

**ROSEBUD SECONDARY
COLLEGE
CHARTER**

Charter Commencement Date: January 2005

School No.	8290
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School Principal:	Greg Edwards
School Council President:	Mark Aarons

SCHOOL COUNCIL MOTION

At the Rosebud Secondary College Council meeting of Monday 6th December 2004, the following motion was passed:

“That the Rosebud Secondary College Council:

1. Endorses the school charter to be effective from January 2005.
2. Empowers the Principal to make minor amendments to the wording of the School Charter that may be necessary to comply with changes required by the Department of Education and Training.”

Moved: Mark Aarons

Seconded: Vivienne Keogh

Carried

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SCHOOL PROFILE

Vision

To be recognised as a leader in the provision of secondary schooling on the Mornington Peninsula.

College Mission

Rosebud Secondary College will enable all students to achieve their best in learning, personal and social development by providing a learning environment that is safe, engaging and stimulating.

The College Values

1. The College provides the opportunity for students, parents and staff to work in a caring partnership to build learning and growth.
2. The College fosters sharing, tolerance, respect, honesty and a sense of responsibility and belonging.
3. Each student is acknowledged as an individual and helped to achieve his or her full potential in a spirit of self-disciplined independence and initiative.
4. Differences between students are acknowledged, valued and catered for so that all can achieve success through a range of different learning approaches that include a mix of thinking and doing.
5. All students are able to take part in a broad, general education and the College provides challenge and support through a demanding and stimulating learning environment that takes into account the interests and aspirations of individual students.
6. The College gives students responsibilities and organisational structures suited to their different levels of maturity while providing an environment that is friendly, caring and supportive.
7. The College strives to be aware of the nature and needs of the local community, working with it and using its resources in helping students to grow and learn.

Context

Rosebud Secondary College is located towards the southern end of Victoria's Mornington Peninsula. The area has a steadily growing population within a unique seaside environment. Most employment is in the fields of retail, trades, hospitality and tourism while a growing variety of agricultural pursuits add diversity to the many natural attractions of the region.

Within this setting, Rosebud Secondary College is a large secondary college with an enrolment in excess of 1300 students across Years 7 to 12. The majority of students come from primary schools at Sorrento, Rye, Tootgarook, Rosebud, Dromana, Red Hill and Boneo. A significant proportion of students use government sponsored buses for transport to and from school.

The College has maintained a proud tradition over an extended period of time for providing outstanding educational and co-curricula opportunities for its students which has ensured strong social cohesion, high levels of academic progress and success for the broad range of students enrolled in the College. The College is committed to the pursuit of excellence in learning and teaching and has a proven record of providing high quality education.

The student enrolment in 2004 is over 1350. This represents a gradual increase over the past five years and reflects the very strong transition program from Year 6 to 7 and the strength of the relations with the local primary schools. As students enter Year 7 there is an expectation that they will commit to the College for six years of secondary education.

The College is in Like School Group 7 (LSG7) based on the Education Maintenance Allowance (EMA) and Language Background other than English (LBOTE) characteristics of the student population. The EMA level has increased from 0.443 in 1999 to a level of 0.489 in 2003. The LBOTE level is low at .006 in 2003. The Student Learning Needs Index is 0.896 and mobility of students are factors in the school's enrolment profile.

Because of its size, the College has a sound physical, financial, and human resource base. These resources are used to support and promote the widest possible range of educational, sporting, creative and cultural activities that add value to learning and assist in individualising education for each student. Students have access to a range of programs including VCAL, VET studies, Hands On and Rock & Water. The College also has a highly valued relationship with our Japanese sister school, Gamagori Higashi Senior High School.

A well qualified, experienced and dedicated staff encourages the pursuit of excellence in all students. The College has an extensive student support structure consisting of Sub-school teams comprising Level coordinators working with a sub-school leader. An Assistant Principal oversees the operation of each of the three sub-schools. The student welfare structure includes two Student Welfare Coordinators (1.3 EFT), a full time Chaplain, access to a Guidance Officer (0.5 EFT), a Social Worker and a school nurse as part of the Secondary Schools Nurse Program. A well resourced Work Education Centre provides students with course planning, careers advice and work placement.

Since the community is not well served with local tertiary and post-school education options, the College sees itself as the catalyst in providing a bridge to further education as well as to secure long term employment.

Curriculum

The curriculum provided is organised as a series of learning programs that ensure breadth and balance across the 8 Key Learning Areas (The Arts, English, Health & PE, Languages other than English, Mathematics, Science, Studies of Society and Environment, Science and Technology) identified by the Victorian Curriculum and Standards Framework and the Victorian Certificate of Education.

The College is designed around three sub-schools – Junior (Years 7), Middle (Years 8 & 9) and Senior (Years 10, 11 & 12) - each having their own mini-school to meet community concerns regarding the large number of students on one site.

Students are encouraged to take increasing responsibility for their learning as they progress through each of the three Sub-schools.

Junior Sub-school (Year 7) – this Sub-school has as its major focus the transition of students from primary school into the secondary college environment. Students study a prescribed curriculum that reflects the eight Key Learning Areas of the Curriculum and Standards Framework II. Students at Year 7 study Japanese and Indonesian for a semester each.

Middle Sub-school (Year 8 & 9) – This Sub-school has as its major focus the development and provision of programs in response to the Middle Years of Schooling Reform Program. In Year 8 students study a core program with a choice of LOTE in Year 8 - Indonesian or Japanese. Year 9 students study a core and elective program – Core studies are English, Mathematics, Health and Physical Education, SOSE and Science.

It should be noted that in Years 7-9 special purpose programs are provided for individual students with opportunities for acceleration and enhancement.

Senior Sub-school (Years 10,11 & 12) – Student programs in the Senior Sub-school are vertically organised so that students can choose from a wide range of semester length units that allow programs to be tailored to individual needs. The Senior-sub-school allows for accelerated progress and for consolidation. Curriculum breadth is ensured by minimum requirements across each of the Key Learning Areas. A Work Placement program is available as a curriculum option.

A range of pathways and choices are provided for students within the Senior Sub-school. Students have the ability to construct programs with an emphasis to suit their particular strengths, interests and aspirations.

Access to a wide selection of studies within the Victorian Certificate of Education, units from TAFE and other providers, specific vocational studies and units offered at the Year 10 level are available to students. An Intermediate Level certificate of VCAL (Victorian Certificate of Applied Learning) was successfully introduced in 2004. As a result of its success VCAL will be expanded with the introduction of a Senior Level certificate in 2005.

The College is committed to extensive individual course counselling for students and parents so that they are fully informed of the opportunities offered and ensures the development of a suitable program for each individual student's needs.

Future Directions

Whilst the College is continually engaged in a process of improvement across all aspects of our core operations, the most exciting future development is the planned major upgrade of our learning and teaching facilities.

In a visual sense the College has changed substantially and the next three years will see even more change. The first \$3.2m stage of an \$8.4m rebuilding of the College has been completed with the demolition of the old science wing and there are now relocated, refurbished or new facilities in Science, Art, Information Technology and Library. The next stage, funded in May 2004 and due to commence in December 2004, sees the demolition of almost all of the current older buildings as the site is reorganised in a more planned and effective manner. It includes the construction of new administration and entry areas, a Technology centre, Performing Arts, staffroom and general purpose classroom complex.

In the same way in which community partnerships allowed the construction of Hillview Stadium, the past three years have seen links formed with many organisations and these have produced benefits for staff and students - these include Sorrento SLSC, Sorrento SCBC, McCrae Yacht Club, and Performing Arts groups who have worked with the College to secure \$200,000 from Mornington Peninsula Shire Council towards a joint use community performing arts centre, in itself an endorsement of the progress of the College.

Future curriculum directions at the College will be influenced by the Flagship Strategies of the government Blueprint for reform and by the strategic targets of increased retention and improved student learning outcomes. These changes will be implemented during the life of the Charter.

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>Student Achievement</p> <p>For all students to improve their levels of achievement and success in all KLA studies.</p>	<p>Required Measures</p> <p>Student CSF achievement in all KLAs</p> <p>AIM Data</p> <p>VCE Data Service</p> <p>Additional School Measures</p> <p>Use of the ACER PAT-R Comprehension & Vocabulary tests to further investigate boys performance.</p>	<p>Student Achievement</p> <p>1. To improve on the current positive levels of student achievement in all KLAs from Year 7 through to Year 10.</p>		<p>Improve the student achievement results in all KLAs</p> <p>That student performance in all strands of English and Mathematics at all year levels from 7 to 10 consistently match or exceed the 75th percentile of like school means.</p> <p>That the number of students achieving above expected CSF levels increase to be equal to or better than like school means.</p>

			<p>2003 Year 7 CSF Mathematics judgements are below LSG and State benchmarks</p> <p>The value added Scores below 0.80 currently include Speaking & Listening (0.78), Chance & Data (0.67) and Algebra (0.55)</p> <p>2003 mean score for Reading is 0.1 above LSG & State mean while Mathematics is 0.1 above LSG mean & equal to State means.</p>	<p>That the number of Year 7 to 10 students achieving below indicative CSF expectations in English and Maths be reduced.</p> <p>That the value added score over a triennium, in CSF outcomes for English and Mathematics strands increase to at least 0.80 of a CSF level.</p> <p>That the AIM results for College means in Mathematics and English for Years 7 & 9 be at least equivalent to the Like School Group mean result.</p>
		<p>2.The College aims to improve the achievement of boys in all KLAs through the investigation of gender differences in performance and the implementation of appropriate teaching and learning practices.</p>	<p>An increasing percentage of boys are achieving at beginning or below expected levels in all strands.</p> <p>Aim data shows girls outperform boys in all English strands</p>	<p>Increase the percentage of boys assessed at or above the expected CSF levels in all KLAs</p> <p>Increase the mean scores for boys relative to girls in all KLAs</p>

	<p>Record of staff Professional Development on CSF assessment.</p> <p>Record of KLA initiatives in the area.</p>	<p>3.To improve the moderation and consistency of teacher assessments of student learning on the CSF II in all KLAs.</p>	<p>No Year 10 students are shown as performing at level 6E in any strands of English and Mathematics</p>	<p>That the spread of results increase across the CSF levels to accurately reflect the range of student achievements in all KLAs.</p> <p>That the percentage of students assessed at better than expected CSF levels increase in English and Mathematics.</p>
	<p>Faculty Reviews of VCE studies</p> <p>VCE Data Service</p> <p>Faculty Reviews of VCE studies indicate strategies have been implemented to increase the number of 40+ study scores.</p>	<p>4. To improve student performance in the VCE and participation in Later Years Programs</p>	<p>In 2003, 23 of 33 studies exceeded LSG means</p> <p>In 2003, 8 of 33 studies achieved mean scores at or above the 75th percentile of LSG</p> <p>Students achieving study scores above 40 is generally half that of the state</p>	<p>Increase the number of VCE subject mean scores that are equal to or exceed LSG means</p> <p>Increase the number of students achieving 40+ study scores</p> <p>Increase student participation in the VCE, VET and VCAL programs</p>

<p>Curriculum Provision</p> <p>To provide a comprehensive Years 7-12 program which will give all students the opportunity to achieve their full potential and excellence.</p>	<p>Required Measures</p> <p>Student Opinion Survey</p> <p>Managed Individual Pathways Plan</p> <p>Student exit and destination data</p> <p>VET participation rates</p> <p>VCAL participation rates</p>	<p>1. Develop a new Action Plan with regard to Managed Individual Pathways for the next three years to establish clear directions for 2005-2007.</p>	<p>Retention of students who commenced Year 11 & who failed to complete the VCE is slightly below LSG & significantly below State benchmark.</p> <p>70% of all exit students found full time employment or education/training 1 month after exiting the school</p> <p>11% of exit students have gained apprenticeships/traineeships</p> <p>24% of students defer tertiary offers.</p>	<p>To develop a new MIP Action Plan for 2005-2007 to establish clear directions for the project in the next charter period.</p>
	<p>Parent Opinion Survey</p>	<p>2. Review opportunities for increased parent involvement in the curriculum and participation in the school's programs and activities.</p>		<p>Improved response rates and satisfaction levels on Parent Opinion Survey.</p> <p>Increase the level of parent and community participation with the College.</p>

		<p>Priority Student Connectedness and Engagement To increase student achievement levels through improved levels of student connectedness and the engagement of students in their learning at Rosebud Secondary College.</p>		
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Environment Goal

GOAL	PERFORMANCE MEASURE	IMPROVEMENT AREAS	BASELINE SCHOOL PERFORMANCE	SCHOOL TARGETS
<p>Environment Goal</p> <p>To provide a safe and supportive learning environment that maximizes student connectedness to their peers, teachers and their learning.</p>	<p>Required Measures</p> <p>Student Attitudes to School Survey</p> <p>Student accident information</p> <p>Student attendance data</p>	<p>1. Student Attendance: Develop and implement strategies which lead to improved student attendance.</p>	<p>The average number of days absence across years 7 to 12 is 18.1 days.</p>	<p>Further improve student attendance at each level across the College.</p>
	<p>Additional School Measures</p> <p>Student bullying and harassment reports</p>	<p>2. Student Management: Develop and implement a consistent approach to student management, welfare and discipline policies, guidelines and practices.</p>		<p>Increase the number and role of Student Leaders within the College.</p> <p>Explore the option of a vertical house structure.</p> <p>Investigate the introduction of a pastoral care program at Years 10 to 12.</p> <p>Investigate the possibility of regular meetings between Level Coordinators and Pastoral Care teachers.</p> <p>Develop and implement programs which reduce the number of student bullying & harassment reports.</p>

Management Goal

GOAL	PERFORMANCE MEASURE	IMPROVEMENT AREAS	BASELINE SCHOOL PERFORMANCE	SCHOOL TARGETS
<p>Management Goal</p> <p>To provide efficient and effective management and administrative policies and practices to ensure effective communication and decision-making; continuous professional growth of staff; and the achievement of the College's goals and priorities.</p>	<p>Required Measures</p> <p>Staff Opinion Survey</p> <p>Staff Sick Leave data</p> <p>Additional School Measures</p> <p>Feedback from Leading Teacher focus / discussion groups</p>	<p>1. Staff Health and Well Being be a continued focus for action.</p> <p>Priority</p> <p>Professional Development and Growth To improve the provision of staff professional development and training opportunities so as to meet the emerging challenges in the next Charter period and to improve the students' learning outcomes by promoting improvements in student connectedness and the teaching learning processes in the classrooms.</p>	<p>Generally results are at or above State benchmarks with the exception of Professional Interaction and Professional Growth.</p>	<p>Improve the scores on the Staff Opinion Survey, relative to the State benchmarks.</p> <p>Implement strategies which enhance information, consultation & communication within and outside the College.</p> <p>Development of a new model for P.D planning and provision to take account of the needs of the new Charter priorities and the College's staff performance and development processes.</p> <p>Improved student learning outcomes as the result of the increased awareness of teaching and learning styles and the need to increase the connectedness of students.</p>

Resources Goal

GOAL	PERFORMANCE MEASURE	IMPROVEMENT AREAS	BASELINE SCHOOL PERFORMANCE	SCHOOL TARGETS
<p>Resources Goal</p> <p>To provide, allocate and manage resources in an effective way to support the College' goals, charter priorities and plans for improvement</p>	<p>Required Measures</p> <p>Financial reports on College resources</p> <p>Additional School Measures</p> <p>Program budgets</p>	<p>The management of finances must ensure the capacity to continually improve student learning and College working environments, particularly in regard to the redevelopment of College physical resources.</p>	<p>Cash reserves per students are significantly lower than median state benchmarks</p> <p>Stage 1 of the Building Program has been completed. Stage 2 is currently under tender.</p>	<p>Plan to increase uncommitted cash resource reserves.</p> <p>Continue to seek avenues to fund the Performing Arts Centre as part of Stage 2 building program.</p> <p>Complete Stage 2 of the Building Program.</p>

PRIORITIES

Priority 1 – Curriculum Provision

Student Connectedness and Engagement

To increase student achievement levels through improved levels of student connectedness and the engagement of students in their learning at Rosebud Secondary College.

Current School Performance

Description

Some data indicates a lack of student connectedness to their peers, teachers and their learning. In this regard the College must review existing structures and practices with the view to maximising student connectedness to school in order to maximise their achievement levels and their learning

Intended Outcomes

- To improve student achievement levels.
- To increase the students' sense of engagement and connectedness with their schooling and to promote more positive views of learning and achievement.
- To improve levels of student attitudes in regard to their school, teachers and learning environment.
- To provide enhanced programs to further engage students in their schooling.

Performance Measures

- Parent Opinion Survey
- Student Opinion Survey
- Student surveys and focus groups
- CSF results
- VCE Results
- Student attendance data
- Managed Individual Pathways Plan

School Targets

All Students:

- Improved Student Attitude to School Survey results
- Improved engagement and connectedness to school, as determined by survey/focus group results.
- Improved behaviours/discipline patterns at the College.
- Reduction in student's number of days absent.

Years 7-10 Students:

- Analysis of CSF results which indicate an improvement in student achievement.
- Improved participation levels in extra curriculum programs

Post Compulsory Students:

- Improve the mean score for All Studies.
- Improved percentages of VCE subject scores of 40 and over.
- Increased percentage of VCE studies performing at or above LSG levels.
- Improved connectedness by VCE students in their studies.
- Improved participation levels in post school programs and pathways (VET & VCAL) with positive outcomes.
- Improved student participation in VET to levels at or above state benchmarks (means) of percentage participation.

Initial Implementation Strategies

Strategies for improving **student connectedness and engagement** will include:

All students:

- Collation of all extra curricula activities provided at the College.
- Improve retention and the engagement of students in the learning process by establishing programs that target the learning needs of students across the entire learning spectrum.
- Extend the use of Individual Learning Plans for Later Years students considered to require support.
- Development of a role description for form teachers, and the provision of professional development opportunities.
- Expansion of social competency experiences offered by the College, including level camps.
- Investigate the further provision and access to extra curricula study (technique) seminars.
- A closer examination of the performance of all studies in comparison to State and Like School benchmarks to be undertaken at faculty level in order to seek improved outcomes for all students in all studies.

Years 7-10

- Consideration be given to the staffing of middle school classes to maximise continuity of teachers with students.
- A targeted curriculum delivery at Year 9, the year at which student disengagement is considered at its greatest according to Australian and international research. Such an approach would provide specific programs to meet the needs of students across the entire learning spectrum.
- Extend the provision of intervention and support programs to address the needs of students currently assessed at beginning or lower than expected level on the CSF.

Later years:

- Continue to review its VCE results with the intention of ensuring all studies achieve mean scores at or above the 75th percentile of Like School Group.
- Develop and enhance the high achievers club in Year 12 and investigate its worth at other levels.
- Analyse and evaluate the impact of the select entry accelerated learning program on VCE results.
- Continue its effort to improve learning outcomes and levels of achievement in the post compulsory years.
- A review of parent teacher interview timing, and an emphasis on stress management/study habits for Year 12 students (subjects).
- Continue to reform the Later Years curriculum, including the introduction of the alternative programs and pathways.
- Formulate Performance Development Plans for VCE teachers focusing on individual issues of teacher effectiveness and informed by performance feedback data. Such plans to form the basis of ongoing, targeted professional development for teachers to support the curriculum initiatives proposed.

Priority 2 – Management Goal

Professional Development and Growth Priority:

To improve the provision of staff professional development and training opportunities so as to meet the emerging challenges in the next Charter period and to improve student learning outcomes by promoting improvements in student connectedness and improvements in the teaching learning process within the classroom.

Current School Performance

Description:

Because of the results in the Staff Opinion Survey on the Professional Growth scale, the requirements in the new agreement for continuing professional development and the improvement areas identified for the next Charter with a strong focus on improved student outcomes, it is clear that PD should be a strong focus for the whole school in 2005-2007. The College will target the PD priorities to support the teaching learning targets proposed for the next Charter.

Intended Outcomes

- Development of a new model for professional development planning and provision to take account of the needs of the new Charter priorities and the College's staff performance and development processes.
- Improved student learning outcomes as the result of the increased awareness of teaching and learning styles and the need to increase the connectedness of students.

Performance Measures

- Staff Opinion Survey
- Record of staff professional development relating to Charter priorities.
- Staff surveys and focus groups.

School Targets

- Records indicating that all staff have undertaken professional development in areas relating to Charter priorities.
- Implementation of a mentoring program for newly qualified staff.
- Improved information, consultation and communication processes within the College.
- Successful implementation of the "Blueprint" on education reform.
- Evidence of increased opportunities for staff professional development, growth and renewal.

Initial Implementation Strategies

Strategies for the *Professional Development and Growth Priority* will include:

- From 2005 provide more resources to the PD area.
- Providing professional development opportunities for staff to improve their understandings of the learning styles of boys.
- Providing resources and opportunities for staff to achieve greater consistency in teacher assessments of student learning on the CSF II in all KLAs.
- Implementation of strategies and programs which improve Staff Morale, Goal Congruence, Professional Interaction and Leadership. (refer to 2004 Continuous Improvement Review Report)
- Develop a mentor system for newly qualified teachers.
- Investigate a team-teaching program for new staff.
- Develop the professional growth of the range of staff in the light of the present and future school profiles and the implementation of the “Blueprint” on education reform.
- Continue to provide a course "induction to school IT" for all staff and specifically to new staff before teaching begins.
- Undertake a communication audit and implement recommendations arising.
- Review the review process and implement any recommended improvements.
- Develop a special payments pool for mentors, involved in the VIT preliminary going to full registration, of newly appointed staff.

Principal Class Code of Practice

Principal

The Principal of Rosebud Secondary College will lead the College in accordance with Department of Education and Training (DET) contractual agreements, expectations and codes of conduct.

The Principal of this College has the responsibility to provide educational leadership and has final responsibility for implementing policy. The Principal will:

- encourage and foster an environment which values high levels of student achievement;
- work with the College Council to determine College policies that are consistent with the needs of staff, students, parents and the wider community as well as being in accord with Government and DET policy guidelines and directives;
- provide leadership, advice, information and support to the College Council, parents, staff and students;
- lead and monitor the implementation of College Council priorities and policies;
- establish efficient and effective administrative structures and procedures in accordance with agreed protocols;
- encourage the use of high-quality teaching and learning practices;
- facilitate professional development programs in consultation with staff;
- involve staff in the achievement of the College's goals and priorities as expressed in its Charter;
- provide regular feedback on performance to sections of the College and individuals;
- lead in the provision of a safe and harassment-free environment where equality of opportunity is promoted;
- encourage and facilitate community involvement in student learning and College decision making;
- consult on College operational practices.

Assistant Principals

Assistant Principals are integral to the operation of the College. In the performance of their duties they will:

- meet all Department of Education and Training contractual agreements, expectations and codes of conduct;
- work with the Principal in the achievement of College goals and priorities and in the implementation of policy.

Staff Code of Practice

Teachers

Teachers at Rosebud Secondary College are guided by *Ministerial Order No. TSO 165 - Conduct and Duties for Teachers and Ministerial Order No. 166 - Unsatisfactory Performance Procedures Teachers, SSO's and all school based staff.*

At Rosebud Secondary College, teachers are regarded as integral to the provision of a high quality education. Rosebud Secondary College recognises the fact that high quality teaching provided by professional, dedicated and committed teachers will maximise the development and learning of students.

Teachers – Values and Attitudes

In carrying out their professional responsibilities teachers should:

- Acknowledge that all students have the capacity to learn and treat them with respect;
- Recognise and respond to individual differences in their students;
- Treat students equitably and justly;
- Set models for students in standards of dress and conduct;
- Interact with students in a manner which promotes self esteem and confidence.

Teacher Practice

Teachers should:

- Have an understanding of how students develop and how they learn;
- Develop within their classes an environment which values high levels of student achievement;
- Develop a wide repertoire of teaching strategies;
- Be able to structure learning tasks which foster motivation and engagement;
- Establish expectations for students that are clear, challenging and achievable and increase the learners' own sense of responsibility for learning;
- Manage their classes in accord with the College Welfare and Discipline policy.
- Clarify to students the broad intentions of any unit, topic or segment including how they are to be assessed;
- Challenge students to meet the objectives of classroom activities through the strategic selection of teaching and learning activities;

Teacher's Responsibilities

Teachers should:

- Follow College policies and procedures for student management;
- Follow College policies and procedures for assessment and reporting of student progress and achievement;
- Help to ensure that classrooms and the College environment are safe and conducive to acceptable standards of behaviour;
- Provide counselling, pastoral care and welfare support for students;
- Establish positive, effective and professional relationships with all members of the College community;

- Accept responsibility for their own professional development in conjunction with the College by preparing and implementing personal professional development plans;
- Help to ensure that the College has an harassment-free environment and that equality of opportunity for all is promoted;
- Promote self-esteem, confidence and self-worth among students and recognise all student achievement;
- Contribute to school decision-making;
- Demonstrate a cooperative approach to working with other teachers and non-teaching staff.
- Be familiar with and implement appropriate OH&S practices within the workplace.
- Work within the guidelines of the Privacy Act.

Non-Teaching Staff

Non-teaching staff are critical to the effective operation of the College and are valued members of the College community. Their health and wellbeing contributes to the effectiveness of the teaching program and therefore to the learning outcomes of our students.

Non-teaching staff will work within the conditions of their employment agreement and job description which will be in accord with the minimum standards set down in the Employee Relations Act and subject to *Ministerial Order No. 141 - Conduct and Behaviour for SSO's and Ministerial Order No. 166 - Unsatisfactory Performance Procedures Teachers, SSO's and all school based staff.*

Non-teaching staff should:

- Contribute to the achievement of the goals and priorities of the College Charter by providing special skills and expertise and, where appropriate, provide support for all sections of the College community;
- Demonstrate a commitment to their own professional development and appraisal;
- Demonstrate cooperation and teamwork with teachers and expect the same in return;
- Interact with parents, teachers and students in a manner that is positive, polite and helpful;
- Demonstrate appropriate standards of dress and conduct.
- Be familiar with and implement appropriate OH&S practices within the workplace.

School Council Code of Practice

The Council of Rosebud Secondary College operates within the Education Act and Regulations as well as Government and Department of Education and Training (DET) policy and guidelines.

Principles

Within these parameters, the Council of Rosebud Secondary College will:

- Make the learning needs of students and the professional needs of staff the primary focus in decision making;
- Canvass and consider the views of the College community on major policy matters as part of a consensus approach to decision making;
- Treat all discussions related to employees as being strictly confidential;
- Loyalty to the College, its Charter, Principal and Staff will be expected;
- Resolve disagreements within the Council;
- Develop policy directions consistent with the Goals and Priorities of the Charter;
- Offer training for its members on their responsibilities, current College practices as well as DET policies and directions;
- Delegate to the Principal and Council President the sole responsibility for public comment;
- Be prepared to publicly justify its decisions;
- Have its members declare any conflict of interest when appropriate.

Practices

In the performance of its function, the Council of Rosebud Secondary College will adopt the following practices:

- Meet on the first Monday of each month (or on an alternative day as determined by Council) - except during school vacations;
- adopt the procedures and decision-making processes as detailed in the College Council standing orders;
- Form representative sub-committees to facilitate its efficient and effective operation;
- Delegate to its sub-committees the responsibility for the development of draft policy for its area;
- Require sub-committees to submit their views as written recommendations to Council;
- Value the inputs of students into the College's decision-making processes

Community Building

Rosebud Secondary College recognises students at the College, their parents/guardians and all teaching and non-teaching staff as part of the College community.

In providing a high-quality education that is relevant to the needs of local students, Rosebud Secondary College relies on members of its community to:

- Provide advice on and support for its educational and extra-curricular programs;
- Identify and seek access to local resources that might be available to enhance the effectiveness of teaching and learning;
- Support and encourage educational endeavours;
- Treat each other with respect, tolerance and courtesy, recognising the diversity of views and circumstances of every individual member of the College community;
- Remain well informed of events, issues and developments within the College community;
- Support the College Welfare & Discipline policy;
- Read and discuss with students all reports regarding student progress, to attend interviews and to support measures aimed at the improvement of learning outcomes;
- Provide the College with any information that will assist in the support of students;
- Support the continuing development of the College through whatever personal contribution is appropriate.

Within the bounds of professional confidentiality, communication between members of the College will be honest, open and accessible. The College and the wider community will be kept informed of the College's activities and achievements through:

- Regular press releases to local newspapers;
- Publication and distribution of a regular fortnightly newsletter;
- Publication and distribution of notices regarding major events, camps and excursions;
- Specific purpose meetings;
- Publication and availability of meeting minutes;
- Publication of an annual report;
- An annual general meeting.

Community members are expected to observe the established protocols when engaged with the College in the:

- Shared use of facilities and resources;
- Community programs supported by the College

The College will undertake annual satisfaction surveys and publish results in the appropriate documents.

Student Code of Conduct

Approach to Discipline

The Code of Conduct for students at Rosebud Secondary College has been formulated with the broad aim of establishing a happy, secure and productive place for its members, whilst being consistent with and within Department of Education and Training (DET) guidelines and regulations.

Students, are at all times ambassadors of Rosebud Secondary College. Our actions and attitudes in the public domain reflect on us all.

The Rosebud Secondary College Code of Conduct is designed to support all members of the College community in their efforts to achieve the social and educational aims of the College.

Principles

- The individual differences of students are recognised, appreciated and respected.
- Students have a right to work in a secure, healthy and safe environment where, without intimidation, bullying or harassment they are able to fully develop their talents, interests and ambitions.
- Students feel a right of ownership and responsibility towards their College and environment.
- Each individual is encouraged to reach his/her full potential socially, physically and educationally.
- Parents have an obligation to support the College in its efforts to maintain a positive teaching and learning environment.
- Principals and staff have an obligation to reasonably and consistently implement the Code of Conduct.

College Rules

Specific details of the College rules and student behaviour guidelines are provided to each student at the time of enrolment.

They are:

- Student Behaviour Guidelines For Rosebud Secondary College Students.
- College Uniform Policy and provisions.
- Bus Code Of Conduct.
- The Acceptable use Policy for the College Computer Network and Internet.
- College protocols and processes for absence, day leave, punctuality, bicycles, lost property, valuable items, mobile phones and ID. card use.
- Anti-bullying and Harassment policy and the need to respect the rights of others.
- Know your responsibilities and rights.
- Behave in a healthy and safe manner at all times.
- A commonsense approach to behaviour and a courteous, cooperative attitude.
- Work to the best of your ability and allow others to do the same.
- Care for the environment and property.

Strategies

It is the obligation of all students and parents/guardians to read and understand the behaviour guidelines and be aware of the consequences for not following them.

The rules and behaviour expectations in the Rosebud Secondary College Code of Conduct are intended to promote positive and cooperative behaviour where students are learning to exercise their own self-discipline.

The College is committed to the following strategies:

- Giving positive reinforcement to improve self esteem for example sports and special awards
- Acknowledging student achievements in the College newsletter and assemblies
- Requiring students to accept responsibility for their actions whilst at the same time providing support from the staff at the College.
- Providing appropriate supervision at all times
- Ensuring understanding and awareness of the College rules and procedures
- Cooperating with parents and guardians to resolve difficulties
- Encouraging and supporting programs which foster greater student involvement at the College
- Providing support to students in conflict resolution

Sanctions

When specific rules are broken or the rights of others are not respected, the consequences or actions will be a logical, graded set of consequences for the misbehaviour.

In instances where serious or continual breaches of the College rules occur, suspension or expulsion procedures maybe implemented in line with Department of Education and Training guidelines.

APPENDICES