

Leonora District High School Staff Charter

Belief	In the school this means that	In classes
<p>ENGAGEMENT All young people are capable of learning. They learn in different ways and their learning programs at Leonora District High School recognise this.</p>	<p>Classes are, inclusive of all learners.</p> <p>Staff members are learners, continuing to develop the skills necessary to apply the Principles of Learning and Teaching as set out in the Curriculum Framework.</p> <p>Staff members will be supported to cater for all students through professional development opportunities, Learning Teams.</p> <p>All students are explicitly taught the skills needed to assume responsibility for their own education and to be accountable for others in their learning environment.</p> <p>Students are provided with rich, relevant learning experiences that connect with their past learning and move them on to higher achievement.</p> <p>For much of their curriculum time they work in structured groups where they support each other, ensuring that each group member has attained the necessary understandings.</p> <p>Students are provided with strategies to assist them to engage in higher order thinking and reflection about learning.</p>	<p>Students generally work in structured groups.</p> <p>Teachers plan for effective group work, ensuring that students sit face to face, are held accountable for their own behaviour and learning, accept responsibility for other learners in their group, process their learning and reflect upon what they have learned.</p> <p>Group work provides a means for the individualisation of learning where students undertake a range of roles.</p> <p>Education Assistants are effectively used to support group learning by assisting SAER and other students.</p> <p>The curriculum is flexible, and students are provided with choices about their learning. (Some choices for learners might be: how it will be learned; when it will be submitted; the assignment might be selected from a range about the same outcome; whom the student will work with; whether the work will be collaborative or independent; choice about the range of technologies that could be used.)</p> <p>Students are provided with the skills to access a range of learning technologies.</p>
<p>RELATIONSHIPS The teacher is a critical factor in a child's' learning success.</p>	<p>We aim to know our students well.</p> <p>Teachers collaboratively examine student work, strengthening their own relationships and developing deeper understandings about students learning needs.</p> <p>Staff members are valued in the school.</p> <p>Whole school activities, providing opportunities for students to achieve are planned and provided for each year.</p> <p>Professional Development for staff in specific areas of curriculum, social skills and literacy development is provided for all staff each year.</p> <p>The resolution of behaviour issues will always involve the negotiated return of students to their classes.</p>	<p>Teachers have a good understanding of effective classroom management practices and ensure that all students feel valued.</p> <p>Students are taught the skills associated with the development of good relationships.</p> <p>There is an understanding among staff that relationships building through social skilling is an important part of our roles. Thus, lessons will have process and content outcomes and social skill outcomes.</p> <p>Students reflect on their learning and are encouraged to share their thoughts where appropriate.</p>
<p>The Health and Well Being of students and staff is very important at Leonora District High School.</p>	<p>The school is a safe place for all.</p> <p>Policies are in place to ensure the effective management of behaviour and the prevention of bullying and harassment.</p> <p>Health is promoted across the school through an effective Health and Well Being Educational programme.</p>	<p>Classes are safe places for all students and staff. The values of the Curriculum Framework are explicit in the learning programs for students.</p> <p>Each classroom focuses on the promotion of a positive learning environment. Concepts associated with Health and Well Being are taught during a Health Ed. And our You Can Do It programme..</p> <p>All staff use in class strategies to deal with issues of bullying and harassment.</p>
<p>COMMUNITY Learning occurs best when student, home and school have a common goal, interact positively and are mutually supportive.</p>	<p>The school interacts with its community through its curriculum, by having an effective and informed P & C and by involving its School Council in decision making.</p> <p>Our learning environments include those that extend into our community. Activities in the community are designed to enhance the school's standing in its community and to extend the learning opportunities for students.</p> <p>Staff members are encouraged to connect with the community, within the Department of Education's policies and guidelines, to provide learning opportunities for students. Opportunities are provided for parents to come to interact with the school in a positive way. (Reporting Days, Open Days, P & C Projects, Sports Carnivals examples)</p> <p>Parents are kept informed about their students' progress so that there are no surprises.</p> <p>Students who are at risk of not achieving the outcomes are identified through clearly articulated processes, and plans, involving parents, are established to support them.</p>	<p>Staff identify students who are at risk of not achieving the expected outcomes. e</p> <p>Staff members communicate regularly with parents, informing them particularly when a student is experiencing difficulties and also to recognise achievement.</p>