

**HASLEM STREET (KYABRAM)
PRIMARY SCHOOL**

CHARTER

Charter Commencement Date: Semester 2, 2004

School No. 2902

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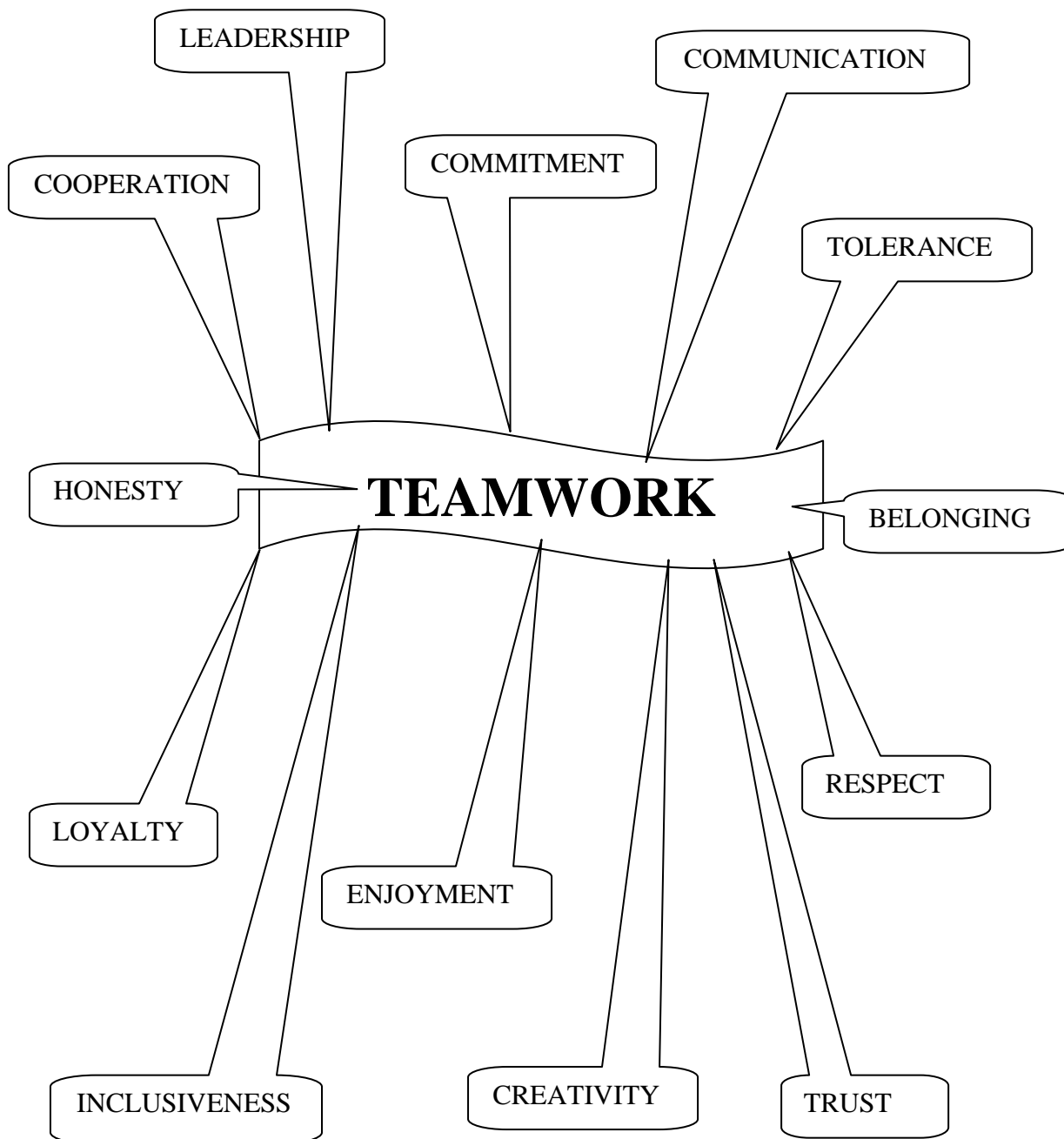
SCHOOL PROFILE

Vision

Haslem Street Primary School believes in nurturing and empowering children to reach their potential and develop a habit of life-long learning, through an engaging and balanced education, in an inclusive and supportive environment.

Values

The school community have developed the following as a shared group of values.



HASLEM STREET PRIMARY SCHOOL PROFILE

Haslem Street Primary School is located in Kyabram, in the Goulburn North East Region of Victoria. The school shares a site with Kyabram Secondary College in the south eastern part of the town. The school enrolment, currently 390, is expected to remain steady over the next three years. About 60 students travel to school by bus from outlying districts.

SCHOOL ETHOS

At Haslem Street Primary School emphasis is placed on:

- Actively involving parents in the school's curriculum.
- Providing an environment which is safe and caring.
- Facilitating a team approach to curriculum delivery.
- Expecting students to reach high but achievable standards.
- Fostering effective communication between school and home.
- Providing for the individual needs of students.
- Developing the personal qualities of all members of the school community.
- Encouraging students to take major responsibility for their own learning.
- Recognising that children learn in a variety of ways and at different rates.

CURRICULUM

The school curriculum is characterised by:

- comprehensive programs in eight Key Learning Areas (K.L.A's)– English, Maths, Science, Technology, the Arts, Health and Physical Education, Study of Society and Environment (SOSE), Languages Other Than English (LOTE).
- A strong focus on literacy and numeracy.
- Specialist teaching in the ARTS, (visual and performing) Science, Physical Education and Reading Recovery.
- An integrated approach to curriculum delivery.
- The provision of additional meaningful educational experiences, through excursions and enrichment programs such as Life Education, Traffic Education, Religious Education, 'Sunsmart', water safety. Camping, perceptual motor program, inter-school sports, school productions, cultural performances, recorder bands, choir and dance groups.
- Concerted efforts to support students with special needs through the Disabilities and Impairments program, and children deemed to be 'at risk' through such programs as Parents as Reading Tutors and Bridging the Gap.
- Welfare and support agencies being accessed for students and families as required.
- Comprehensive assessment and recording of student achievement.
- Ongoing parent/teacher/student contact and twice yearly written reports.
- Involvement in a Innovation and Excellence - Years 5-8.
- The provision of a social/emotional curriculum entitled 'You Can Do It.

SCHOOL FACILITIES

- Sixteen air conditioned and carpeted teaching spaces.
- Modern administration centre.
- A modern library.
- A multi-purpose facility.
- An arts centre
- A serviceable canteen.
- Networked administrative and networked curriculum computers.
- 'Sun safe' environment with playground structures; and spacious grassed and sealed playing areas.
- Courtyard area for passive activities.
- Attractive school grounds.

FEATURES OF HASLEM STREET PRIMARY SCHOOL

- Recognition of students' outstanding work via weekly awards and 'Aussies of the Month'.
- Representation of the school by students in extra curricula school and community activities.
- The annual school performance in the local Plaza Theatre.
- Camping programs and a variety of excursions.
- A litter free school ground.
- The friendly, welcoming tone of the school.

FUTURE DIRECTIONS

- The introduction of the Thinking Curriculum to teaching and learning.
- The consolidation and extensions of the Early Years Literacy Program.
- The consolidation of the 'You Can Do It' Program focusing on the foundation of learning.
- The improvement of curriculum offerings and levels of engagement in Years 5 - 8 via the Middle years Innovation and Excellence WARANGA Cluster.
- The further provision of opportunities for children to participate in both visual and performing arts.
- The projection of this school as a health promoting school.
- The use of current technologies to further enhance teaching and learning.
- The maintenance and improvement of the school's quality environment and resources.
- The expansion of links with community organizations and agencies.

SCHOOL GOALS

- Refer to Pages 10-17 of the School Charter Guidelines

Our School Charter goals translate the guiding principles and values expressed in the school profile into directions and focus for the everyday work of our school.

They underpin the educational functions of our school as well as its operational practices.

Curriculum Goals Student Achievement

To improve learning outcomes for all students in English, Mathematics, and Key Learning Areas that form the integrated curriculum offered by the school.

Curriculum Provision

To provide a balanced sequential and comprehensive curriculum in the eight Key Learning Areas, with all areas receiving an appropriate allocation.

Environment Goal

To develop and maintain a positive, caring and stimulating environment which provides for the further development of student learning and interpersonal skills.

Management Goal

To utilise management practices which:

- Develop and implement clear management practices and procedures to ensure smooth operations in all areas of school activity.
- Consistently review and refine communication processes within and beyond the school.
- Ensure effective and transparent decision making processes.
- Establish, maintain and support clear and effective roles and responsibilities within the school.

Resources Goal

To ensure that proper program budgets and allocations of funding, human and other resources, reflect the school's priorities, goals and improvement focuses.

To ensure the procedures and mechanisms are in place for evaluation and reporting on the effectiveness of resource allocation.

