

Pioneer State High School



Partnership Agreement

2005 – 2007





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1. SCHOOL COUNCIL MOTION.

Motion of adoption of this Partnership Agreement carried at the School Council meeting on 27 November, 2001

“that the Pioneer State High School Council adopt the tabled Draft Partnership Agreement for the period Semester 1, 2005 to Semester 2, 2007”.

Moved: _____

Seconded: _____

Carried: _____

Chairperson



2. SCHOOL PROFILE.

Pioneer State High School is the second largest secondary school in Mackay with a population of over 900 students and over 80 teaching and support staff. It is located in the northern suburbs, serving the surrounding communities of Andergrove, Beaconsfield, Eaglemount Heights and Slade Point. Pioneer prides itself on the contribution it makes through the achievement of “quality educational outcomes in a positive, caring, learning community”.

The school

- consistently achieves excellence on Senior Certificates
- has very high retention rates and actively supports students to complete five years of secondary education, or its equivalent
- is committed to the development of a whole school teaching and learning strategy that develops thinking skills in all students
- provides cutting-edge use of learning technologies, particularly through the Centre of Excellence in Maths, Science and Technology, across the whole curriculum
- has an extensive extra-curricular program, with students excelling in sports and the visual and performing arts
- has developed close links with its partner primary schools through the Northside State Education Consortium
- has excellent facilities and grounds
- maintains a strong inclusive philosophy.

The School Council, first established in 1998, has a critical role in setting the strategic direction of the school. The school also maintains democratic and consultative structures with task groups devolved planning and decision-making roles. The school encourages parental involvement and participation in the life of the school, as well as that of its teaching and support staff. The middle management and administration team meets weekly, forming the major operational decision-making group in the school. Regular faculty and support staff meetings are held so that open communication can be channelled in all directions. There is a strong preference for consensus decision-making.

Pioneer High operates a 4-session day, on a 9-day rotation, with all lessons of 70 minutes duration. A new Junior curriculum will operate from 2003, with a vertical structure enabling wide student choice each semester. A foundation semester in Year 8 Semester 1, and bridging units to Senior courses in Year 10 Semester 2, are special features of the new Junior model. Senior students choose from a smorgasbord of Board (academic) and Board-registered (vocational) subjects in Years 11 and 12, studying 6 subjects from Board of Senior Secondary School Studies offerings.

Reports are issued twice per semester, with a progress report only at mid-semester, and with summative results at the end of each semester. The school’s formal curriculum, assessment and reporting plans are to be written in 2003 for distribution on the school’s website. The school holds information sessions for parents in Year 7, Year 8 and on subject selection information evenings, with twice yearly parent-teacher interviews.

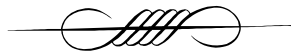
The school is one of eight Education Queensland Centres of Excellence in Maths, Science and Technology, funded until 2004. This centre will focus on professional development of teachers, innovative curriculum choices and delivery, on-line learning and the study hall concept. Study hall involves offering afternoon and evening tutorials, remediation and extension courses, and accredited technology courses.

The school behaviour management policy is based on the operation of behavioural levels, with promotion and demotion according to student behaviour. There is a pastoral care system organised through morning care groups and year co-ordinators, through which a Lifeskills program is delivered four times per year. A Student Representative Council operates at two levels - a Senior Council of Years 11 and 12, and a Junior Council Years 8-10.

There is a very strong team culture among the staff, with autonomous teams operating in subject areas and task-specific groups. The team ethic is built around open communication, and shared leadership - strong features of the Pioneer High learning community. A committed group of support staff including Registrar, office staff, teacher aides, groundstaff and cleaners form a powerful and effective team to back-up the learning process.

Pioneer believes in integrating students with disabilities into as many subject areas as is appropriate. As a cluster school for students with physical, visual and hearing impairments, Pioneer has a number of students with high levels of disabilities in its Special Education Unit. A number of special programs are organised for indigenous students who make up 10% of the school's clientele, including the school to work project, AITAP and a homework program. Students with learning disabilities are assisted by learning support teachers and aides, and an innovative project in voice recognition.

Pioneer High is a dynamic school, prepared to change, seeking better ways to improve student outcomes, yet anchored to its solid philosophy, values and beliefs.



3. **MISSION STATEMENT.**

“Achieving quality outcomes for ALL students in a positive, caring, learning community.”

VALUES AND BELIEFS STATEMENT.

As a school community we base our actions on:

1. *Striving for excellence in learning and teaching which includes:*
 - *education as a positive experience for students, teachers and parents*
 - *socially just access, participation and educational outcomes for students*
 - *responsiveness to community and student needs and expectations.*

2. *Striving for excellence in our performance, including:*
 - *involving students actively in their education*
 - *respecting the worth of self and others in the school community*
 - *effectiveness and efficiency.*

3. *Striving for excellence in consultation and participation through:*
 - *community involvement in the ongoing planning and development of the school*
 - *working partnership with staff, students, parents and the wider community*
 - *effective, open communication.*

4. SCHOOL GOALS.

A. Learning.

Outcomes:

- LE 1** Improved learning outcomes for the diverse range of students.
- LE 2** A learning framework with improved integration of curriculum, pedagogy, assessment and reporting that engages the diverse range of students in:
 - intellectually challenging learning experiences, mastering practices needed for living in complex, multicultural network societies.
 - experiences that develop competence in using, and confidence in applying technologies in learning.
- LE 3** An increased number of students successfully completing Year 12 or equivalent, and successfully making the transition to employment, further education and training by following a range of validated and flexible pathways through senior schooling.

<i>School Goals</i>	<i>Key Strategies 2005-2007</i>	<i>Performance Indicators / Targets</i>
Consolidation of, and strengthening of a Thinking Curriculum - SPELT and Habits of Mind.	Continued professional development of teachers in classroom use of thinking strategies. Explicit use of strategies in work units and classroom practice sequenced through an established matrix.	More than 80% of students are satisfied with their knowledge of thinking strategies (Year 12 Exit Poll). Target: 65% sound or better Year 12 Levels of Achievement in 3 or more Authority subjects.
Continued development of a technology-rich learning environment.	ICT professional development for staff. Extranet/Intranet development. Network technician retained. Maintain high quality school computer network.	School Opinion Survey - staff, parent and student satisfaction with computer network/learning. Target: Students >75% Parents >80%
Establishing a culture of pedagogical quality and continuous improvement - PRIORITY 1.	Understanding of, and operationalizing of the Productive Pedagogies. Accessible professional development in best practice pedagogy. Utilisation of ICTs in transforming pedagogical practices. Curriculum plan integrated with plans in pedagogy, and assessment and reporting.	School Opinion Survey - level of student satisfaction with the quality of teaching. Target: Students >80% Parents >85%

Implementation of <i>Partners for Success</i> strategies.	Establish a whole of school indigenous strategy through community consultation, to include current successful initiatives ISLIP, CEC and teacher aide support, Homework Program, in-school tutoring, and absenteeism follow-up.	Improved levels of achievement by ATSI students. Successful evaluation of indigenous programs. Reduction in absentee levels.
Consolidation of Junior Curriculum changes through review and evaluation.	Embedding of Middle Schooling initiatives in Years 8 and 9. Upgrading of Year 10 bridging units to more closely reflect Year 11 levels of difficulty. Edison program initiatives with mentoring, careers opportunities and co-curricular activities.	Heads of Department reviews of curriculum implementation. Target: Greater than 80% SA or better in Junior years.
Continuation of Centre of Excellence activities within and beyond the school.	Student activities maintained for the life of the centres. Professional development of Pioneer and Spotlight on Science district activities leadership. Technological innovations ideas communicated widely.	External review of the Centres of Excellence.
Greater focus on the whole school Literacy Plan.	Further development of a matrix of literary skills across subject areas, and its use in reviewing/evaluating curriculum success.	Levels of achievement data in Year 9 English, and Year 12 and QCS data. Target: 80% SA or better Year 9 English
Ongoing development of Senior pathways for vocational students.	Increasing the number of school-based apprentices and trainees. Developing SET plans for all Year 10 students. Offering stand alone VET Certificates wherever appropriate.	Year 12 Certificate data. Target: 40% of Year 12s to be awarded VET Certificate. All plans for Year 10s completed. Retention rates Years 8-12. Target: >75%.

B. Schools.

Outcomes:

- SC 1 The school has innovative and distinctive responses to community and student needs.
- SC 2 The school has productive partnerships with our community and with business, industry and other government agencies.
- SC 3 The school provides a safe, tolerant and disciplined learning environment.
- SC 4 The school has increased enrolments.

<i>School Goals</i>	<i>Key Strategies 2005-2007</i>	<i>Performance Indicators / Targets</i>
Creation of a caring community, with greater emphasis on the pastoral role of the Care Teacher - PRIORITY 2.	Implementing Middle Phase of Learning initiatives in pastoral responsibility. Emphasis on case management in the reviewed Behaviour Management Policy. Greater awareness of, and action as a result of, the school's Anti-bullying Policy.	School Opinion Survey results on 'good school' question. Target: >85% satisfied. Proactive discipline strategies reduce disciplinary absences. School Opinion Survey results on 'safe school' question. Target: >65% satisfied.
Provision of programs and processes that ensure students are safe at school, attend school regularly, have access to student welfare support, and complete their assessment requirements.	Improved delivery of a comprehensive and integrated service to students "at risk", including effective use of paraprofessional team.	Retention data for 'at risk' students shows improvement. Clientele referral data. Target: Student attendance improvements, using CDW data, meets <i>Like Schools</i> mean.
Greater student pride and ownership of the school's facilities and environment - PRIORITY 3.	Finances directed towards, and greater awareness created of, facilities repair, maintenance and improvement. Student leadership initiatives and involvement in environmental improvements, painting, desks and chairs upgrades. "Pride in Pioneer" campaign to link students with particular projects in and around the school. Completion of Stage 5 Cooler Schools.	Student Opinion Survey questions on school buildings/ grounds. Target: >70% satisfaction by students.
Community access to, and use of, school facilities is improved.	<ul style="list-style-type: none"> • Operate computer courses in after-school hours for parents. • Continue alliances with current users - Little Athletics Centre, church, Roller Hockey and Tae Kwon Do. 	Numbers of users increases.

Pioneer provides leadership in the Northside Consortium initiatives about transition, Middle Schooling, co-operation and knowledge sharing.	Leadership team becomes involved in NSEC transition initiatives, and contributes to sharing.	Middle Schooling Cluster Plan developed and followed.
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C. Workforce.

Outcomes:	
WO 1	The workforce has the capacity and flexibility to deliver the objectives of QSE-2010 with teachers involved in learning and development opportunities to ensure continuous growth of skills, knowledge, and professional behaviours necessary for contemporary best practice.
WO 2	Leadership drives educational reform, supports productive relationships and promotes innovation.
WO 3	Employment practices are equitable with a workforce that reflects the diversity of the community it serves.

<i>School Goals</i>	<i>Key Strategies 2005-2007</i>	<i>Performance Indicators / Targets</i>
Growth and development of a Professional Learning Community, through structured in-house professional development opportunities, and the sharing of best practice - PRIORITY 4.	Maintaining health professional development budget. Tuesday afternoon professional development offerings. Encouragement of individual learning plans. Annual professional development surveys. Building collegiality.	100% of staff involved in appropriate professional development. School Opinion Survey for staff shows >80% satisfaction with learning opportunities.
Enhancement of the leadership role of middle managers.	Annual Eungella retreat. Leadership skilling sessions. Leadership team meetings.	Staff School Opinion Survey questions. Target: >75% feel valued.
Further refinement of staff induction to inculcate cultural norms and school vision and purposes.	Role of HODs in induction structured and implemented with new staff.	School Opinion Survey satisfaction measures. Target: >75% satisfied with support.



5. SCHOOL PRIORITIES.

Priority Task No. 1.

School Goal:

A learning framework with improved integration of curriculum, pedagogy, assessment and reporting that engages the diverse range of students in:

- intellectually challenging learning experiences, mastering practices needed for living in complex, multicultural networked societies;
- experiences that develop competence in using, and confidence in applying, technologies in learning.

Priority:

Establishing a culture of Pedagogical Quality and continuous improvement.

Description:

Over three years, there is to be an emphasis on achieving quality learning and teaching, through better understanding of productive pedagogies, and the sharing of best practice pedagogy. A culture of quality is to be achieved through the pedagogical leadership of HODs and Senior teachers, utilising the expertise of the Centre of Excellence, in transforming practice through the innovative uses of technology. Teams of teachers, through professional discourse and accessible professional development, will co-operate within and between subject departments. The use of SPELT strategies and Habits.

Intended Outcomes:

- Enhanced teacher understanding and skills re productive pedagogies, thinking strategies and Habits of Mind.
- Increased teacher skills in the use of learning technologies to enhance student learning, and to use innovative learning strategies.
- Sharing of best practice through the Professional Learning Community initiatives (Priority 4).
- Utilisation of Productive Pedagogies to review curriculum implementation.

Achievement Measures:

- Review of SPELT strategies usage.
- School Opinion Survey
 - appropriate questions of staff / students re level of satisfaction with learning and teaching
- SAROP targets for LE2.1.

Initial Strategies:

- Tuesday afternoons professional development on best practice pedagogy and on using technology.
- Continued exposure to 'NAVCON' precepts and ideas, and sharing these across faculties.
- Head of Department leadership in embedding SPELT and Habits of Mind.

Priority Task No. 2.

School Goal:

The school has innovative and distinctive responses to community and students' needs and The school provides a safe, tolerant and disciplined learning environment.

Priority:

Creation of a CARING COMMUNITY, with greater emphasis on the pastoral care role of the Care Teacher.
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Description:

In keeping with Middle Schooling principles, the pastoral care system needs to be strengthened, to bolster the caring role of the Care Teacher, as the first 'port of call' and as an ongoing influence and point of contact for students. the Care Teacher becomes case manager and confidante, the care class size is reduced, and the Care Teacher becomes the course co-ordinator / record keeper. Year level teams of Care Teachers, largely from the same subject area, include the Heads of Department and the Year Co-ordinator.

Intended Outcomes:

- An effective year level team of teachers responsible for pastoral care, subject choices and case management.
- Greater emphasis on the Care Teacher to provide pastoral care as the significant adult for a small group of students.
- Strengthen the importance of the care class in developing such attitudes as pride, responsibility and ownership among students.

Achievement Measures:

- Year 12 Exit poll results about teachers and caring.
- School Opinion Survey results about school climate.
- Existence of Reward systems - 'C' Cards / afternoon activities.
- Levels of disciplinary absences, from Corporate Data Warehouse.

Initial Strategies:

- Formation of teams.
- Year level Welfare Team meetings.
- Revised Behaviour Management Policy changes implemented.



Priority Task No. 3.

School Goal:

The school has innovative and distinctive responses to community and student needs. The school has productive partnerships with our community.

Priority:

Greater student pride and ownership of the school's facilities and environment.

Description:

Surveys of students' complaints and concerns focussed on the need to repair and restore the facilities and the environment. The concept that students will be actively involved in facilities upgrades, like painting tables and rooms, in partnership with their teachers, as well as in improving the grounds, like gardens and recycling, should lead to greater pride and ownership - as well as a better working environment.

Intended Outcomes:

- All broken desks replaced or repaired.
- Upgrades to toilets.
- Garden projects for care groups.
- Reduction in litter program successful.
- Recycling measures put in place.
- Completion of Stage 5 Cooler Schools.

Achievement Measures:

- School Opinion Survey questions for students on buildings / grounds.
- Number of completed co-operation tasks.

Initial Strategies:

- Budget allocations.
- Selling initiative to Care Teachers.
- Student Council support / co-operation.
- Small-scale successful tasks.



Priority Task No. 4.

School Goal:

The workforce has the capacity and flexibility to deliver the objectives of QSE 2010 with teachers involved in learning and development opportunities to ensure continuous growth of skills, knowledge and professional behaviours necessary for contemporary best practice.

Priority:

Growth and development of a Professional Learning Community.

Description:

The school allocates a healthy professional development budget. The Professional Learning Community concept allows teachers to share best practice, and develop collegial professional relationships. Through the Leadership Team, faculty members will be encouraged to develop an individual learning plan, and to contribute to an annual professional development budget.

Intended Outcomes:

- All teachers will undertake worthwhile professional development.
- Teachers will develop individual learning plans.
- An annual professional development survey will be conducted, and used as a basis for overing weekly professional development opportunities.
- Teachers will strengthen collegial relationships through professional discourse.

Achievement Measures:

- Staff responses to the School Opinion Survey.
- Attendance at weekly professional development.
- Number of ILPs completed voluntarily.

Initial Strategies:

- Weekly professional development timetable published.
- Leadership Team encourages attendance.
- Professional Development database on common server.



THE CURRICULUM PLAN IS VIEWABLE ON OUR WEBSITE

WHOLE SCHOOL LITERACY PLAN 2005 - 2007.

Community Profile

The school community can be characterised by its diversity...

- 12% of our students come from Aboriginal and Torres Strait Islander backgrounds.
- 42% of our students come from families where they are no longer living with both of their biological parents.
- 22% of the students who enter Year Eight are ascertained.
- 93% of Year 10 students elect to continue their education in Year 11 and 12.
- 38% of the students in Year 11 elect to do SAS English Communications.
- 60% of the Senior students in 2002 sought an OP, and
- 28% of these students gained their first choice for their tertiary education

To cater for this diversity, **our whole school literacy policy** draws understandings from a range of approaches that provide students with opportunities to develop:

- a sense of cultural heritage and a grasp of factors that, in different cultures and at different times, cause particular texts, genres/text types and authors to be valued;
- the skills, through focused study, that enable them to control and experiment with a range of language systems and associated discourses, genres and technologies;
- an awareness of how their personal attitudes and beliefs relate to those operating within their culture, using this understanding to explore their selves and their relationship to the world through text studies;
- an understanding of how texts reproduce, negotiate or challenge ways of thinking and being that are available in a culture at particular times, and why readers, viewers, listeners may make different readings from a text.

The basis of our plan for the next three years was developed in management sessions held in Eungella in August 2004, following further reading and viewing of Literate Futures materials.

Each of the following departments has indicated the following literacy focus:

English

Improving reading in the Junior schools with emphasis on providing high interest novels for boys; further development of integrated units of study, using multiple literacies.

Social Science

Further development of IT skills – continued use of internet for research and development of all literacy skills associated with this; further development of integrated units of study

Science Centre of Excellence

Deeper understanding, comprehension techniques; planning extended written responses; techniques of comparison; summarising skills; further development of integrated units of study

Business Education

Further development of research skills; development of paraphrasing techniques

Arts Department

The creation of real-life contexts for creation, performance and assessment; development of research skills; development of paraphrasing techniques.

Health and Physical Education

Further development of IT skills and use of IT throughout the curriculum; greater use of oral presentation and assessment; further development of integrated units of study.

Information Technology

Comprehension techniques to derive information from large bodies of text; real life contexts for writing and assessment tasks.

Maths

Identifying relevant information from written texts; development of correct and current referencing techniques and bibliography development.

Industrial Technology and Design

Continued focus on spelling and reading in the context of this subject area; greater use of oral presentations.

LOTE

Continued integration of IT; continued focus on listening, speaking, reading, writing and viewing in a language other than English.

6. WORKFORCE PLAN.

As a Centre of Excellence school, the teaching workforce at Pioneer State High School can be expected to reach beyond Level 1 technology accreditation. New teachers in the Maths / Science area should be well qualified to join the centre, and existing teachers in those areas should be expected to upgrade their skills through funded professional development. With technology integrated across the curriculum, the entire school staff should be accessing technology courses to ensure their skills remaining current, and the school must be committed to providing such opportunities. Induction of new staff towards technological literacy must be facilitated.

The school, through the centre of excellence, must maintain the curricular network at the cutting-edge of technology use in school, employing a full-time technician to oversee the network. This technician should be constantly upgrading his qualifications through funded professional development. Funds need to be set aside to ensure that all members of staff, teaching and ancillary, are able to be constantly updated with their skills. Such professional development would include conference attendance, workshop in-service and site visits to view best practice.

The school community has defined the preference order for Heads of Department as follows:

- | | | | |
|---------------------------|----------------------|-----------------------|-------------------|
| 1. English | 2. Maths | 3. Science | 4. Social Science |
| 5. Physical Education | 6. Manual Arts | 7. Business Education | 8. Arts |
| 9. Information Technology | 10. Senior Schooling | 11. Student Welfare. | |

The staffing mix is to reflect the needs of the students in the school, and is subject to the transfer process. Teacher aide hours fluctuate with enrolment, with the departmental policies adhered to, and negotiation to take place when circumstances change.

Staff morale, as reflected in the staff section of the School Opinion Survey, is considered a vital factor in ensuring the dynamism and effectiveness of the staff. The school administration and middle management team are responsible for monitoring staff morale, and making efforts to further enhance the teamwork of the faculty and support staff. All new members of staff must undergo an induction process, that assists them to fully immerse themselves in the culture of the school, and empower them to be included in the consultation and decision-making processes. An important part of this induction process must be inclusion into the child protection legislation training, and the workplace health and safety implications of their role in the school.

The school favours consensus decision-making. Investigations by task groups into specific issues and directions are preferred over standing committees. The School Council is the 'High Court', the middle management team forms the 'Parliament', and the administration 'the Cabinet'. Consultation is an expectation; participation is encouraged; risk-taking is sometimes necessary; and the school's vision and values should be the principles used in decision-making.



7. **TECHNOLOGY PLAN.**

Information and Communication Technologies Pioneer State High School 2005 – 2007

Based on analysis of the 2004 Triennial School review for ICTs at PSHS and annual reviews, the following points are the agreed focus for the next three years.

Curriculum

- The school should continue to develop and enhance the intranet.
- New trends in ICTs in Education need to be identified and given careful consideration for possible implementation within the school curriculum.
- A matrix indicating how IT has been integrated into faculty units in the junior curriculum needs to be developed.

Personnel

- Identify Professional Development opportunities both within and outside of the school support staff to attend these (TRS and/or registration costs)
- Retain the position of school curriculum network technician

Finances

- The school budget should continue to reflect support for employment of the network technician and the replacement schedule for computers so no workstation is over 4 years of age
- Identify and purchase software to support curriculum offerings

Facilities/Assets

- Replace computer desks in all labs
- Re-cable H-Block computers according to EQ specifications

8. CODES OF PRACTICE.

School Council Code of Practice

1. Principles

The Pioneer State High School Council will observe the following principles and act in accordance within the guidelines of the Education Act and Education Queensland directives. The Council will:

- work with the Principal, staff and school community to support and enhance the highest quality education for all students of the school, as their learning needs are the primary consideration of the school;
- in consultation with staff and the school community, develop and review the Partnership Agreement and ensure that the educational policy of the school is consistent with its goals and priorities;
- adopt sound financial management practices which take into account the regulations and guidelines of Education Queensland;
- review and approve the school budget, School Annual report and Operational Plan;
- monitor the implementation of Council decisions; and ensure decisions are made and reported openly;
- provide advice, support and encouragement to the principal, staff, students and parents in their educational endeavours;
- consult with, and report to, the wider school community;
- approve the annual report which will be made available to the community
- monitor the implementation and achievement of goals and priorities of the Partnership Agreement;
- recognise, cater for and utilise the diversity (eg cultural and educational) within the community;
- identify practices to be used for policy evaluation and review;
- protect confidentiality to ensure the welfare of school individuals and its community.

2. Role of the Principal in relation to the School Council

The Principal will:

- act as the Executive Officer of the Council;
- ensure that relevant information and advice are available to Council;
- be responsible for implementation of Council decisions;
- provide adequate support and resources for the conduct of Council meetings.

3. Practices

The Council will:

- establish sub-committees which make recommendations to Council on matters relevant to their spheres of operation;
- meet at least four times a year;
- have regular opportunities for in-depth discussion and review of broad issues on educational policy and other related issues;
- follow meeting procedures in accordance with the education regulations;
- ensure that the roles of the Council office bearers and that of the Principal as Executive Officer are clearly understood;
- ensure that new members of Council are made aware of their responsibilities, current practices and Education Queensland policies and directions;
- ensure that Council members avoid situations where a conflict of interest exists.

Principal Class Code of Practice

The Principal has final responsibility for the leadership and management of the school and for the delivery of a high quality education for all students.

In order to fulfil this responsibility the principal will:

- provide vision and direction for the future of the school;
- lead and manage the implementation of the Partnership Agreement goals and priorities and provide clear and comprehensive information to the School Council and the community on performance in relation to achieving these goals and priorities;
- ensure that all teaching staff implement the school teaching and learning program and make appropriate use of learning technologies to maximise student learning outcomes;
- utilise best human resource management practice, including targeted and effective professional development, to maintain and improve morale and to build a high performing team of teachers and support personnel;
- promote a safe, caring and harassment free environment for all members of the school community where rights are respected and obligations are acknowledged and met;
- facilitate the work of the School Council by providing all necessary information, high quality advice and guidance and appropriate access to support personnel;
- manage the school's finances and facilities to maximise resources available for the delivery of education to students and to provide high quality and comprehensive information to the Council to ensure full financial accountability to it;
- establish and maintain a highly efficient, effective and responsive management structure and leadership team which is focused on achieving the goals and priorities of the school;
- keep abreast of leading edge educational initiatives and community sentiment in respect of issues relating to education.

The Deputy Principals will work closely with the principal as a team which takes joint and collaborative responsibility for the leadership and management of the school. The work of the Principal Class members will be coordinated by the School Leadership Team, of which they are all members, and which meets regularly to consider all substantive operational issues. Members of the Leadership Team will keep each other fully informed of all significant issues. While each Deputy Principal will have clearly defined areas of responsibility these will be reviewed regularly and may change over time to meet the changing needs of the school. All members of the Principal Class can be expected to handle any aspect of leadership and management of the school should the need arise.

Staff Code of Practice

The staff code of practice sets out the professional expectations of all staff employed at Pioneer State High School. Certain expectations are common for all staff at the school while others apply specifically to either teaching or teaching support staff.

All staff are expected to:

- work together as part of a high performing team to implement the goals and priorities of the school's Partnership Agreement;
- be committed to a process of ongoing improvement in their own areas of responsibility and in the school as a whole;
- seek out and undertake appropriate professional development to improve knowledge, skills and performance;
- be informed about school activities and assist where possible;
- provide a good role model for students;
- respect the rights of all students through equitable and just treatment and the valuing of cultural and other forms of diversity;
- treat each other with respect;
- develop and maintain positive, cooperative and effective relationships with other staff and share expertise with them;
- contribute towards the provision of a safe, secure, supportive and harassment free educational environment;

Teaching staff are expected to support and positively work towards the implementation of the school's Vision and Values which aim to create a learning community where everyone continually learns and grows.

To achieve this for all students, teachers need to:

- accept that all students have the ability to learn and to progress;
- recognise that students learn in different ways;
- adopt a range of teaching styles which allows for those differences;
- possess and maintain a high level of knowledge in their subject area;
- reflect critically on their professional practice to continually improve the quality of their teaching;
- use computer-based learning technologies where appropriate to enhance student outcomes;
- regularly monitor the progress of student learning and achievement and provide frequent and meaningful feedback to students and parents and to work with parents whenever possible to help maximise this progress;
- contribute to the wider school program;
- demonstrate values through personal integrity, imagination, enthusiasm and dedication, and develop exemplary relationships with students which engender positive attitudes to learning;
- promote self esteem and confidence among students;
- be effective communicators who strive to ensure that their expectations are always reasonable and clear at all times;
- be willing to change the nature of their duties to meet the needs of the students and the school;
- communicate appropriately with parents, in a spirit of mutual respect.

Teaching support staff are expected to support and positively work towards the implementation of the school's Vision and Values which aim to create a learning community where everyone continually learns and grows. To achieve this support staff need to:

- strive to facilitate and enhance the work of teachers in providing the best possible learning experiences for students;
- ensure that they develop and maintain the skill levels necessary to perform their responsibilities as effectively as possible;
- be willing to change the nature of their duties within their areas of expertise to meet the changing needs of the school and its students;
- respect the rights of all other members of staff, students and their parents;
- deal with each person in a helpful and friendly manner.

Community Code of Practice

Pioneer State High School is a community school, drawing the bulk of its students from adjoining suburbs. The school seeks to provide an excellent education for its student population consistent with the Mission Statement, Values and Beliefs.

The school has a culturally diverse population with over 10% of its students having an indigenous background. The school acknowledges the benefits of its diverse cultural mix and recognises the need to ensure that all community members understand the important role they play in creating and sustaining our learning community.

The school emphasises the importance of students, teachers and parents working together as partners in the education of young people. Effective communication is vital to the formation and maintenance of worthwhile partnerships.

The school values the contribution of parents and the wider community and business as partners in the education process and encourages and supports their involvement in the following ways:

- participation in the Parents & Citizens' Association, Centre of Excellence Reference Committee etc.;
- involvement in the literacy program;

The School community is kept informed of school activities, achievements and goals through:

- regular reporting of student progress and achievements to parents;
- encouraging staff to be readily available to parents and students for communication;
- distribution of a fortnightly newsletter;
- Community noticeboard;
- publication of the School Annual Report and an annual magazine;
- monthly meetings between the principals and the Parents & Citizens' Association;
- the meetings of the School Council;
- information nights for parents on issues relevant to their children's education;
- regular updating of the school's website.

The opinion of parents in relation to school performance is regularly collected using Education Queensland's Parent School Opinion Survey.

Student Code of Practice

This code of conduct for students is consistent with Education Queensland guidelines and regulations. The code of conduct recognises that this school must provide all students with a safe and orderly learning environment in which the expectations of student behaviour are clearly articulated and students receive the guidance and support necessary to promote effective learning and achieve positive educational outcomes.

Principles

The student code of conduct is based on a clear set of agreed principles. In particular it is founded on the assumption that the establishment of appropriate, close and effective relationships between teachers and students is of paramount importance. The principles upon which the code are based are as follows:

All students have a right to:

- be valued as individuals and treated with respect;
- have a safe and secure environment where they are free from intimidation, bullying and harassment;
- have their individual learning styles recognised and catered for by teachers so that their full potential can be realised;
- be treated fairly, reasonably and consistently;
- be provided with exemplary role models by all staff of the school;
- be regularly informed of their learning progress.

All students have an obligation to:

- respect the rights of fellow students, teachers and other staff members of the school;
- behave in a reasonable manner which does not disrupt the learning of other students and which allows teachers to teach in an atmosphere of order and cooperation;
- take responsibility for their own learning and to use their teachers as valued facilitators of their learning;
- take collective responsibility eg. report 'wrongdoings'.

All parents have a right to:

- expect their children to be educated in a secure environment in which care, courtesy and respect for others' rights are encouraged;
- be frequently informed of the learning progress of their children.

All parents have an obligation to:

- support the school in its efforts to maintain a positive teaching and learning environment;
- support the teaching staff by ensuring students have appropriate equipment for school;
- monitor student progress by taking an interest in homework, study and assessment;
- assist students in understanding their rights and obligations within the Code of Practice.

All teachers have a right to:

- teach in an orderly, cooperative and safe environment;
- be treated with respect.

All teachers have an obligation to:

- ensure that all students progress with their learning and that this is monitored and reported on regularly;
- treat all students fairly, reasonably and in accordance with the school's Code of Conduct.

Expectations of Students

In implementing the above principles, the Student Code of Conduct at the school requires that students will:

- behave in such a manner as to maintain a safe, secure, supportive and harassment-free educational environment;
- treat all members of the school and wider community with courtesy and respect;
- be adequately prepared and carry out all set tasks to the best of their ability;
- accept reasonable direction from any member of the school staff in the performance of their duties;
- wear the prescribed school uniform while at school, travelling to and from school, on any activity associated with the school, or while an obvious representative of the student body;
- behave in a manner that will bring credit to the school whilst travelling to and from the school and whilst representing the school;
- show respect for the property of others including the school buildings, grounds and equipment;
- ensure effective communication between the school and home by promptly delivering all relevant information and advice;
- accept responsibilities inherent in any leadership positions to which they are elected;
- observe all classroom rules as stipulated by the class teacher;
- obey all school rules as documented in the student diary and elsewhere.

Support for Students

At Pioneer State High School we have a consistent and positive approach to behaviour that will foster a school climate where personal responsibility and self-discipline are developed. To achieve this we have developed the following support systems:

- effective supervision of all student activities;
- regular monitoring of student progress, attendance, participation and welfare, and provision of support where needed;
- access to specialist counselling where appropriate;
- opportunities for the development of leadership skills, including student participation in the decision-making processes of the school;
- provision of encouragement and positive reinforcement to improve self-esteem by public acknowledgment and celebration of student achievement;
- maintenance of effective communication between the school and home;
- peer support and peer mediation for Year 8 students;
- adherence to a clearly defined bullying and harassment policy;
- provision of programs designed to assist students to develop skills in goal-setting, time management, organisation and effective study habits;
- availability of para-professionals - chaplain, school based police officer, health consultant, community counsellor and welfare officer.

Sanctions

Breaches of school rules will incur some penalty or action. Those penalties or actions will be a logical consequence of the misbehaviour. The school operates within Education Queensland Student Discipline Guidelines when administering consequences such as detentions, classroom withdrawals, yard duty, parent contact, suspensions and disciplinary exclusions for those students not abiding by the school rules. Rules take into account all aspects of the school-based policies and departmental guidelines.

