

# **HEATHCOTE PRIMARY SCHOOL**

## **CHARTER**

**Date:** 14/9/04

**School No.:** 0300

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Heathcote 3523

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**School Principal:** Mr Keith Chambers  
**School Council President:** Mrs Ilse Rand

## TABLE OF CONTENTS

School Profile .....	3
School Goals .....	6
Priorities .....	13
Codes of Practice .....	16
Community Building .....	22
Student Code of Conduct .....	24

# SCHOOL PROFILE

## Vision

The core purpose of Heathcote Primary School is to provide a comprehensive education for all students enabling them to reach their academic, social and physical potential.

## Shared Understandings

*“Every child is every teacher’s responsibility”*

At Heathcote Primary School the teachers, parents and children work together to provide a safe and caring environment where every individual's rights are respected.

Emphasis is placed on individual growth and learning.

Children’s differences are recognized and valued.

The staff promotes professionalism in the academic, welfare and management aspects of the school.

This is achieved through:

- Multi-age groupings
- Teachers planning and working in teams
- Provision of a curriculum that employs various models of learning, open-ended teaching strategies and co-operative learning activities
- The continuous assessment and reporting of children’s progress using Communication Books and Parent Observation Sessions
- A commitment to regular and ongoing Professional Development which ensures reflective teaching practice

## Context

Heathcote Primary School is located in a rural setting 100 kms. north of Melbourne. The first scholar enrolled in 1853. The current school site was established in 1927 as a Higher Elementary School and was built as a memorial to the fallen of the Great War 1914 - 1918. It became Primary School 300 in 1965.

During 2003 the school celebrated its 150<sup>th</sup> anniversary. These celebrations included a reunion, bush dance, and the construction of the original tent school on the school site. This was used for a re-enactment involving all staff and students.

2003 also saw the completion of a major upgrade of the schools facilities. This included seven classrooms, a library, toilets and an administration block. A feature of

the building program was the care taken to ensure that the new building complemented the existing memorial building.

The school has an attractive, natural bush setting with play and garden areas, including playground equipment, basketball court, cricket pitch, football oval and passive recreation areas.

### **Demographics**

- Current enrolment is 182 of which 71% receive EMA
- A downward prep enrolment trend is due to falling kindergarten enrolments. An ageing town population means fewer families with primary school age children are settling in Heathcote. Lack of employment opportunities may also be a contributing factor.
- 33% of students travel to school by bus
- Heathcote Primary School is a feeder school for many schools in Bendigo and Seymour
- Staff Profile
  - Principal
  - 8 Classroom Teachers
  - 2 x .6 Teacher Librarian/Teacher support
  - Integration Aide
  - Office Manager
- Heathcote is designated as Like School Group 7
- School Structure consists of a Junior Unit (P-3) and a Senior Unit (4-6). Each unit has 4 classroom teachers.

### **Great emphasis is placed on caring for our students, staff and parents by:**

- providing a positive, caring, and stimulating environment.
- facilitating effective communication to foster a strong partnership within the school community.
- developing in students skills that will assist them, in taking control of and accepting responsibility for their learning.
- encouraging children to achieve their personal best by fostering confidence and self esteem.
- providing a cooperative environment where students can share responsibility for their own learning and health.
- providing a Welfare structure which supports students ,parents and the wider community.

### **Education programs provide for the eight key learning areas with a strong continuing commitment to the development of literacy, numeracy and social skills. This is achieved by:**

- the provision of a timetable which includes a two hour literacy block, common Maths and Reading times and specialist areas including Health and Phys. Ed, LOTE, Science, Visual and Performing Arts, Library and Technology.
- the provision of Reading Recovery.

- catering for individual difference and needs through the use of models of learning and open ended learning techniques.
- valuing a child centred approach to learning.
- building on students strengths and experiences.
- continual assessment and reporting of children's progress to parents using communication books and parent observation sessions.
- the Curriculum Committee overseeing the delivery and development of the Curriculum and Standards Framework.
- a commitment to regular and ongoing professional development which ensures reflective teaching practice.
- encouraging and training parents and community volunteers to actively participate in school programs.

To actively support the Curriculum the following enrichment programs are provided:

- 'Bridging the Gap' reading program utilising trained community volunteers.
- swimming and sporting program that utilises local volunteers and facilities.
- parent education programs.
- traffic safety and Bike Education.
- involvement in local festivals and events.
- Religious Education.
- Junior School Council.

## 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%

GOAL	PERFORMANCE MEASURE	IMPROVEMENT AREAS	BASELINE SCHOOL PERFORMANCE	SCHOOL TARGETS
<p><b>Student Achievement</b></p> <p>For all students to achieve the high standards that will enable them to leave our school equipped with the knowledge, skills and confidence necessary to participate successfully in society and further education.</p>	<p><b>Required Measures</b> Student achievement in Mathematics and English against CSF II</p> <p>Student Achievement in reading for Years Prep – Year 2 against state benchmarks.</p> <p>Prep Entry Assessment Program</p> <p>Observation Survey for Year 1 and 2 students working below level 16</p> <p>Student achievement in reading, writing and number as measured by AIM</p> <p><b>Additional School Measures</b> Percentage of students successfully completing the Reading Recovery Program Number a children participating in Bridges Program</p>	<p><b>English &amp; Mathematics</b></p> <p>To maintain the current student literacy achievement levels in P-2 and improve literacy achievement levels in years 3-6</p> <p>To improve achievement in Writing to similar levels attained in Reading, Speaking and Listening.</p> <p>To improve achievement in Number to similar levels attained in other Mathematics areas.</p> <p>To more effectively analyse and utilise the diagnostic aspects of the AIM</p>	<p>Prep students reading at 90-100% accuracy at text level 5. Year 1 students reading at 90-100% accuracy at text level 15. Year 2 students reading at 90-100% accuracy at text level 20.</p> <p>Grade 3 Reading AIM 1.8% mean (State mean 2.3%)</p> <p>Grade 5 Reading AIM 3.7% mean (State mean 3.2%)</p> <p>Year 3 Number AIM 2.3% mean (State mean 2.4%)</p> <p>Year 5 Number AIM 3.3% mean (State mean 3.1%)</p> <p>Teacher assessed judgements against the CSF Levels at consolidating or established Number &amp; Measurement 64% - 94% Reading &amp; Writing 64% - 80%</p>	<p>Increased Year 3 AIM Reading and Number means to levels similar to LSG means.</p> <p>Increased proportion of Year 4 and 6 students at established or better than the appropriate CSF level to a minimum of 75% by 2006 in English and Maths.</p> <p>Reduced proportions of Year 4 and 6 students at beginning or lower than the appropriate CSF level by 2006 in English and Maths.</p> <p>The school to establish yearly interim progress targets toward achievement of the above.</p>

		<p><b>Alignment and Moderation</b>  Improved validity of teacher assessments of student achievement against the CSF</p>		<p>To refine the current Model of Learning approach by:</p> <p>Extending the shared planning of the rich learning tasks to shared planning of assessment and common tasks.</p> <p>Auditing alignment of Model of Learning strategies with CSF II outcomes.</p> <p>The use of rubrics, moderation and shared assessment of student work to improve the validity of teacher assessments.</p> <p>Development of shared approaches to assessment by 2005.</p>
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<p><b>Curriculum Provision</b> To provide educational opportunities that cater for the individual needs and abilities of all students, supporting the achievement of their full academic and personal potential.</p> <p>To develop teaching and learning strategies that cater for the individual learning needs of all students and provide opportunities to learn in both independent and cooperative contexts</p>	<p><b>Required Measures</b> Time allocation in the KLAs for each year level.</p> <p>Parent opinion: quality of teaching, academic rigour and student reporting scales.</p> <p><b>Additional School Measures</b></p> <p>Documentation of the programs provided that enhance the individual needs and achievement of children:</p> <ul style="list-style-type: none"> <li>• 3 year Unit of Study Cycle</li> <li>• Unit of Study Planner</li> <li>• Models of Learning</li> <li>• Teaching and Learning Strategies employed</li> <li>• Staff &amp; Student Evaluations of each Unit of Study</li> </ul>	<p><b>Priority</b> To develop classroom teaching practises with emphasis on thinking strategies, their assessment and the use of ICT in the daily program.</p> <p>Further development of a curriculum that encourages and values diversity in thinking skills.</p> <p>A broadened repertoire of thinking oriented curriculum pedagogies across the school.</p> <p>Improvements in student engagement and achievement</p>	<p>Involvement in the White Hills Cluster Innovations &amp; Excellence Program initiative in developing a Thinking Oriented Curriculum.</p> <p>Incorporation of thinking skills into the Units of Study</p>	<p>Improvement in student connectedness to school variable score in the Attitudes to School Survey by 2006.</p> <p>Analysis of the Essential Learnings Generic Skills “pillar” to identify specific skills appropriate for the Thinking Oriented Curriculum.</p> <p>Participation in Action Research Teams at school and cluster level.</p> <p>To validate and enhance the Thinking Oriented Curriculum with an IT focus.</p>
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## Environment Goals