Curriculum Goals: Student Achievement and Curriculum

Provision

Government Targets:

- 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
<p>Student Achievement</p> <p>To improve learning outcomes for all students in English, Mathematics, and Key Learning Areas that form the integrated curriculum offered by the school.</p>	<p>Required Measures</p> <p>Student achievement in Maths & English against the CSFII</p> <p>Student achievement in reading for Years P-2 against standard text levels</p> <p>Student achievement in reading, writing and number as measured by the Achievement Improvement Monitor (AIM) – Statewide Testing</p>	<p>Student achievement and assessment particularly in the senior school.</p> <p>The performance of students at risk of underachievement.</p> <p>Reporting on sub-group levels of achievement.</p> <p>Ongoing and enhanced moderation of assessment against CSF levels.</p> <p>Ongoing Professional Development (PD) for staff and training for parent tutors.</p>	<p>Reading P-2 2003 Reading unseen text with 90% accuracy at or above the level</p> <p>Prep Level 1 – 97.8% Level 5 – 97.8%</p> <p>Grade 1 Level 5 – 98.5% Level 15 – 98.5%</p> <p>Grade 2 Level 15 – 98.3% Level 20 – 98.3%</p> <p>Proportion of students at or above expected CSF level:</p> <p>Reading: Prep - 97% Year 2 - 95% Year 4 - 91% Year 6 - 61%</p> <p>Writing: Prep – 93% Year 2 - 84% Year 4 - 88% Year 6 - 55%</p> <p>Speaking & Listening Prep - 96% Year 2 - 93% Year 4 - 93% Year 6 - 66%</p> <p>Number Prep- 96% Year 2- 85% Year4- 98% Year 6- 51%</p> <p>Measurement: Prep - 96% Year 2- 86% Year 4- 93% Year 6- 52%</p> <p>AIM Reading and Number Year 3 and Year 5 below LSG mean Number</p>	<p>Reading P- 2 Reading unseen text with 90% accuracy at or above the level</p> <p>Prep Level 1 – 100% Level 5 – 100%</p> <p>Grade 1 Level 5 – 100% Level 15 – 100%</p> <p>Grade 2 Level 15 – 100% Level 20 – 100%</p> <p>Proportion of students above expected CSF level</p> <p>Reading: Prep – 100% Year 2 - 100% Year 4 - 90-95% Year 6 - 85 -90%</p> <p>Writing: Prep – 100% Year 2 - 100% Year 4 – 90-95% Year 6 - 85 -90%</p> <p>Speaking & Listening Prep - 100% Year 2 - 100% Year 4 – 90-95% Year 6 - 85 -90%</p> <p>Number Prep- 100% Year 2- 100% Year4- 90-95% Year 6- 85 -90%</p> <p>Measurement: Prep - 100% Year 2- 100% Year 4- 85 -90% Year 6- 85 -90%</p> <p>AIM Year 3 and Year 5 results for Reading and Number to be at or above LSG mean</p>

Curriculum Provision	Required Measures			
<p>To provide a balanced sequential and comprehensive curriculum in the eight Key Learning Areas, with all areas receiving an appropriate allocation.</p>	<p>Time allocation for KLAs for each year level</p> <p>Parent opinion: quality of teaching, academic rigour and student reporting scales</p>	<p>To monitor, review, change and expand time allocation, where necessary, to secure balance in curriculum offerings.</p> <p>Implementation, analysis and reporting of work on comparing assessment on student achievement against CSF levels with other forms of assessment.</p> <p>Refining of students reporting processes.</p> <p>To build on and draw from collaborative work in the WARANGA Cluster as part of the Innovation and Excellence project.</p>	<p>Time allocation for English is below state mean for years 5 and 6, however all other areas are equal to state mean</p> <p>Parent opinion: quality of teaching and academic rigour are above state mean and student reporting scales is below state mean.</p>	<p>Time allocation for English is to be at state mean</p> <p>Parent opinion: quality of teaching, academic rigour and student reporting scales to be at or above state means</p>

