Lynall Hall Community School

CHARTER

School No. 8003

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School Council President Ms Jenny Johnson
Principal Mr Alex Walker

Charter Commencement Date: Semester 2, 2004
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1.0 SCHOOL COUNCIL MOTION

“That the Lynall Hall Community School Council endorses the School Charter, as presented, to be effective from Term 2, 2004 and endorses the Principal to make minor amendments to the wording of the School Charter that may be necessary during negotiations with DE&T”

Moved:

Seconded:

Passed at the meeting of the Lynall Hall Community School Council, held on 17/08/2004.
2.0  PROFILE: Vision & Mission

VISION

For our school to be an outstanding provider of high quality alternative educational services within a supportive community setting

MISSION

Through a team and community approach we will provide high quality educational services which are appropriate and relevant to the present and future needs of our students
PROFILE: Context

Lynall Hall Community School is a small school located in Richmond, with convenient access to all forms of transport. Lynall Hall caters for students who for a variety of reasons are seeking an alternative to mainstream schooling. Enrolment is discretionary and takes place at the start of each school term. Lynall Hall provides an alternative secondary education to an enrolment of approximately 100 students from across the metropolitan area. The school’s size and pragmatic blending of social and academic learning are key ingredients to its ability to service the needs of otherwise disengaged students.

The school has a commitment to co-operative, collaborative practices in teaching and learning and in its management practices. Its prime purpose is to address the educational needs of students so that they can attain skills necessary to enter further education, vocational training or the workforce. The school’s size and structures provide the opportunities for students to develop the social skills and attitudes, which will enable them to participate more fully in the life of the wider community.

The school believes that the needs of the students can best be addressed in a small school environment, which offers:

- A community base and focus
- A great deal of individual attention.
- Positive social experiences
- Numerous opportunities to further develop self-esteem, self-confidence and optimism.
- The security and encouragement required to maximise potential
- Relevant, engaging and purposeful learning programs

As members of a well-organised, purposeful school community that emphasizes mutual trust and goal-based learning strategies, it is considered important that students develop:

- Productive behaviour and attitudes
- Enhanced skills and abilities
- Realistic views of their strengths and weaknesses

It is expected that students will make a genuine commitment to their learning by:

- Attending regularly and punctually
- Participating purposefully and productively in all their classes
- Involving themselves in Whole School activities

The School Council is the governing body of the school, and meets at least twice a term. There is a weekly business meeting where staff deals with educational and management issues. Students learn the processes of democratic decision making by attending a timetabled Whole School Meeting with all staff each week.

Lynall Hall is responsive to the unique community it serves and:

- Involves students, parents, staff and community in cooperative planning and decision making
- Supports educational innovation whilst valuing effective established practices
- Strives to develop initiative, resilience and enterprise in responding to new situations

At Lynall Hall it is expected that students will:

- Respect the rights of others within the school community and beyond
- Participate in school activities to the best of their abilities

In developing an understanding of their potential as individuals and members of the broader community, and to maximise their learning outcomes, students are encouraged to:

- Challenge and extend themselves
- Take pride in their achievements
- Learn from their failures or shortcomings
- Investigate post school options via work experience and career counselling
- Remain at school long enough to benefit from all programs
- Demonstrate new learning’s both at school and in the wider community
- Exercise the self-discipline and perseverance required to make further gains
- Learn decision-making and negotiation skills.
Lynall Hall provides a broad curriculum at years 7 to 10 encompassing all relevant aspects of the Key Learning Areas. It has devised a range of programs to attract disengaged students and has adopted flexible structures to respond to the wide range of social and learning needs exhibited by students.

Particular emphasis is placed on literacy, numeracy, and personal development. Opportunities for positive interaction with the wider community are also provided: excursions, camps, work experience and community involvement are integral components of the curriculum programs. Excellent school facilities ensure a wide and balanced range of practical, expressive and academic activities.

Classes at years 7 to 10 incorporate a balanced mix of core and elective studies, as well as periodic thematic units of work. The school’s structures allow a flexible approach to teaching, and recognition of individual learning styles is integral to the school’s teaching philosophy.

Given the small size of the school, a reasonable range of VCE and VET subjects is offered at years 11 and 12. The school combines Units I and 2 and Units 3 and 4 for some subjects so as to maintain subject availability. Students in year 10 have the opportunity to study at least one VCE or VET subject.

At years 11 and 12 there is also considerable flexibility in teaching strategies. Whilst it is possible for students to take more than two years to complete their VCE, the timetable is structured to facilitate successful two-year completion.

In all subjects, at all year levels, achievable goals are set to allow students to acquire and consolidate basic skills, and to develop and extend knowledge and skills in other areas.

Present facilities at Lynall Hall include science, music, art, technology, home economics kitchen, media and photography rooms; computers; library; a student common-room with pool table, table-tennis table and kitchen; a school bus. The school also has access to local facilities such as the Richmond Baths, gymnasium, tennis courts, oval and the Yarra bike paths.
3.0 SCHOOL GOALS - Overview

3.1 CURRICULUM

Student Achievement
- To ensure that a range of teaching and learning strategies supports all students and encourages them to give maximum effort to their learning.

Curriculum Provision
- To develop teaching and learning strategies that engage all students and support them to achieve at their optimum level.

3.2 ENVIRONMENT

- To develop and maintain student engagement and competencies within a safe, caring and stimulating environment which caters for the needs of all students.

3.3 MANAGEMENT

- To ensure that human resource practices support:
  - The effective organisation and development of staff.
  - Effective communication and decision-making processes
  - The educational goals and priorities of the school.

3.4 RESOURCES

- To allocate financial resources to enable the achievement of goals and priorities.
- To develop, maintain and allocate physical resources and facilities in line with the school’s established goals and priorities.
### 3.1 SCHOOL GOALS

#### 3.1.1 CURRICULUM – STUDENT ACHIEVEMENT

**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%

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| **Work Ethic and Organisation Intended Outcomes**
  - Improved student effort, achievement, initiative, engagement and attendance.
  - Development of processes, routines and systems that heighten expectations and produce improved student work ethic, mutual respect, pride and sense of community.
  - Continue to implement the Managed Individual Pathways program for all students.
  - Maintain the Advocacy Program for all students | **Student achievement in Maths and English & Mathematics against a range of measures (AIM, CSF II, VCE etc)**
  - VCE results in all KLAs.
  - Participation rates in VET courses.
  - Analysis of post-school destinations.
  - Retention patterns years 10 to 12.
  - Continued implementation of the Middle Years plans across the school
  - Negotiated MIP plans | **Student attitudes to school survey (2004)**
  - 2003 VCE results in English.
  - 2003 VCE aggregate grades.
  - 2003 Apparent retention rates.
  - 2003 Student exit and destination data.
  - 2003 Participation rates | **To improve student engagement as measured by contrasting the student survey of ‘continuing’ students in 2005 and 2006 with the baseline survey conducted in 2004** |
| **English Intended Outcomes**
  - Improvement of student achievement in Literacy | **ACER Literacy Assessment instruments**
  - Individual Learning Plans as appropriate | **2003 MIP data**
  - 2003 CSF II results in English,
  - 2003 AIM results
  - 2004 ACER Literacy assessments results | **Negotiated MIP plans for at least 90% of students across years 10 - 12** |
|  |  |  | **To establish a process in 2004 that enables the school to more effectively monitor literacy gains at Years 7-10 over the next charter period.** |
## 3.1.2 CURRICULUM – PROVISION

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<tr>
<td><strong>To develop teaching and learning strategies that engage all students and support them to achieve at their optimum level</strong></td>
<td><strong>Priority: Teaching and Learning</strong></td>
<td><strong>Student achievement in Maths and English &amp; Mathematics against a range of measures (AIM, CSF II, VCE etc)</strong></td>
<td><strong>Student attitudes to school survey (2004)</strong></td>
<td><strong>To institute the practice of teachers visiting each other’s classrooms to provide feedback and suggestions for improving teacher effectiveness by 2005.</strong></td>
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<tr>
<td><strong>To support teachers to develop and implement teaching and learning approaches that:</strong></td>
<td><strong>• Promote student thinking skills and strategies</strong></td>
<td><strong>• VCE results in all KLASs.</strong></td>
<td><strong>• 2003 VCE results in English.</strong></td>
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<td><strong>• Target the needs of groups of students with different learning styles and abilities</strong></td>
<td><strong>• Implement a wider range of teaching and learning strategies</strong></td>
<td><strong>• Participation rates in VET courses.</strong></td>
<td><strong>• 2003 VCE aggregate grades.</strong></td>
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<tr>
<td><strong>• Develop and ensure consistent application of teaching and learning practices (particularly literacy) throughout the school</strong></td>
<td><strong>• Analyze of post-school destinations.</strong></td>
<td><strong>• Retention patterns years 10 to 12.</strong></td>
<td><strong>• 2003 Apparent retention rates.</strong></td>
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<td><strong>• Continued implementation of the Middle Years plans across the school</strong></td>
<td><strong>• ACER Literacy Assessment instruments</strong></td>
<td><strong>• 2003 Student exit and destination data.</strong></td>
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<td><strong>• Individual Learning Plans as appropriate</strong></td>
<td><strong>• 2003 Participation rates</strong></td>
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<td><strong>• Parent Opinion Surveys</strong></td>
<td><strong>• 2003 CSF II results in English.</strong></td>
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<td><strong>• 2003 AIM results</strong></td>
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<td><strong>• 2004 ACER Literacy assessments results</strong></td>
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<td><strong>• 2003 Parent Opinion Survey results</strong></td>
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To sustain parent satisfaction levels with academic rigour at or above the statewide mean.
3.2.1 EDUCATIONAL ENVIRONMENT

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| To develop and maintain student engagement and competencies within a safe, caring and stimulating environment which caters for the needs of all students. | Student Attendance Intended Outcomes  
- Improved attendance levels across the school  
- Improved parent and student awareness of the importance of school attendance  
- Improved student awareness that staff and the school are serious about regular attendance. |  
- Student Attendance  
- Annual Parent Opinion Survey  
- Student participation and engagement as indicated by student "Social Attitudes to School" survey |  
- 2003 Student attendance |  
- Improved absence levels  
- Improved apparent & real retention levels |
| Community Building Intended Outcome  
- Improved community attachment to and appreciation of the school |  
- Annual Parent Opinion Survey |  
- 2003 Parent Opinion Survey |  
- To maintain parent satisfaction levels with environment factors at or above the statewide mean. |
### 3.3.1 MANAGEMENT

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<th>MANAGEMENT IMPROVEMENT AREAS</th>
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<tr>
<td><strong>Professional Development</strong></td>
<td><strong>To ensure that human resource practices support:</strong></td>
<td><strong>GOAL ACHIEVEMENT MEASURES</strong></td>
<td><strong>BASELINE SCHOOL PERFORMANCE</strong></td>
<td><strong>SCHOOL TARGETS</strong></td>
</tr>
<tr>
<td>- The effective organisation and development of staff.</td>
<td>- Effective communication and decision-making processes</td>
<td>- The educational goals and priorities of the school.</td>
<td>- To support staff to identify and document within their PD plans specific classroom teaching and learning improvement they would like to implement and identify development activities that will enable teachers to implement desired improvements in the classroom.</td>
<td>- To maintain the five key teacher satisfaction indicators at or above the statewide benchmarks during the charter period</td>
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<tr>
<td>- Effective communication and decision-making processes</td>
<td>- To link professional development plans to the appraisal process and use both processes to promote effective classroom teaching and a commitment to effort and excellence</td>
<td>- Staff opinion survey results</td>
<td>- 2003 Staff Opinion survey results</td>
<td></td>
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<tr>
<td>- The educational goals and priorities of the school.</td>
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<td>- Staff PD records</td>
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### 3.4.1 RESOURCES

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<td><strong>RESOURCES</strong></td>
<td><strong>To allocate financial resources to enable the achievement of goals and priorities.</strong></td>
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<td><strong>BASELINE SCHOOL PERFORMANCE</strong></td>
<td><strong>SCHOOL TARGETS</strong></td>
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<tr>
<td>- To allocate financial resources to enable the achievement of goals and priorities.</td>
<td>- To develop, maintain and allocate physical resources and facilities in line with the school's established goals and priorities</td>
<td>- Combined comparative receipts and payments reports.</td>
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<td>- Maintenance of an annual surplus</td>
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4.0 CHARTER PRIORITIES

4.1 Teaching and Learning

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<th>To develop teaching and learning strategies that engage all students and support them to achieve at their optimum level</th>
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<td>INTENDED OUTCOMES:</td>
<td>To ensure that all students are supported by a range of teaching and learning strategies that encourage them to give maximum effort to their learning</td>
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<td>PRIORITY:</td>
<td>To support teachers to develop and implement teaching and learning approaches that:</td>
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<td>SCHOOL TARGETS:</td>
<td>To institute the practice of teachers visiting each other’s classrooms to provide feedback and suggestions for improving teacher effectiveness by 2005.</td>
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**KEY STRATEGIES**

- **Data Gathering And Analysis**
  - Visit each other’s classes and provide each other with feedback on teaching effectiveness.
  - Improve processes for gathering student exit destination data.

- **Programs And Policy Development**
  - Implement a wider range of teaching and learning strategies to ensure that all students are appropriately catered for in classroom programs.
  - Review the commitment given to promoting literacy and numeracy.
  - Explore the feasibility of engaging Reading and Writing tutors for students needing 1:1 literacy support (e.g., WITS Tutoring in Northcote)
  - Implement the Middle Years Reform program.
  - Provide a Managed Individual Pathway for each post-compulsory student

- **Professional Development**
  - Develop a PD program that aims to extend the range of teaching and assessment strategies across the school.
  - Conduct professional development to ensure consistent implementation of agreed approaches to teaching of English and Mathematics

- **Resource Support**
  Allocation of sufficient resources in the annual budget to support this priority.

- **Management**
  - Increase the professional reading library including materials on learning styles, metacognition, thinking skills and multiple intelligences as they apply to classroom teaching and programs.
  - Commence a campaign that results in students increasing the effort they put into studies.
  - Continue to develop links with TAFE, training companies and employers.)
5.0 CODES OF PRACTICE

5.1 SCHOOL COUNCIL

The School Council of Lynall Hall Community School acknowledges that it operates within the Education Act and Regulations and other legislative requirements. Within these Acts, regulations and their guidelines, Lynall Hall Community School Council has resolved that it will observe the following principles:

- The prime considerations in decision making are the:
  - Educational opportunities of students
  - Health and safety of students and staff members
  - Effectiveness and efficiency of teaching and learning
  - Quality of the learning environment.
- All members of the school community will have access to the School Council and the views of the school community will be taken into account during decision making.
- Confidentiality will be maintained.
- Members of the School Council will be kept informed of:
  - Their responsibilities
  - Current school practices
  - Department of Education & Training [DE&T] policies and directions.
- Agreement will be reached by consensus in which opinions and advice are sought and aired. Disagreements will be resolved within the School Council.
- The School Council will develop policy directions consistent with Department of Education & Training [DE&T] policies and observe the Principal's right to implement them in the most appropriate way.
- Public comment will be the responsibility of the School Council President and the Principal under the guidance of the Council.
- The monitoring of Community School Charter goals and priorities, and the management and policy development of the Community School will be both rigorous and regular

These principles will be implemented using the following practices:

- The School Council will meet at least twice per term
- The School Council President or Principal may call extraordinary meetings as urgent needs arise.
- Meeting procedures and decision making will follow School Council Standing Orders.
- School Council operations will be supported by various sub-committees as determined by the Council from year to year
- A Principal's report and reports from Council sub-committees will be presented at scheduled meetings.
- Form working parties when specific need arises

The Role of the Executive Officer (The Principal)

The Principal will:

- Provide adequate advice and resources to the School Council on educational and other relevant matters.
- Implement the decisions of the School Council.
- Facilitate communications between the School Council and the whole school community.
5.2 **PRINCIPAL CLASS CODE OF PRACTICE**

The Principal is responsible for the leadership, management and development of the School and its programs. The Principal Class Officers of Lynall Hall Community School will lead and manage the school within the relevant sections of the Education Act, the Racial & Religious Tolerance Act (2001), the Sex Discrimination Act (1984) and the Victorian Equal Opportunities Act (1995), Department of Education & Training policies and the “Roles and Accountabilities” statement as outlined in the Principal Class Handbook (2001).

The Principal Class Officers have the responsibility to provide educational leadership and the management of the school's human, physical and financial resources in the following ways. They will:

- Provide a clear vision of goals and priorities, fostering an environment that promotes and values positive outcomes for students.
- Provide leadership, advice, information and support to the School Council, families, staff members and students.

**In providing effective leadership to the whole Community School, the Principal will:**

- Provide leadership and accurate advice to the Community School Council and ensure that the policies and programs of the school are developed in partnership with the school community, and implemented in the spirit of their development;
- Lead and manage the implementation of the School Charter and report on school performance, in a timely manner;
- Lead all staff in their consistent adherence to school teaching and learning, assessment and discipline policies;
- Encourage and foster a purposeful teaching and learning environment and reward staff and student achievements;
- Facilitate the use of quality teaching and learning strategies to maximise student outcomes;
- Ensure an effective, safe and harassment-free environment for staff and students;
- Ensure principles of merit and equity and valuing diversity are applied;
- Manage and develop the school financial and administrative systems in conjunction with Office Manager;
- Promote the Community School and further enhance links with all sectors of the educational community.

It is the responsibility of the **Principal** to manage the establishment of administrative structures and procedures to ensure the effective operation of the school on a day-to-day basis.
5.3 STAFF CODE OF PRACTICE

In addition to meeting the requirements as detailed in the relevant Teaching Services Acts and Orders and the Professional Conduct for Employees of the DE&T, staff at Lynall Hall Community School have a high level of sharing, commitment and professionalism that has the learning and welfare of students as our focus.

All staff, both teaching and non-teaching, will demonstrate a commitment to Lynall Hall Community School by:

- Successfully implementing the School Charter, Goals and Priorities.
- Presenting a positive role model to students.
- Supporting other staff members.
- Treating all members of the school community with courtesy and respect.

In addition to specific role statements, staff members will follow the Code of Practice:

Guiding Principle:
It is the role of the teacher to create an educational climate which stimulates interest in learning, promotes excellence, and which accepts that students need to be both challenged and given support within a physically and emotionally safe environment.

Values and Attitudes:
- Believe that all students have the capacity and right to learn;
- Aim to have an evolving understanding of how students develop and how they learn;
- Treat students equitably and justly;
- Recognise and respond to individual differences and needs of students;
- Show an interest in the learning and welfare of students;
- Be alert to the consequences of their own behaviour and encourage students to be the same.
- Recognise that realistic high expectations encourage students and yield improved results.
- Respect the right of parents to have different standards and beliefs to their own.

Methods of teaching:
- Use a variety of teaching strategies which meet the curriculum objectives, recognising that students learn in a variety of ways, have mixed abilities and come from varied backgrounds and home situations;
- Keep up to date with curriculum through individual professional development, and contribute to the professional development of other staff members;
- Use a range of assessment techniques, keep accurate records, and report to parents and students in a way which promotes continued learning;
- Explain assessment criteria to students in advance so they understand the relationship between aims, learning processes and assessment.

Responsibilities:
- Show loyalty to the school and the School Council;
- Maintain professional confidentiality regarding information about students and teachers;
- Be familiar with school policies and procedures, and enforce these in the spirit of their development;
- Contribute to the maintenance of school life and school programs;
- Be aware of the importance of their positive role model influence on student attitudes and behaviours, being mindful of language, dress and actions;
- Be prepared for classes, arrive on time and communicate clear expectations of student behaviour and learning;
- Establish positive, effective and professional relationships with other staff and recognise that they are part of a team and support each other;
- Be welcoming and receptive towards parents and ensure regular contact with parents in order to improve student attitudes and behaviour.

All staff may expect to have:
- A safe, harassment-free environment.
- Support to participate in professional development.
- Support from Principal, School Council, community and other staff.
- The appropriate sharing of workloads and clearly outlined job descriptions.
- Access to support services.
- Participation in decision making.
5.4 COMMUNITY BUILDING

The Lynall Hall School community recognises that effective education requires a workable partnership between students, staff members, families and community members. In providing a high quality education that is relevant to the needs of the students, Lynall Hall Community School relies on close liaison with community members in order to achieve its goals and priorities.

Community Responsibilities

The school expects the community to support its activities and programs through:

- Attending parent/teacher interviews, information sessions and other school activities.
- Reading newsletters and other notices.
- Returning requested information.
- Supporting and promoting the school's policies, especially the Student Code of Conduct, Dress Code and Homework Policy.
- Ensuring punctuality
- Respecting and supporting the School, School Council, Principal and Staff Members.
- Participating actively in areas that most suit their time, skills and interests.
- Helping to maintain and improve the physical environment of the school, for example, through organised work sessions.
- Communicating information which may influence their child's behaviour, including reasons for absences and being late.
- Contributing, wherever possible, to the financial resources of the school.
- Contacting the school in a courteous manner to clarify information, discuss issues and resolve any conflict at an adult level.

Families

All families may expect:

- That their students will learn.
- That their students are in a safe and supportive environment at school.
- To be informed about their student's academic and social development.
- That their student's individual needs will be catered for.
- To be able to participate in policy decision-making processes.
- A consistent management approach in implementing the Student Code of Conduct.

