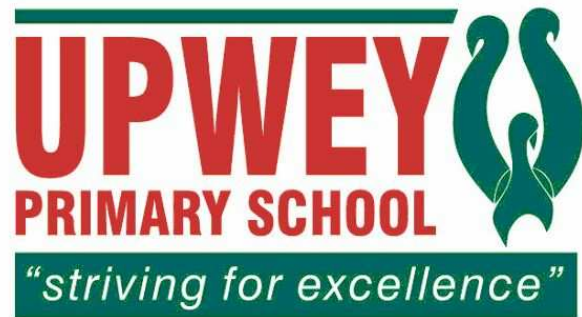


# **UPWEY PRIMARY SCHOOL**

---

## **SCHOOL CHARTER 2004-2006**



**Date** 10<sup>th</sup> November 2004

**School No.** 4530

**Address:** 15 Darling Avenue  
Upwey, Vic., 3158

**Telephone:** 9754 2369

**Fax No.:** 9754 8148

**School Principal:** Mr John Malbon

**School Council President:** Mrs Val Conduit

## TABLE OF CONTENTS

School Profile	1
Vision	1
Values	1
Context	2
Guiding Principles	2
Curriculum	3
School Goals	4
Curriculum Goals - Student Achievement	4
Curriculum Goals - Curriculum Delivery	5
Environment Goals	6
Management Goals	7
Resources Goals	7
Priority - Teaching and Learning	8
Codes of Practice	10
Principal Class Code of Practice	10
Staff Code of Practice	12
School Council Code of Practice	14
Community Code of Practice	16
Student Code of Conduct	18
School Council Motion	19

## **SCHOOL PROFILE**

### **1. Vision**

In partnership with its community, Upwey Primary School inspires and supports all students in striving for excellence.

We guide our students to become responsible, socially competent and engaged individuals who are committed to learning for life, and a sustainable future.

An individualised approach to teaching and learning encourages all students to achieve their potential.

Our enthusiastic, compassionate and professional staff act as positive role models and provide inspiring leadership to develop and deliver teaching and learning experiences of the highest calibre. A dynamic partnership of students, parents, teachers and the wider community ensures continuous improvement for all.

Our bushland and extensive grounds provide a valuable resource for the implementation of environmental education and sustainable schools programs.

Well maintained buildings, excellent facilities and a comprehensive range of teaching resources enhances the teaching and learning programs. Embracing information technology allows our students to develop expertise and learn as members of the global community.

### **2. Values**

The following values reflect the beliefs that we hold about how children learn, how our school will operate and how we relate to others:

Community,  
Respect,  
Learning for Life,  
Well-being and  
Responsibility

### **3. Context**

Upwey Primary School is situated in the Dandenong Ranges, approximately thirty-five kilometres to the east of Melbourne. The school was established in 1934 and had an enrolment of 143 students on census day in February 2004.

The "old" double storey building was officially opened in 1947 and contains four classrooms and office/storage rooms. In 2002 one of the classrooms on the ground floor was fitted out as a computer lab. A major building upgrade, completed in 1997, included the construction of two freestanding buildings containing six classrooms, associated withdrawal areas, teachers' offices, and an art room. A block of four classrooms was converted into a general purpose hall (including a kitchen and storage rooms). The construction of the Administration/Library Building was also an element of the upgrade. This facility includes the library, a general office, offices for the principal and assistant principal, and staff, interview, conference and resource/photocopier rooms. There is also a sick bay and toilet/shower facilities for the disabled. Since the transfer of the Before and After School Care Program to the library, the old OOSH (Out of School Hours) Care Program building is no longer used for that purpose. The building is available for use by

community groups and we are keen to expand this role. All but the double storey and old OOSH buildings are linked by covered walkways and there ready access to all facilities for disabled persons.

The school is located on a picturesque site which takes advantage of the atmosphere and beauty of the Dandenong Ranges. All of the buildings are located on a level section of land adjacent to Burwood Highway. To the north, the grounds slope down to the oval. The school's "sanctuary", a bush area is located on the rising slope beyond the oval. Landscaping work that has been undertaken has given prominence to native plants. A Co-operative loan established in 2002 has enabled the school to install additional adventure playground equipment and the provision of air conditioning for six of the classrooms.

In 2003, the school embarked on a major "Sustainable Schools and Environmental Education" initiative and a number of programs including composting, recycling, walking school bus have been established. The continued development of this program will be a major focus throughout the 2004 - 2006 Charter period.

Our school is situated adjacent to Upwey High School and the majority of our students choose to attend that school at the completion of their primary education. While functioning independently, there is close co-operation and interaction between the two schools. This relationship produces an ideal climate for the transition to secondary education. We also maintain a particularly close and effective relationship with the staff of the Upwey Pre School and run a transition program and activities which support children (and their parents) who are about to commence in grade prep at Upwey or other local primary schools.

#### **4. Guiding Principles**

Upwey Primary School strives to provide a supportive environment which promotes positive self esteem and self confidence. We endeavour to ensure that each child's achievements are recognised and valued, and success is celebrated.

The school aims to provide:

- An harmonious, relaxed, co-operative and safe environment.
- Teaching and learning programs which are challenging and aim to improve learning outcomes.
- An environment in which children assume responsibility for, and are willing to take risks with their learning.
- Opportunities for staff to further develop their skills and knowledge through on-going professional development.
- A school organisational structure which encourages teachers to plan the curriculum in teams.
- Up-to-date, relevant information for the school community through newsletters, notices and information sessions.

#### **5. Curriculum.**

Upwey Primary School offers a comprehensive curriculum which incorporates :

- A seven year sequential program in English, Mathematics, Science, Technology, Health and Physical Education, Studies of Society and Environment (SOSE), The Arts and Language Other Than English (LOTE) - German : Prep to Year 6.
- Classroom programs which provide for children of all abilities.

- A Reading Recovery program in Year 1.
- Specialist sessions in Art and Music.
- The Early Years Literacy program in Years Prep - 4.
- A commitment to the implementation of the Early Years Numeracy and Middle Years programs within the life of the Charter.

To enhance the curriculum, special programs have been developed, including :

- Swimming, Perceptual Motor Program (PMP), Junior School Council, Instrumental Music, Camps, Excursions, Inter School Sports, Special Activity Days, Integration Program, Special Needs, “The Hills Challenge” (Gifted and Talented program), School Musical, Prep and Year 6 Transition Program and a Buddy Program.
- A computer network system providing access to the Internet, Library and Multi Media programs including video conferencing facilities.

All school policies and programs are subject to a cyclical review, over a period of 5 years, by staff and School Council.

Parental involvement and participation in policy formulation and decision making is fostered at all times.

Our school belongs to its community and there are opportunities for parents to become involved in various facets of their children’s education including School Council, Parents’ Auxiliary, Fundraising Committee, classroom participation and working bees.

Parents are informed about their child’s progress through comprehensive written June and December reports. These are supplemented by individual parent-teacher interviews. Information evenings for each grade level are held early in the first term of each year.

Our commitment and capacity to care for students outside normal school hours is an important component of the services we provide. The Before and After School Care Program offers child care before (7.30 - 8.45 am) and after school (3.30 - 6.00 pm).

## SCHOOL GOALS

### Curriculum Goals - Student Achievement

#### GOVERNMENT TARGET

- By 2005- Victoria will be at or above the National Benchmark levels for reading, writing, and numeracy as they apply to all primary students

GOAL	PERFORMANCE MEASURE	IMPROVEMENT AREAS	BASELINE SCHOOL PERFORMANCE	SCHOOL TARGETS																																																													
To ensure that all students are challenged and supported by appropriate learning and teaching programs to achieve optimum outcomes, particularly in English and Mathematics.	<p><b>Required Measures</b></p> <ul style="list-style-type: none"> <li>• Student achievement in Mathematics and English against the CSF.</li> <li>• Student achievement in Reading for Years Prep-2 against standard text levels.</li> <li>• Student achievement in Reading, Writing, Number and Measurement as measured by the AIM.</li> </ul> <p><b>Additional School Measures</b></p> <ul style="list-style-type: none"> <li>• Progressive Achievement Tests for English (Vocabulary &amp; Reading Comprehension) and Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• Learning and Teaching</li> <li>• Student engagement.</li> <li>• Integration of eLearning.</li> <li>• Numeracy skills across the school</li> <li>• Assessment methodology</li> </ul>	<p>2003 Data</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Lvl</th> <th>Strand</th> <th>Established at expected level</th> <th>Above expected level</th> </tr> </thead> <tbody> <tr> <td rowspan="4">Prep</td> <td rowspan="4">1</td> <td>Reading</td> <td>57%</td> <td>0%</td> </tr> <tr> <td>Writing</td> <td>71%</td> <td>0%</td> </tr> <tr> <td>Number</td> <td>71%</td> <td>0%</td> </tr> <tr> <td>Measure.</td> <td>93%</td> <td>0%</td> </tr> <tr> <td rowspan="4">Yr 2</td> <td rowspan="4">2</td> <td>Reading</td> <td>88%</td> <td>6%</td> </tr> <tr> <td>Writing</td> <td>81%</td> <td>0%</td> </tr> <tr> <td>Number</td> <td>100%</td> <td>0%</td> </tr> <tr> <td>Measure.</td> <td>100%</td> <td>0%</td> </tr> <tr> <td rowspan="4">Yr 4</td> <td rowspan="4">3</td> <td>Reading</td> <td>40%</td> <td>24%</td> </tr> <tr> <td>Writing</td> <td>36%</td> <td>34%</td> </tr> <tr> <td>Number</td> <td>64%</td> <td>16%</td> </tr> <tr> <td>Measure.</td> <td>64%</td> <td>16%</td> </tr> <tr> <td rowspan="4">Yr 6</td> <td rowspan="4">4</td> <td>Reading</td> <td>37%</td> <td>41%</td> </tr> <tr> <td>Writing</td> <td>33%</td> <td>41%</td> </tr> <tr> <td>Number</td> <td>48%</td> <td>37%</td> </tr> <tr> <td>Measure.</td> <td>48%</td> <td>30%</td> </tr> </tbody> </table>	Year	Lvl	Strand	Established at expected level	Above expected level	Prep	1	Reading	57%	0%	Writing	71%	0%	Number	71%	0%	Measure.	93%	0%	Yr 2	2	Reading	88%	6%	Writing	81%	0%	Number	100%	0%	Measure.	100%	0%	Yr 4	3	Reading	40%	24%	Writing	36%	34%	Number	64%	16%	Measure.	64%	16%	Yr 6	4	Reading	37%	41%	Writing	33%	41%	Number	48%	37%	Measure.	48%	30%	<ul style="list-style-type: none"> <li>• By 2006, 80% of students in Years Prep, 2, 3 &amp; 4 to be established at or above the relevant CSF level in Writing and Reading.</li> <li>• By 2006, 85% of students in Years Prep, 2, 3 &amp; 4 to be established at or above the relevant CSF level in Number and Measurement.</li> </ul>
Year	Lvl	Strand	Established at expected level	Above expected level																																																													
Prep	1	Reading	57%	0%																																																													
		Writing	71%	0%																																																													
		Number	71%	0%																																																													
		Measure.	93%	0%																																																													
Yr 2	2	Reading	88%	6%																																																													
		Writing	81%	0%																																																													
		Number	100%	0%																																																													
		Measure.	100%	0%																																																													
Yr 4	3	Reading	40%	24%																																																													
		Writing	36%	34%																																																													
		Number	64%	16%																																																													
		Measure.	64%	16%																																																													
Yr 6	4	Reading	37%	41%																																																													
		Writing	33%	41%																																																													
		Number	48%	37%																																																													
		Measure.	48%	30%																																																													

### Curriculum Goals - Curriculum Provision

GOAL	PERFORMANCE MEASURE	IMPROVEMENT AREAS	BASELINE SCHOOL PERFORMANCE	SCHOOL TARGETS
<p>To provide access in all KLAs to comprehensive curriculum programs that are balanced, sequential from Prep to Year 6 and designed to meet the learning needs and styles of all children.</p>	<p><b>Required Measures</b></p> <ul style="list-style-type: none"> <li>• Time allocation for KLAs for each year level.</li> <li>• Parent Opinion: Academic Rigour, Quality of Teaching and Student Reporting.</li> </ul> <p><b>Additional School Measures</b></p> <ul style="list-style-type: none"> <li>• Student Attitude to School Survey-Year 5 &amp; 6 students.</li> <li>• School-based Student Attitude to School Survey (complementing the DE&amp;T survey) for Year 2 – 6 students.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment and Reporting.</li> <li>• Improved use of learning technologies (Information and Communication Technology) into all Key Learning Areas</li> </ul>		

## Environment Goals

GOAL	PERFORMANCE MEASURE	IMPROVEMENT AREAS	BASELINE SCHOOL PERFORMANCE	SCHOOL TARGETS
<p>To provide a stimulating and attractive environment which is safe, welcoming and responsive to the needs of all members of the community.</p> <p>To provide a school environment in which students are respected, valued, nurtured and supported in a caring way, and in which they are encouraged to display respect and support for their peers.</p>	<p><b>Required Measures</b></p> <ul style="list-style-type: none"> <li>• Student absences</li> <li>• Parent Opinion survey</li> <li>• Staff Opinion Survey</li> </ul> <p><b>Additional School Measures</b></p> <ul style="list-style-type: none"> <li>• Student Opinion Survey (Years 5 &amp; 6)</li> <li>• School-based Student Opinion Survey (Years 2 - 6)</li> <li>• Anti-Bullying Survey (Years Prep - 6)</li> </ul>	<ul style="list-style-type: none"> <li>• Student Wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>• 6% of the student population identified as bullies (ie. nominated as a bully by 5% or more of all students)</li> <li>• 40% of students reported being bullied in 2003</li> <li>• 2003 Student Attitude to School data shows boys ranked below 25<sup>th</sup> percentile in nine of the twelve variables. Girls below the 25<sup>th</sup> percentile in five variables</li> <li>• The mean of the “Connectedness to School” variable in the 2003 Student Attitude to School Survey was: Year 5 - 3.5 Year 6 - 3.7</li> <li>• P-6 Average number of student absences was 14.6 in 2003</li> </ul>	<ul style="list-style-type: none"> <li>• Reduction in percentage of children identified as bullies to zero percent</li> <li>• Reduction in percentage of students reporting having been bullied to zero percent</li> <li>• All student Attitude to school Survey variables to be at or above the 75% agreement level for both males and females.</li> <li>• All Connectedness to School variable (in Attitude Survey) to be at or above the 75% agreement level by 2005.</li> <li>• P-6 Average student absence to be 12.0 days or less by 2006</li> </ul>

## Management Goals

GOAL	PERFORMANCE MEASURE	IMPROVEMENT AREAS	BASELINE SCHOOL PERFORMANCE	SCHOOL TARGETS
<p>To provide leadership and human resource practices that foster effective communication and decision making processes.</p> <p>To provide appropriate whole school and individual professional development that assists staff in achieving the school's priority and improvement areas.</p>	<p><b>Required Measures</b></p> <ul style="list-style-type: none"> <li>• Staff Opinion Survey.</li> <li>• Sick Leave</li> </ul> <p><b>Additional School Measures</b></p> <ul style="list-style-type: none"> <li>• Nil</li> </ul>	<ul style="list-style-type: none"> <li>• Staff Wellbeing</li> <li>• Codes of Practice and Student Code of Conduct</li> <li>• Policy Review Process</li> </ul>	<ul style="list-style-type: none"> <li>• Staff Morale (3.78) is the only variable significantly below the state mean (4.03) in 2003</li> </ul>	<ul style="list-style-type: none"> <li>• Staff Morale to be at or above 4.03 by 2006.</li> </ul>

## Resources Goals

GOAL	PERFORMANCE MEASURE	IMPROVEMENT AREAS	BASELINE SCHOOL PERFORMANCE	SCHOOL TARGETS
<p>To allocate financial and human resources to support the achievement of the school's goals and priorities.</p> <p>To maintain and develop physical resources in line with the school's goals and priorities.</p>	<p><b>Required measures</b></p> <p>Combined comparative receipts and payments reports</p> <p><b>Additional School Measures</b></p> <ul style="list-style-type: none"> <li>• PRMS audit (school-maintained list of required works)</li> <li>• Occupational Health and Safety audit</li> <li>• Playground equipment, audits</li> </ul>			

## **PRIORITY - TEACHING AND LEARNING**

Provision of a learning and teaching program which engages students, considers their individual learning styles, encourages independent, self-directed and reflective learning, and enables students to reach their potential.

### **CURRENT SCHOOL PERFORMANCE:**

Over the previous charter period the school identified the need to focus on best practice in teaching and learning so that all students were engaged in educational processes that best supported their learning styles. Developing and providing strategic interventions to better address individual needs incorporated English and the integrated curriculum. Strategies included developing a Teaching And Learning Policy, Individual Learning Plans, SMART Words Spelling Program introduction and English Writing moderation process. It is now time to extend and enrich these achievements by developing a curriculum that emphasises student thinking skills, has literacy and numeracy as its core, and nurtures intellectually curious students with a range of learning capabilities and capacities, the ability to think creatively and critically, and to be flexible and adapt to change.

### **INTENDED OUTCOMES:**

- Improved student engagement in learning, particularly at CSF levels 3 and 4.
- Increased connectedness to school.
- Curriculum delivery to address individual learning styles.
- eLearning further integrated into the curriculum.
- Higher level thinking skills integrated into the curriculum.
- Classroom program and teaching approaches reflecting teaching and learning best practice.
- Classroom practices to cater for the needs and abilities of all students.
- Increased expectations for students.
- Increased student responsibility for managing their own learning.
- A clearly defined homework policy.
- Consistent school wide procedures for dealing with students at risk.
- Develop a school based Attitude To School Survey for Years 2 - 6
- Teachers to adopt contemporary teaching practices with a particular focus on-
  - Providing appropriate support and development strategies so that all teachers use a variety of strategies to cater for differing abilities and learning styles e.g. Gardiner's Multiple Intelligences, Bloom's Taxonomy, deBono's strategies and open-ended tasks to challenge student understandings and thinking skills.

### **PERFORMANCE MEASURES:**

- Student Achievement in English and Mathematics against the CSF
- Student Achievement in Reading for Years Prep – 2 against standard text levels
- Student Achievement in Reading, Writing, Spelling, Number and Measurement as measured by the AIM (Year 3 & Year 5)
- School Based Standardised Testing Program (ACER- PAT Comprehension & Vocabulary)
- Parent Opinion: Academic Rigour, Quality of Teaching and Student Reporting
- Staff Opinion Surveys: Morale
- Student Opinion Surveys: Connectedness To School/Peers, Motivation To Learn

### **SCHOOL TARGETS**

- Increase student engagement (as demonstrated by 80% or better agreement rate in the "Motivation to Learn" section of the Student Attitudes to School Survey) by developing and implementing Thematic Units of Work based on Thinking Orientated Curriculum
- Improved student performance in all KLAs, but particularly in English and Mathematics, at each year level.
  - By 2006, 80% of students in Years Prep, 2, 3 & 4 to be established at or above the relevant CSF level in Writing and Reading.
  - By 2006, 85% of students in Years Prep, 2, 3 & 4 to be established at or above the relevant CSF level in Number and Measurement.
- Greater consistency in levels achievement between boys and girls in the English and Mathematics KLAs
- Mean as a Percentage Rank (of all Victorian Schools) of students in agreement with each of the variables (eg. Quality of Instruction, Fairness/Firmness etc.) in the Student Attitudes to School Survey to be at least 50% by the end of 2005

## Upwey Primary School Charter 2004 - 2006

### **INITIAL IMPLEMENTATION STRATEGIES (ONE YEAR PLAN):**

#### Data Gathering and Analysis

- Assessment of Reading (Text Level) Prep – Year 2 data
- CSF Achievement data Prep to Year 6 in English and Mathematics
- AIM data in Reading, Writing, Number and Measurement (Year 3 and Year 5)
- Student Attitudes to School Survey (Year 5 & 6 students)
- Thematic Units of Work and projects, incorporating Gardiner's Multiple Intelligences and Bloom's Taxonomy, for CSF 3 & 4
- Implement Reflective Learning Journals at all Year levels
- School based Student Attitudes to School Survey- Years 2-6

#### Programs and Policy Development

- Electronic learning to be integrated as an accepted part of the mathematics classroom (ie- Maths websites and computer programs)
- Develop Common Assessment Tasks in English and Mathematics across the school with particular focus on open-ended tasks
- Further develop enrichment and extension programs for more capable students
- Develop cross age tutoring programs
- Implement the Dandenong Ranges Network Innovation and Excellence Project with emphasis on Learning and Teaching Styles, Literacy and the Engagement of Boys
- Promote programs of environmental awareness and education to encourage and enable students to take a greater interest in their environment, recognise the need for a sustainable future and use as a platform for individual learning practices and improvement of student engagement (Draft: Term 4- 2004)
- Develop a school wide assessment plan incorporating standardised and school based assessment routines
- Identify all students' major learning styles by mid 2005 and incorporate these, where appropriate, into individual learning plans
- Develop a revised school wide Homework Policy for 2005

#### Professional Development

- Professional development for all staff in Early/Middle Years Numeracy strategies and Assessment and Reporting
- Professional development opportunities provided in "Teaching And Learning Styles" (Term 1-2005), "Emotional Intelligences" and "Thinking Curriculum" (Term 4 – 2004)
- Professional development for all staff in Assessment & Reporting – specifically use of portfolios (incl. Electronic-Term 3-2005) and Reflective Learning Journals (Term 1-2005)
- Whole school and inter school moderation to support consistent teacher judgements of student performance (Term 2– 2005)

#### Resource Support

- An annual budget will be allocated to support the achievement of the priority
- Innovation and Excellence funding will be used, particularly in the areas of Engagement of Boys and Teaching & Learning Styles,

#### Management

- Staff will be involved at all levels of preparation and planning, and will be fully informed about the processes and products available to a thinking oriented approach
- Individual staff members attending Professional Development activities will report to the whole staff
- A Charter Priority Team will be established to implement this priority-
- Time will be allocated at some staff meetings to address aspects of moderation of assessment and collation of Common Assessment Tasks (Rotating Staff/Professional Development meetings fortnightly, Charter Meetings – Thursday mornings)
- Staff members will be given time to plan for and implement think oriented curriculum approaches

## PRINCIPAL CODE OF PRACTICE

The Principal is responsible for leadership, management and development of the school and its programs, and will lead and manage the school in accordance with relevant sections of the Education Act, DE&T policies, and contractual agreements.

The Principal of Upwey Primary School has the responsibility to provide educational leadership and management to the school community.

Values	Behaviours
<p><b>Community:</b> Meeting aims and objectives through teamwork and a sense of common purpose</p>	<ul style="list-style-type: none"> <li>• Foster unity of purpose in the school community by highlighting and encouraging the home-school partnership and the shared achievements of students, parents and staff.</li> <li>• Build a culture of continuous improvement.</li> <li>• Actively promote the school in the local, wider and educational communities.</li> <li>• Actively encourage and facilitate community involvement in all aspects of schooling.</li> <li>• Manage and provide regular feedback on performance and achievement to the school community.</li> <li>• Establish and maintain networks of support between local schools, principals, communities, support services and agencies.</li> <li>• Provide enthusiastic leadership by articulating and developing the educational vision for the school, and involving the school community in achieving that vision.</li> <li>• Provide organisational leadership that empowers the community and boosts morale.</li> <li>• Support and demonstrate the values identified as vital to the school.</li> <li>• Build a school culture that recognises the contributions and achievements of students, staff and parents.</li> </ul>
<p><b>Respect:</b> Having regard for yourself, others and property</p>	<ul style="list-style-type: none"> <li>• Maintain regular classroom contact and be accessible to all students, developing a good rapport with them.</li> <li>• Value all students and staff and acknowledge individual differences and abilities.</li> <li>• Behave in a manner consistent with the professional standards, and DE&amp;T regulations and requirements.</li> <li>• Treat all members of the school community respectfully.</li> <li>• Show consideration and courtesy to others.</li> <li>• Acknowledge, value and support others in the team.</li> <li>• Respect the privacy of individuals and their families and ensure compliance with privacy legislation.</li> <li>• Support whole school decisions.</li> <li>• Be welcoming, friendly and professional when interacting with members of the school and wider community.</li> <li>• Act with discretion and confidentiality in all professional relationships.</li> <li>• Listen to and acknowledge the views of others, respecting their contributions.</li> <li>• Be a positive role model to staff, students and the wider community through courtesy, respect and care of people and property, acceptable personal presentation and the appropriate use of language.</li> </ul>
<p><b>Responsibility:</b> Being accountable for your actions and words</p>	<ul style="list-style-type: none"> <li>• Manage and provide regular feedback to staff through performance planning and annual review.</li> <li>• Provide vision, leadership and accurate advice to the School Council, staff and parents to ensure that appropriate policies and programs are developed in partnership with the school community and are effectively implemented.</li> <li>• Lead and manage the implementation of the school charter and the evaluation of school performance.</li> <li>• Ensure that the school's goals and priorities are implemented.</li> </ul>

	<ul style="list-style-type: none"> <li>• Develop and maintain procedures for the monitoring and reporting school progress, in relation to goals and priorities</li> <li>• Ensure that student achievement is monitored regularly in accordance with school and DE&amp;T guidelines, and that parents are kept well informed of their children's progress.</li> <li>• Facilitate collaborative, consultative and strategic planning and decision making.</li> <li>• Manage the development and operation of the school's financial and administrative systems.</li> <li>• Ensure that timely reports and advice are provided to the School Council on budget processes and financial management.</li> <li>• Have a sound knowledge of contemporary teaching and learning practices and lead staff in the development, implementation and evaluation of programs that meet the needs of all students and value student achievement.</li> <li>• Develop and maintain a workforce plan</li> <li>• Ensure that the selection and deployment of staff, and the delegation of additional duties are compatible with school goals and priorities and the individual talents and expertise of staff members.</li> <li>• Facilitate the development and use of quality teaching and learning strategies to maximise student outcomes.</li> <li>• Ensure the decisions of School Council are implemented in an appropriate, efficient and timely manner.</li> <li>• Provide a report to School Council on school operations.</li> <li>• Inform staff members of School Council decisions.</li> <li>• Prepare and publish the school's Annual Report and School Strategic Plan within DE&amp;T guidelines.</li> <li>• Provide guidelines for elected Office Bearers and members of School Council o</li> <li>• Provide clear and equitable job descriptions.</li> <li>• Determine and maintain clear and equitable job descriptions.</li> <li>• Consultatively facilitate the development and implementation of the school's professional development plan to enhance the professional skills of staff.</li> <li>• Ensure that principles of merit and equity and valuing diversity are applied and that workloads are allocated equitably.</li> <li>• Ensure that regular and effective lines of communication are established between the administration and all members of staff.</li> <li>• Provide organisational leadership that works through change processes and builds high performance teams.</li> <li>• Support parents who are involved in the school programs in their endeavours.</li> </ul>
<p><b>Well Being:</b> Accepting that healthy mind and body is the foundation for learning</p>	<ul style="list-style-type: none"> <li>• Recognise and acknowledge student achievement and develops each student's self-esteem and confidence.</li> <li>• Ensure an effective, safe and harassment-free environment.</li> <li>• Support staff in the consistent implementation of student welfare and discipline program and policies.</li> <li>• Promote student and staff welfare.</li> </ul>
<p><b>Learning For Life:</b> Understanding that an acceptance of the need and the ability to continue to learn are vital</p>	<ul style="list-style-type: none"> <li>• Foster and nurture a purposeful, trusting learning environment which encourages risk taking and problem solving</li> <li>• Encourage and support high quality teaching practices and the professional growth and career development of staff.</li> <li>• Continue to develop personal professional knowledge and skills, consult appropriately on operational practices and be accountable through regular performance appraisal.</li> <li>• Promote staff development</li> </ul>

## STAFF CODE OF PRACTICE

Staff at Upwey Primary School form a professional dedicated team committed to the personal well-being and educational development of the students in their care.

Values	Behaviours
<p><b>Community:</b> Meeting aims and objectives through teamwork and a sense of common purpose</p>	<ul style="list-style-type: none"> <li>• Be committed to the school's vision and support the educational and social values outlined in the School Charter.</li> <li>• Work together in a harmonious atmosphere of mutual support, respect and loyalty</li> <li>• Positively promote the school to students, parents and the wider community.</li> <li>• Provide a welcoming, safe, stimulating learning environment.</li> <li>• Contribute and participate actively, enthusiastically and positively in school and community activities.</li> <li>• Foster an active partnership between home and school.</li> <li>• Work co-operatively and supportively in professional learning teams.</li> <li>• Promote the school's achievements through special events, information evenings and displays in the wider community</li> <li>• Actively support and implement the programs and strategies developed to achieve the goals and priorities of the School Charter.</li> <li>• Contribute to school improvement and the decision-making process.</li> <li>• Provide relevant information to parents regarding student learning and personal development, and report in a clear and accurate manner.</li> <li>• Encourage parent and community participation in programs where appropriate.</li> <li>• Act in a receptive, honest and constructive manner in partnership with parents that support student learning and personal development.</li> <li>• Provide opportunities for shared-decision making.</li> <li>• Provide trust and loyalty to one another and the school</li> </ul>
<p><b>Respect:</b> Having regard for yourself, others and property</p>	<ul style="list-style-type: none"> <li>• Value all students and acknowledge individual differences, abilities and learning styles.</li> <li>• Recognise and behave in a manner consistent with the professional standards, and DE&amp;T regulations and requirements.</li> <li>• Treat all members of the school community respectfully.</li> <li>• Show consideration and courtesy to others.</li> <li>• Acknowledge, value and support others in the team.</li> <li>• Respect the privacy of individuals and their families.</li> <li>• Support whole school decisions.</li> <li>• Be welcoming and professional to all parents, guardians and visitors.</li> <li>• Act with discretion and confidentiality in all professional relationships.</li> <li>• Listen and acknowledge the views of others, respecting their contributions.</li> <li>• Be a positive role model to students through courtesy, respect and care of people and property, acceptable dress and the appropriate use of language.</li> <li>• Respect the privacy of others and ensure compliance with Privacy legislation..</li> </ul>
<p><b>Responsibility</b> Being accountable for your actions and words</p>	<ul style="list-style-type: none"> <li>• Implement all school policies.</li> <li>• Develop and implement continuing curriculum and DE&amp;T initiatives.</li> <li>• Maintain appropriate documentation of programs, planning and evaluation.</li> <li>• Use a range of assessment methods to reflect on and evaluate practice, programs and student progress.</li> <li>• Fulfil responsibilities as outlined in the relevant role description statements.</li> <li>• Engage in reflection and critical self-evaluation of professional practices in order to continuously improve teaching and learning through annual performance reviews and ongoing professional development.</li> </ul>

	<ul style="list-style-type: none"> <li>• Understand how children develop and learn, and that they have the capacity to learn and be taught.</li> <li>• Provide opportunities for students to accept responsibility for their learning.</li> <li>• Manage and support behaviour and welfare according to student welfare and discipline policies</li> <li>• Support parents who are involved in the school programs in their endeavours.</li> </ul>
<p><b>Well Being:</b> Accepting that healthy mind and body is the foundation for learning</p>	<ul style="list-style-type: none"> <li>• Acknowledge and value effort.</li> <li>• Share ideas, workload and resources.</li> <li>• Exercise duty of care and be aware of all safety procedures.</li> <li>• Ensure adequate student supervision at all times.</li> <li>• Be resilient.</li> <li>• Work to solve student problems in a positive way.</li> <li>• Actively promote and model equity and social justice for all.</li> <li>• Foster positive relationships between staff and students.</li> <li>• Speak positively about the school and colleagues.</li> </ul>
<p><b>Learning For Life:</b> Understanding that an acceptance of the need and the ability to continue to learn are vital</p>	<ul style="list-style-type: none"> <li>• Set high but realistic expectations for students</li> <li>• Promote self esteem and confidence in all students and recognise their achievements.</li> <li>• Develop professional competence through professional development and sharing good practice with others.</li> <li>• Work to assist all students to achieve their potential in learning, social and personal development by providing high quality differentiated teaching and learning programs.</li> <li>• Evaluate and share contemporary teaching and learning strategies with colleagues in the pursuit of improved student learning.</li> <li>• Be able to manage and adapt to change.</li> <li>• Be receptive to changes in educational theory and practice.</li> <li>• Encourage and empower students to take increasing responsibility for their learning and behaviour.</li> </ul>

## SCHOOL COUNCIL CODE OF PRACTICE

The School Council acknowledges that it operates within the Education Act, DE&T regulations and government directives.

Values	Behaviours
<p><b>Community:</b> Meeting aims and objectives through teamwork and a sense of common purpose</p>	<ul style="list-style-type: none"> <li>• Commitment and loyalty to the students, staff, administration and the School Charter</li> <li>• Promote a positive image of the school.</li> <li>• Encourage wide parental involvement in the school.</li> <li>• Promote community involvement in the school through regular reporting and disseminating of information.</li> <li>• School Council will display loyalty to the school, its charter, the administration staff and other stakeholders.</li> <li>• Articulate a vision for our school that is both shared and translated into action.</li> </ul>
<p><b>Respect:</b> Having regard for yourself, others and property</p>	<ul style="list-style-type: none"> <li>• Develop and approve policy directions, and recognise the Principal's right to implement policy in the most appropriate way.</li> <li>• Enable broader community input into School Council decision-making through the membership of sub-committees.</li> <li>• Commit to the principles of merit and equity.</li> <li>• Maintain confidentiality on issues affecting the school and members of its community.</li> </ul>
<p><b>Responsibility:</b> Being accountable for your actions and words</p>	<ul style="list-style-type: none"> <li>• Adhere to the Privacy Law.</li> <li>• Declare conflict of interest where necessary.</li> <li>• Learning needs, personal safety and educational outcomes will be the primary consideration in decision-making.</li> <li>• Establish policy that is consistent with Charter goals and priorities.</li> <li>• Ensure regular evaluation of school policies.</li> <li>• Support the Principal in the implementation of school policy and the charter.</li> <li>• Monitor the achievement of Charter goals and priorities.</li> <li>• Seek, canvas and consider school community views.</li> <li>• Encourage wide parental involvement in school.</li> <li>• Support School Council decisions.</li> <li>• Monitor the budget and financial plan.</li> <li>• Be responsible for the maintenance and improvement of school facilities, buildings and grounds.</li> <li>• Communications to the school community concerning School Council decisions will be regular and informative.</li> <li>• School Council will be responsible to the school community and DE&amp;T for its decisions, which will be publicly justifiable.</li> <li>• Issues and conflicts, which arise within the School Council, will be resolved in a collaborative and constructive manner to achieve the best possible outcomes for all. Members of School Council will accept opportunities for growth regarding their responsibilities, current school practice and DE&amp;T policies and directions.</li> <li>• School Council will meet a minimum of eight times per year on a regular monthly schedule, and will follow established meeting procedures and decision-making processes as detailed in the School Council Standing Orders.</li> <li>• Sub-committees will be formed on an annual basis to reflect the responsibilities of School Council.</li> </ul>

	<ul style="list-style-type: none"> <li>• Each sub-committee will have a representative from School Council.</li> <li>• Public comment on School Council matters will be the responsibility of the School Council President and the Principal.</li> </ul>
<p><b>Well Being:</b> Accepting that healthy mind and body is the foundation for learning</p>	<ul style="list-style-type: none"> <li>• Ensure a commitment to welfare policies that promote student resilience.</li> </ul>
<p><b>Learning For Life:</b> Understanding that an acceptance of the need and the ability to continue to learn are vital</p>	<ul style="list-style-type: none"> <li>• Build an educational culture that recognises the achievements and contributions of school community members.</li> <li>• Foster an educational culture that flexibly caters for individual learning needs.</li> <li>• Promote a culture of personal excellence.</li> <li>•</li> </ul>

## COMMUNITY CODE OF PRACTICE

In providing high quality educational programs for children, Upwey Primary School relies on the support and assistance from the community. The school values its relationship with the community. It recognises that a positive, co-operative and collaborative relationship with the community enhances the opportunities for the school to provide quality education through shared use of facilities, expert advice, sponsorship and support services.

The community is encouraged to support the school by:

- Providing access to resources for education through links with business and service organisations, and to health and welfare services.
- Providing sporting and other facilities
- Participating in and contributing to the life of the school.

<b>Values</b>	
<p><b>Community:</b> Meeting aims and objectives through teamwork and a sense of common purpose</p>	
<p><b>Respect:</b> Having regard for yourself, others and property</p>	<ul style="list-style-type: none"> <li>• Listen attentively to the view of other community members.</li> <li>• Show consideration and courtesy to other community members.</li> <li>• Appropriately use and respect the school facilities and environment.</li> <li>• Promote a positive image of the school.</li> <li>• Maintain confidentiality on issues affecting the school and members of its community.</li> </ul>
<p><b>Responsibility:</b> Being accountable for your actions and words</p>	<ul style="list-style-type: none"> <li>• Participate in, and contribute to the life of the school.</li> <li>• Parents form a partnership with staff to work towards the achievement of school goals.</li> <li>• Reinforce the school's values.</li> <li>• Offer appropriate feedback, advice and support for educational and other programs.</li> <li>• Support and participate in educational activities, fundraising, working bees and school functions.</li> <li>• Support school programs through demonstrated interest in and encouragement of children's work and achievements.</li> <li>• Support the maintenance of school rules, codes of practice, programs and decisions made by the school, including regular and punctual attendance of students in compulsory school uniform.</li> <li>• Support school policies, programs and values.</li> <li>• Share any concerns directly with the Principal, School Council or staff.</li> <li>• Inform the school of any special circumstances that may affect the learning and well being of students.</li> <li>• Participate constructively in school decision-making and policy development, and respect decisions resulting from consultative processes.</li> <li>• Maintain regular contact with the school through attendance at parent/teacher interviews, meetings, regular perusal of newsletters and prompt communication regarding student needs, absences or lateness.</li> </ul>

<p><b>Well Being:</b> Accepting that healthy mind and body is the foundation for learning</p>	<ul style="list-style-type: none"><li>• Encourage healthy lifestyles and behaviour.</li><li>• Guide students towards behaviour that is safe, co-operative and supportive of a pleasant school environment.</li></ul>
<p><b>Learning For Life:</b> Understanding that an acceptance of the need and the ability to continue to learn are vital</p>	<ul style="list-style-type: none"><li>• Provide positive role models for children.</li><li>• Provide a supportive homework/study environment..</li><li>• Promote student participation in a range of activities in the wider community.</li></ul>

## STUDENT CODE OF CONDUCT

### Principles:

Upwey Primary School's Student Code of Conduct of conduct is guided by the following principles:

- All students have the right to be safe
- All students have the right to be treated with respect
- All students have the right to work and play in a secure environment without interference, intimidation, harassment, bullying or disruption
- All children are expected to be polite, courteous and well-mannered
- Teachers should be able to teach in an atmosphere of order and cooperation
- The principal and staff fairly and consistently implement the Student Code of Conduct

### School Rules:

There are six basic school rules:

1. Respect others through your speech, manners and actions.
2. Resolve problems calmly, sensibly and fairly.
3. Move and play safely.
4. Take care of the school grounds, buildings and property.
5. Work to the best of your ability and allow others to do the same.
6. Follow Sun Smart rules in the first and fourth terms.

### Rights and Responsibilities:

A set of rights and responsibilities outlining acceptable and unacceptable behaviour is necessary in order for a school to meet its educational and social goals.

Students have the following <b>RIGHTS</b> :	Students have the following <b>RESPONSIBILITIES</b> :
To feel safe at school.	To learn and obey all school rules.
To learn without interference from others.	To attend class prepared to learn and not interfere with the learning of others.
To be treated with respect and in a fair and equitable manner free from harassment.	To treat others with respect and to resolve differences through discussion and compromise and <u>not</u> conflict.
To expect their property to be safe.	To take care of your own, the school's and other people's property.

### Implementation of the Student Code of Conduct:

- All students will receive a copy of the Code of Conduct for reference.
- All students and their parents will be asked to sign and return a copy of the Student Code of Conduct to the school in order to demonstrate their understanding and acceptance of the contents.
- At the commencement of each school year, teachers will establish a set of classroom rules for their own classes. These rules will be consistent with the school rules.
- School and class rules will be prominently displayed.
- A set of consequences will be used to establish and ensure a consistent approach to students who choose to disobey school or class rules.
- Bullying will be regarded as a serious breach of the Student Code of Conduct and will not be tolerated in any form.
- Students will be helped to be aware of and understand the provisions of the Racial and Religious Tolerance Act (2001) which makes it unlawful for students to vilify other students on the grounds of race or religion.

## **SCHOOL COUNCIL MOTION**

At the meeting of the Upwey Primary School Council held on Monday 25<sup>th</sup> October, the following motion was passed:

“That the Upwey Primary School Council:

1. Endorses the Profile, Goals and Priorities sections of the School Charter to be effective from 25<sup>th</sup> October.
2. Empowers the Principal to make minor amendments to the wording of the School Charter that may be necessary during negotiations with the Department of Education and Training.”

Moved: John Malbon

Seconded: Malcolm Aspinall

Carried: Unanimously

Val Conduit,  
School Council President.

John Malbon  
Principal.