Environment Goals

GOAL	PERFORMANCE MEASURE	IMPROVEMENT AREAS	BASELINE SCHOOL PERFORMANCE	SCHOOL TARGETS
<p>Environment Goal</p> <p>To develop and maintain a positive, caring and stimulating environment which provides for the further development of student learning and interpersonal skills.</p>	<p>Required Measures</p> <p>Student attendance</p> <p>Parent opinion</p> <p>Student opinion survey</p>	<p>Continue to address absenteeism and lateness to school in conjunction with other schools in Kyabram and district.</p> <p>Consolidate implementation of the 'You Can Do It' program to incorporate the new area of Resilience.</p> <p>Improve access and participation of parents in Well-being programs.</p> <p>Reintroduction of Peer Mediation to solve playground issues and introduction of a Buddy program.</p>	<p>Mean absence in 5 of the 7 year levels in 2003 was below the state mean</p> <p>Parent opinion: General environment, customer responsiveness and general satisfaction are at or above the 75th percentile</p> <p>Student opinion survey – Year 5 and 6 females ranked in the bottom 50% with many of the year 5 females in the bottom 25%. the 50th percentile</p>	<p>Days absent to be no greater than the state mean at each year level by the end of this charter period.</p> <p>Parent opinion: General environment, customer responsiveness and general satisfaction to be above the 75th percentile</p> <p>Student opinion results to be at or above the 50th percentile</p>

Management Goals

GOAL	PERFORMANCE MEASURE	IMPROVEMENT AREAS	BASELINE SCHOOL PERFORMANCE	SCHOOL TARGETS
<p>Management Goal</p> <p>To utilise management practices which:</p> <ul style="list-style-type: none"> • Develop and implement clear management practices and procedures to ensure smooth operations in all areas of school activity. • Consistently review and refine communication processes within and beyond the school. • Ensure effective and transparent decision making processes. • Establish, maintain and support clear and effective roles and responsibilities within the school. 	<p>Required Measures</p> <p>Staff opinion – full diagnostic survey</p> <p>Staff sick leave</p> <p>Additional School Measures</p> <p>Professional Development – time, activity & expenditure</p>	<p>Review and refine communication processes within and beyond the school, on a regular, planned basis.</p> <p>Monitor all areas of organisational health to ensure continuation of the positive outcomes on the Staff Survey.</p> <p>Note the good health of the staff and maintain and improve current practices to ensure morale remains high.</p>	<p>Staff opinion data for 2003 is at or above state benchmarks.</p> <p>Staff sick leave is below the 25th percentile.</p>	<p>To be above mean state-wide levels on all scales of the staff opinion survey.</p> <p>To maintain the current level of sick leave to be below the state mean.</p>

Resources Goals

GOAL	PERFORMANCE MEASURE	IMPROVEMENT AREAS	BASELINE SCHOOL PERFORMANCE	SCHOOL TARGETS
<p>Resources Goal</p> <p>To ensure that proper program budgets and allocations of funding, human and other resources, reflect the school's priorities, goals and improvement focuses. To ensure the procedures and mechanisms are in place for evaluation and reporting on the effectiveness of resource allocation.</p>	<p>Required Measures</p> <p><i>Performance measures which are required for the Annual Report and School Review</i></p> <p>Combined comparative receipts and payments report</p> <p>Maintained student Computer ratios</p> <p>Additions to assets by Goal and Priority area</p> <p>Program Budget reports</p>	<p>That the school increase the amount of funds in the bank to a more compatible level with the State mean,</p> <p>That the school employ Numeracy and Literacy Aides, if finance is available.</p> <p>That the school budget for the continuation of Observation Surveys and Numeracy Interviews.</p>	<p>The school account balance per student is at the 10th percentile.</p> <p>The school currently has a computer ratio of 1:5.</p> <p>There is no budget for Observation Surveys and Numeracy Interviews.</p>	<p>To increase the account balance per student for major projects in the future including the extension of the multipurpose room.</p> <p>To maintain the current student computer ratio.</p> <p>Budget for the conducting of the Observation Surveys and Numeracy Interviews.</p>

Priority

The Thinking Curriculum

To introduce and integrate the Thinking Curriculum across all Strands of the new *Victorian Essential Learning Standards* in order to improve student engagement and to extend and enrich their learning in all strand areas.

Current School Performance

Our world is rapidly changing and we need to equip our students with the tools which will assist them to address these changes. We need to teach students how to learn and how to find information relevant to specific needs at any given time. In addressing the purposes of the *Victorian Essential Learning Standards* we need to guide students in the learning journey to develop deeper understandings about themselves as individuals and in relation to others; to understand the world in which they live; and to act effectively in that world. By equipping students with explicit *Thinking Tools* and embedding the *Thinking Curriculum* into all areas of our learning and teaching we will assist students in achieving these purposes.

Intended Outcomes

- An increased proportion of students will achieve at or above the indicative Curriculum Standard Framework II levels
- To increase student engagement in their learning and connectedness to school.
- Teachers in the school to develop common beliefs and understanding on the Thinking Curriculum.
- To train all staff in the *Effective Teaching and Learning* professional development program.
- The School to develop a shared vision as part of the new charter.
- To begin implementing the new *Victorian Essential Learning Standards* and audit current practice in relation to these standards.

Performance Measures

- Student achievement against the CSF in English and Mathematics
- AIM
- Parent Opinion
- Student opinion survey
- Staff opinion survey – goal congruence

School Targets

- To have 85% - 90% of students at Established or above for their indicative CSF levels in English and Mathematics.
- To improve the AIM data school mean to at or above the Like School mean.

Initial Implementation Strategies (One Year Plan)

Data Gathering & Analysis	<ul style="list-style-type: none"> • Audit current Thinking Strategies in line with the new <i>Victorian Essential Learning Standards</i> and develop an implementation plan for 2005-2007 • Analyse Haslem Street Primary's two year cycle planner in line with the new Strands and begin adjustments where required. • Analyse Haslem Street Primary's planner as new understandings are developed with the <i>Effective Teaching and Learning</i> professional development program and adjust as need. • Administer a range of standardised spelling tests to set baseline data and review at the end of each Charter year. • Analyse baseline spelling data in line with AIM data for Year 3 and 5 and monitor over the Charter period. • Continue with school based moderation processes in Writing. Compile a book of school based examples to assist in this task. Analyse school based data from this process in Year 3 and 5 in relation to AIM data. • Extend moderation processes to Mathematics using Common Assessment Tasks developed in line with work undertaken with Michael Ymer. • Undertake Multiple Intelligence surveys to analyse preferred learning styles of students and investigate ways these can be addressed in the classroom.
Programs & Policy Development	<ul style="list-style-type: none"> • Focus on writing and comprehension development in the middle years. • Introduce a common spelling program across the school. • Develop a new three year Numeracy Plan. • Expand on the Inquiry Based approach to teaching from Prep to Year 6. Publish shared units of work on the school's intranet. • Develop a Scope and Sequence chart for Prep – Year 6 Numeracy. • Extend the Accelerated Maths Framework to the Year 5 level where students are above their expected CSF levels.
Professional Development	<ul style="list-style-type: none"> • Effective Teaching & Learning: to build on work commenced with Dr Jeni Wilson on developing an Integrated Curriculum and to extend the Inquiry Based Learning Approach Prep-Year 6 • Professional Development provided in the moderation of the CSF in order to: <ul style="list-style-type: none"> ➢ achieve consistent judgements of student achievement, and ➢ develop a common understanding of the judgements against the CSF • Train all teachers in the Middle Years approaches to teaching children. • Train additional Reading Recovery staff as necessary.
Resource Support	<ul style="list-style-type: none"> • Time allocated to the Middle Years Literacy Co-ordinator in order to support other staff. • Time allocated to The Middle Years Numeracy Co-ordinator in order to support other staff. • Budget for the undertaking of the Numeracy Interviews in all grades to Year 4. • Introduce Numeracy Aides/Intervention programs across the school. • Supply additional assistance to students who need support in Literacy. • Program Budget allocations according to budget submissions and overall budget demands. To be monitored by Program Area Coordinators.
Management	<ul style="list-style-type: none"> • Ensure time tabling supports the two hour Literacy block. • Ensure time tabling supports the one hour Numeracy block. • An action plan to be developed with each associated Program Coordinator.
Community Involvement	<ul style="list-style-type: none"> • Positive communication to parents through weekly newsletters and term unit newsletters to inform parents what students are doing in the <i>Thinking Curriculum</i> and the <i>Inquiry Based</i> topics under taken. • Encourage involvement of guest speakers in related <i>Inquiry Based</i> topics under taken.

CODES OF PRACTICE

Principal Class Code of Practice

Principal class members will be responsible for the leadership, management and development of the school and its program. They will operate within Statewide policies and guidelines, the Education Act, and the 'Role and Accountabilities' statement in the Principal Class Handbook of February 2001.

In fulfilling these responsibilities, **Principal Class** members will:

- lead and manage the implementation of the School Charter and report on School performance in relation to the Charter goals.
- provide leadership, advice, information and support to Council, parents, staff and children.
- work closely with the School Council and staff to develop, review and implement policies and programs to meet the needs of the school community.
- encourage and foster a warm and secure environment, which values high levels of overall student development and behaviour, and staff performance.
- oversee the development of high quality and comprehensive education programs which are supported by meaningful assessment and reporting procedures.
- facilitate the use of quality teaching and learning strategies to maximise student learning outcomes.
- ensure that all work collaboratively as a team to implement programs in accordance with the School Charter.
- ensure a safe and harassment free environment for staff and student.
- develop and implement a school organisational structure which facilitates and maximises learning opportunities for all staff and students.
- manage personnel matters including staff selection, deployment and annual review in accord with merit and equity principles.
- manage the development and operation of the financial and administrative systems.
- promote the school within and establish links with the local community.
- conduct themselves in a professionally acceptable manner when communicating with staff, students, parents and members of the community.
- participate in relevant professional development.
- represent, and advocate for the school in all relevant forums.

NOTE

The principal will act as executive officer of School Council.

Staff Code of Practice

The staff code of practice of *Haslem Street Primary School* applies to the professional behaviour of the school staff in the performance of their duties.

All staff, both teaching and non-teaching, will demonstrate commitment to Haslem Street Primary School by:

- being conversant with and implementing school policies and practices.
- successfully implementing and achieving the school charter goals and priorities.
- demonstrating a commitment to decisions made by the School Council, principal and staff.
- being actively involved in the school's decision making and communication processes.
- treating all members of the school community with empathy and respect and maintaining confidentiality in all school related matters.
- being approachable, considerate and supportive of each other, whilst respecting individual differences.
- actively supporting colleagues personally and professionally.
- behaving and dressing in an appropriate professional manner, and being punctual in their appointments.
- demonstrating the ability to encourage, manage and adapt to change
- contributing to whole school activities and taking an active role in the school community.
- recognising the importance of close home/school/community relationships.
- presenting a positive role model.

Teachers at the school are part of a team responsible for providing high quality programs that ensure success for all children within a safe, stimulating and secure environment. In addition to specific role statements, teachers will:

- work collaboratively within a team to review, plan and implement programs.
- teach according to the school's published approach to the acquisition of literacy and numeracy skills; and to teach to a high standard.
- be able to articulate what they do and why they teach the way they do.
- maximise effective teaching and learning time within structured class programs.
- actively engage and motivate children to think and participate in the learning process.
- have an understanding of how students develop and learn.
- recognise and cater for individual students' differences, backgrounds, abilities and learning styles.
- promote high but achievable expectations for all students.
- provide opportunities for success using positive reinforcement and encouragement.
- accurately monitor and assess students continuously and set realistic and achievable goals.
- report to students and parents in a meaningful, clear and accurate manner in accordance with school council policy and school practices.
- manage student behaviour and welfare in strict accordance within the school's stated policy and practice.
- ensure that the classroom and school environment is safe, caring and stimulating.
- continually reflect on their performance through the Annual Review and Performance Management processes, and actively participate in Professional Development to improve their teaching performance.

School Council Code of Practice

The Council of Haslem Street Primary School acknowledges that it operates within the Education Act and Regulations. While Haslem Street Primary School operates within the Education Act, it has developed local procedures and practices to meet the school's needs.

GUIDING PRINCIPLES

School Council will:

- focus on the learning needs of students as its primary consideration in decision making.
- develop and review policy directions and support the principal and staff in their implementation of the policies.
- monitor the achievements of charter goals and priorities.
- make provision for the continual improvement of facilities, resources and equipment.
- oversee and be accountable for the financial dealings of the school.
- participate in the employment of staff where relevant.
- ensure confidentiality in all School Council related matters.
- ensure that all principles of merit and equity, equal opportunity and management of diversity are adhered to in all human resource management decisions.
- attempt to reach consensus when making decisions and resolve conflict within Council.
- encourage and make provision for on going professional development and training of School Councillors and staff.
- acknowledge the responsibility of the President and Principal only, to make public comments about the school. The Principal will be the executive officer and have full voting rights.
- promote and encourage interest in the school and of the school within the wider community.

PROCEDURES AND PRACTICES

School Council will:

- consist of 15 members: 8 parent members, 5 DEET members, 2 co-opted members.
- meet at 8.00pm on the second Tuesday of each month. Extra-ordinary meetings may be called as required. A minimum of eight meetings will be held each year.
- induct School Councillors and brief them regarding responsibilities, current school practices, and DEET policies and directions.
- operate three sub-committees – Curriculum, Environment, Resources and other specific purpose groups as required.
- invite members to nominate for sub-committees.
- ensure meeting agendas are distributed to all members at least two days prior to meetings.
- invite sub-committees to meet at a time and place determined by members and provide written reports to School Council for consideration and further action if required.
- encourage sub-committees to co-opt members to assist in drafting and reviewing policies, and monitoring implementation of the Charter.
- appoint an Executive consisting of President, Secretary and Principal, and ensure the executive meets to determine the agenda for each meeting.
- follow a formal meeting procedure; and the conditions of Council's constitution.
- make all Council Meetings open to the school community.
- provide for the meetings to be closed to all except Council members at the discretion of the School Council Executive.
- provide copies of minutes/reports to school community members.

COMMUNITY BUILDING

The Haslem Street Primary School Community consists of a diverse range of people including parents, guardians, local business people, members of district organizations and local residents.

In providing the highest quality education that meets the needs of students, Haslem Street Primary School relies on close liaison with community members to:

- support school rules, codes of practice, programs and decisions made by the school.
- utilise the diversity of the school community's resources to enrich school programs.
- provide access for students to local resources that enhance their learning experiences.
- foster positive relationships with neighbouring schools.
- obtain feedback and input on school programs.
- take advantage of opportunities within formal and informal networks in the community.

When wishing to discuss issues at the school level, community members including parents, are expected:

- to make an appointment to see the relevant person to ensure that adequate time is directed to the concern or issue.
- to be polite, respectful, calm and non threatening in approach and conversation.
- to maintain confidentiality about discussions held.

Haslem Street Primary School recognises an effective working partnership between parents, children and teachers as an essential element in the success of its educational program. In strengthening this partnership the school encourages parents to:

- maintain regular communications with the school.
- participate in school decision making forums.
- be aware of the school's expectations of parents.
- utilise the support structures available.
- support the maintenance of school programs and participate in fund raising activities.
- support the school and their own child (ren) through participation in and assistance with excursions, class and school activities and events.
- seek ongoing feedback regarding their children's progress by attending information evenings, parent-teacher sessions, responding to reports and reading school publications.

Wherever access is obtained to community resources, Haslem Street Primary will ensure that:

- proper care is taken of community resources and usage is acknowledged by program coordinator/s.
- the rights of community members are respected and confidentiality guaranteed.
- appropriate protocols and safe practices will be followed.

Haslem Street Primary School will keep the community informed of its achievements and activities through:

- weekly school newsletters
- media publicity and media releases
- School Council reports – and Parents' Club
- the school's performance in relation to the School Charter.
- an 'open door' approach to school, and welcoming local, interstate and overseas visitors.
- public displays and exhibitions.

Haslem Street Primary School will obtain the community's views on its performance by:

- seeking community views of school programs through parent opinions surveys.
- communicating with community members and groups.

STUDENT CODE OF CONDUCT

The code of conduct for students at Haslem Street Primary School has been formulated within and is consistent with DEET guidelines and regulations.

Haslem Street Primary School is committed to the development of the individual as a caring and contributing member of the community.

We recognise that our school must provide a safe and orderly learning environment that meets the needs of our students at all levels of their primary school life. We recognise that all students are unique individuals, entitled to equal opportunity and continuing support.

The Code of Conduct is based on DEET guidelines and regulations and is to be read in conjunction with the Haslem Street Wellbeing and Discipline Policy.

PRINCIPLES

- All individuals are to be valued and treated with respect.
- Students have a right to work and play in a secure environment without intimidation, bullying or harassment.
- Students and staff expect to be able to work and learn in an atmosphere of order and cooperation.
- Students can expect parents to support the school in its efforts to maintain a productive teaching and learning environment.
- Principal and staff have an obligation to implement the Code of Conduct fairly, reasonably and consistently.
- Students are encouraged to be responsible for their own behaviour and to accept the consequences of their choices.

All children at Haslem Street Primary School have the right to:

- equality of educational opportunity and consistent management.
- be able to work in a safe, stimulating, healthy and comfortable environment.
- work and play without fear of interference, intimidation, discrimination, distraction or annoying behaviour.
- respect from all teachers and children.

All children at Haslem Street Primary School have the responsibility to:

- respect their environment and accept school rules
- contribute to the formation of school rules whenever possible.
- respect the rights of others.
- care for their property and respect the property of others.

Parents have the right to expect that their child will be educated in a safe, healthy and comfortable environment.

Parents have the responsibility to know and actively support the school's Student Wellbeing and Discipline Policy.

Staff have the right to work in a safe, stimulating, healthy and comfortable environment.

Staff have the responsibility to know, accept and implement the school's Student Welfare and Discipline Policy.

All children at Haslem Street Primary School are expected to follow these six rules:

- Listen when others are speaking.
- Follow instructions when they are given.
- Move quietly and safely in the classroom.
- Treat others as you would like to be treated.
- Solve problems in a fair way. Ask an adult if you need help.
- Keep hands, feet and objects to yourself.

At the beginning of the school year each teacher is responsible for developing classroom strategies consistent with the Haslem Street Primary School Code of Conduct. Students will be involved in the development of these strategies to encourage them to adopt appropriate behaviour in the school.

