



# **Williamstown Primary School**

## **Charter 2004-2007**

**Date:**

**School No.**

**Address**

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**August 2004**

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## SCHOOL PROFILE

### Location

Williamstown Primary School is located in the historic bayside suburb of Williamstown. Established in 1873, the school is one of the oldest schools in the state. The school holds historical significance for the community being the first school in the district. Several buildings occupy the site with the bluestone building, completed in 1877, being the most significant. The red brick junior school building was opened in 1906 but was used as a Girls' Domestic Arts School from the 1920s until 1962 and was reclaimed as the junior school when a new girl's school was built. In 1990-1 the school underwent a major upgrade and many classrooms and significant features were restored. In 2003 a Conservation Management Plan for the whole site was prepared and approved by Heritage Victoria. New buildings, housing Library, Art, Music and Physical Education are currently under construction.

The school community is very proud of its past and retains a strong sense of history while at the same time is planning for the future provision of facilities and services in line with a 'masterplan' which was developed in 2002. Evidence of the school's heritage is represented through photographs, displays and honour boards, prominent about the school.

The school grounds are currently being developed and improved taking account of the local environment. The school is very conscious of meeting the needs of its community. Many teachers live in the area and several generations of families have attended the school. The school has capped its enrolment at 450 and draws from the local area. Most students either walk to school or are driven by their parents.

### Demographics

The school population of 450 is mainly from an English speaking background although 20 per cent of the students have at least one parent from a non-English speaking country and the children come from diverse socio-economic backgrounds. A ceiling on enrolments over the past seven years has seen the majority of the school population drawn from the immediate vicinity. The school enjoys strong community support and high parent involvement. Community expectations are high.

Williamstown Primary School has been in “like school 2 category” since 1997 but is currently bordering on “like school 1”. The percentage of families receiving EMA has continued to decline from SLN Index of 0.233 in 1997 to SLN Index of 0.153 in 2003. The percentage of families from non-English speaking backgrounds has remained stable. Student mobility is low.

The staff comprises mostly teachers with significant teaching experience. Staff turnover is not a big factor with most movement related to leave or promotion. Many staff members live in the district. With a number of senior staff approaching retirement the school face a challenge for succession planning, but should be able to provide opportunities which attract young teachers.

The school is organized into three major departments, Junior (Prep-2), Middle (3-4) and Upper (5-6). Classes are organized on a multi age basis. Class arrangements are Prep, 1-2, 3-4 and 5-6. In 2004 there are two classes at grade 5 and three at 6. This arrangement is to manage the unusually small number of grade five students and the need for gender balance. The school has a policy of small class size in Prep (optimum number of 19 and maximum of 22). The school operates on a 7 day timetable.

The management structure includes-

- *Shared Principalship* - the Principal works 4 days per week and the Assistant Principal undertakes principal duties one day per week.
- *The Management Team* consists of the Principal, Assistant Principal, Early Years Coordinator, ICT Coordinator, Middle Years Coordinator, Leader of Specialists, Leader of 3-4, Prep Leader.
- *Professional Learning Teams* consist of Prep Team, Year 1-2 Team, Year 3-4 Team, Year 5-6 Team, and Specialist Team.

There are several primary schools in the area with the closest being Williamstown North which is less than 2 kilometres from the school. Other nearby primary state schools include Newport Lakes, Spotswood, Newport West and Eastona Park and Altona North. St Mary’s Primary School is located directly opposite the school. The local post-primary schools include Williamstown High School and Bayside Secondary College.

### **Other Significant Factors**

#### *Masterplan*

Of significance is the development of a school ‘masterplan’ in 2002. The plan has been accepted by DE&T and the first stage of the project, Library, Art, Music and Physical Education, is currently under construction. Included in the second stage of the plan is the relocation of the administration block to a new facility and the refurbishment of the bluestone building. The budget for the first stage of the development is estimated at \$1.5 million.

#### *Special Programs*

##### *Willy Kids*

The school maintains a strong commitment to the development of positive social skills through the Willy Kids Are Friendly Kids program. The program aims to promote a happy, friendly and resilient outlook in all students, a sense of community and achievement. The

values reflected in the program are an essential part of the school's ethos and underpin its approach to all areas from parent participation to curriculum delivery.

A Junior School Council is elected by all classes and is conducted every month to promote the issues and concerns of students.

