



WE ARE HIRING!

- Classroom Teachers
- Specialist Teachers

New School opened 2026 in

Weir Views, Melton South.

Interested? Give us a call 0469 825 767

murru.ps@education.vic.gov.au

CHAMP - Care, Honest, Achievement, Motivation, Persistence



Murrum
Primary School

How to be a Staff member at
Murrum Primary School

MURRUM
PRIMARY SCHOOL

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Acknowledgement of Country

Murrum Primary School acknowledges the Wurundjeri People of the Kulin Nation as the Traditional Owners of the land on which we live, learn, and play. We pay our respects to Elders past and present, and we honour their enduring connection to Country.

We recognise the Werribee River as a site of deep cultural significance, flowing through the volcanic plains that have sustained generations.

At Murrum PS, we are committed to continuing the Indigenous songlines by connecting through community, sharing stories, and fostering understanding, acceptance, and inclusion. We strive to create a safe and respectful space for learning, growth, and cultural protection.

Welcome to Murrum Primary School!

We are grateful to share this guide with you that covers everything Murrum. Your commitment to collaboration, ongoing professional growth, inclusion and care reflects the culture that we are famous for here at Murrum Primary School. This booklet is a testament to that commitment. It covers a myriad of evidence-based strategies that reflect the shared practices and values that define our school and our work for improving student learning and wellbeing.

This book is not just a guide, but a resource to support us in achieving outstanding student outcomes. It represents the collective expertise of our teaching and serves as a practical toolkit to inform and enhance our daily practice.

Together let's continue to build on this foundation of excellence as we strive to meet the learning and wellbeing needs of every student.

Sam
Foundation
Principal



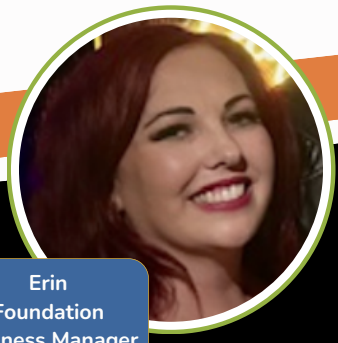
Ally
Foundation
Assistant Principal
Wellbeing



Kerrie
Foundation
Assistant Principal
Learning



Erin
Foundation
Business Manager



Our School's Vision and Mission

Our Mission : Is to provide an equitable, nurturing learning environment where diversity is celebrated, and every student is given the opportunity to thrive.

We are dedicated to fostering a sense of belonging, ensuring that all voices are heard, and empowering learners to take ownership of their educational journey.

Through evidence-based practices, collaborative partnerships, and a shared commitment to core values of ***Care, Honesty, Achievement, Motivation, and Persistence***, we will equip students with the skills, confidence, and resilience needed to achieve their goals. Together, we will create a pathway to success, inspiring each individual to contribute meaningfully to their community and beyond.

Our Vision : Is to cultivate a ***safe, calm and dignified*** inclusive and supportive educational community where every individual is embraced, valued, and empowered to reach their full potential. By working together with a shared commitment to show care, be honest, celebrate achievement, cultivate motivation, and persistence, we aim to inspire a culture of acceptance and collective growth.

Through collaboration and mutual respect, we will create an environment where all students are equipped with the tools, mindset, and determination to succeed, fostering lifelong learners who contribute positively to the world around them.

School Values

Care: Fostering empathy, understanding, and kindness toward all individuals, creating a supportive environment where students feel cared for and respected.

Honesty: Is the commitment to truthfulness, integrity and transparency in our actions and words.

Achievement: Striving for personal and academic excellence, setting high expectations for all students and celebrating the progress they make toward their goals.

Motivation: Cultivating intrinsic and extrinsic motivation through meaningful learning experiences, goal-setting, and fostering a growth mindset

Persistence: Encouraging resilience, perseverance, and a growth mindset in the face of challenges, teaching students to view setbacks as opportunities for growth.

CHAMP



Key Vocabulary

Calm, Safe, Dignified - the way we are with each other, and those we care for

CHAMP Camp - Wellbeing Room for calm, de-escalation, sensory relief

Instructional Principles - guidelines and strategies used by teachers and leaders to create effective learning experiences.

GVC - Guaranteed and Viable Curriculum - the Victorian Curriculum 2.0 outlined over each Level with a set of expected explicit teaching criteria for all subjects.

Primary Plays - whole-class participation strategies that make student thinking visible and keep every learner actively engaged.

Science of Learning - Pedagogical approach to teaching and learning

SIS - Supported Inclusion School

The Murrum Way - this refers to the way we do things at Murrum PS.



The Murrum Way

Murrum Primary School is an inclusive place. We are a community filled with care, calmness, safety and dignity for all.

We are consistent and predictable.

We show care and real attention for our students, our families and each other.

Here at Murrum we have the Murrum Way - it is the way we do things here. From how we photocopy, to how we use student data, to how we track parent communications. In our first few years we are building the Murrum Way. Things will change over time, as we evolve. Change is not something to be afraid of, it is something to embrace and celebrate growth.

Consistency across our school will help us to know how to do things, what to do when, and help each other to build our school as a supportive and collaborative work place and learning environment.

This will mean students and families will get consistent messages from **ANY** staff member they talk to. And will support them to know what to expect from you.

This will support all our community to know how to be their best **CHAMP**ion self.



Calm, Safe and Dignified

At Murrum PS, staff are calm, safe and dignified.

Calm

Predictable routines (I Do - We Do - You Do, clear step by step instructions)

Neutral tone, steady pace, planned transitions (3-Second Clean, entry/exit routines).

We de escalate: pause, breathe, lower voice, simplify choices.

Safe

Physical and psychological safety first: duty-of-care procedures, active supervision, hazard reporting, trauma-informed responses.

Consistent expectations and reteaching (SWPBS), behaviour-specific praise, private redirection.

We prevent before we correct; we correct without shaming.

Dignified

Every interaction protects a student's (and colleague's) privacy, autonomy and worth.

Choices offered; voice heard; names and pronouns respected; strengths noticed.

We repair relationships (restore), not reputations (public call-outs).

Calm, Safe, Dignified

What does this look like at Murrum Primary School

In the classroom: Threshold greetings, settled starts in 2 minutes, CFU (choral response, pair-share, cold call, MWBs), quiet conferences, consistent exit tickets.

In the yard: Visible presence, proactive scanning, clear prompts, 4:1 positive to corrective, non-contact de-escalation stance.

With colleagues: Assume positive intent, give feedback privately, meet deadlines, share aligned resources to keep low teacher variance.

With families: Clear, timely, no-surprises communication; we frame concerns as teamwork: “Here’s what we’re doing; here’s how you can help.”



Staff Self Care Plan

At Murrum Primary School we are committed to being both an inclusive learning community and a mentally healthy workplace.

A mentally healthy and safe workplace is one that:

- Promotes the mental health and wellbeing of all staff
- Protects mental health by reducing work-related risk factors
- Prevents and addresses mental injury and illness

When our staff feel supported, valued, and safe, they are able to bring their best selves to their work. This not only strengthens our team but also creates a healthier and more inclusive environment for our students and their families.

At Murrum PS, our facilities, programs, and culture work together to ensure every child has access to learning and play in a safe, supportive space — and that every staff member feels empowered to thrive.



Supported Inclusion School

What does being a Supported Inclusion School mean?

Facilities have been provided that will support students with additional needs to engage in mainstream education, e.g. wider walkways, purpose built play equipment, wider doorways, undercover walkways, hoists, kitchen facilities, more accessible toilets.

Supported Inclusion School (SIS) Placement

Eligibility for SIS Placement (Students with Intellectual Disability - ID diagnosis only):

- Only students who have a formal diagnosis of Intellectual Disability (ID) are eligible for SIS-designated placements.
- Out-of-Zone SIS Placements (Students with ID): Students with an ID diagnosis who live outside the school zone may be considered for SIS placement only if enrolments of in-zone students with any disability is a total of 10% of enrolment or less.
- In-Zone Enrolment: All students who live within the school zone are guaranteed a place, regardless of disability status.

Learning and Wellbeing at Murrum

Berry Street Education Model

At Murrum PS we build strong relationships, create predictable routines, and teach emotional regulation skills. This supports students to be ready to learn, engaged, and resilient.

School-Wide Positive Behaviour Support (SWPBS)

We set clear, consistent expectations for behaviour across the school. Expectations are explicitly taught, positively reinforced, and supported by data to meet the needs of all learners.

Safe, Calm, and Dignified

We create an environment where every student feels safe, calm, and respected. Behaviour is managed in ways that protect wellbeing, promote inclusion, and maintain dignity for all.

Supported Inclusion School

Our facilities, programs, and teaching practices ensure all students, including those with diverse needs, have equal access to learning and play.



Guaranteed and Viable Curriculum

Guaranteed

- Every student has access to the same essential learning no matter which class or teacher they have.
- The most important knowledge, skills, and understandings are clearly identified and agreed upon by the teaching team.
- Teachers commit to teaching these agreed priorities so that no student misses critical content.

Viable

- The amount of curriculum content is realistic for the time available, so teachers can teach it to the required depth.
- Non-essential or overloaded content is reduced or removed, making sure there's enough time for all students to master the essentials.
- Common pacing guides, scope and sequences, and assessment schedules support this balance.

Why?

- Ensures equity: all students, regardless of background, learn what's most important.
 - Improves consistency: teachers work toward shared goals, using aligned resources and assessments.
 - Strengthens student achievement: when key content is clearly defined and taught in depth, more students meet or exceed the standard.
- 

Structure of a Day

8.15am	ES Staff Commence Work (fulltime)
8.25am	Teacher Staff Commence Work
8.30am	School Gates Open
8.40am	Session 1
9.40am	Session 2
10.40am	Morning Tea (in class)
10.50am	Session 3
11.50am	Lunch Eating Time (in class)
12n	Lunch Break Time (outside)
12.30pm	Session 4
1.30pm	Recess (outside)
2pm	Session 5
3pm	Student Home Time

Structure of a Day - Meeting Times Monday-Wednesday

8.25am	Teaching Staff Commence Work (EFT1.0)
8.30am	School Gates Open
3pm	Student Home Time
3.25pm	Meeting Time
4.25pm	Home Time

8.15am	ES Staff Commence Work (EFT1.0)
8.30 am	School Gates Open
3pm	Student Home Time
	Meeting Time/assigned duties
4.15pm	Home Time

Routines

At Murrum we use routines across the school.

Routines establish **Safe, Calm** and **Dignified** learning environments. The same routines are used school wide, and some have been developed by teams and used across year levels and across specialist spaces.

We start each day, in each class, with a Morning Circle which includes a Positive Primer.

We use FANTastic Listening, FANTastic Walking, FANTastic anything really.

F - Face forward

A - Arms neatly folded in front of my or behind my back

N - Never Interrupt

T - Track the speaker

Students walk in single file, roll order around the school.

Students sit in rows in class.

We use a Common Call to Attention across all year levels and specialist spaces.

CLASS - **YES** - 3,2,1 **CLAP**

Readings to support your Professional Development - **Running The Room Tom Bennett**

Look at **Think Forward Educators** online for PL opportunities.

Routines

Why Routines

Teachers must plan for and teach every expectation that they need in their room.

If negative behaviour is occurring, have we taught what is expected and how to live up to the expectations explicitly to the students?

A more predictable environment leads to predictable behaviour.

Where do I sit? Can I sit with my friend? Can I sit on a bench?

How do I enter the classroom? Can I just walk in to the room anyway I like? Can I touch my friends hair in line, tug on my peers jumper?

How do I engage in a lesson? Can I call out? Do I put my hand up? How will my teacher select who answers?

If students know the answers to these and do not have to play a game of “*What does my teacher want today?*” their behaviour becomes more predictable and settled. All students have the same expectation. They may have individual adjustments to be able to adapt to the expectation, but all have the expectation none the less.

Expectations

Learning and engagement norms are agreed-upon behaviours and expectations that guide how students and teachers interact during learning. They are a shared framework that makes classroom routines, communication, and participation clear for everyone.

- Track with me – Keeps everyone focused and following the learning.
- Learning bodies – Shows readiness to listen, think, and participate.
- Pair, share – Builds ideas together and learn from each other.

Whiteboards:

- Chin boards – Gives all students a chance to think and respond.
 - Soldier boards – Encourages confident, visible sharing of answers.
 - Tick it or fix it – Promotes accuracy and self-correction.
 - 3-second clean – Maintains a neat, organised learning space quickly.
- 

Homework, Home Reading and Home Communication

At Murrumbidgee, teaching and new learning are explicit, structured and purposeful. The introduction of new knowledge and skills happens at school with the teacher.

Homework provides opportunities for consolidation, responsibility and independent practise, it is not monitored for compliance.

Learning happens at school. Practise opportunities are supported at home.

What This Means for Teachers:

- Teachers provide access to appropriate practise opportunities.
- Teachers do not check homework for compliance.
- Homework completion does not result in consequences.
- Classroom learning does not depend on homework being completed.

What This Means for Families

We invite families to:

- Establish a predictable routine that suits the household (this may not be every night)
- Provide a calm and supportive space for practise.
- Encourage effort and independence.

What Home Learning may look like.

- Reading practise
 - Revision of previously taught skills
 - Word study or fluency practise
 - Preparation for an upcoming learning task
 - Optional extension opportunities - this is a shared agreement with the teacher and the family.
- 

Homework, Home Reading and Home Communication

At Murrumbidgee, we wish to build purposeful, calm and connection for families and teachers.

Teachers are the conduits between Students-Families-School. You are the face they see everyday, the voice they hear the most, the expert in their child's education. They want to know you are caring, knowledgeable and professional.

Each term Parent- Teacher Interviews are held.

A 10 min meeting where teachers can share information about student achievement, engagement and learning needs.

Parents should not be blindsided by any concerns or wonderings about a child's achievement or engagement. If concerns are present a teacher will have been proactive and already reached out to discuss these concerns with them PRIOR to the PTI.



Applying for positions at Murrum

We encourage any interested people to reach out to our recruitment team and organise a tour of Murrum. This not only allows you a first hand observation of the facilities it also allows you to see if your pedagogy truly aligns with ours.

Ask yourself:

- Am I a calm person?
- Do I positively believe in dignity? Both the presentation of it and the provision of it.
- Do I positively believe in a Science of Learning ethos and pedagogy?
- Do I believe that I can be apart of something bigger than myself that may demand more than I have given before? Being apart of building a new school is being a driving force, no room for 'passengers'.
- Do I believe that I am the culture of a school, not a higher power, but that my contribution sets the tone and the 'culture' of the school? When you are asked to tell us about the school culture you are describing your contribution not that of others.

If this feels like you can contribute and are excited by the prospect then we want to hear from you. Feel free to reach out and organise a tour, or a chat.

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