School Responsibilities

Lynall Hall Community School will keep its community informed of its achievements and needs through:

- Regular newsletters and notices in the community's main languages.
- Annual meetings.
- Communication with the School Council.
- Student's individual verbal and written reports of academic and social progress.
- Purposeful information sessions.
- Press releases to the local media.
- Displays of students' work.
- The school information book.

Lynall Hall Community School staff members will encourage participation in the school's programs through:

- Being open, friendly and welcoming.
- Being courteous and respectful to community members.
- Acknowledging contributions and efforts.
- Providing useful ways for community members to contribute.

Lynall Hall Community School will obtain community feedback about its performance through:

- Annual public meetings.
- Opinion surveys.
- School Council meetings.

The school will only access sponsorship and other financial support if it directly contributes to achieving the aims of the school and supports its values.
5.5 STUDENT CODE OF CONDUCT

Lynall Hall Community School Code of Conduct has been developed within, and is consistent with, Department of Education and Training Guidelines and Regulations including the Racial and Religious Tolerance Act 2001. The school provides a supportive and co-operative learning environment through the implementation of a consistent approach to Student Welfare. At all times the emphasis will be on the reinforcement of positive student behaviour.

The Code of Conduct is based on the following principles:

- Appropriate behaviour has a positive effect on the working environment of the school.
- Appropriate behaviour gives people personal respect.
- Appropriate behaviour promotes feelings of well being.
- Inappropriate behaviour, that puts student and staff well being at risk, is unacceptable and will be systematically dealt with.
- That all students are entitled to a secure, positive, and non-discriminatory environment in which to live and work;
- That the school should provide a happy, safe, law abiding and stimulating environment that meets the needs of all students;
- That the school should promote self-discipline, cooperation, tolerance and responsibility as valued qualities of members of this community.
- All members of the school community have rights whether at school, on school activities, or travelling to and from school. These rights include:
  - The right to learn and experience success as a member of the school and as a member of the broader community;
  - The right to feel safe and to be safe;
  - The right to enjoy school;
  - The right to respect from others;
  - The right to be treated fairly by others and without discrimination, regardless of religious, cultural, racial and sexual differences;
  - The right to be free from harassment and intimidation of any kind;
  - The right to a clean and safe environment;
  - The right to rational settlement of problems and the freedom to put one's case in a dispute;
  - The right to learn without interference or disruption;
  - The right to attend school.

GUIDELINES FOR THE PROTECTION OF RIGHTS:

To ensure the individual's rights are recognised and protected:

- The school community will be made aware of the student's rights and responsibilities through the publication and distribution of this Student Code Of Conduct;
- Discussion and support will occur in Home Groups, Whole School Meetings, classes and informally regularly between Teachers and students to enhance their understanding of the Code Of Conduct and establish student responsibilities;
- Support will be established to handle infringements of rights and settlements of disputes in a manner consistent with the Charter.

APPROACH TO DISCIPLINE:

Approaches to discipline are to encourage students to observe their responsibilities and to encourage the students to recognise and accept that they are accountable for their behavior. To ensure this:

- A consistent approach shall be observed through sub-school management plans,
- Students shall be encouraged through positive reinforcement;
- Discretion shall be used in any breaches of the Code Of Conduct;
- Parent support will be encouraged.

CONSEQUENCES WHICH MAY BE APPLIED:

Possible sanctions that may be applied for the violation of another’s rights include:

- Discussion, warning, a special program to reinforce a concept or a school rule, a requirement to repeat a task to an acceptable standard, a period of detention, written and/or verbal apology, loss of privileges, or other as determined in consultation between the Home Group Teachers and the Principal;
- Suspension, as set out in the EDV guidelines;
- Expulsion, as set out in the EDV guidelines;
- Other sanctions deemed reasonable by the Principal and staff.
6.0 RECORD OF UNDERSTANDING

School Charter

The school charter is a record of understanding between

Lynall Hall Community School

and

The Department of Education & Training

By the execution of this charter the school agrees to comply with:

- The terms and conditions of the charter
- The accountability requirements of the Department of Education & Training
- The requirements of the Victorian Curriculum and Assessment Authority

The Principal and School Council President agree to take all reasonable steps to ensure that the school meets the goals and improvement areas outlined in this charter.

SIGNED by the Principal: ....................................................
Name: Alex Walker

SIGNED by the School Council President: ..........................................
Name: Jenny Johnson

SIGNED by the Regional Director on behalf of the Secretary: ..........................................
Name: xxxxxxxxxxxxxxx

Date  .... /.... /....