#### *Literacy and Numeracy*

The school has a strong commitment to the development of both literacy and numeracy. Sixty percent of instruction time is devoted to these two areas, (40% literacy, 20% numeracy). Reading and English have been charter priority areas in the past seven years and these emphases will continue in the coming years. The school conducts a range of special programs in literacy including Reading Recovery and an Intensive Reading Program in Year 5/6.

Extension programs include The Willy Challenge, The Notables and Tournament of Minds. While the MYRAD program has ceased, the school remains committed to the Middle Years Literacy and Numeracy Programs. The school is part of a local network funded by the Innovation and Excellence Project to develop best practice in the middle years department.

#### *Music*

The school has an extensive music program that includes a rock band, marimba band, choir, concerts and CD recording.

#### *Physical Education and Outdoor Education*

There is a strong commitment throughout the school to developing fit, healthy, active and resilient students. The school runs an extensive Physical Education and Sports program. All children from grades 3-6 have the opportunity to participate in school and district, swimming and athletics carnivals. All children in 5\6 participate in interschool sports which involves after school training. All grade five children complete a Bike Education course and all grades participate in the warm water swimming program. A Runners Club is conducted to promote fitness activities.

There are a range of camps available for all grade levels.

#### *Library*

Library is conducted as a specialist area with the dual role of fostering literacy development and the use of Information Technology. The new school library, due at the beginning of 2005 will provide an excellent modern facility for the children.

#### *Information Technology*

The school provides a comprehensive Information Technology program across all grade levels. In the past three years the school has invested significant funds in this area and currently approximates government targets of one computer for every five students. A 0.6 ICT Specialist oversees the program and has been a driving force in establishing the local network and developing skills and understanding for both children and staff in this area.

#### *LOTE*

The school has a strong Italian program based on both language and cultural outcomes. Art, cooking, drama and music are key features of this exciting curriculum area.

### *Parent Participation*

Parents play a key role in ensuring the success of the school. Parents are involved in many facets of the school – Developing Literacy and Numeracy Partnerships, Thinklab, Camping, Interschool Sport, Canteen, Working Bees, Class Representation, Fathers and Mothers Day Stalls, Friends of the Artroom, Disco, Grade Six Presentation, Excursions, Classroom Helpers.

### *Transition*

The school conducts a comprehensive Transition Programs for both new Prep children and students leaving the school in grade six. Information evenings, trial days and “buddies” are all features of the programs.

## **SCHOOL GOALS**

### **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
- By 2010 – 90% of young people in Victoria will complete Year 12 or its equivalent
- By 2005 – the percentage of young people aged 15 to 19 in rural and regional Victoria engaged in education and training will increase by 6%

<b>GOAL</b>	<b>PERFORMANCE MEASURE</b>	<b>IMPROVEMENT AREAS</b>	<b>BASELINE SCHOOL PERFORMANCE</b>	<b>SCHOOL TARGETS</b>
<b>Student Achievement</b> To provide a comprehensive curriculum that incorporates multiple intelligences and thinking curriculum approaches through planned learning programs, which encompass all eight Key Learning Areas, with a strong emphasis on	<b>Required Measures</b>  Student Achievement in Reading P – 2  Teacher Assessment Against the CSF P – 6 English and Mathematics  AIM Year 3 and 5 Reading Number  Teacher Assessment of student progress (D and I students)  Time allocated to each KLA  Compact	Enhance the performance of students across the school in all strands of English, but with a particular focus on writing.  Further research and monitor students and the teaching approaches in Prep area, with a particular focus on Reading to ensure the school is improving and achieving	The school demonstrates progress in all strands of English and generally results are around like school averages. The Prep results in Reading have been of some concern to the school as they are somewhat below expectation.  1999 Prep cohort (now in Year 5) has been consistently weaker than other year level cohorts and will be closely monitored.	Overall student performance in English to improve so that results are consistently at or above like school benchmarks by 2007  P to Year 6 Writing to be at like school averages in 3 years  1999 Prep cohort complete Level 4 with outcomes above state means

<p>literacy and numeracy</p> <p><b>Curriculum Provision</b> To provide a comprehensive curriculum that incorporates multiple intelligences and thinking curriculum approaches through planned learning programs, which encompass the eight Key Learning Areas at all stages of schooling.</p> <p>To ensure all children are extended and supported to improve their achievement in all KLAS</p>	<p><b>Additional School Measures</b> Comparison to state and like schools groups in the above data.</p> <p><u>Prep -2</u> Comprehension Assessment</p> <p>Observation Surveys</p> <p>Early Years Assessment Schedule</p> <p><u>Grades 3-4</u> Standardised Testing</p> <ul style="list-style-type: none"> <li>• Burt Word Test</li> <li>• PAT Maths</li> <li>• RPT English</li> </ul> <p><u>Grades 5-6</u> Standardised Testing</p> <ul style="list-style-type: none"> <li>• PAT Maths</li> <li>• PAT English</li> <li>• TORCH</li> <li>• Single Word Spelling Test</li> </ul> <p>Common Assessment Tasks in LOTE, Music, Units of Work</p> <p>Physical Education Skill and Fitness Testing BEEP Test</p>	<p>outcomes equal to like schools.</p> <p>Monitor and implement strategies to ensure that the 1999 Prep cohort performance improves in Year 5 and 6 in both English and Mathematics</p> <p>Develop a new assessment and reporting process in line with DE and T guidelines, which informs student learning and is relevant to the needs of the children, teachers and parents.</p>	<p>The school is performing well in Mathematics with consistently satisfactory results from Prep to Year 6 typically around like school averages.</p> <p>The school provides a comprehensive curriculum covering the 8 Key Learning Areas with the main focus being on English and Mathematics accounting for 60 percent of the time allocation.</p> <p>Teaching staff have been introduced to aspects of the ‘thinking curriculum’ and ‘multiple intelligences’ which are now being integrated into the curriculum. The impact of these initiatives on the basic teaching and learning strategies in the classroom is still being tested and are yet to be totally realized.</p>	<p>and approximating like schools in both English and Mathematics by the end of Year 6 (2005)</p> <p>Prep to be above state averages in Reading by the end of 2005.</p> <p>New assessment and reporting process by the end of 2005</p> <p>Develop a Prep Readiness Strategy</p>
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## Environment Goals

GOAL	PERFORMANCE MEASURE	IMPROVEMENT AREAS	BASELINE SCHOOL PERFORMANCE	SCHOOL TARGETS
<p>To provide a caring school environment which promotes children's well-being, self-esteem and learning</p> <p>Provide facilities which address student learning needs</p>	<p><b>Required Measures</b></p> <p>Enrolments</p> <p>Student Absence</p> <p>Parent Opinion Survey</p> <p>Staff Opinion Survey</p> <p><b>Additional School Measures</b></p> <p><u>Prep -2</u> Student Self-Assessment</p> <p><u>Grades 3-4</u> Student Self Assessment</p> <p><u>Grades 5 -6</u> Middle Years Survey – Student Perceptions</p> <p>Student Learning Styles</p> <p>Student Survey</p>	<p>Update and enhance the schools welfare programs, particularly Willy Kids with particular attention to building resilience in children of all age groups.</p> <p>To develop a grounds masterplan to incorporate the new school buildings and ensure these become a focal point for the school through assemblies, performance, exhibitions and a range of interactive, community-building activities.</p>	<p>The school continues to move in a positive direction in achieving its first goal of providing a caring environment that promotes well being, self esteem and learning. The Willy Kids are Friendly Kids program promotes a positive school culture where students feel safe and secure to express their own individual ideas but at the same time respect and care for others. All data from the Parent Opinion Survey indicates a level of satisfaction above state averages for the school environment. Nevertheless it is felt that the resilience in students of all ages at the school is somewhat less than desirable and the school has identified this as an improvement area. Student absenteeism is</p>	<p>Review current welfare programs by 2005</p> <p>Development and implementation of new welfare programs that incorporate resilience</p> <p>Completion of stage 1 building program and surroundings by 2006</p>

			<p>just below state averages.</p> <p>The school is currently constructing new buildings and surroundings to improve the physical amenity for all.</p>	
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### Management Goals

GOAL	PERFORMANCE MEASURE	IMPROVEMENT AREAS	BASELINE SCHOOL PERFORMANCE	SCHOOL TARGETS
<p>To ensure that human resource practices support the educational goals and priorities of the school</p> <p>To ensure effective communication and decision making processes are implemented</p>	<p><b>Required Measures</b>  Staff Opinion Survey  Teacher Sick leave  Parent Opinion Survey  Bank Balances</p> <p><b>Additional School Measures</b>  Professional Recognition Program  Consultative Committee  Mentoring Program  Teacher Registration Program  Professional Learning Teams</p>	<p>To implement a staff health and well-being program and to assist all staff to derive enjoyment from their role and to reduce staff absence to a level equal to state average.</p> <p>To further explore avenues for funding for professional development. To work closely with staff in an attempt to have their professional development needs met and to improve the staff opinion scores re professional development.</p> <p>Continue to develop more</p>	<p>The figures for staff morale, supportive leadership, goal congruence, and professional interaction are currently above state averages. Professional growth has improved but remains below state averages. The school has introduced efficient and effective communication practices through use of email, information bulletins, intranet services. Year level and KLA meetings are based on establishing professional learning teams that promote professional dialogue and decision making in curriculum design and professional</p>	<p>Staff morale, decision making and professional growth scores to be above state averages in each year of the charter.</p> <p>Staff absenteeism to be reduced to state averages by 2006</p>

		efficient and transparent practices to enable all staff to participate in the decision-making process.	growth. Staff sick leave is slightly above state average for both certificated and non-certificated sick leave.	
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## Resources Goals

GOAL	PERFORMANCE MEASURE	IMPROVEMENT AREAS	BASELINE SCHOOL PERFORMANCE	SCHOOL TARGETS
<p>To allocate financial resources to enable the achievement of goals and priorities within each curriculum area and each year level goal as identified in the relevant goal area, ensuring that these resources are allocated consistent with a transparent and collaborative decision-making process</p> <p>To develop, maintain and allocate physical resources and facilities in line with the school's established goals and priorities</p>	<p><b>Required Measures</b></p> <p>Annual Audit</p> <p>Monthly financial reports to School Council</p> <p><b>Additional School Measures</b></p> <p>Key Learning Area Program Budgets</p> <p>Staff management of class budgets</p> <p>Units of Work Budgets</p>	<p>To ensure that resources are appropriated to the development of the new school facilities in a manner which promotes their educational and community value for the school, but also ensures that the schools major programs still operate effectively.</p>	<p>The school's financial and resource management practices and processes are well managed. The school ensures that sufficient funds are allocated to guarantee the delivery of a comprehensive curriculum. The school's physical resources are well maintained and good systems are in place to attend to the school's goals. The school has purchased computer equipment and established an effective ICT infrastructure. A 'masterplan' has been developed and the first stage will be implemented during the next</p>	<p>That during the charter period charter priorities and improvement areas attract significant and appropriate funding.</p> <p>That new school facilities attract additional funding and provide extension opportunities for self-funded extra curricula activities.</p>

			<p>charter period to ensure the school's capacity to provide for an excellent educational facility for the needs of the community.</p>	
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**PRIORITIES**

**Priority One**

**Teaching and Learning**

Develop a coherent whole school approach to teaching and learning that builds on the previous work on the thinking curriculum and multiple intelligences and aims to offer a range of programs and learning approaches which engage and cater for the needs of all students.

**Current School Performance**

The school continues to provide a rich comprehensive curriculum. Teaching and Learning has been a priority area and all teaching staff have been introduced to aspects of the 'thinking curriculum', 'multiple intelligences', de Bono and Bloom's Taxonomy which are now being integrated into the curriculum. The impact of these initiatives on the basic teaching and learning strategies in the classroom is still being tested and are yet to be totally realized. As a result the school intends to continue Teaching and Learning as a priority for the next charter but broaden it to include a focus on program coherence and a whole school approach to pedagogy. A curriculum coordinator will be appointed to lead this area

**Intended Outcomes**

- Individual teachers understand their own, and colleague's teaching practices.
- Shared model of what is valued and what constitutes successful professional practice in the classroom.
- A statement of successful teaching and learning practices used in the school.
- A set of interrelated programs for students and staff that are guided by a common framework for curriculum, instruction, assessment, and learning climate pursued over a sustained period
- Develop a broader range of integrated units of work, based on sound pedagogy, reflecting the thinking curriculum and multiple intelligence approaches.

### **Performance Measures**

- Development of new units of work which reflect a cohesive approach to pedagogy across the school. Noted increase in children's performance on common assessment tasks in these areas.
- Documentation of teacher observation and reflection on current practice over a three year period with a noted improvement in shared pedagogy across the school. Assessment to be based on Middle Years Teacher Reflection Program
- Documentation of a statement of successful teaching and learning practices used in the school.
- Student Survey data
- Staff Survey data

### **School Targets**

- An overall policy that provides a clear shared purpose for student learning by 2006.
- Identification of a range of teaching and learning practices used in the school by 2006.
- Statement of agreed successful teaching and learning by 2006.

### **Initial Implementation Strategies**

Appointment of a Curriculum Coordinator to oversee the development of curriculum across the school inline with Charter Priorities and Goals.

Provide more opportunity for teachers to engage in professional dialogue.

Professional develop program to help staff to reflect, identify and share their individual professional practices (pedagogy) and address the challenges they face. Program based on:

- Awareness-raising
- Personal theorising
- Managing diverse personal pedagogical theories
- Analysing successful practices
- Creating new knowledge

Free up teachers to visit other classrooms, observe a range of teaching practice, and work in teams

Professional development that examines individual student learning styles and teaching styles and preferences.

Initial, midway and final assessment of teaching practice based on Middle Years Teacher Reflection Program

## **Priority Two**

### **Priority 2: Environmental Education**

Development and implementation of a whole-school environmental education program in line with the school Curriculum Provision Goal of providing comprehensive curriculum that incorporates multiple intelligences and thinking curriculum approaches through planned learning programs.

### **Current School Performance**

In 2004 Williamstown Primary School was selected as one of only two schools in the Hobsons Bay municipality to participate in the Sustainable Schools program. Staff attended a workshop introducing the concept of sustainability, and a Sustainable School Policy has been drafted and is currently being considered by School Council. In the coming years the whole school community will work towards developing sustainable practices for energy, water, waste minimization and biodiversity.

At the same time the school is part of a local network of schools, funded under the Innovation and Excellence program, aiming at developing best practice Environmental Education curriculum in the middle years.

Further still the school is participating in the Department of Infrastructure's Greenhouse Strategy, *Reducing the Barriers to Walking and Riding to School*. The adoption of Environmental Education as a priority for the school is both timely and fully supported across the community.

### **Intended Outcomes**

- Focus on environmental education in grades P-6 with improved pedagogy through a whole-school integrated curriculum.
- Improved student engagement and enjoyment, and awareness of environmental issues and sustainable practices.
- High level of staff professional growth in with an environmental focus.
- Increased parental involvement through a whole-school community-centred environmental program with a strong emphasis on best practice pedagogy.
- Parents understanding of the school's goals and achievements to be reflected in the Parent Opinion Survey.
- Development of a exemplary school program for environmental education and sustainability

### **Performance Measures**

- Student Survey
- Parent Opinion Survey
- Staff Survey
- Common Assessment Tasks in Units of Work

### **School Targets**

- The school will improve student engagement evident through MYPRAD survey of middle years students to a level above state and like schools.
- Parent Opinion survey to indicate improved level of satisfaction in all areas as a result of greater involvement in the Environmental Education Priority (consistently above state averages on the parent opinion survey)
- Students, staff, parents and the broader community are to be involved in the sustainability project and the development of a whole school Environmental Education program
- Reduction of each child's, and the school's eco footprint.
- Reduction in the use of energy, water, waste at the school over the charter period.
- Reduction in the amount and type of rubbish in the school yard as measured by survey.

### ***Specific Goals***

- The school will increase each child's awareness of environmental and sustainability issues over the charter period as indicated by a whole-school survey, and students will demonstrate behaviours consistent with this environmental awareness.
- The school will reduce the amount of rubbish in the school ground.
- The school will increase the number of children who walk and ride to school over the charter period.
- The school will reduce its consumption of electricity and gas as indicated by annual budget costs.
- The school will reduce its production of waste as indicated by annual budget costs.

### **Initial Implementation Strategies**

Grades five and six children to investigate the concept of their individual eco-footprint and plan measures to cut their impact on the environment.

Following the implementation at the 5\6 level, all teachers to develop an appropriate eco-footprint survey for all grades.

Targets established throughout the school for the reduction of energy, water, and waste.

Redevelopment of the school grounds in line with sustainable biodiversity guidelines.

Writing of Sustainable Schools Policy

Introduction of regular whole school sustainable practices

- Regular communication with community through the newsletter, special events and projects
- Daily practice of sustainable behaviours – lunch box, minimal wrapping
- Reorganisation of waste recycling practices
- Systematic monitoring and repair of leaks
- Educating the whole school community about energy usage
- Development of landscaped school grounds
- Introduction of Walking School Bus

## **CODES OF PRACTICE**

### **Principal Class Code of Practice**

Members of the principal class are required to work within the context of legislation and regulations, and of policies determined by the Department of Education and Training. In addition they are expected to operate in accordance with the school values. At Williamstown Primary School the following framework is used to define what is expected of the principal class members:

#### ***Provide Leadership by***

- articulating a vision for the school
- providing a positive example to all members of the school community
- encouraging open discussion on professional issues
- encouraging others to be risk takers

