



KINGSTON COMMUNITY SCHOOL

Country style education with city style opportunities

STUDENT CODE OF CONDUCT AND ACHIEVING SUCCESS

OUR PURPOSE

Kingston Community School aims to educate students so that they gain the academic and social skills necessary to become capable, confident and productive members of society.

OUR VISION

Kingston Community School will provide access to quality services where the focus is on meeting the needs of the individual student. We will provide a foundation of learning so that students can reach their full potential becoming effective, independent learners achieving personal best with skills to enter a global society.

OUR BELIEF

Regular attendance at school and full participation and engagement in learning programmes underpins educational success.

OUR SCHOOL VALUES

PERSONAL BEST

RESPECT

HONESTY

FRIENDLINESS

RESPONSIBILITY

STUDENTS

Successful achievement depends upon:

RESPONSIBILITY AND HONESTY

1. Attending school regularly, being punctual to school and to class.
2. Bringing to every lesson all equipment necessary to complete set tasks including a diary.
3. Keeping a diary in which all homework and assignment due dates are recorded, and which is signed by a parent every weekend.
4. Meeting due dates.
5. Complying with school rules and abiding by user agreements for laptops, digital devices and internet.
6. Being a responsible bystander.

FRIENDLINESS AND RESPECT

1. Being courteous to others and treating them and their property fairly and respectfully.
2. Listening carefully when another person is speaking, and carefully following staff member's instructions.
3. Starting and ending lessons in an orderly manner which does not interrupt effective learning and teaching.
4. Ensuring a safe and supportive environment exists at all times during the day.
5. Staying calm when things don't go your way.
6. Bouncing back. Choose to be positive even when things don't turn out how you'd prefer.
7. Respecting the rights of other students to learn and teachers to teach.
8. Cooperating and complying with reasonable requests from others.

PERSONAL BEST

1. Completing all set assignment work and homework to the best of one's ability.
2. Using class time effectively and working quietly.
3. Remaining focussed on the learning task when working in groups and not idly chatting about other things.
4. Always seeking help from one's teacher if there is some aspect of the work which is not understood.
5. Taking a risk and having a 'go' with new or unfamiliar activities.

TEACHERS

Students and their caregivers can expect teachers to:

1. Thoroughly prepare for their lessons, and expect the same from their students.
2. Vary their methods of instruction to stimulate student interest and achievement.
3. Get to know their students as individuals and treat them fairly and respectfully.
4. Tell students what they need to do to complete the unit.
5. Consult with students on subject objectives, and individual learning goals.
6. Show students that they care, by being available out of lesson time for extra help, and by setting high expectations for individual success.
7. Provide feedback to students about their learning.
8. Communicate with parents when there is an issue with performance or behaviour.
9. Cooperate professionally with other staff, and work closely with the school's policies in such areas as homework and use of the diary.
10. Use restorative justice.
11. Deal with bullying, harassment, and violence using DECD and school policies.
12. Respond to parent complaints and concerns politely and promptly using school policies.

SCHOOL SUPPORT OFFICERS

Students and their caregivers can expect School support officers to:

1. Treat people respectfully, courteously, and fairly.
2. Work collaboratively with teachers, students and families.
3. Refer issues to relevant staff on site, as required.
4. Ensure a safe and supportive environment exists at all times.

PARENTS/CAREGIVERS

Parents/caregivers too, have a vital role to play in the success of their children. Parents can assist by:

1. Encouraging children to succeed at school, and having high expectations of them.
2. Chatting with their children in a friendly, non-judgemental way, about their school experiences, and encouraging a positive attitude towards school and the teaching staff.
3. Encouraging their children to understand that we are all ultimately responsible for our own success, and that blaming others is not helpful.
4. Volunteering in classrooms.
5. Checking the diary and reading the school's newsletter.
6. Maintaining close communications with teachers through parent-teacher interviews, phone and diary messages and personal appointments.
7. Supporting the school's discipline procedures and its efforts to maintain a positive teaching and learning environment.
8. Treating all members of the school community with respect.
9. Addressing any concerns as they arise with the person who knows most about the situation.
10. Using Grievance Procedures, or the Parent Complaint and Concern policy procedures to resolve areas of concern or dispute.

THE PRINCIPAL

The Principal will provide leadership, resources and support for student success through:

1. Committing the school's staff training and development and performance management resources to improve staff skills.
2. Actively promoting, valuing and recognising academic achievement across the school.
3. Monitoring attendance and punctuality across the school with the express purpose of improving overall student achievement.
4. Monitoring student results across each year level, especially at the end of semester, with the express purpose of improving overall student achievement.
5. Developing an ethos of school improvement.
6. Celebrating and promoting school achievement and success.

UNSATISFACTORY PROGRESS OR BEHAVIOUR

When students do not complete homework or work effectively in the classroom, they can be required to attend class during recess/lunch to 'catch-up.'

When a subject teacher perceives that a student's progress is becoming unsatisfactory, they will make contact with the parents/caregivers by diary note, letter or phone call.

Where academic progress or behaviour is concerning, or widespread the year level Co-ordinator will instigate one or more of the following:

- Academic check from all teachers
- Daily lesson check
- Interview with parents/caregivers
- Behaviour Management agreements
- Guidance, Attendance, and/or Behaviour Management referrals to DECD agencies

SACE students can ultimately be withdrawn from subjects if they fail to submit the necessary assessment pieces or plagiarise.



KINGSTON COMMUNITY SCHOOL

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Kingston Community School

STUDENT CODE OF CONDUCT AND ACHIEVING SUCCESS 2013

**Please read, sign and return to the Home Class Teacher
By Friday 1 February**

Name of student: _____

I have read and understood the Kingston Community School's "Student Code of Conduct and Achieving Success policy.

Signature of Student: _____

Signature of
Parent/Caregiver: _____

DATE: