)	
Key documents (read through and discuss page 33-40 of handbook, Shared Drive 44-47)	
Employee Assistance Program (read through and discuss page 48 of handbook)	
Worker's compensation (read through and discuss page 49 of handbook)	
Supporting our students (positive behaviour support read and discuss pages 54-59 & personal care support procedures read and discuss page 60, communication 61-72)	
Code of conduct (discuss staff code of conduct & provide it to be signed)	
Hours of work, breaks, timesheets (9:00-3:15, paid 20-minute morning break, unpaid 30-minute lunch break, use of timesheets, Admin Assistant to assist with timesheets)	
Communication Teacher meetings weekly, planning meetings fortnightly, teacher assistant meetings fortnightly, class meetings organised by class teacher, important information & school newsletter emailed via work email, communication with families (read through & discuss pages 70-75 of handbook).	
Professional Development (read through & discuss pages 75-79 of handbook) Professional Development Days - As a permanent employee you are expected to attend all scheduled professional development days which fall on your contracted days of work. There are several compulsory professional	

development days scheduled each year. On these days leave requests will not be approved. (Provide dates for professional development for the year).	
Fair Work information (provide fair work flyer)	
Safety	
Workplace health & safety (WHS Committee, Hazards & Maintenance Book)	
Emergency buzzer (discuss use & point out during tour)	
Swimming ability & confidence (ask and record swimming ability and confidence)	
Pool safety (role of TA during pool times, pool rules)	
Asbestos (some of our buildings do have asbestos, we have a register showing where the asbestos is)	
Safe use of chemicals & chemical register (chemical location, use of chemicals)	
First Aid. (The Principal designates TAs as First Aiders. They receive a first aid allowance and are required to hold current first aid and CPR qualifications. Teachers ensure there is First Aid cover at breaks and lunch times).	
Fire plan, evacuation routes & emergency assembly points (roles & responsibilities in fire emergency, emergency exits & emergency assembly points, staff & student sign in and out sheets)	
Tour of Site	
Tour of classrooms, allied health building, gym & pool, staff room, resource & photocopying, toilets, playground & garden.	
In each building point out the following:	
First aid location	
Emergency buzzer location	
Fire equipment location	
Emergency exits	
Emergency evacuation route	
Emergency assembly location (based on location)	
In the Admin Building point out the following:	
Student sign in/out sheets	
First aid bags for walk	
Photocopier	
Where to locate basic stationery supplies	
Copies of reporting forms	
Hazards & maintenance book	
Timesheets	
Head of Learning & Development's office	
Business manager's office	
Principal's office (including report form folder)	

Mentor
Employee's Allocated Mentor Is:

Principal's Name:	Principal's Signature:
Employee's Signature:	

Addendum2: Induction Declaration (Teacher Assistants)

I, _____ confirm that I have read, understood and agree to comply with the following policies:

- Anti-bullying/ Harassment Policy
- Complaints Policy
- Emergency Management Policy
- Personal Care Support Policy
- Pool & Water Safety Policy
- Positive Behaviour Management Policy
- Privacy Policy
- Safeguarding Policy
- Staff Induction Policy
- Staff Professional Conduct Policy
- Staff Professional Learning & Development Policy
- Staff Termination of Employment Policy
- Staff General Conditions of Employment Policy

Furthermore, I confirm that I have had the opportunity to discuss any questions I have had regarding any of these policies with my Mentor,

_____ .

Date I started employment: _____

Date of signature: _____

Signature: _____

Signature of Mentor: _____

Addendum 3: Induction Declaration (Teachers/ Allied Health Professionals/ Ancillary Staff)

I, _____ confirm that I have read, understood and agree to comply with all Giant Steps Tasmania's policies relating to my role.

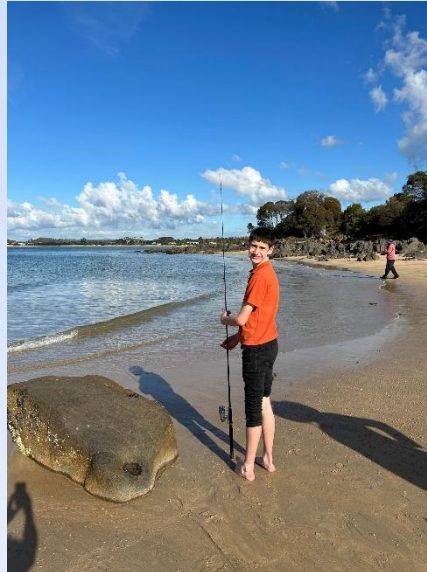
Date I started employment: _____

Date of signature: _____

Signature: _____

Addendum 4: Re-Induction Handbook

STAFF RE-INDUCTION HANDBOOK



Giant Steps Tasmania 2026 v1

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Principal's Welcome

The purpose of this re-induction handbook is to ensure all staff are up to date in terms of their knowledge and skills, that they can successfully transition into any new role they are beginning and are equipped to effectively support our students. Staff Re-Induction also ensures our ongoing compliance with legislative and School requirements.

You will have experienced Induction on first joining the School. However, Re-induction to Giant Steps Tasmania can be necessary for a variety of reasons including, but not limited to, the following:

- You are returning to Giant Steps after an extended absence
- You are moving to a different role within the School
- You (and/or your Line Manager) have identified Professional Development needs
- Changes to your role/ responsibilities are needed following a WHS Incident or Critical Incident
- A possible policy or procedural breach requires addressing

Different parts of this handbook may be used to address different scenarios and a signed record of Re-Induction is placed on your staff file.

Re-Induction is managed by myself or my delegate. If you have any questions, our leadership team is always available to have a chat. I am also here if there is anything you need.

Kimberly Trebilco

Principal

GIANT STEPS TASMANIA

WHAT WE ARE ALL ABOUT

VISION

To make a positive and powerful difference in the lives of students on the autism spectrum, delivering world class individualised education programs in specialised quality facilities based in our caring local community.

MISSION

To provide learning opportunities for students living with autism so that they can maximise their potential, foster authentic connections with others and gain independence.

WE VALUE:

- a safe, respectful and compassionate learning environment
- quality and specialised individualised programs that celebrate individuality
- engagement with our communities

GIANT STEPS TASMANIA

WHAT WE ARE ALL ABOUT

At Giant Steps Tasmania we have done a lot of work as a school community defining three core values and what those values look like in action in our school.

Our three core values are:

We are Safe



We are Respectful



We are Learners



School Values in Action - Staff

	We are Safe 	We are Respectful 	We are Learners 
Always and Everywhere	• We proactively check for hazards and report anything identified immediately. • We keep the school clean, tidy and free from hazards. • We use equipment safely. • We store potentially hazardous items and chemicals safely. • We move around the school & community safely. • We check in with each other regularly. • We follow all policies and procedures.	• We communicate professionally (language, tone, volume, right time/right place) and calmly, with the whole school community. • We are honest with each other in a respectful manner. • We support each other and seek understanding (of a situation or incident), rather than judging. • We value each other's opinion. • We follow policy to deal with any conflicts or complaints.	• We ask questions and seek clarification. • We actively listen to each other and our students. • We give and are open to receiving constructive feedback. • We know and provide feedback on policies and procedures. • We have a growth mindset. • Mistakes happen – we support each other to learn from them. • We engage in reflective practice to continually strive for improvement.

