

Jump Start – New Student Induction Program

About this Certification Evidence

The teacher led the creation and implementation of the Jump Start – New Student Induction Program, in collaboration with two colleagues. This resulted from an identified need to support the smooth transition of new students into the school. The goals of Jump Start include improving student well-being, attendance, retention and engagement through a program targeted at developing a shared understanding about school procedures and expectations and students' rights and responsibilities. The teacher led the implementation and evaluation of this program at the middle years level, with student well-being data indicating success in achieving the program's goals across all year levels, and suggested improvements to the program for the following year.

About the teacher

The teacher is a primary years practitioner, currently teaching a year 7 class at a school in the Northern Adelaide region. She designs engaging and intellectually challenging learning and teaching programs and leads colleagues in the development of integrated units of work based on rich tasks, thus immersing students in the variety of topics covered. She manages a year 7–8 transition program, which demonstrates her leadership of student wellbeing initiatives. She is also a member of the Parent Advisory Council, Governing Council and Planning and Review Team, and leads the involvement of the school in external programs such as the Tournament of the Minds and Wakakirri.

Standards

Standard 1

Focus area 1.4

Highly Accomplished

Know students and how they learn

Strategies for teaching Aboriginal and Torres Strait Islander students

Provide advice and support colleagues in the implementation of effective teaching strategies for Aboriginal and Torres Strait Islander students using knowledge of and support from community representatives.

Standard 3

Focus area 3.6

Highly Accomplished

Plan for and implement effective teaching and learning

Evaluate and improve teaching programs

Work with colleagues to review current teaching and learning programs using student feedback, student assessment data, knowledge of curriculum and workplace practices.

Standard 4

Focus area 4.1

Highly Accomplished

Create and maintain supportive and safe learning environments

Support student participation

Model effective practice and support colleagues to implement inclusive strategies that engage and support all students.

Focus area 4.3

Highly Accomplished

Manage challenging behaviour

Develop and share with colleagues a flexible repertoire of behaviour management strategies using expert knowledge and workplace experience.

Focus area 4.4

Highly Accomplished

Maintain student safety

Initiate and take responsibility for implementing current school and/or system, curriculum and legislative requirements to ensure student wellbeing and safety.

Stimulus Questions

1. How have you been involved in improving transition processes and/or policies within your school?

2. What process/es of evaluation have you undertaken to ensure students feel safe and supported at your school?
3. How do you model for colleagues targeted strategies to support the full inclusion and engagement of all students?

School context

Parafield Gardens R-7 School
Parafield Gardens, South Australia

Year Level:

Stage of schooling: Primary

School type: Government

School location: Metropolitan

[View school location in Google Maps](#)