Our Vision

At Southbrook Central State School, in all situations, teachers are consistent, insistent and persistent. Our students are our core business and we take responsibility for their progress. Our teachers have the courage and ability to innovate, reflect and adapt their teaching practices. We are a high performing staff who support our students in achieving success academically, physically, socially and emotionally. Our people are encouraged to find work/life balance and continue to grow professionally and nurture their passion for education.

Our school fosters:

Key Regional priorities for 2014

This charter of expectations is a guide to provide direction and support for all staff members. It aims to ensure a consistent and clear approach to teaching and learning across our small school environment. It also supports the implementation of the DDSW Regional:-

3 Pillars Priorities

- Explicit Instruction,
- Coaching and Feedback,
- Purposeful use of data

Our School priorities 2014

- Continue to implement the Australian Curriculum – English, Mathematics, Science, History, Geography
- Analyse and respond to school performance data, with a focus on Reading, Writing, Spelling and Differentiation (G&T, below NMS)
- Focus on consistency of practices across the school with continued development and implementation of our school Pedagogical Framework which is aligned with State and Regional agendas, including UPE and the new P-12 Curriculum, Assessment and Reporting Framework
- Continue to implement recommendations from the 2013 CT&L Audit
- Work with the Southbrook community to promote the school with a view to maintaining three teacher status

Improvement and Cluster Development Strategy

The expectations made within the document are a point for teachers to start and at no point should teachers lose their gift to think for themselves and proactively for the sake of the children in their classroom and wider school community.

Our children learn in an environment where standards of behaviour and learning have been traditionally high. Therefore we continue to expect more from our children in terms of how they learn, behave and cooperate with each other. The aim is to produce a document that ensures that students, staff and families are fully aware of the expectations on them.
School-wide Staff Expectations

*All staff members are expected to show...*

- **Care** – Do I come to school with the attitude of caring for myself, caring for my school and caring for our community?
- **Commitment** – Am I showing commitment to teaching by using the most powerful and effective teaching strategies for students? Do I have everything ready for the day? Am I proud of what I accomplish each day?
- **Courtesy** – Am I not just on time, but at work with enough time to meet the needs of my students and other responsibilities? Do I conduct myself in a professional manner every day?
- **Consideration** – Do I consider other’s feelings in all situations? Am I mindful of how and what I say to students and the impact this can have?
- **Courage** – Do I have the courage to innovate, reflect and adapt in my teaching practices. Do I have the courage to respectfully challenge my colleagues?

School-wide Student Expectations

*All students are expected to show...*

- **Care** – Do I come to school with the attitude of caring for myself, caring for my school and caring for our community?
- **Commitment** – Am I showing commitment to my learning by organising, active listening, inquiring, applying, persevering and completing tasks? Am I proud of what I accomplish each day? Is my work the very best I can do?
- **Courtesy** – Am I always on time? Do I conduct myself in a courteous manner every day?
- **Consideration** – Do I consider other’s feelings in all situations? Am I mindful of how and what I say to others and the impact this can have?
- **Courage** – Do I have the courage to be a problem solver, risk taker and leader? Do I have the courage to respectfully challenge my fellow students when necessary?

School-wide Parent Expectations

*All parents are asked to show...*

- **Care** – Do I demonstrate the attitude of caring for myself and my child, the school and our community?
- **Commitment** – Am I showing commitment to my child’s learning by helping and teaching them to be organised, be an active listener, have an inquiring mind, apply themselves to persevere and complete tasks? Am I proud of what my child accomplishes each day? Is my child’s work the very best they can do?
- **Courtesy** – Do I ensure my child is at school every day and on time? Do I conduct myself in a courteous manner every day?
- **Consideration** – Do I consider other’s feelings in all situations? Am I mindful of how and what I say to others and the impact this can have?
- **Courage** – Do I have the courage to respectfully raise issues or concerns with my child’s teacher/school staff or community when necessary?

Offices and Work Spaces

- We aim for all offices, workspaces and facilities to be kept in an orderly manner. These spaces are often the first places seen by school visitors and important when developing first impressions.
  - Effective systems are used across the school to manage student documentation. Work samples in classroom filing cabinets, sensitive student documents are stored in a locked filing cabinet in the Administration building and Standardised/Diagnostic Assessment items stored in a Student Portfolio (Display Book). Staff members must know these systems.
Classroom Expectations

Classroom Organisation and Displays
- Classrooms have desks and chairs arranged in a way that enhances the instructional pedagogy of the teacher.
- The classroom should be left tidy at the end of each day.
- Classroom timetables, playground duty, class rules, school rules and evacuation procedures are to be visible in every room and also accessible in the classroom teacher’s roll folder.
- Classroom displays must reflect the content the students are focused on in their current studies. Eg: High quality examples of student work, group work, methods of solving problems, photos of students working from previous lessons. (not just laminated posters)
- Displays are an excellent means of displaying student negotiated goals/targets within your room.
- Teachers should be able to explain the School vision, priorities, Positive Behaviour Plan, to students and parents.

Explicit Teaching Model
- The emphasis for 2014 will be on developing the explicit teaching agenda and how it works effectively to improve our teaching practices.
- This model will be the core of all teaching.

Teacher Planning
- Teachers must have orderly, detailed long and short term planning. Teachers are encouraged to regularly show and discuss planning with the Principal and other teachers. Teachers collaboratively plan Term 1 and 3 utilising the C2C units through Adaptation Planner/Symphony of Teaching and Learning and using OneSchool to document differentiation.
- Teachers plan for essential learnings subjects using ACARA resources
- Use of differentiation strategies for individual students within planning is paramount and must be documented. This may include differentiation placemat based on the Maker Model, checklists, specific plans for some students, eg ESP, IDP, etc.

Assessment and Feedback
- Teachers use the Southbrook Whole School Assessment Framework to guide timing of assessment. Data is collected and stored in Student Portfolios, Student Files and OneSchool.
- Teachers deliver all tests in a consistent format
- Teachers plan for and collect assessable items from English, Mathematics, History, Science and Geography that relate to the C2C unit. Other KLA assessments occur as planned. Systemic data collections must be completed and added to class data - Standardised assessments are delivered and collected as per the Whole School Assessment Framework.
- Teachers make use of the Data Journals. These are used as a weekly communication tool for parents.

Data Usage
Teachers are:
- To follow the school assessment plan to collect, store and use data.
- To read, analyse and discuss classroom and student data.
- To use data to guide judgements around student learning and programs ensures our teaching practices are proactive and current.

STLan**
- Works with students identified as Below the minimum (BMS) standard or students identified as in the Upper two bands (U2B)
- Conducts individualised assessments students who are referred by the classroom teacher
- Identifies common learning needs and develops a program of intervention
- Either delivers program of intervention or organises a teacher aide to deliver the program of intervention
Develops school based Individual Learning Plan for student receiving intervention/support program

**Behaviour**
- All staff model behaviours they expect of their students – Courtesy, Care, Commitment, Consideration, Courage (as outlined above)
- Emphasis on basic manners is expected – please/thank you, waiting your turn, not calling out, being orderly, showing respect.
- Poor student behaviour in the classroom should be managed according to the Southbrook Positive Behaviour Plan.

**Playground**
- Staff members should arrive on time and if needed there should be a change over discussion. If you know you are going to be late, arrange a replacement.
- The staff member on duty should display active scanning and move around all areas during a playground duty. Know what the children are playing and be pro-active where necessary in accordance with the SWPBS.
- The emphasis of playground duty is to be proactive with potential issues/problems and have a playground bag/walkie talkie with them at all times.
- Matters need to be dealt with quickly and appropriately and playground slips completed and left in the Playground bag, ready to be entered into OneSchool.
- Connect and enforce all rules and expectations of the school to our core values re, hat, play areas and behaviour.
- Teachers need to be **consistent, insistent and persistent**. A **consistent and persistent** approach will ensure students will understand clear expectations of the school.

**Teacher-Aide Time**
- Lessons or group activities should be prepared by the teacher and clear instructions given to the Teacher Aide.
- Teacher aides are rostered to classrooms to support teaching and learning and school based programs and complete tasks asked by the teacher to the best of their ability.

**Bookwork**
- Bookwork should be modelled and explained by the teacher and planned with a consistent approach.
- Exemplars should be clearly displayed in the classroom.
- Year level appropriate handwriting is to be used and expected.
- There should be an emphasis on taking pride in one’s own work.
- Correct tri-grip pencil grip should be taught/corrected.
- Classes should celebrate excellent examples of bookwork and handwriting.
- Senior students should be aiming for a “Pen Licence” which they can receive after displaying consistent neatness and presentation and this gives them ‘license’ to use a pen in all bookwork except mathematics or where the teacher instructs differently.
- Statements of teacher expectations should be made at the beginning of lessons and regularly throughout.
- Bookwork should be checked regularly at the end of lessons and feedback given to students as to how they are improving and areas that they may focus on.
- If students do not have stationery items, parents need to be contacted.
Marking
- Students work should be marked signed and dated at regular intervals. An emphasis should be made on providing feedback to students relating to what has been marked.
- Focus should be made on the quality of marking as opposed to the quantity of marking. Therefore it may not be necessary to mark every student work sample, but emphasis should be on targeted marking and providing meaningful feedback.
- Assessment items should be marked in a timely manner and moderation of tasks should occur regularly between teachers (small schools & cluster moderation)
- Student conferences should be used regularly to provide student feedback and ensure that students are aware of their progress and what they can do to improve.

Homework
- Homework should be set as a review of students’ current studies.
- Clear expectations to parents and students should be sent home early in the year so that students and families are aware of what is expected.
- High standards of bookwork and handwriting are expected just as they are in daily class work.

Communications
- Teachers have a variety of communications strategies to choose from.
- The focus should be on providing pro-active, regular and meaningful communication to parents.
- Good communication initiated by the teacher is fundamental to ensuing effective two way dialogue.

Newsletter
- Teachers contribute to the school newsletter by adding classroom work samples & photos, information & tips for families.
- Items are proof-read.
- Newsletters are accessible on the school website

School Activities
- Senior teachers and Experienced Senior teachers are expected to take on lead roles within the school. These lead roles may be initiated by the Principal or the Senior teacher and will often be areas of strength or interest.
- Variation to School Routines are to be completed, by the initiating teacher for any activity outside the regular school routine - the week before the activity. Ensure all program information is planned and gathered prior to V2SR. Signed by the Principal
- Initiating teacher to complete Curriculum Risk Assessment and signed by the Principal. High Risk activities are recorded in the Curriculum Risk Assessment Register located in the office
- While on excursions or activities outside the school grounds, our conduct is on display and the local community have a first hand insight into the manner of both teacher and students. Prior to the excursion, the classroom teacher or Principal will revisit the 5Cs of behaviour, setting the expectations of student behaviour and conduct.
- Make sure that parents and those accompanying the activity are aware of their role.

Professional Development for Teachers
- Utilise the ‘Developing Performance Framework’ to further your professional development. Your plan should be included in your Journal and reflect the National Standards for Teachers, our current school priorities as well as personal teaching goals.
- Utilise cluster, Small Schools and other networks - Coaching and feedback models.
- Be actively involved in 2 way learning with the Principal, school and cluster staff members.
- Attend staff meetings and take on responsibilities in whole school curriculum and professional development.
Family Expectations

- Ensure your child/ren are at school on time every day, ready for a full day’s learning.
- Be actively involved in your child’s learning every day.
- Regularly check your child for head lice and neat/tidy uniforms
- Communicate clearly with the school.
  - Inform the school of any issues relating to your child that may affect his/her learning.
  - Inform the school of any absences, sicknesses.
  - Work with the school and teachers with a focus on learning and wellbeing.
  - Support school based decisions relating to behaviour – SWPBS school behaviour plan
  - Seriously consider active participation in the school’s P&C
- Work with the school and teachers with a focus on learning and wellbeing.
- Support school based decisions relating to behaviour – SWPBS school behaviour plan
- Seriously consider active participation in the school’s P&C

Principal Expectations

- Lead and support the direction and priorities of the school – culture, learning, staffing, PD, facilities & resources.
- The use of instructional leadership for teacher development
- Provide ongoing feedback to teachers relating to their performance – formal and informal use of Coaching and Feedback.
- Be the eyes, ears and voice of the school in the wider community.
- Be an excellent listener.
- Acknowledge input and effort across the school.