	• See it, say it, sort it! We report any concerning behaviours or concerns about students. • We have safe relationships with students and maintain professional boundaries. • We do not use our personal devices when working with students. • We are proactive in communicating and planning for student behaviour.	• We always show compassion and understanding towards students, colleagues and families. • We always maintain confidentiality. • We have professional relationships with our colleagues. • We always use neuro-affirming language and approach.	
Classrooms	• We always actively supervise students. • We know where all students are and what they're doing. • We follow behaviour support plans. • We are proactive in managing student behaviour. • We implement PART training. • We maintain clean, well-organised and uncluttered classrooms. • We support each other to tap out if needed.	• We use clear and concise communication. • We use visuals and schedules. • We use AAC devices to model communication. • We give students adequate processing time. • We work together. • We differentiate learning so that all students can participate. • We return laptops/ipads back to the bank after use.	• We learn how to use AAC devices. • We get to know students. • We are prepared for each lesson. • We know the learning intention of the lesson. • We know student behaviour support plans and information in student profiles. • We know Individual Education Plan goals.
Shared Learning Spaces	• We always actively supervise students. • We know where all students are and what they're doing.	• We use schedules, signs, visuals. • We clean up when we are finished. • We return laptops/ipads back to bank after use.	• We learn how to use tech e.g., AAC devices, ipads & laptops. • We show initiative to support our colleagues – if you identify they may

	• We know where all essentials are e.g., buzzer, first aid items. • We are aware of student dynamics. • We have consistent expectations.		not understand the circumstances, assist.
Outdoor Spaces (including garden & playground)	• We always actively supervise students. • We know where all students are and what they're doing. • We are on duty for all students – not just our room. • We back each other up. • We are aware of where the buzzer is. • We implement PART training. • We support each other to tap out if needed.	• We check if it's ok to use the space. • We clean up when we are finished. • We are on time for duty.	• We share responsibilities. • We get to know all students in shared playground times. • We engage with students in play talking/modelling play.
Shared Work Spaces (including office spaces, store rooms & staffroom)	• We maintain a clean, well-organised and uncluttered space. • We send staff to supervise students transitioning through the office at the beginning and end of the school day.	• We are mindful that others may need to use our workspace. • We sort & check photocopying. • We only have professional and appropriate conversations. • We call out unprofessional talk if it is heard. • We put things back where they belong.	• We know and follow correct procedures. • We learn about each other and respect different ways of working.

Meetings	• We support each other. • We seek understanding. • We don't come to meetings with a personal agenda.	• We follow the meeting agenda & stay on topic. • We communicate clearly and with a respectful tone. • We listen actively. • We are on time.	• We actively participate, collaborate and problem-solve. • We are open to different views and opinions.
Buses	• We always actively supervise students. • We always have staff to support one at a time boarding and getting off the bus. • We follow safety plans.	• We have clear, calm and timely communication. • We sweep the bus to check for rubbish when getting off the bus. • We follow instructions from the bus driver.	• We are aware of policy and procedural routines. • We talk with about any issues. • We know the seating plan & strategies to support students on the bus.
Pool	• We always actively supervise and engage with all students. • We do not use phones in the pool area, unless calling for help. • We follow all pool procedures and routines. • We follow all directions from the swim teacher. • We report any issues immediately (e.g., code brown). • We know students swimming ability. • We are aware of student behaviours/dynamics.	• We respect capacity. • We give students adequate processing time.	• We know the Pool Policy and pool rules and procedures, • We know student personal care and behaviours support plans. • We know the pool schedule. • We follow directions from the swim teacher to support student learning.
Student Toilets &	• We ensure clear communication and that correct documentation is completed.	• We are discrete and maintain dignity at all times.	• We know student Personal Care Support Plans and the support each student needs.

Change Rooms	• We follow student Personal Care Support Plans. • We always actively supervise students. • We ensure the space is kept clean.	• We respect student capability and agency. • We monitor hygiene supplies and request more before running out. • We use respectful language.	• We know where all personal care recording sheets are and how to fill them out.
Off-Campus	• We ensure correct ratios and that risk assessments are completed correctly. • We always actively supervise students. • We know student/staff numbers in case of an emergency. • We follow all emergency procedures.	• We know we are representing the school and are respectful to all. • We communicate our whereabouts with other staff and are aware of where everyone is.	• We know the purpose of the excursion and the learning intention. • We know the risk assessment and emergency procedures.

SOME KEY STAFF MEMBERS



Paul Bowman
Chair of Board



Karina Johnstone
Business Manager



Kimberly Trebilco
Principal



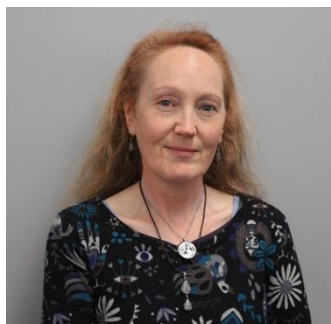
Angela Karpeles
Head of Learning & Development



Siaren Lacangan
Occupational Therapist



Susan Drake
Admin Assistant



Leanne Osmond
Admin Assistant



Irene Singleton
Lead Teacher



Danielle Whatley
Blue Room Teacher



Antonio Zanchetta
Orange Room Teacher



Jenna Wallace
Red Room Teacher



Michael Bissell
Green Room Teacher

CALLING IN SICK

As part Angela's role she manages staff sick call ins.

If you need to call in sick on Monday-Thursday, please contact Angela on [0475 358 119](tel:0475358119).

On Fridays please contact Kimberly on [0427 281 479](tel:0427281479).

When contacting Angela to call in sick, if you are messaging the evening before the sick day, please message before 9pm otherwise message on the day.

CONFIDENTIALITY

As a trusted member of the Giant Steps Tasmania team, you will be part of conversations that address students' needs, abilities and family situations. Such information must never be shared with anyone outside the organisation. In particular:

- Never remove from the premises or copy any documentation that contains any information about a student without the permission of the principal.
- If a staff member has another job which involves working with a Giant Steps Tasmania student, they must notify the Principal and ensure two-way confidentiality.
- Staff must not use personal devices when working with students.
- Staff must not take photos or videos of students on any personal device. Staff will gain parental consent before sharing any images of students taken on a Giant Steps Tasmania device either internally or any external platform approved by the Principal.
- Do not discuss students or colleagues with anyone outside the organisation.
- Be aware that if you are talking about a student or colleague with a colleague outside of work that your conversation may be overheard and could cause embarrassment, distress or harm to them.
- Never pass on the contact details of a student, their families or a colleague to anyone.

Some information cannot be kept confidential. If a student lets you know that they are experiencing abuse, or if you suspect that they are experiencing abuse or neglect, you have a responsibility to share this information with Strong Families Safe Kids and the Principal. You must not share this information with anyone else.

SAFEGUARDING

Safeguarding Procedures

If a student lets you know they are experiencing abuse or neglect or there is reasonable reason to think a child is experiencing abuse or neglect the following procedure is followed:

- Complete a Cause for Concern form documenting your concern and submit to the Principal.
- Meet with the Principal to discuss your concern and plan what steps need to be taken to address your concern.
- If a student lets you know they are experiencing abuse or neglect or there is reasonable reason to think a child is experiencing abuse or neglect, a report must be made to Strong Families Safe Kids.
- Do not discuss your concern or share any information with other members of staff or anyone outside of the organisation.

Safeguarding Training

The Department of Education Children and Young People (DECYP) have generously provided access to their safeguarding online training portal to all schools across the state.

There are currently three training modules in the portal.

1. Your Obligations Training - this module provides staff with essential information on identifying, reporting and responding to child abuse.
2. Reporting Obligations Training (advanced)
3. Child Sexual Abuse Awareness Training

All staff at Giant Steps & visiting allied health specialists are required to complete the first module prior to commencing employment and then annually.

All classroom-based staff are also required to complete module 2 and 3 annually.

The link to the training portal is below. You will need to create an account and login to access the training. **Once you have completed a module please email your certificate to administration staff** who will be tracking staff completion of the training.

<https://decyp-safeguarding.mygo1.com/signup/email>

Trigger Warning

The content in the training modules may be confronting. If you start completing the modules and find it too confronting, please speak to a member of the leadership team.

KEY POLICIES

Giant Steps Tasmania has 36 policies in three Policy Manuals. Policies are reviewed 12 months after they are written and then at least once every three years. There are copies of all policies in the staffroom, on the Shared Drive and in each classroom. It is the responsibility of every member of staff to be familiar with the policies.

The Policy Manuals are organised as follows:

Health & Safety Manual	
Anti-Bullying & Harassment Policy *	Personal Care Support Policy *
Critical Incident Policy	Positive Behaviour Support Policy *
Emergency Policy (including Disaster Recovery) *	Privacy Policy *
First Aid Policy *	Safeguarding policy *
Hazard Identification & Reporting Policy	Well-being and Pastoral Care Policy
Medication Administration Policy	Transportation Policy
Drug & Alcohol Policy	Whistleblowing Policy

Curriculum & Learning Experiences Manual	
Admissions Policy	Off-Campus Activities Policy
Allied Health in School Policy	Pool & Water Safety Policy *
Attendance Policy	School Improvement Policy
Curriculum Policy	Technology Policy
Assessment & Reporting Policy	Inclusion Policy

Personnel Manual	
Communication Policy	Staff Professional Conduct Policy *
Conflict of Interest Policy (Board)	Staff Professional Learning & Development Policy *
Complaints Policy *	Staff Recruitment Policy
Cyber Security Policy	Staff Termination of Employment Policy *
Staff General Conditions of Employment Policy *	Volunteer Policy
Staff Induction Policy *	

* Indicates a Key Policy that you should be familiar with during the first month you are at Giant Steps

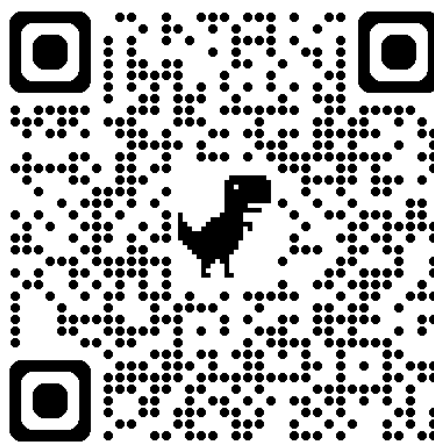
At Giant Steps Tasmania we are committed to making policies as accessible as possible for staff and families. To achieve this, we have started developing video policy summaries for key policies.

Hover your phone on camera mode over the QR code to scan the code and be taken directly to each policy summary video. Alternatively you can download a QR code reader app.

Curriculum Policy

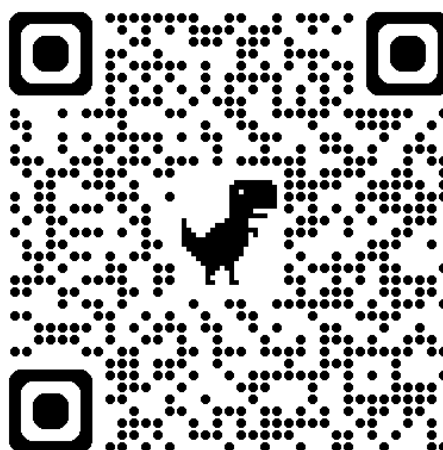


Safeguarding Policy



**Assessment & Reporting
Policy**

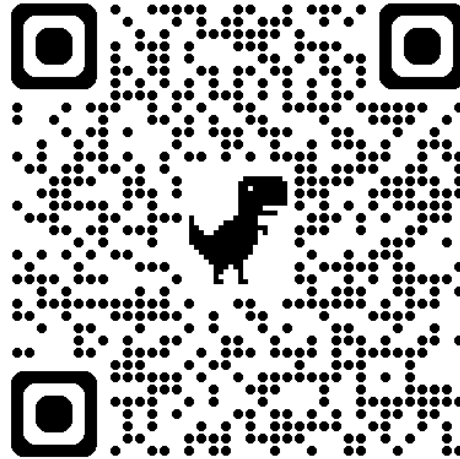
**Positive Behaviour Support
Policy**



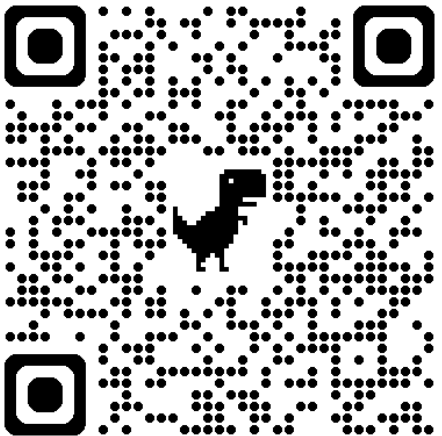
Pool Policy



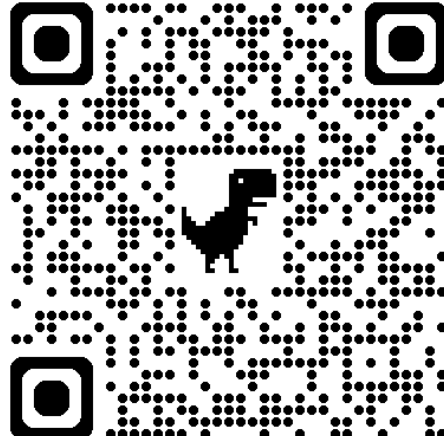
Complaints Policy



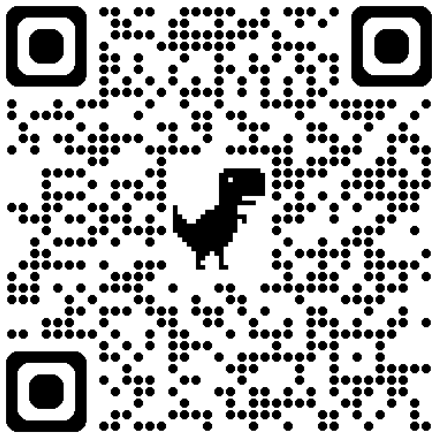
**Anti Bullying &
Harassment Policy**



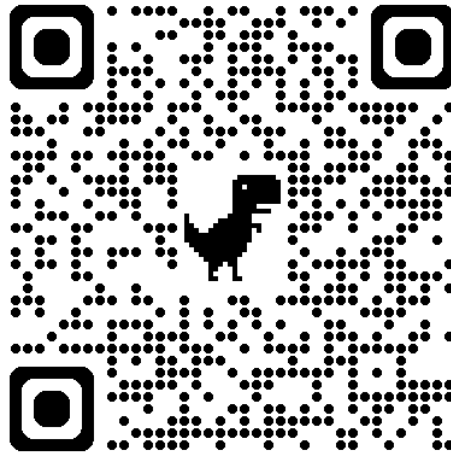
**Pastoral Care &
Wellbeing Policy**



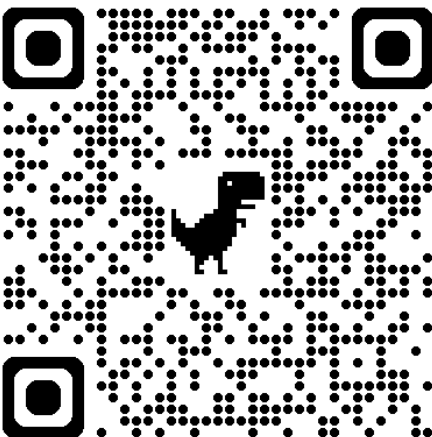
**Emergency Management
Policy**



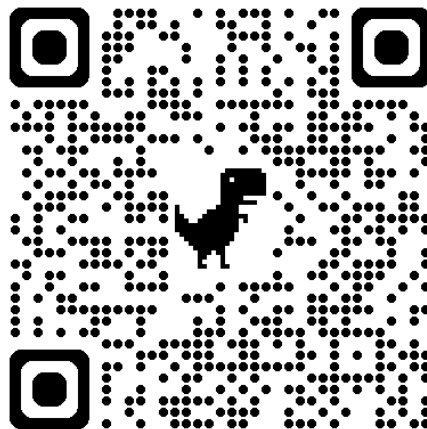
**Medication Administration
Policy**



**Staff Professional Learning &
Development Policy**



**Allied Health in
School Policy**



First Aid Policy

**Off-Campus Activities
Policy**

Transportation Policy

Technology Policy

Admissions Policy

Attendance Policy

KEY DOCUMENTS

Giant Steps Tasmania has a number of forms which all staff need to know how and when to use. The forms are kept in the pigeon holes in the staffroom and are available electronically on the shared drive. These are:

Form	Used when ...
Accident Report	A student, staff member or visitor is injured as a result of a hazard, slip, fall <i>(Do <u>not</u> use when the injury is a result of something a student does e.g. hitting. Use an Incident Report Form)</i>
Bullying/ Harassment Report	A student bullies/ harasses another student <i>(Please be aware of what constitutes bullying and what constitutes harassment)</i>
Cause for Concern Report	A student comes to school with a worrying mark (e.g. bruise, scratch) or when a student discloses a matter of concern to you (e.g. negligence, abuse) <i>(Please note that not reporting concerns about child abuse is a criminal offence)</i>
Incident Report & De-brief Form	There are any serious incidents, for example an incident resulting in injury, property destruction or an incident of a sexual nature. If it is a level 4 incident (as per incident report forms), there must also be a de-brief.
Medical Emergency/ Medication Incident Report	A student experiences a medical situation requiring emergency first aid and or paramedic assistance, or when a student's medication arrangements are compromised
Motor Vehicle Accident Report Form	A road traffic accident happens involving one of the school buses
Risk Assessment Form	Planning an off-site activity, or when requested to do so by the principal <i>(For off-site activities, the class teacher will generally complete the Risk Assessment, but you may be asked for input)</i>
Hazards and Maintenance Record Book	You notice something around our premises that could cause an accident (e.g. loose carpet, broken step). Write this in the Hazards and Maintenance Record Book which is kept by the phone in the staffroom. Our WHS Committee makes sure that all matters are followed up and resolved.

Report forms are to be completed within 24 hours of the incident. Completed report forms are placed in the folder on the Principal's office door.

Shared Drive Organisation

This is where most of the documents you will need to access can be found. It might be worth spending some time finding your way around the Shared Drive, especially the Teaching and Allied Health Drive and the Policies and Resources drive.

The Shared Drive is organised into 7 different drives, with different staff having different types of access to the content on the shared drive. Each type of access has access to different drives, based on what staff need to be able to see and do.

Shared Drive Folders:

The 7 drives are:

- Management Drive
- Administration Drive
- Teaching & AH Drive
- Policies & Resources Drive
- Administration & Teaching
- Archive Drive
- Student Drive

Log-ins will determine
access to each drive

Type 1 Access

Personnel: Principal & Business Manager

Access: All drives

Type: Can Create/ Edit/ Delete

Type 2 Access

Personnel: Administrative Assistants

Access:

- Administration Drive
- Policies & Resources Drive
- Administration & Teaching Drive
- Archive Drive

Type: Can Create/ Edit/ Delete

Type 3 Access

Personnel: Teachers & Allied Health

Access:

- Teaching & AH Drive
- Policies & Resources Drive
- Administration & Teaching Drive
- Student Drive

Type: Can create/edit/delete

Type 4 Access

Suggested Personnel: Board members, Teacher Assistants, grounds, cleaning and bus drivers.

Access:

- Policies & Resources Drive
- Student Drive

Folders within Administration Drive (O: Drive)

- Access
- Building, Maintenance & Security
- Contracts & Induction
- Emergency Contact Information
- Forms
- Fundraising (folders within Fundraising: Donations, Events, Supporting the Awesome, Thank Yous)
- Letterheads & Logos
- Mail
- Medical (folders within Medical: Medical Information Cards & Medication)
- MYOB Invoices
- Newsletters
- Pantry
- Petty Cash
- Rebates
- Recurrent Docs & Data
- School Fees
- Staff
- Staff Rosters
- Stationary
- Student Enrolment (folders within Student Enrolment: Student Enrolment by Year, Student Enrolment Packs)
- Transport & Buses
- Uniforms
- Visiting Therapists & Volunteers
- WHS
- Workers Compensation

Folders within Teaching & AH Drive (T: Drive)

- Allied Health
- Behaviour Data
- Curriculum (folders within curriculum include: Australian Curriculum Documents, Concept Based Curriculum, Scope and Sequence, Planning Templates, Moderation, Planning Templates, Teacher Resources, TASC)
- Whole School Student Assessment Data
- Excursions & Risk Assessments
- House Groups
- Meeting Minutes
- Parents Group
- Green Room
- Red Room
- Orange Room
- Blue Room

Folders within each room folder include:

- Planning
- Behaviour Support Plans
- Student Profiles
- Class Budgets
- Class Assessment

Folders within Policies & Resources Drive (P: Drive)

- Child Safe Organisation
- Class Resources
- Coffee Club
- Meeting Minutes
- Photos
- Policies & Procedures
- School Wellbeing
- Social Stories
- Student Learning Materials
- Swimming
- Videos

Folders within Administration & Teaching Drive (R: Drive)

- Attendance
- NCCD
- Student Reports
- Individual Education Plans
- Transition Plans

EMPLOYEE ASSISTANCE PROGRAM

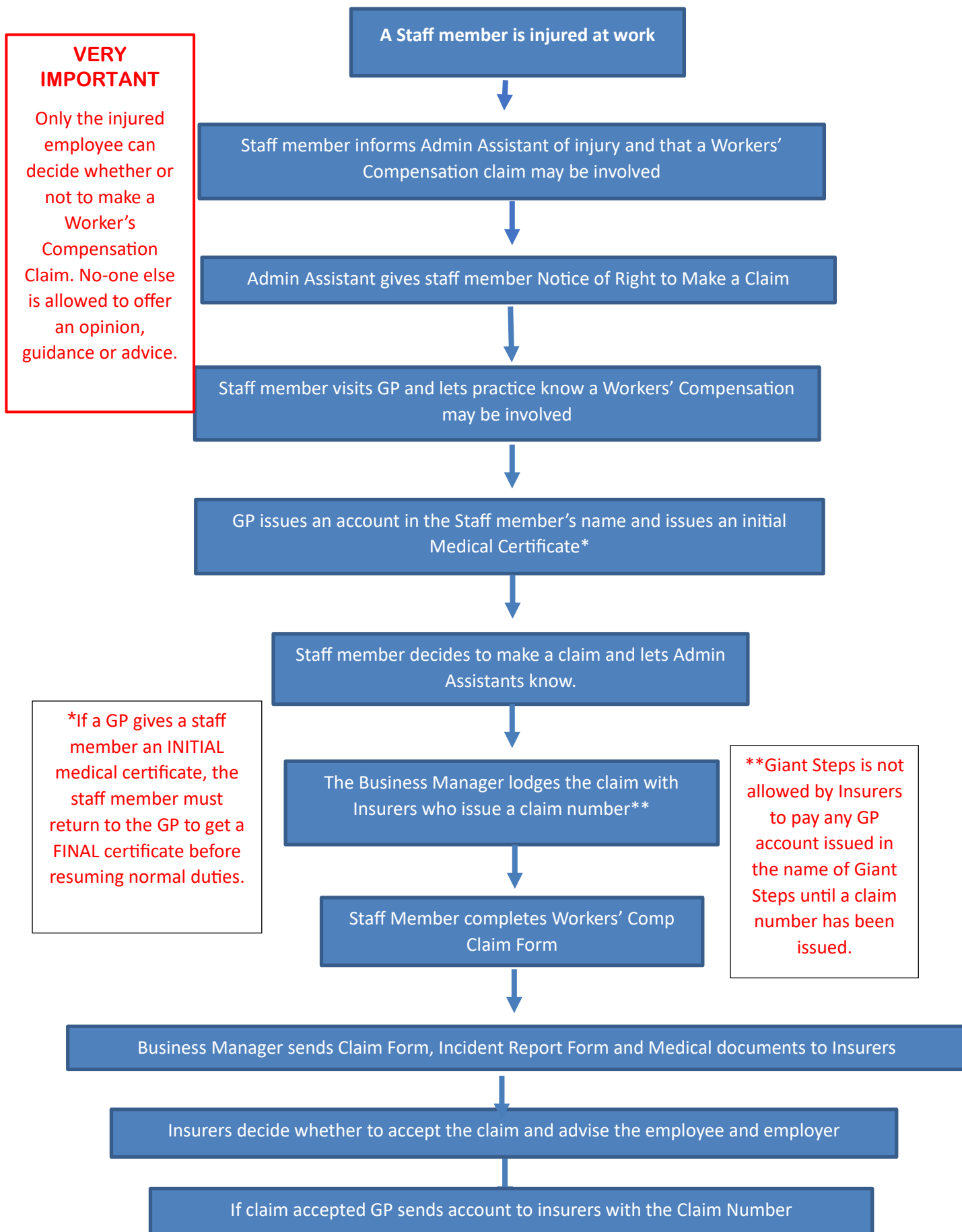
All staff are able to access our Employee Assistance Program (EAP).

Our Employee Assistance Program is through CatholicCare. This program enables our employees to access counselling services. We receive no information about who has accessed it. It is a completely confidential service.

The link to their website is: <https://catholiccaretas.org.au/programs/employee-assistance-program-eap>

Tasmania CatholicCare 1800 010 117

Making a Worker's Compensation Claim



Positive Behaviour Support

At Giant Steps Tasmania we ensure our approach to positive behaviour support is always respectful, safe and proactive.

We know that all behaviour is a means of communication and work to understand what the child is trying to communicate and any possible triggers for the child.

Staff have a responsibility to read and follow Student Summaries and Behaviour Support plans to ensure that they are aware of triggers, prevention and de-escalations strategies and responding strategies for each individual student.

Teachers, aides and Allied Health Professionals at Giant Steps Tasmania:

- Focus on the positive in their interactions with students
- Use positive language about students
- Have a positive and supportive learning environment
- Prepare students for situations that might make them anxious (e.g. transitions, staff changes)
- Devise (or utilise existing) units of work, visuals and social stories that explicitly teach desired behaviours
- Understand that education and support is more effective than punishment
- Establish positive and supportive teacher-student relationships (while maintaining boundaries)
- Provide students with skills and strategies to replace challenging or undesirable behaviours with acceptable behaviours
- Catch students being good

De-escalation Strategies

This table offers a staged model for recognising and responding to an escalation of challenging behaviour. It is intended for guidance, as the plan for each individual student must reflect his/her own individual pattern of behaviour, needs and those interventions identified as being successful over time.

Stage 1 - Anxiety / trigger	
<i>Low level behaviours may include:</i>	<i>Low level staff responses:</i>
Student shows signs of anxiety	Read the body language
Hiding face in hands or bent over / under table	Read the behaviour
Pulling up collar or hood	Intervene early
Rocking or tapping	Communicate – offer help
Withdrawing from group	Use appropriate humour

Refusing to speak or being dismissive Refusing to co-operate Adopting defensive positions	Display calm body language Talk low, slowly and quietly Offer reassurance – including positive physical prompts Assess the situation and consider the environment Divert and distract by introducing another activity or topic
Stage 2 - Defensive / escalation	
<i>Medium level behaviours may include:</i>	<i>Medium level staff responses:</i>
Student begins to display higher tension Belligerent and abusive Making personal or offensive remarks Talking louder – higher – quicker Adopting aggressive postures Changes in eye contact Pacing around Breaking minor rules Low level destruction Picking up objects which could be used as weapons Challenges – ‘I will not ... you can’t make me’	Continue to use Stage 1 responses State desired behaviours clearly Set clear enforceable limits Offer alternatives and options Offer clear choices Give a get out with dignity Assess the situation and consider how to make safe Guide the student person towards safety Assess need to send for help/ change of personnel
Stage 3 - Crisis	
<i>Crisis behaviours may include:</i>	<i>Crisis level staff responses :</i>
Shouting and screaming Uncontrollable crying Damaging property Moving towards danger Climbing trees, roofs or out of windows Banging on or threatening to break glass Use of objects as weapons Hurting self Grabbing or threatening others	Continue to use Stage 1 & 2 responses Make the environment safer Move furniture and remove weapon objects Ensure face, voice and posture are supportive Send for help / consider change of personnel Guide assertively Use of manual restraint techniques by trained staff if absolutely necessary

Hurting others (kicking – slapping – punching)	
Stage 4 - Recovery*	
<i>Recovery behaviours may include:</i>	<i>Staff recovery responses:</i>
Student may sit quietly in hunched position	Support and monitor This may not be a good time to touch as touch at this phase can provoke a reversion to crisis Give space Look for signs that student is ready to talk Consider the environment
Stage 5 - Depression	
<i>Depression behaviours</i>	<i>Staff responses to depression:</i>
After a serious incident student can become depressed They may not want to interact but need support and reassurance	Support and monitor Respond to any signs that the student wants to communicate Show concern and care but do not attempt to address consequences of the incident at this stage
Stage 6 - Follow up (when back to Baseline)	
<i>Debrief: Listening and learning</i>	<i>Staff responses during and following debrief</i>
When the student has had time to calm down it is sometimes possible to meet with them to debrief in a quiet, neutral space	Follow up any disciplinary or restorative issues Communicate with student in manner appropriate to their age, understanding and development Report, record and review

*Note that the recovery phase can be confused with the anxiety phase, the difference is that a student may revert to extreme anger without the build-up associated with the usual escalation in stage 2.

Restrictive Physical Intervention

Avoiding the need to use restrictive physical intervention except in situations of extreme danger, is a vital part of Giant Steps' Positive Behaviour Support Policy. Physical restraint is only ever used as a last resort and is never used to gain compliance.

If it is necessary to use any restrictive physical intervention, the intervention has to be reasonable, proportionate and absolutely necessary to avoid extreme danger to the student or to another individual.

Any restrictive physical intervention can only be carried out by a member of staff trained in the use of safe restrictive practice who has completed the full 3-day PART Training.

School Values in Action -

Students

	We are Safe 	We are Respectful 	We are Learners 
Always and Everywhere	• We follow instructions from staff. • We have safe hands, feet and whole body. • We keep our body and bodily fluids to ourselves. • We use school resources as intended and with care. • We move around the school safely. • We report any issues to staff.	• We use kind words in a kind tone. • We listen to staff and our peers. • We take turns. • We use kind actions and gestures. • We include each other. • We give each other personal space. • We ask consent and accept 'no'. • We try to understand how others are feeling. • We pack away after ourselves. • We share school equipment.	• We ask for help and feedback. • We look, listen and ask questions. • We take responsibility for our learning and actions. • We have a growth mindset and try new things. • We learn to communicate our needs. • We ask for a break when needed.
Classrooms	• We keep our body in the group. • We only bring safe things to school.	• We put our hand up to talk or wait for someone to finish speaking. • We pay attention to the lesson.	• We help set personal goals and contribute to our IEPs. • We follow the group plan.

	• We only eat our own food.	• We look after our things. • We support our peers to stay on task.	• We show initiative. • We stay on task.
Shared Learning Spaces	• We follow the rules to keep safe. • We transition safely and calmly. • We leave the space clean for others.	• We ask permission. • We share the space with others. • We use an inside voice.	• We use the learning space for its intended purpose.
Outdoor Spaces (including garden & playground)	• We play safe games. • We use the toilet before going to the playground. • We use playground equipment with care.	• We share the space with others. • We include others in our games. • We use others' property with care. • We treat the environment & living things with care.	• We learn how to be a good friend. • We know it is ok to lose. • We learn to be aware of others feelings and when our friends need a break.
Buses	• We keep our seatbelts on. • We stay in our assigned seat. • We follow the bus rules. • We use the bus fidget toys safely and with care.	• We keep our device on low volume or use headphones. • We wait our turn to get on and off the bus. • We use an inside voice. • We help keep the bus clean. • We share the bus fidget toys and return them before leaving the bus.	• We learn safety procedures for the bus. • We learn and follow the bus routine and use the toilet before getting on the bus.
Pool	• We follow the pool rules. • We always have a safe entry and exit. • We always walk in the pool. • We know what to do in an emergency.	• We keep water in the pool and we don't splash others. • We shower before getting in the pool if we are dirty. • We leave the pool when asked.	• We learn the pool rules. • We learn and follow the swimming routine and use the toilet before pool. • We learn to accept when pool is finished. • We have fun.

	We keep our life vest on (if needed).		
Student Toilets & Change Rooms	- We use the area for its intended purpose. - We follow handwashing guides and wash our hands. - We communicate if we're not feeling comfortable.	- We respect the privacy of others. - We wait our turn. - We help keep the toilet area clean. - We flush the toilet. - We only use what we need.	- We follow our routines. - We learn how to use the toilet and resources properly. - We learn to be responsible for our belongings.
Off-Campus	- We stay with the group. - We wait in line. - We communicate if something is wrong or worrying us. - We know the emergency plan.	- We handle things with care. - We interact with members of the community positively and respectfully. - We know we are representing the school, when out in the community.	- We follow the group plan. - We know the purpose of the excursion and what we are learning. - We learn to recognise hazards. - We learn road safety.

Personal Care Support

At Giant Steps Tasmania some of our students require support with personal care tasks. This may include providing support with personal hygiene tasks; drying and dressing after using the pool; using the toilet; changing incontinence pads; applying hygiene products such as creams and lotions; eating and medication management.

Giant Steps Tasmania ensures that when staff assist students with their personal care routines this is always done in a safe, caring and supportive manner, with the dignity of the student being preserved.

When supporting students with personal care routines, there must be a Personal Care support Plan in place to ensure that staff know how to adequately provide support to students, and so that families are informed about the type of support we are providing to the student. The only exception would be if there was an immediate situational need (e.g., supporting a student with sudden onset of gastroenteritis).

When a student is receiving intimate Personal Care Support, Giant Steps Tasmania staff ensure:

- That the staff member assisting a student with personal care notifies a second member of staff prior to taking the student to assist them with their personal care needs.
- That there are other students/staff in the building when a student is being supported with their personal care needs.
- That when personal care support has been provided it is documented on the student's personal care support recording form.

Augmentative and Alternative Communication (AAC)

Many students at Giant Steps experience challenges communicating and AAC systems, whether high or low tech can help them overcome these challenges.



Types of AAC

<u>Unaided AAC</u>	<u>Aided AAC</u>
<i>AAC that does not require a physical aid or tool</i>	<i>AAC that requires tools or materials</i>
Facial expressions, body language, pointing, gestures or sign language	Low Tech systems: symbol boards, choice boards, picture exchange communication systems (PECS) alphabet charts, writing High Tech systems: AAC apps, speech-generating devices or communication devices

Using AAC with Students

Access

Learning an AAC system takes practice and time, (the student's and the staff members'). It's good to remember that a typically developing child will have been exposed to oral language for approximately 4,380 waking hours by the time they begin speaking at about 18 months of age. However, if someone is using a different symbol set and only has exposure to it twice a week, for 20 – 30 minutes each time, it will take the AAC user 84 years to have the same experience with the symbols that the typically developing child has with the spoken word in 18 months. So the student should have access to their communication device at all times. If a student can't see or reach their device, they will not be able to use it, giving them no way to communicate their needs or wants.

Modelling

In the same way that a neurotypical baby hears thousands of words before they say their first word, AAC users need modelled input to learn to communicate using their device. Modelling is using the AAC system or device to talk to the AAC user. We point to or press key words (not full, grammatically correct sentences) on the AAC system as we speak. By modelling words in everyday situations, we help the AAC user to learn what these words mean and where the words are in the AAC system. While modelling, we should also include “think alouds”, which is where we talk about our processes while using the AAC system.

Modelling without expectations

We cannot just place an AAC device in front of a student and expect them to use it. We need to use AAC without expectations, with a focus on modelling, teaching and exposure, talking to our learner using AAC without expecting them to use it in imitation or response. We should make statements and limit questions, instead using AAC to comment, describe, greet, reflect, joke etc.

Learning Zone

When choosing how much and what to model, consider your student’s current language level. What communication functions do they currently express? (e.g. requesting, commenting, asking questions) How varied is their current vocabulary? How many words are they putting together? Think about skills that are just above their current level. So, if their current independent skills is that they can communicate one word messages, then the skill to model is two word messages.

Wait time ‘the perfect pause’

Sometimes ‘the perfect pause’ is more powerful than anything we could say or do. Students need wait time to know it is their turn, to process what was said, consider their thoughts and perspectives, formulate a response in their head, consider where the needed language is in the AAC system, organise their body to access the AAC system and select the language on their AAC system. Research shows that providing wait time of up to 45 seconds supports students to claim more conversation turns and use more words.

Be persistent

We need to try and try again. We need to give AAC time to be established. And then we need to:

- Model regularly and reliably. Start modelling. Then model more.
- Work with Communication partners so everyone working with the student (aides, therapists, family) is prompting and responding to the AAC user in the same way.
- Make sure the AAC user is engaged and motivated to communicate.
- Put many activities in place that will support and build language and continue the momentum toward successful AAC use.

Make a plan for success

Look at the tools and strategies you want to put in place to achieve successful AAC use. Set goals for your class team as to how these strategies will be used. Set timelines to achieve these goals. The chances of success are greater when the whole team is on board with goals and direction.

Celebrate small successes

When an AAC user makes a positive step with communication, we can build on this success. First celebrate the success! Take photos and videos of success stories to share with family members of. Next, look at what worked, what happened and who did what... and do that again!

Don't give up

When things are challenging, or feel like they are not working, it is important to keep trying. You can review situations and identify difficulties and barriers. Problem solve these with the team.

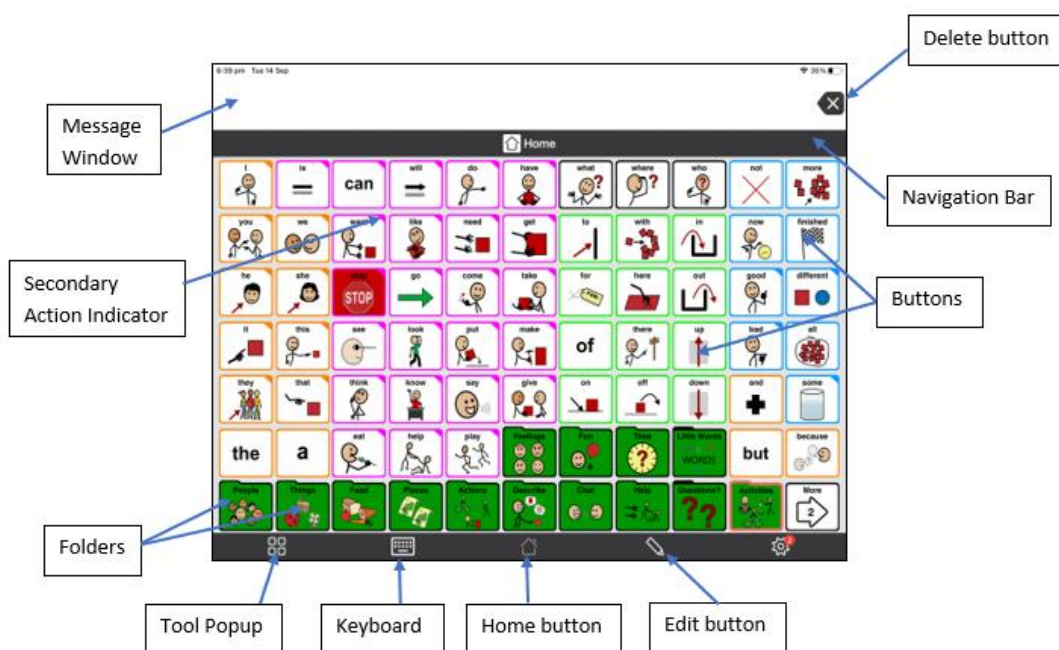
Proloquo2Go

Proloquo 2 Go is a communication app and type of AAC system. It uses symbols to provide a voice for its users, and to help them express their thoughts and needs.

A YouTube training video for Prolo can be found here:

<https://www.youtube.com/watch?v=Iz4GMjMHlys>

This is what the Prolo Home Screen looks like:



Message Window – Buttons you tap will appear with text and symbol in the message window. Tap the message window to speak the message.

Delete button – Tap once to delete an individual word or letter. Double tap to clear all.

Navigation Bar – Tells you which folder you are in

Buttons – Tap buttons to speak a message and navigate folders

Folders – Tap folders to access fringe vocabulary, organised by category

Tool popup – Tap the tool popup button to open a range of tools including the search tool

Keyboard – QWERTY keyboard which can be used to type words or messages

LAMP (Language Acquisition through Motor Planning)

A quick reference guide to LAMP can be found here:

https://liberator.net.au/pub/media/wysiwyg/LAMP_WFL_Vocab_Quick_Reference.pdf

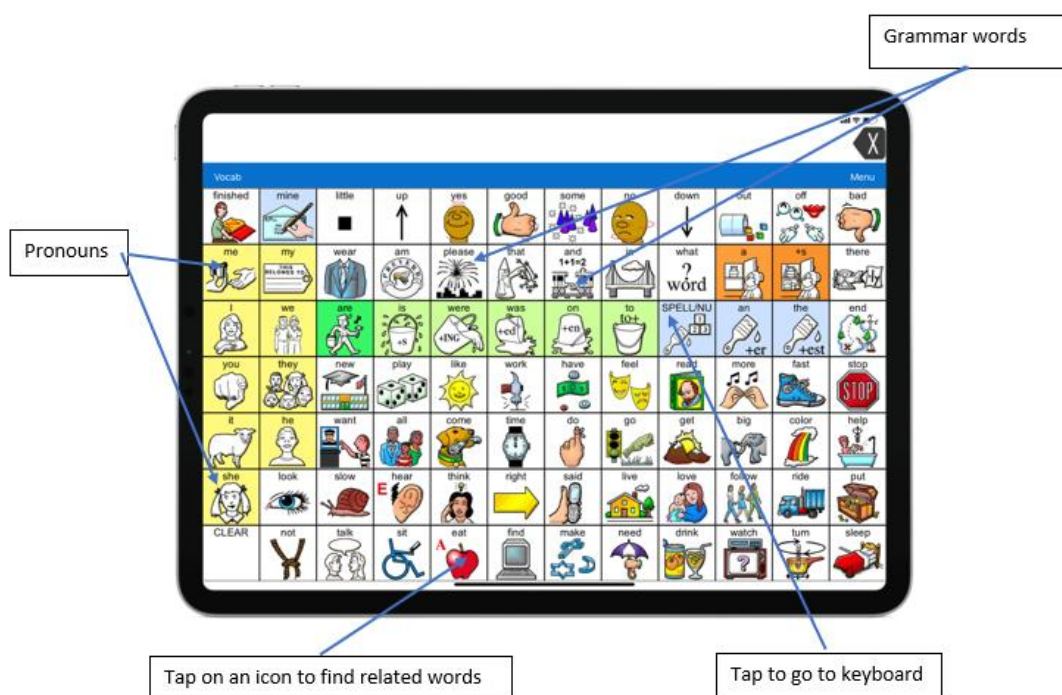
A YouTube training video for LAMP can be found here:

<https://www.youtube.com/watch?v=oizRCsWGoc0>

The LAMP Home Page looks like this:

Tips

- Turn on (and off) by pressing iPad home button 3 times (quickly) and typing the iPad password.
- Core words are at the top. Folders with fringe words are at the bottom.
- Start with 1 or 2 word messages and build up.
- Choose one section of Prolo to learn at a time and focus on Core Words
- Words are colour coded based on grammatical category. Verbs are pink; Adjectives and Adverbs are Blue; Prepositions are green; Nouns are yellow; Miscellaneous words are Orange.



Core Vocabulary – Words that are most commonly used in English – they are used regardless of situation, communication partner, or age/ disability of the communicator.

Fringe Vocabulary – Generally nouns that vary according to the situation. Fringe words might be different if we are talking about a basketball game versus doing an art project.

Navigating around LAMP

The basic structure of LAMP is as follows:

1. LAMP is organised in layers.

The top layer or home screen is always the starting point. This allows for the pattern of a given word to remain consistent.

2. The home screen of LAMP has several high-frequency words that can be said with 1- hit. These are: a/is/were/was/to/an/the.

3. The +s button adds an "s" to the end of a word to make it plural.

4. The SPELL/NUM key goes to a keyboard.

Verbs, Adjectives, Category Nouns

1. Select any icon on the home screen (for example, eat). When selected, you gain access to another layer with words related to that icon (in this case, words related to eating such as "eat," "hungry", and "food").

2. Colours are important. a. GREEN = verb b. BLUE = adjective c. ORANGE = category noun d. YELLOW = pronouns

3. Placement is important in the 2nd layer. Try another icon (for example, play), and notice the verbs, adjectives, and category nouns are colour-coded and always end in the same place.

4. Sometimes there will be a 3rd layer. After you push "eat", you not only see the word "eat" at the verb location, you also see "GROW," "BITE," and "CHEW." You can tell there is a third layer because the 2nd button is in all caps. Choosing one of these buttons will take you to a third layer with forms of that word.

Pronouns

1. Pronouns can be found on the left-hand side of the screen.

2. Pronouns are color-coded yellow.

3. At the full level, you have the option to reduce keystrokes by using pronoun phrases. To follow the LAMP approach, we recommend that pronoun phrases not be used until the person can access each word individually, particularly if there are auditory processing concerns. So initially, instead of teaching the phrase "I want," teach each word separately "I" + "want".

Grammar Words (Interjections, Determiners, Conjunctions, Prepositions, Question Words, Adverbs)

These words start with the black and white icons on the 2nd row.

Nouns

Nouns are typically found in the top two rows after pushing an icon on the home screen. In the **transition** and **full** vocabularies (see below), the first four to five buttons on the second row are blank. These buttons are for storing favourite items.

Using LAMP Words for Life Vocabulary Files

A vocabulary level DOES NOT need to be mastered before transitioning to the next vocabulary level.

One-Hit – 82 pre-stored words that require selecting one button to hear the word.

Transition – 205 frequently occurring words. Offers more vocabulary and introduces verb tensing.

Full – Access to thousands of words by selecting three or fewer buttons offers extensive vocabulary and full grammar.

Staff Re-Induction Checklist

Employee Name:	Role:
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Reason for Re-Induction: (If aspects additional to those listed below are included, give details on reverse. Both parties sign-off)

Re-Induction Conducted by:	Role:
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General	
What we are all about, school values & values in action staff (review school values)	
Key staff members (share any changes to key staff)	
Rostering & calling in sick (read through & discuss page 18 of handbook)	
Confidentiality (read through & discuss page 20 of handbook)	
Safeguarding – including mandatory reporting (cause for concern form, processes pages 20 & 21 of handbook)	
Key policies (review any policy changes/updates & provide QR codes to updated policy videos)	
Key documents (review if there have been any changes to any of the key documents)	
Employee Assistance Program (reminder about EAP and providing contact details for EAP)	
Worker's compensation (reminder about Workers Compensation procedure)	
Supporting our students (reminder about positive behaviour support & personal care support procedures)	

☒ Code of conduct (if over 12 months a new code of conduct will be required)	
Safety	
☐ Workplace health & safety (WHS Committee, Hazards & Maintenance Book)	
☐ Emergency buzzer (discuss use & point out during tour)	
☐ Swimming ability & confidence (ask and record swimming ability and confidence)	
☐ Pool safety (role of TA during pool times, pool rules)	
☐ Safe use of chemicals & chemical register (chemical location, use of chemicals)	
☐ First aid (permanent TA's are designated first aiders. They are to provide first aid to students or staff requiring it)	
☐ Review of Fire plan, evacuation routes & emergency assembly points (roles & responsibilities in fire emergency, emergency exits & emergency assembly points, staff & student sign in and out sheets)	

I confirm that we have covered the items ticked above (and on the reverse if applicable) and that I understand and will comply with my designated role and responsibilities.

Staff Member's Signature _____ Date: _____

Principal's/ Designate's Signature _____