#### ***Provide effective management by***

- implementing consultative decision making processes
- making decisions in a timely and open manner
- supporting the development and operation of teams as a management structure
- ensuring that roles and responsibilities are clearly understood

#### ***Maintain positive relations with staff by***

- ensuring that there is regular feedback provided to all staff
- ensuring that all members of staff are treated fairly
- being accessible to staff
- showing a readiness to listen to staff views and concerns
- taking an interest in welfare and professional growth of every staff member

#### ***Develop positive relations with students by***

- being accessible to, and communicating regularly with, students on a formal and informal basis
- providing processes through which views of the student body can be presented to the principals
- being fair and consistent in the way they treat students
- reinforcing the core values of the school with the student body

#### ***Actively engage the broader school community by***

- being accessible to parents and other community members
- making opportunities to raise the profile of the school within groups outside of the school
- genuinely encouraging parents to see themselves as partners in supporting the learning of their children
- developing projects in partnership with community groups and organisations

### **Staff Code of Practice**

Teachers at Williamstown Primary School are required to meet the conditions and requirements as detailed in the relevant Department of Education, and Teaching Service Acts, Orders, Regulations and memoranda the Professional Conduct for Employees of the Department of Education, and the Williamstown Primary School Roles and Responsibilities and policy statements. This code also acknowledges the racial and *Religious Tolerance Act 2001* which supports racial and religious tolerance and prohibits vilification on the ground of race or religion.

In addition, teachers are expected to improve the learning outcomes of children through the following professional competencies.

Teachers at Williamstown Primary School will:

- Have an understanding of how students develop and how they learn.
- Recognise and respond to individual differences and learning styles.
- Recognise that students should be actively involved in their learning, given an understanding of learning processes and styles, and encouraged to take increasing responsibility for their learning.
- Apply teaching strategies that build upon pupils' experiences, interests and needs, link theory to practice, foster communication and cooperation in learning, encourage risk-taking and learning from errors, utilise multiple intelligence, Bloom's taxonomy and the thinking curriculum strategies to cater for a range of learning styles and preferences.
- Provide a curriculum that offers a diverse range of experience for students, is comprehensive and incorporates the CSF II key learning areas, strives for academic achievement and personal growth, and allows the students to understand its purpose and direction.
- Keep records of planning and evaluation records as required.
- Use a range of assessment and reporting procedures which reflect the school's assessment policy and provide feedback to students and parents within the guidelines of the school's reporting policy.
- Create an environment which supports learning in the following ways:
  - sets high expectations on student learning,
  - teaches in a clear and focused manner,
  - ensures that student learning is purposeful, challenging and progressively monitored,
  - caters for students' special needs,
  - plans classroom management to maximise active student leaning,

varies the grouping and physical arrangement of student within the guidelines of the Schools' Code of Conduct,  
fosters parental support and the home/school partnership,  
provides a safe, caring and supportive learning environment.

- Contribute as a member of a school based curriculum committee.
- Participate actively in school-wide activities in addition to classroom duties when required.
- Continue to develop professional skills, participate in professional development activities including school-based appraisal, and be informed on current educational issues.
- Co-operatively plan together to maximise the use of their skills, understandings and professional development as well as ensuring quality programs for students.
- Participate actively in school decision-making practices, i.e. school planning and policy and program development.

### **Non Teaching Staff Code of Practice**

Current non-teaching staff at Williamstown Primary School consist of the office manager, clerical assistant and part-time integration and literacy aides.

These people are required to meet the conditions and requirements as set out in the appropriate Department of Education, Employment and Training and Public Service Acts, including the Racial and Religious Tolerance Act 2001, orders, regulations and memorandum, the Professional Conduct for Employees of the Department of Education and the Williamstown Primary School Roles and Responsibilities statements.

While recognising that both teachers and non-teaching staff have different professional development needs, non-teaching staff are considered to be part of the whole school team and as such will be included in all appropriate professional development, representation on sub-committees (both Council and School) and School Council.

### **School Council Code of Practice**

#### **1. Guiding Principles**

Each School Councillor will abide by the following principles

- The learning needs and the well being of the students will be the primary consideration in decision-making.
- Loyalty to the school, its Charter, its staff and students will be demonstrated.
- Confidentiality will be maintained.
- Public comment will be the responsibility of President and Principal.
- Decisions of School Council will be publicly supported.
- School Council will determine policies within guidelines to be implemented by the Principal in the most appropriate way.

#### **2. Responsibilities**

School Council

- Determines the education policy of the school within guidelines set down by the Minister and sets realistic goals to meet the needs of students.

- Draws up an annual financial budget, which is linked, to the school's educational policies, programs, goals and priorities.
- Monitors the expenditure of all the school's money and assesses school policies, programs and overall school effectiveness
- Ensures that all money is properly accounted for and expended.
- Keeps financial records and publishes annual audited statements
- Maintains an adequate internal audit and control system that will promote efficiency and ensure adherence to the prescribed Department of Education, Employment and Training policies for financial accounting.
- Keeps buildings and ground safe, suitable and linked to the school's programs.
- Provides for cleaning and sanitation.
- Communicates regularly with the school community and stimulates interest in the school.
- Conducts an annual general meeting and reports on the carrying out of its responsibilities
- Meets at least twice a term.
- Ensures that all records are kept at the school.
- Stimulates interest in the school.

### **3 Operation**

School Council will operate under the directives set down in Memorandum 691 - "Composition and Election of New School Councils", Principal's Guide to School Council Elections and the Constituting Order of the Williamstown Primary School Council. The Williamstown P.S. Council "Meetings Protocol" will provide the format under which the Council meetings will operate.

### **4. Subcommittees**

Williamstown Primary School will establish sub-committees to assist in sharing the responsibilities of council.

Each sub-committee:

- will have at least three members
- will have at least one school council representative
- will have the responsibility for developing, evaluating, and renewing policies in their area
- will submit reports and any recommendations in writing to the General Office by the Thursday prior to the School Council Meeting for distribution to Council members prior to the monthly meeting.
- will meet at least once per term.

### **5. Discretionary Powers**

As and when appropriate, School Council will assume responsibility for :

- arranging for or conducting educational, recreational and social activities in the school buildings or elsewhere outside school hours
- raising funds
- allowing the school buildings to be used by outside bodies
- employing non-teaching staff
- entering contracts for works with the approval of the Minister
- running a canteen

## COMMUNITY BUILDING

Williamstown Primary School recognises both parents of children at the school and local residents as part of our whole school community. The school serves the needs of the community by providing a quality education for all students. The school welcomes and encourages links with both its parents and extended community in an atmosphere of cooperation and respect.

Williamstown Primary School's interaction with the community is guided by the following principles:

Students do best when there are close links between home and school.

The school should reflect the values and expectations of the community.

Regular distribution of information about the school encourages better community participation

The school needs to provide a range of opportunities for the community to contribute ideas and opinions

Where appropriate school facilities will be available to the community.

Appropriate use should be made by the school of community resources.

### **Community responsibilities:**

Our parents and guardians are requested to

Show an active interest in children's learning

- discuss the events of the school day
- read with their children at home
- check and supervise homework

Attend parent/teacher interviews

Read newsletters and correspondence

Complete surveys when requested on rotational system

Respect and support the role of the school, the School Council, the Principal and staff.

Provide input to and be supportive of all school policies, especially the Student Code of Conduct and Uniform Policy

Encourage children to respect the school and its property, e.g. playground equipment, sports equipment, readers and the library.

Encourage children to respect the rights and property of others.

### **School Responsibilities**

The School will:

Encourage communication with the community and provide opportunities for the community to bring forward issues and suggestions.

Keep the school community informed through:

Weekly newsletters	Annual General Meeting
Information Sessions	Curriculum Nights

Encourage wide support and participation through such activities as:

Parents' Club	Education Week Open Days
Working Bees	New Parent BBQ
Fundraising Activities	Social Nights
Family Picnics	School Concerts and other evening activities
Prep Orientation Program	Canteen
Curriculum Committees	School Council
School Council Sub-Committees	

# STUDENT CODE OF CONDUCT

## Beliefs

Students, parents and teachers should recognise Williamstown Primary School as a friendly and safe place to be and as a place where they can participate to achieve success and be treated as worthwhile individuals.

## Guidelines

To achieve successful behaviour across the school we need to ensure that

### *Our school is a pleasant place to be*

Our school aims to

- be sensitive to the individual needs of children and aware and accepting of their cultural and socio-economic backgrounds
- to develop caring and concerned behaviour towards others
- to allow students to build positive self-concepts.
- to involve students in decision making

### *Students become increasingly responsible for their own actions*

Children will be given appropriate opportunities to make choices and to actively participate in all areas of their school life.

### *Students and teachers know and accept the school rules*

Teachers in partnership with students and parents, have set these school rules.

These rules are not negotiable. Individual classes may negotiate classroom rules as long as they are not in conflict with the school rules.

Students will be made aware of the provisions of the *Racial and Religious Tolerance Act of 2001* which make it unlawful for students to vilify other students on the grounds of race or religion.

### *Consequences of breaking the rules are known by all*

These are natural consequences as distinct from punishment which does not change behaviour in positive ways, e.g. a disruptive child will sit in time-out, excluded from participating in a lesson and be expected to complete the task later that day or perhaps at home.

## Implementation

The program: *"Willy Kids are Friendly Kids"* based on Helen McGrath's book *"Friendly Kids, Friendly Classrooms"* will be used to foster desirable behavioural expectations from the children. In this program a particular focus is elected each week for particular emphasis. These foci will centre around themes for each term:

Term 1	Courtesy
Term 2	Respect
Term 3	Co-operation
Term 4	Responsibility

## The School Rules

### Learning:

Each child and teacher has a right to a happy and peaceful learning environment.

This means:

- disruptive behaviour is not accepted
- bullying will not be tolerated
- always try to be your best and take pride in what you do
- always respect other children's efforts
- always leave your classroom tidy.

**Courtesy:**

Always be courteous

This means:

- use your manners, especially "please" and "thank you"
- be on time for all classes
- always use acceptable language
- show respect for other's rights and feelings

**Safety:**

Always be aware of your own safety and the safety of others

This means:

- use equipment appropriately and safely
- play in appropriate areas
- place litter in the bins provided
- no bullying is allowed
- no fighting
- no throwing
- no bike riding in the school yard
- no playing on the fire escape
- no playing with sticks, stones and other dangerous objects

**Movement:**

***Inside***

Always move from room to room in a sensible, courteous manner.

This means:

- walking is in, running is out
- no running in the covered areas

***Outside:*** In the school grounds make sure you are playing in a sensible and courteous manner

This means:

- no playing in or around the toilets
- respect other children's games
- no kicking balls on the asphalted areas

***Moving in and Out of School***

Permission is needed to enter the school building during recesses and lunch times.

Permission is needed to leave the school grounds from the time you arrive at school until the end of the day.

If you are leaving school for lunch or a special appointment, your parents must seek permission from the Principal and obtain an advice slip which is given to your teacher.

If you need to retrieve a ball, etc., from outside the school fence, you must ask permission from the teacher on yard duty.

On excursions you must be dressed in the school uniform and continue to observe our school rules.

### **Consequences**

The rules listed in this document are to be adhered to by all students. Consequences that flow from these rules are designed to be as logical as possible.

### **In the classroom**

Teachers and students need to be fully aware of the rules and consequences that will operate in their own classrooms. These rules should be developed in concert with the children as early as practicable in the school year.

Across the school there will be variations. However, all classrooms will adhere to the principle of logical consequences as this is the basis of developing in each child the responsibility for his/her own actions. For example, it is appropriate that children who are late for class make up the time during recess.

### **Outside the classroom**

The following consequences will apply across the school and indicate the type of consequences that follow the breaching of our school rules

Children not using equipment appropriately and safely shall forfeit the right to use that equipment for a designated time.

Children not placing litter in the bins provided shall help remove litter from the playground.

Children fighting, involved in bullying, throwing dangerous objects or playing in dangerous or inappropriate place shall forfeit the right to play in the yard and will sit in time-out or walk with the teacher for a designated time.

Children entering the school building or leaving the school grounds without permission shall be confined to the time-out area.

Children who wilfully break equipment or damage property shall be required to contribute to repairs or replacement.

Children who are unable to observe the school rules on excursions may lose the right to attend subsequent excursions.

If a child repeatedly or seriously breaks the school rules, teachers will consult with their coordinator or the Assistant Principal as it is likely that some form of behaviour modification and welfare will be necessary. Each situation should be handled individually with regards to the needs of the child, the family, previous history and the overall needs of the school. At this time it may be necessary to involve the Principal, parents and Guidance Officers.

If the situation deteriorates, Department of Education guidelines will be followed.

### **School Council Motion**

At the meeting of August 17<sup>th</sup> 2004, the following motion was passed:

“That the Williamstown Primary School School Council

1. Endorses the school charter to be effective from September 2<sup>nd</sup> 2004.
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: Sue Finucane**

**Seconded: Jacinta Edwards**

**Carried by School Council**