If students are unable to follow the school rules the processes set out in the Student Wellbeing and Discipline Matrix will be implemented.

WHOLE SCHOOL APPROACH TO BEHAVIOUR MANAGEMENT

CONSEQUENCES

Consequences are what happen as a result of behaviour. Consequences can be positive or negative depending on the type of behaviour. Consequences should be fair, predictable and certain to happen. They should be related to the rule that has or has not been followed through.

LEVEL	STUDENT BEHAVIOUR	STAFF ACTION	EXTRA SUPPORT
ONE	<ul style="list-style-type: none"> • Student respects the rights of self and others. • The student is cooperative and self-controlled. • Student follows the six main 'whole-school' expectations. 	<ul style="list-style-type: none"> • Maintain atmosphere through positive praise and positive relationships. • Reward students. • Implement You Can Do It! Program and Bully Busters. • Use cooperative learning approach. • Stop, Think, Do program. 	<ul style="list-style-type: none"> • Acknowledge achievements through Weekly Awards, Aussie of the Month, newsletters. • Individual grade incentives eg. stickers, certificates, free time. • Lunchtime program/open library. • Mentor program and peer tutoring. • Continue Junior School Council. • Recognition that excursions are a reward.
TWO	<ul style="list-style-type: none"> • Minor disruptions, calling out, noises. • Not working cooperatively. • Interfering with other's belongings. • Not on task. • Unintentional hurting due to silly behaviour. • Calling out. • Talking back to teacher. • Throwing tantrums. • Being nasty to other children. 	<ul style="list-style-type: none"> • Non-verbal/verbal reprimand. • Restate rule. • Redirection to task. • Establish ownership of problems. • Seek solutions. • 'Cooling off' time before mediation. • Individual and/or class behaviour plan. • Withdrawal of privileges. • Making up wasted time. • Verbal/written apology. • Use of demerit book. • Discuss issue with colleague/teaching team. 	<ul style="list-style-type: none"> • Discuss issues with a colleague (define problem, discuss solutions). • Temporary removal of child to another class or use of time out (principal's office). • Withdrawal of privileges, eg excursions. • Parent contact (via diary or at a meeting). • Input from support workers. • Class meetings. • Counselling by student well-being coordinator.

<p>THREE</p>	<ul style="list-style-type: none"> • Continues level 2 behaviour. • Continually breaches the rights of others. Regular and serious disruptions. • Rudeness, insolence and disruption. • Behaviour continues to infringe on the teaching and learning of others. • Continued refusal of reasonable instructions. • Hurting/damaging children, school or other property, i.e. wilful damage. • Leaving classroom or school ground without permission. • Theft. 	<ul style="list-style-type: none"> • Restitution (apologies/financial etc). • Timeout. • Use green card. • Withdrawal of privileges. • Behaviour plans with parents, support workers' input. • Attend extra-curricular activities by invitation only. • Counselling with child about problem areas. • Community Service, around school (eg, gardening, helping younger children, etc). 	<ul style="list-style-type: none"> • Involve colleagues, admin staff/welfare staff, appropriate support staff. • Discipline meetings, student conferences, using community support services eg. Counsellors. • Referral to School Support Group. • Regular and formal contact with parents. • Regular/automatic time out procedures. • Regular/automatic withdrawal of privileges. • Student Welfare and Discipline Officer. • Referral for Psych/Education assessment.
<p>FOUR</p>	<ul style="list-style-type: none"> • Infringement of the teaching and learning of others. • Danger to health and well-being of staff or students. • See suspension grounds. P. 13 – 14 'Student Conduct DOE 1994'. 	<ul style="list-style-type: none"> • Refer matter to Leadership Team and Principal. 	<ul style="list-style-type: none"> • Controlled attendance. • Employment of support staff. • Suspension as per DOE guidelines. • Student Welfare and Discipline Officer.
<p>FIVE</p>	<ul style="list-style-type: none"> • Twenty days official suspensions as per DOE guidelines. • See expulsion grounds P. 15 – 20 'Student Code of Conduct' DOE 1994 	<ul style="list-style-type: none"> • Matter remains with Principal. 	<ul style="list-style-type: none"> • Official DOE enquiry. Expulsion and or second chance program as per agreed district protocol.

School Council Motion

At the Haslem Street Primary School Council Meeting of December 9th, 2004, the following motion was passed:

“That the Haslem Street Primary School Council:

1. Endorses the School Charter.
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: Shirley Soares

Seconded: Robyn Curnow

Carried: