



Templates

Sharing is caring

On the following pages, you will access all the templates provided in this book. These include the following:

Tip 3:

- Class Profile Overview template 121
- Class Profile Overview – example 122
- Individual Education Plan template 123
- Individual Education Plan – example 124
- Weekly timetable template 127
- Weekly timetable in progress – example 127
- Timetable in a daybook format – example 128
- Assessment Schedule template 129
- Assessment Schedule – example 132
- Standard 1: Know students and how they learn 133
- Standard 2: Know the content and how to teach it 133
- Standard 3: Plan for and implement effective teaching and learning 134
- Standard 4: Create and maintain supportive and safe learning environments 134
- Standard 5: Assess, provide feedback and report on student learning 135

- Standard 6: Engage in professional learning 135
- Standard 7: Engage professionally with colleagues, parents/carers and the community 136

Tip 4:

- Relief teacher template 137
- Completed relief teacher – example 138
- Report timeline – example 139

Tip 5:

- Priorities shift template 140

Tip 9:

- Class letter – example 141
- Daily schedule template 142
- Teacher feedback sheet template 143
- Individualised feedback sheet template 144
- Split class list – example 145

Use the QR code to access your own editable copy of the templates provided in the text.



These templates are not for re-sale and may not be reproduced or transmitted in any form or by any means, in whole or part, without the express prior written permission of the author.

Class Profile Overview – example

Year: 2023		Grade: 2		Class: 2W		Teacher: Mrs West					
#	Name	Birthday	Age this year	House	Permission to publish	Medical	EALD	PLP	IEP	Classes	Notes
1	Liam	14/6/2016	7	R	Y			Y			
2	Oliver	20/9/2015	8	R	Y		Vietnamese				
3	Noel	1/6/2016	7	B	Y	Asthma					
4	Elijah	6/2/2016	7	B	Y		Mandarin TN		Y ASD	Y	Out of Home Care (OOHC)
5	Susan	3/8/2015	8	R	Y						
6	Kate	2/11/2015	8	R	Y			Y		Y	
7	Heidi	6/7/2015	8	Y	N			Y			
8	Lauren	13/2/2016	7	Y	Y	Asthma					
9	John	25/9/2015	8	R	Y		Vietnamese				New arrival
10	Adam	22/3/2016	7	G	Y				Y Sp		
11	Logan	1/6/2016	7	G	Y						
12	Xavier	7/3/2016	7	G	Y	Diabetes 2					
13	Kathleen	5/2/2016	7	B	Y						Attends OOSH after school
14	Betty	16/7/2015	8	B	Y						
15	Lillian	28/9/2015	8	R	Y		Arabic TN				
16	Esther	30/12/2015	8	G	Y	ANA: eggs			Y ADHD	Y	
17	Alison	31/4/2016	7	Y	N						
18	Lyndall	12/2/2016	7	R	Y		Vietnamese				
19	Ly	1/6/2016	7	G	Y						
20	Stephen	4/3/2016	7	G	Y						
21	Dean	8/8/2015	8	B	Y	ANA: nuts					
22	Nathan	4/10/2015	8	B	Y						
23	Andrew	14/3/2016	7	Y	Y		Samoa TN				
24	Jeffrey	21/10/2015	8	B	N					Y	Court order – Dad no contact
25	Jaye	20/2/2015	8	Y	Y				Y ASD		
26	Kim	2/12/2015	8	Y	Y		Vietnamese				
27	Tara	7/1/2016	7	G	Y	AL: carpet			Y Sp		
28	Cindy	29/7/2015	8	G	Y						
29	Alicia	1/3/2016	7	R	Y		Cantonese				
30	Courtney	6/11/2015	8	B	Y		Arabic				
31	Jackie	3/4/2016	7	G	Y			Y	Y Sp		

Key	House groups: R = Royal, B = Bogus, G = Gang, Y = Yolo	Medical: ANA = anaphylaxis, ALL = allergy	EALD: TN = translator needed for parent communication	IEP: ASD = autism spectrum disorder, Sp = speech diagnosis, ADHD = attention deficit hyperactivity disorder
-----	---	--	--	---

Individual Education Plan template

Name:	DOB:	Grade/class:	Teacher:	IEP start date:	IEP review dates:
Diagnosis/disability confirmation		Funding	School support	External support	

Student strengths	Student interests

Student goals	Parent goals	Teacher goals

Additional information:

--

SMART GOALS – Specific, Measurable, Actionable, Relevant, Timely

Focus area	SMART goal	Strategies/adjustments	Responsibility	Monitoring

Review meetings	
Date /time /staff	Review and evaluation of goals
	Further action

Individual Education Plan – example

Name: Elijah Johns	DOB: 6/3/2016	Grade/class: Year 1, 1/2W	Teacher: Rebecca West	IEP start date: 28/2/2022	IEP review dates: Term 1, Week 10
------------------------------	-------------------------	-------------------------------------	---------------------------------	-------------------------------------	---

Diagnosis/disability confirmation	Funding	School support	External support
Autism spectrum disorder	\$8,043 (integration funding support)	LST, SLSO class support	NDIS – speech + occupational therapy

Student strengths	Student interests
Friendly and kind	Computers and computer games
Very positive attitude to school and learning	Trains (and various other transport)
Extremely creative with computer games and computers in general	Painting and drawing
Very good at reading	Spending time with family

Student goals	Parent goals	Teacher goals
To read harder books	Develop strong friendships	Comprehension skills – inferential specifically
To get better at handwriting	Build resilience when he fails/loses at something	Improve confidence in trying new things
Make more friends	Improve fine motor skills – writing/cutting	Improve fine motor skills
Get faster at running	Comprehension skills	Support development of friendships

Additional information:

Elijah has many friends at school and is well-liked by his peers. He seems to often spend his playtime with students in younger grades as he has found it difficult to manage challenging moments with children his own age. Elijah struggles to articulate his feelings when he is not managing a situation and finds this frustrating, so he enjoys playing with younger students as he does not encounter this issue as much with younger peers. Elijah gets along very well with peers in class time and enjoys participating in activities and discussions where teacher support enables a positive level of interaction with his peers. Sometimes Elijah finds the thought of failing or losing more challenging than when it actually happens, and this sometimes impacts his willingness to play with peers his own age.

SMART GOALS – Specific, Measurable, Actionable, Relevant, Timely

Focus area	SMART goal	Strategies/adjustments	Responsibility	Monitoring
Goal 1: Literacy – comprehension	By the end of Week 8, Term 2, Elijah will be able to read and comprehend at level 8 decodable text.	Elijah will participate in guided reading sessions four times per week with the class teacher. He will receive familiar reading sessions two times per week with an SLSO. He will receive allocated support time during literacy sessions to support comprehension tasks based on modelled and guided reading sessions over the term. Parents have agreed to read decodable texts with Elijah at home for at least 20 minutes per day and engage in asking questions and discuss the text.	Class teacher SLSO (parents)	Elijah will be monitored through ongoing observations by the class teacher and SLSO. Parents will submit reading logs weekly with homework. He will be assessed on reading fluency and comprehension using the Sparkle Kit.
Goal 2: Literacy – fine motor	By the end of Week 9, Term 1, Elijah will be able to independently trace over shapes and letters with at least 80% accuracy and write his own name independently.	Elijah will be provided with targeted fine motor tasks during literacy rotations and work 1:1 with the SLSO. Tasks will be based on fine motor skills that support hand development such as cutting, squishing, pinching, etc. as guided by his occupational therapist (example tasks in files). The SLSO will only use the hand-over-hand technique when providing explicit teaching strategies. Elijah will practise writing his name every day and be given tracing tasks within his homework in lieu of sentence writing. Parents have agreed to this substitute to prioritise fine motor development for this term.	Class teacher SLSO (parents)	Elijah will be monitored by collecting work samples regularly and monitoring the transference of skills to handwriting and writing sessions in class.
Goal 3: Social emotional – friendships	By the end of Week 9, Term 1, Elijah will learn key phrases to join games with peers near to his own age and apply these in both class and playground situations.	Elijah will participate in the social skills group program coordinated by the school psychologist. The program will run once a week for one hour with a small group of students near to Elijah's own age. Students will develop friendship skills related to the classroom and the playground. The class teacher and SLSO will receive resources and feedback from the school psychologist to ensure consistency of language and skill development throughout the program. The school psychologist and SLSO will also monitor for developments in the playground (timetable to be rescheduled).	School psychologist Class teacher SLSO	Elijah will be monitored through the social skills program, classroom/playground observations and monitoring any records of incidents with other students. Elijah will have the opportunity to self-reflect during the social skills program. Parents will be asked of any change in situations outside school, for example, local park.
Goal 4: Social emotional – resilience	By the end of Week 8, Term 2, Elijah will be able to choose a learned technique when finding it difficult to remain calm during a situation related to loss or failure.	Elijah will participate in the class Welcome Circle and Smiling Minds, which the teacher will specifically design around resilience. The whole class will participate in sessions to learn about growth mindset and resilience. The teacher/SLSO will work in small groups where Elijah can participate with peers of his choosing that he feels safe with to engage in targeted activities that model breathing techniques, walk-away techniques and using key phrases to help calm down. The teacher will install an 'emotional thermometer' in the classroom and incorporate this resource into the school PBL lessons. The teacher will create anchor charts for the class and provide mini-versions for Elijah's desk to support him in using techniques during challenging situations. The school psychologist will also use the same resources in their sessions during the social skills program.	Class teacher SLSO support School psychologist support	The teacher will monitor Elijah's development against previous records where checklists were used to record the regularity of incidents where Elijah did not participate due to fear of failure or had difficulty calming down. Teacher and SLSO will observe the use of techniques learned during class sessions and Elijah will be asked to self-reflect on how he feels when using the breathing or calming techniques.

SMART GOALS – Specific, Measurable, Actionable, Relevant, Timely continued...

Review meetings		
Date/time/staff	Review and evaluation of goals	Further action
<p>Term 1, Week 10 Tuesday</p> <p>Class teacher, SLSO, school psychologist, learning and support teacher, parents</p>	<p>Goal 1: Literacy – comprehension. Elijah can successfully read and comprehend a level 7 decodable text.</p> <p>Goal 2: Literacy – fine motor. Elijah can independently write his own name and trace over letters and shapes with 80% accuracy.</p> <p>Goal 3: Social emotional – friendships. Elijah has been able to use some of the strategies learned during the social skills group in the classroom setting and in the playground. He still needs some guidance and support from the teacher or from other peers who feel more confident using the strategies.</p> <p>Goal 4: Social emotional – resilience. Elijah has found it difficult to respond to the use of breathing techniques and says he finds it hard to focus on breathing when he is feeling overwhelmed. He has said he thinks everyone is looking at him when he is trying to calm down and would prefer to be alone and walk away. Elijah said he likes the emotional thermometer and the anchor charts on his desk.</p>	<p>Goal 1: Elijah will continue with guided reading groups, familiar reading and home reading next term.</p> <p>Goal 2: Elijah will continue this process with small words and drawings using shapes.</p> <p>Goal 3: Elijah will continue with the social skills program for five more weeks next term with some new students included in the program to support him transitioning these skills with new people. Parents report he has only tried these skills twice outside the school context, once was with family.</p> <p>Goal 4: Teacher will trial the use of a calm down space in the classroom of Elijah's choosing and print out the emotional thermometer and anchor charts to be placed in the calm down space. Teacher will create a flowchart with Elijah about the steps and expectations for using this space to calm down in difficult scenarios. School psychologist will also identify a place in the playground that is safe and appropriate for Elijah to calm down during playtime and print out the above resources to be placed in a playground location to support Elijah using these strategies.</p>

Weekly timetable template

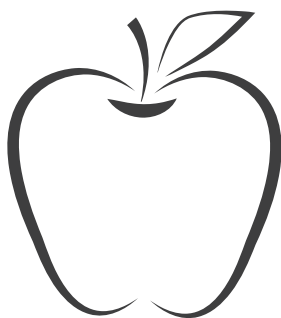
	Mon	Tue	Wed	Thu	Fri
8:30–9am					
9–10am					
10–11am					
11–11:20am					
11:20–12:10pm	Lunch	Lunch	Lunch	Lunch	Lunch
12:10–1:10pm					
1:10–1:40pm					
1:40–2pm	Recess	Recess	Recess	Recess	Recess
2–3pm					
Meetings					
Notes					

Weekly timetable in progress – example

	Mon	Tue	Wed	Thu	Fri
8:30–9am		Admin meeting			
9–10am	Class roll Reading Spelling	Class roll Reading News groups	Class roll Library	Class roll Scripture Writing	Class roll Reading Spelling
10–11am	Fruit break Writing	Fruit break Writing	Fruit break Spelling	Fruit break Reading	Fruit break Health
11–11:20am	Handwriting	Buddy reading	Grammar	Fitness	Handwriting
11:20–12:10pm	Lunch	Lunch	Lunch	Lunch	Lunch
12:10–1:10pm	Maths	Maths	Maths	Maths	Sport
1:10–1:40pm	Science	Maths	Creative arts	Health	Sport
1:40–2pm	Recess	Recess	Recess	Recess	Recess
2–3pm	Science	Fitness	Creative arts	HSIE	Assembly
Meetings			STAFF PL – maths		
Notes	Ran out of time for handwriting	Buddy reading cancelled as teacher was sick			

Timetable in a daybook format – example

	Monday	To-do	Notes
8:30–9am		Laminate name tags	Ran out of time for handwriting
9–10am	Class roll Reading – Matilda, Chapter 4 Spelling – ‘ai’	Submit PL application	
10–11am	Fruit break Writing – comic strips	Complete maths program for Week 7	
11–11:20am	Handwriting – clockwise letters	LST meeting follow-up with counsellor	
11:20–12:10pm	Lunch		
12:10–1:10pm	Maths – fractions		
1:10–1:40pm	Science – STEM lab with Mr T – Volcano!		
1:40–2pm	Recess		
2–3pm	Science – STEM lab with Mr T – Volcano!		
Meetings			



Assessment Schedule template

School name – Year Assessment Schedule

Term	Wk	Kindergarten	Stage 1	Stage 2	Stage 3	Notes
1	1					
	2					
	3					
	4					
	5					
	6					
	7					
	8					
	9					
	10					
2	1					
	2					
	3					
	4					
	5					
	6					
	7					
	8					
	9					
	10					

Assessment Schedule template

School name – Year Assessment Schedule

Term	Wk	Kindergarten	Stage 1	Stage 2	Stage 3	Notes
3	1					
	2					
	3					
	4					
	5					
	6					
	7					
	8					
	9					
	10					
4	1					
	2					
	3					
	4					
	5					
	6					
	7					
	8					
	9					
	10					

Assessment schedule – example

Term	Wk	Kingergarten	Stage 1	Stage 2	Stage 3
1	1	Best Start Formal	AWESOME TEST		
	2		SENA	SENA	SENA
	3		SA Spelling	SA Spelling	SA Spelling
	4		Reading + comprehension	Reading + comprehension	Reading + comprehension
	5	Intervention Graphs	Intervention Graphs + PLAN 2	Intervention Graphs + PLAN 2	Intervention Graphs + PLAN 2
	6	Writing sample	Writing sample	Writing sample	Writing sample
	7	TEN	TEN	PAT-M	PAT-M
	8	Reading + PLAN 2	Reading + PLAN 2	Reading + PLAN 2	Reading + PLAN 2
	9	CTJ + Intervention Graphs/data	CTJ + Intervention Graphs/data	CTJ + Intervention Graphs/data	CTJ + Intervention Graphs/data
	10	Planning day	Planning day	Planning day	Planning day
2	1				
	2	Writing sample	Writing sample	Writing sample	Writing sample
	3	TEN	TEN/Maths diagnostic	Reading + comprehension	Reading + comprehension
	4	Reading	Reading + comprehension	NAPLAN	NAPLAN
	5	Intervention Graphs + PLAN 2	Intervention Graphs + PLAN 2	Intervention Graphs + PLAN 2	Intervention Graphs + PLAN 2
	6			Maths diagnostic	Maths diagnostic
	7	Reports to supervisors	Reports to supervisors	Reports to supervisors	Reports to supervisors
	8	Reading + PLAN 2	Reading + PLAN 2	Reading + PLAN 2	Reading + PLAN 2
	9	CTJ + Intervention Graphs/data	CTJ + Intervention Graphs/data	CTJ + Intervention Graphs/data	CTJ + Intervention Graphs/data
	10	Planning day	Planning day	Planning day	Planning day
Notes					
Intervention Graphs	Identify tier 1, 2 and 3 students (including extension) in the intervention chart with blue, green, yellow and red sections. Students listed as yellow on intervention graphs are prime subjects for PLAN 2 monitoring. Yellow students to have work samples and personalised learning goals on data wall – created and updated with it.				
CTJ	Consistent Teacher Judgement – complete formative/summative assessment and analyse across the team. Update personalised learning goals during team planning with AP and IL.				
PLAN 2	Review student data and update tracking on PLAN 2. Discuss changes to intervention graphs with AP/IL and update personalised learning goals on data wall.				
TEN/PAT-M/diagnostic Writing	Use the listed assessment tool for all students. Analyse data, collect work samples and create personalised numeracy goals with it.				
Reading/comp	Cold writing sample using a stimulus for whole class and assess against rubric. Shared marking between the grade/stage. Create personalised writing goals on data wall.				
Reports	PMI reading level tracking (Kindy to include sounds and vocab assessments). Comprehensive rubric monitored once a term. Collect samples for data wall and creating of reading goals on data wall.				
	Academic reports due to supervisors – all grades and comments.				

STANDARD 1: Know students and how they learn

Focus area

- 1.1 Physical, social and intellectual development and characteristics of students
- 1.2 Understand how students learn
- 1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds
- 1.4 Strategies for teaching Aboriginal and Torres Strait Islander students
- 1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities
- 1.6 Strategies to support full participation of students with disability

Focus area	Artefact 1	Artefact 2	Artefact 3	Artefact 4
1.1				
1.2				
1.3				
1.4				
1.5				
1.6				

STANDARD 2: Know the content and how to teach it

Focus area

- 2.1 Content and teaching strategies of the teaching area
- 2.2 Content selection and organisation
- 2.3 Curriculum, assessment and reporting
- 2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians
- 2.5 Literacy and numeracy strategies
- 2.6 Information and Communication Technology (ICT)

Focus area	Artefact 1	Artefact 2	Artefact 3	Artefact 4
2.1				
2.2				
2.3				
2.4				
2.5				
2.6				

STANDARD 3: Plan for and implement effective teaching and learning

Focus area

- 3.1 Establish challenging learning goals
- 3.2 Plan, structure and sequence learning programs
- 3.3 Use teaching strategies
- 3.4 Select and use resources
- 3.5 Use effective classroom communication
- 3.6 Evaluate and improve teaching programs
- 3.7 Engage parents/carers in the educative process

Focus area	Artefact 1	Artefact 2	Artefact 3	Artefact 4
3.1				
3.2				
3.3				
3.4				
3.5				
3.6				
3.7				

STANDARD 4: Create and maintain supportive and safe learning environments

Focus area

- 4.1 Support student participation
- 4.2 Manage classroom activities
- 4.3 Manage challenging behaviour
- 4.4 Maintain student safety
- 4.5 Use ICT safely, responsibly and ethically

Focus area	Artefact 1	Artefact 2	Artefact 3	Artefact 4
4.1				
4.2				
4.3				
4.4				
4.5				

STANDARD 5: Assess, provide feedback and report on student learning

Focus area

- 5.1 Assess student learning
- 5.2 Provide feedback to students on their learning
- 5.3 Make consistent and comparable judgements
- 5.4 Interpret student data
- 5.5 Report on student achievement

Focus area	Artefact 1	Artefact 2	Artefact 3	Artefact 4
5.1				
5.2				
5.3				
5.4				
5.5				

STANDARD 6: Engage in professional learning

Focus area

- 6.1 Identify and plan professional learning needs
- 6.2 Engage in professional learning and improve practice
- 6.3 Engage with colleagues and improve practice
- 6.4 Apply professional learning and improve student learning

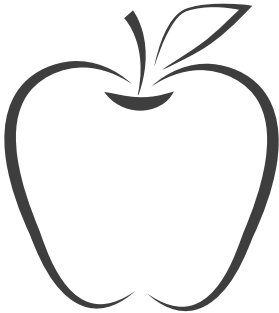
Focus area	Artefact 1	Artefact 2	Artefact 3	Artefact 4
6.1				
6.2				
6.3				
6.4				

STANDARD 7: Engage professionally with colleagues, parents/carers and the community

Focus area

- 7.1 Meet professional ethics and responsibilities
- 7.2 Comply with legislative, administrative and organisational requirements
- 7.3 Engage with the parents/carers
- 7.4 Engage with professional teaching networks and broader communities

Focus area	Artefact 1	Artefact 2	Artefact 3	Artefact 4
7.1				
7.2				
7.3				
7.4				



Relief teacher template

Daily Schedule

Casual teacher:	Replacing:	Class:	Date:
-----------------	------------	--------	-------

8:30–8:55am	Before school – please check noticeboard in staffroom for changes
9–10:15am	Roll First session
10:15–11:20am	Fruit break Second session
11:20–12:10pm	Lunch
12:10–1:40pm	Middle session Warm-up game
Recess	
2–3pm	Afternoon session

Timeout support class:	Executive support:
------------------------	--------------------

Thank you for taking the class today.

Completed relief teacher – example

Daily Schedule

Casual teacher: <i>Monika</i>	Replacing: <i>Rebecca</i>	Class: <i>2 Topaz</i>	Date: <i>30/8/17</i>
8:30– 8:55am	Before school – please check noticeboard in staffroom for changes		
9– 10:15am	<p>Roll – ask students to read their familiar readers (in the red box) for 10 minutes.</p> <p>Guided reading groups – activities are at the back cupboard. The students can help put them out on the tables. Students can move around the activities at their own choice, including Google Classroom (only the students who haven't done their D&D character sheet). Please read with Max (on his own) and Oliver and Liam together – if he will read. When finished, please make sure students pack up properly and put resources in the back cupboard neatly.</p>		
10:15– 11:20am	<p>Fruit break – please read a story from the whiteboard while students eat their fruit.</p> <p>Writing – join with the class next door for the writing session. The class teacher is expecting you and will have everything. Please support her with the class. Students Isabella, William, Emma and Ben will need the most support.</p>		
11:20– 12:10pm	Lunch & first play break		
12:10– 1:40pm	<p>Maths:</p> <p>Warm-up game – students play 'Addition Wars'. They have played it a few times this week and know how to play. Ask them to show you how to play as practice, then they can get into small groups to play (cards are at the bottom of the whiteboard).</p> <p>Word problem – (students will need some support for this)</p> <p>Write the problem on the board and have children identify the important parts and words.</p> <p>Calvin read his book for 3 minutes every night for a week. Hobbes read his book for 5 minutes every night. How much more time did Hobbes spend reading his book compared to Calvin last week?</p> <p>Then write this up and go through this – talk about how it is more open-ended. Students can copy this problem into their maths book (with short date and a title):</p> <p>Calvin read his book for 3 minutes every night for a week. Hobbes read his book for 5 minutes every night.</p> <p>The answers are 35, 2, 21, 56, 14. What might the questions be?</p> <p>Maths games – there are maths games in the storeroom on the left on the bottom shelf. Students can play those if there is extra time.</p>		
Recess			
2–3pm	<p>Science – in the back of Science books (in tray on back shelf), ask students to write their own description for how to make a paper airplane (they followed instructions to make one yesterday). Write up on the whiteboard an example of the steps and include pictures of the paper folding. Ask them how they followed the steps and what made it easy or hard to understand in the instructions they used yesterday. Make sure you remind students to use neat writing and to take care when drawing their pictures.</p>		

Timeout support class: <i>2 Quartz</i>	Executive support: <i>Ms Ayad (Principal)</i>
--	---

Thank you for taking the class today. You will see that Max doesn't work independently. The SLSO Maya will come and take him to read, but when he comes in the room you will need to make him sit at an activity and ask a student to help him. (He has activities in his silver folder on his desk but needs help with most of it.) Wei or James work well with him. They are a very fun class that respond best to positive reinforcement, praise and humour. Feel free to give them as many Dojo Points as you like and remind them they have a reward on Friday if they continue doing the right thing.

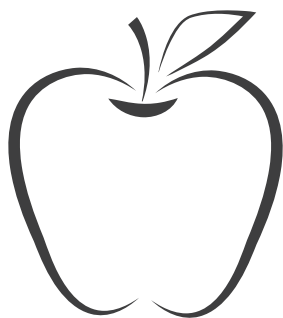
Thanks! Bec 😊

Report timeline – example

Due dates	Report schedule tasks	My to-do list
Holidays		Effort scores all KLAs
Week 1		Comments for PDHPE, Sci & Tech, CA
Week 2		Maths comments
Week 3		English comments
Monday Week 4	Set up Academic Reporting Period online	Proofread all KLAs and edit where needed. Check comments against achievement scores
Monday Week 6	Comments and grades to supervisors	Hand into supervisor. Make necessary edits
Monday Week 8	Completed reports due to supervisors	
Friday Week 8	Attendance data imported onto reports by executive	
Tuesday Week 9	Reports printed by admin staff (back-up day Thursday)	Sign reports
Monday Week 10	REPORTS GO HOME	Hand out to students. Absent reports to office

Priorities shift template

	Class	Choir	Notes
Week 1		Prep for open day	
Week 2	Open day	Open day	
Week 3			
Week 4	Reading data	No rehearsal	<i>(or Mrs White run)</i>
Week 5	Running assembly	Longer rehearsal	
Week 6	Maths data	No rehearsal	<i>(or Mrs White run)</i>
Week 7			
Week 8	Reports due		
Week 9		2 rehearsals to prep for performance	<i>Mrs White to take 2nd rehearsal</i>
Week 10		Performance	



Class letter – example

Dear relief teacher,

Thank you for taking my class today. You will be provided with an information folder containing organisation for the school and the class, as well as pertinent information about the students. You will notice I have a slightly smaller class, however, some of the students have high complexities requiring additional support. You might have support staff join the class throughout the day. There may be some learning support officers scheduled to come in and support specific student needs and other teachers will join the class to provide general support to the class. If the identified student they work with is absent, they might have another student to work with, or might support the class in general – or they may need to change their schedule and support a student from another class. When additional staff join the class, please clarify with them what their role is in the class so you are aware of what they will be doing when they join the class. We appreciate your flexibility and understanding that the support staff roles and timetable may change during the day if changes occur. If students are required to leave the classroom, such as an intervention program, please ensure they line up at the door when it is time to go with the messenger and remind them of school expectations to walk quietly, safely and respectfully to their session.

Please don't feel it is a requirement to push through all the work for the day. Having a different teacher can sometimes be overwhelming to this class, so please take the time to ensure students are settled and ready to learn for each session. If this means having a long breathing exercise or brain break, I appreciate you taking the additional time to allow students to settle before engaging in the class work. Students will respond positively when they know you allow them the time they need to be mentally and physically prepared to learn.

Our classroom is located near the toilets, which makes it very easy for students to have quick toilet breaks during class time. We also have sinks nearby for refilling water bottles and students are permitted their water bottles on their desk throughout the day. Please don't allow any other drinks inside the classroom space such as milk or juice, as the whole classroom is carpeted. If the day is very hot, the class will sit at their desk to eat lunch, otherwise there are silver seats just outside the classroom door that students will sit at during eating time.

Our class embeds the use of growth mindset and restorative practices. Any kind of rewards incentive used in the class operates separately to any consequences. The specific school processes are available in this folder, and it is appreciated that this remains consistent with all teachers in the classroom. Class roles and responsibilities are on the task chart on the right side of the main whiteboard in the classroom with short descriptions of each role. These are changed each Friday afternoon. If you are taking my class on a Friday, please don't change the jobs – students know we will catch up on Monday morning.

The teacher next door is Mrs Black, and she has exceptional knowledge of the school. If you need assistance, please see her or the class supervisor, Mr Turner. Thank you for taking the time to support the class today in my absence.

Regards, Mrs West

Daily schedule template

Daily Schedule

Casual teacher: <i>(Relief name)</i>	Replacing: <i>(Teacher name)</i>	Class: <i>(name)</i>	Date: <i>??/??/??</i>
---	-------------------------------------	-------------------------	--------------------------

8:30–8:55am	Before school – please check noticeboard in staffroom for changes
9–10:05am First session	
10:05–10:15am	Fruit break & brain break
10:15–11:20am Second session	
11:20–12:10pm	Lunch & first play break
12:10–1:40pm Midday session	
1:40–2pm	Recess & second play break
2–3pm Afternoon session	

Support class:	Executive support:
----------------	--------------------

Thank you for taking the class today.

(Insert any additional information here as needed)

Thanks! 😊

Teacher feedback sheet template

Feedback

Casual teacher:	Class:	Date:
Morning session:		
Middle session:		
Afternoon session:		
Message:		
Students highlighted for following expectations:	Concerns to follow up:	

Split class list – example

Split List

Student	4A	4B	4/5C	5A	5B	Notes
Katie	X					
Lucas	X					Separate from Daniel
Teddy		X				
Sebastian		X				
Daniel			X			Separate from Lucas
Arabella					X	
Evie					X	
Matthew			X			
Ellie				X		Partial attendance till 12pm
Leon					X	
James					X	
Molly			X			Take ramp desk
Benjamin				X		
Harrison				X		
Millie		X				Stay with Mia
Charlotte	X					
Violet			X			
Robyn			X			
Julia			X			
Charlie				X		
Lilly				X		
Mia		X				Stay with Millie
Lucy	X					
Noah					X	Take extension folder
Amelia					X	
Belle	X					
James		X				Take communication chart
Adam	X					