GOAL	PERFORMANCE MEASURE	IMPROVEMENT AREAS	BASELINE SCHOOL PERFORMANCE	SCHOOL TARGETS
<p>To provide a safe and welcoming school environment which values individual difference, encourages responsibility and respect and recognises personal effort and achievement.</p> <p>To develop a safe and attractive physical environment which students treat with respect and pride.</p>	<p><b>Required Measures</b></p> <ul style="list-style-type: none"> <li>• Student attendance</li> <li>• Parent Opinion Survey</li> <li>• Student Accident Data</li> </ul>	<p><b>Priority</b></p> <p><b>Student Attendance</b></p> <p>Improved attendance levels across the school.</p> <p>Improved parent and student awareness of the importance of school attendance.</p> <p>Improved student awareness that the school is serious about regular attendance.</p> <p><b>Student Behaviour Management</b></p> <p>Improved perceptions of the school's student behaviour management and discipline policy.</p>	<p>The average number of days absent per student in 2003 was 21.2 days</p> <p>Results of 2004 Parent Opinion Survey.</p> <p>Clear processes and responsibilities for student behaviour management matters.</p> <p>Continued reinforcement of Codes of Conduct expectations to the school community.</p>	<p>Reduction in average student absence rates at all levels to be similar to the state-wide means by 2006.</p> <p>By 2006, improvement in parent opinion measured by :</p> <p>Increases in scores from baseline scores established from the 2004 Parent Survey.</p> <p>Survey scores being at levels similar to the state-mean benchmarks.</p> <p>By 2006, improvement in parent opinion as measured by an increase in the General Environment score from a baseline established by the 2004 survey.</p> <p>By 2006, improvement in the teacher opinion as measured by the Effective Discipline score from a baseline established from the 2004 survey.</p>

		<p><b>Priority</b></p> <p><b>Parent Involvement and Community Building</b></p> <p>Increased levels of parental involvement in the school.</p>	<p>Minimal parent involvement in the school.</p> <p>2003 parent opinion survey.</p>	<p>By 2006, improvement in parent opinion measured by:</p> <p>Increases in scores from baseline scores established from the 2004 parent survey.</p> <p>Survey scores being at levels similar to the state mean benchmarks</p>
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## Management Goals

GOAL	PERFORMANCE MEASURE	IMPROVEMENT AREAS	BASELINE SCHOOL PERFORMANCE	SCHOOL TARGETS
<p>To ensure that the management structure develops a more effective decision making process within the school.</p> <p>To improve all aspects of the communication process and encourage a strong working partnership between all groups of the school community.</p>	<p><b>Required Measures</b></p> <ul style="list-style-type: none"> <li>• Staff opinion survey</li> <li>• Non-certificated staff sick leave</li> </ul>	<p><b>Improvement in organisational health.</b></p> <p>Increased participation and transparency in decision making.</p> <p>Increased positive perceptions in staff of their working environment.</p>	<p>2003 Management Structure:</p> <p>Leadership meetings not formalised.</p> <p>Decisions relating to operational matters were not transparent.</p>	<p>By 2006, improvement in staff opinion and organisational health measured by:</p> <p>Increases in scores from baseline scores established from the 2004 full staff survey.</p> <p>Survey scores at levels similar to the state mean benchmarks.</p>

## Resources Goals

GOAL	PERFORMANCE MEASURE	IMPROVEMENT AREAS	BASELINE SCHOOL PERFORMANCE	SCHOOL TARGETS
<p>To ensure that the resources are allocated to support the achievement of the school's goals and priorities.</p>	<p><b>Required Measures</b></p> <ul style="list-style-type: none"> <li>• Combined comparative receipts and payments report</li> </ul>	<p>To constitute a Finance Sub-Committee of School Council to ensure that resources are efficiently and effectively allocated against school goals and priorities.</p> <p>The establishment of Program Budgeting procedures.</p>	<p>2003 Financial Structure:</p> <p>No constituted Finance Committee.</p> <p>No program budgeting.</p>	<p>Establishment of constituted Finance Committee that reports directly to School Council.</p> <p>Establishment of program budgeting procedures.</p>

## **PRIORITIES**

### **Priority**

Development of classroom teaching practises with emphasis on thinking strategies, their assessment and the use of ICT in the daily program.

### **Current School Performance**

Involvement in the White Hills Cluster Innovations & Excellence Program initiative in developing a Thinking Oriented Curriculum.

Incorporation of Thinking Skills into Units of Study.

### **Intended Outcomes**

- Students will gain a repertoire of thinking skills through involvement in planned and targeted Thinking Oriented Curriculum activities
- Thinking Oriented Curriculum activities will be supported by an ICT focus
- Staff skills will be enhanced through participation in relevant Professional Development activities

### **Performance Measures**

Improvement in student connectedness to school variable score in the Attitudes to School Survey by 2006.

Analysis of the Essential Learnings Generic Skills “pillar” to identify specific skills appropriate for the Thinking Oriented Curriculum.

### **Initial Implementation Strategies**

The Curriculum Coordinator has assumed the role of school representative on the White Hills Cluster Innovations & Excellence Working Party.

This Party has identified the Thinking Oriented Curriculum with an ICT component as its major focus.

Initial implementation strategies:

- Identification through survey of shared values and beliefs and how our present curriculum delivery supports these
- School level input into the design of a scope and sequence document outlining a hierarchy of thinking skills
- Formalisation of an Action Research Plan to implement the Thinking Oriented Curriculum

## **Priority**

Improved attendance levels across the school.

## **Current School Performance**

The average number of days absent per student in 2003 was 21.2 days

## **Intended Outcomes**

- Reduction in average student absence rates at all levels to be similar to the state-wide means by 2006.

## **Initial Implementation Strategies**

A strategic plan has been developed. This includes:

- Consultation with regional personnel
- Implementation of strategies from the "It's Not O.K To Be Away" program
- Primary Welfare Officer Role will include responsibility for improving the attendance of students at risk of not achieving

## **Priority**

To increase levels of parental involvement in the school.

## **Current School Performance**

Minimal parental involvement in the school.

2003 parent opinion survey results below LSG average

## **Intended Outcomes**

By 2006, improvement in parent opinion measured by:

- Increases in scores from baseline scores established from the 2004 parent survey.
- Survey scores being at levels similar to the state mean benchmarks

## **Initial Implementation Strategies**

- Identify and research programs that enhance parental and community involvement
- Implementation of programs and strategies such as Twilight School, Family Maths, Community Awareness Program
- Actively encouraging parental involvement in classroom activities, special events and the various committee structures within the school

## **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 Heathcote Primary School the following framework is used to define what is expected of the principal class member.

#### **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 innovative

#### **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 the 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
- Being fair and consistent in the way students are treated
- 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
- Taking opportunities to raise the profile of the school within groups outside the school
- 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**

The Staff Code of Practice for Heathcote Primary School, in accordance with DE&T guidelines, provides a framework for teaching and non-teaching staff to perform their duties effectively.

This code also acknowledges the *Racial and Religious Tolerance Act 2001* that supports racial and religious tolerance and prohibits vilification on the ground of race or religion.

**This Code of Conduct is based on the following guiding principles.**

### **Providing an environment that promotes respect and trust by:**

- Staff at all times acting in a professional and ethical manner
- Ensuring the working environment is supportive and tolerant
- Being considerate, showing understanding of others and appreciating that everyone is different and has individual strengths and weaknesses

### **Providing an environment that promotes co-operation and teamwork by:**

- Staff working cooperatively as part of a team
- Sharing ideas, workload and resources
- All staff participating in and contributing ideas to discussion and planning
- Acknowledging achievements and initiative

### **Having high expectations of students is ensured by:**

- Staff recognising that all students have the capacity to learn
- Students being given every opportunity and assistance to reach their full potential
- Staff having a deep understanding of the strengths, learning styles and capabilities of all students
- Students being involved in challenging and creative learning activities
- Staff providing feedback to students and reporting to parents in a clear, meaningful and accurate manner

**Pride and integrity is highly valued by:**

- Recognising and celebrating achievement
- Speaking positively about students, teachers and the community
- The demonstration of loyalty
- Taking an active role in the school community
- Presenting a positive role model
- Promoting and encouraging self-esteem in students

## **School Council Code of Practice**

Heathcote Primary School Council acknowledges that it operates within the Education Act and Regulations.

**The role and responsibilities of the Heathcote School Council include the following:**

- Preparation of the School Charter, the Annual Report and self-assessment phase of the Triennial Review
- Monitoring the implementation and achievement of the School Charter goals and priorities
- Development of an adequate information base for the Annual Report, School Review and Audit requirements
- Providing school policy development consistent with the school goals and priorities
- Establishment of communication links within the school community
- Responding to the diversity of the school community
- Management of confidentiality issues

**The Heathcote Primary School Council will observe the following principles subject to the relevant acts and regulations:**

### **Decision Making**

- The learning needs of the students will be the primary consideration in decision making
- Progress in charter goals, improvement areas and priorities will be monitored regularly
- School Councillors will declare conflict of interest where appropriate
- Following DET guidelines all issues will be resolved within the Council

### **Relations with the Broader Community**

- School community views will be canvassed and considered on major policy decisions
- Ensuring that the school has a positive profile within the community by actively promoting the school
- Diversity within the school community will be recognised and utilised.
- Decisions made by the council will be made public through the school newsletter

### **Relations with Principal and staff**

- Council will develop policy directions and observe the Principal's right to implement policy in the most appropriate way
- Discussions relating to employees will be strictly confidential
- Council will respect the responsibility of the Principal in relation to the management of all staff and students

### **Internal Relations Within The Council**

- Members of the Council will be kept informed of their responsibilities, current school practices and Department of Education and Training policies and will be given the opportunity to participate in appropriate training sessions
- Members of council will be encouraged to participate and contribute their individual skills and abilities
- Members of council will develop positive and effective relations, treating each other with respect

### **In implementing these principles, the following practices will apply:**

- Council will meet at least eight times per year on a regular basis
- Meeting procedures and decision making processes will operate as detailed in the School Council standing orders
- Community members may attend School Council meetings but will not have voting rights
- Clearly stated guidelines for elected office bearers will be provided

### **The Executive Officer (Principal) of the School Council will:**

- Ensure that performance information on School Charter goals and priorities is provided regularly to School Council
- Ensure adequate support and resources are provided for the conduct of School Council meetings
- Provide advice and guidance to the School Council on educational and other matters
- Ensure that Council decisions are implemented in an efficient and timely manner

## COMMUNITY BUILDING

Heathcote Primary School recognises the importance of maintaining a positive and interactive relationship between the community and the school. The school values all parents and guardians and district organisations as part of the school community. The school provides an innovative and stimulating learning environment to address the needs of all students. In return, the school seeks the support of the parent body and local community.

### **Heathcote Primary School relies on a close liaison with the community to:**

- Support school rules, Codes of Practice and decisions made by the school
- Follow school procedure concerning any matters that relate to the children of the school
- Support fundraising activities and social events
- Be involved in programs and activities of the school (eg classroom reading, school excursions, swimming, etc)
- Support the staff in encouraging tolerance and respect for others
- Keep emergency information on children current
- Encourage children and the community to respect the school and its property
- Receive input into school policy through open forums as needed
- Ensure that news of current school events is disseminated throughout the community

### **Heathcote Primary School seeks the assistance of the local community and organizations in:**

- Supporting fund raising activities
- Enhancing the resources of the school
- Promoting school activities
- Improving the image and appearance of the school

**Heathcote Primary School will keep the community informed through:**

- A weekly newsletter
- A weekly school assembly
- Open days and information sessions
- Information displays throughout the school and at appropriate public venues
- Encouraging participation in professional development when appropriate
- Twice yearly written reports supported by the provision of a Communication

**Book**

- Classroom Observation sessions followed by Parent/teacher interviews
- A published Annual Report
- Partnership and liaison with other local schools and Pre Schools as appropriate
- Providing an Information Booklet and Pamphlet to all new families
- Involvement of the local media

**Heathcote Primary School will facilitate community response through:**

- School Council meetings
- Parent Opinion Surveys
- Encouraging an open door approach to the community
- Comments in the Communication Book

## STUDENT CODE OF CONDUCT

The Heathcote Primary School Code of Conduct provides a safe, happy and caring environment for the school community.

The community includes all those involved with the school:

- Students
- Parents
- Teachers
- Office Manager
- Integration Aides
- Cleaning staff
- Volunteers
- Specialist Visitors

As a school community we work together to display respect, responsibility and cooperation with each other.

The Student Code of Conduct aims to give all members of the school community a clear picture of student behaviour management at Heathcote Primary School.

### Our Approach

At Heathcote Primary School there is a consistent and positive approach to behaviour that will foster a school environment where **personal responsibility** and **self-discipline** are developed.

We are committed to the following strategies :

- Rewarding positive behaviour
- Acknowledging student achievements
- Requiring students to accept responsibility for their actions
- Providing adequate supervision in the school grounds
- Encouraging awareness and understanding of the School Rights and

Responsibilities

- Displaying Classroom rules prominently in classrooms and regularly revisiting these rules
- Having clear consequences for unacceptable behaviour

## **Rights**

Our Code of Conduct is based on the following **Rights**.

- The right to work and play without interference
- The right to have your property respected
- The right to be safe
- The right to express oneself appropriately
- The right to racial and cultural equality
- The right to be an individual and be treated with respect

## **Responsibilities**

Our Code of Conduct is based on the following **Responsibilities**.

- To allow others to work and play without interference
- To respect all personal property
- To respect personal safety
- To respect others points of view
- To respect racial and cultural diversity
- To treat others with respect and accept individuality

## **Positive Behaviour**

- Each unit will develop its own system of appropriate acknowledgements and rewards to further encourage co-operation and positive behaviour
- Student of the Week awards will be presented at school assembly

## **Unacceptable Behaviour**

. To ensure a safe and secure environment these forms of behaviour are therefore unacceptable-

- Refusing to follow instructions from any school personnel
- Fighting, bullying or any other aggressive behaviour.
- Swearing and inappropriate language.
- Teasing, harassment and name calling.
- Throwing sticks, stones, sand or dangerous objects.
- Destroying, damaging or stealing school or another individual's property.
- Climbing on trees, buildings, fences or structures other than designated playground equipment

- Being in school buildings without teacher supervision.
- Leaving the school grounds without teacher permission.
- Running in or around school buildings.

NB Temporary or short term rules may be established on specific occasions eg excursions, camps to ensure the safety of students.

## **Consequences**

All children are required to comply with the Student Code of Conduct. Failure to do so will incur the following consequences.

These may include:

- Removal from playground
- Removal from classroom
- Detention in or out of school hours
- Written or verbal apology
- Discussion with classroom teacher, parent and/or Principal
- Contact made with parents
- Removal of privileges eg. excursions/camps
- Deliberate damage to school property will result in the application of the School

Vandalism Policy

- Suspension and/or expulsion according to DE&T guidelines

This code also acknowledges the *Racial and Religious Tolerance Act 2001* which supports racial and religious tolerance and prohibits vilification on the grounds of race or religion

## **School Council Motion**

Outlined below is a suggested format for a School Council Motion approving the Charter. The format of the School Council Motion is optional.

At the Heathcote Primary School Council meeting of 21<sup>st</sup> October 2004, the following motion was passed:

“That the Heathcote Primary School Council:

1. Endorses the school charter to be effective from 25<sup>th</sup> October 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:      Kim Brooks**

**Seconded: Alan Butler**

**Carried:**