

The Hallmarks of Evans River K-12 School

1. A school curriculum and learning environment which will prepare our students for full participation in society

Achieved by:

- classroom teaching which is both challenging to, and supportive of, students (1.1)
- a gender and culturally-inclusive curriculum which is challenging for all students, providing opportunities for flexible progression and capitalising on opportunities provided by an integrated K-12 educational environment (1.2)
- a balanced offering of subject choices from the KLAs which maximises the benefits of the physical location of the school, is enhanced through links with the community and industry, and supported by the use of appropriate technology (1.3)
- a system of student assessment and reporting which reflects both student academic achievement and identified significant competencies (1.4)
- a broad offering of school curriculum programs beyond the classroom, which enables students to further develop their skills in such areas as leadership, team work, responsibility, creative expression and interpersonal skills. (1.5)

2. A high quality student welfare program, supported by parents and promoted throughout the school community

Achieved by:

- whole school commitment to student welfare supported by strong and consistent discipline procedures and proactive welfare programs (2.1)
- clear lines of communication both within the school and, between school and home, on student welfare and discipline issues (2.2)
- engagement of students in school decision making process including decisions made at meetings of school council, the P&C association, the ASSPA committee and school committees where appropriate. (2.3)
- programs which encourage full student participation in the life of the school community are fostered and implemented, eg peer support, peer tutoring, peer mediation, Student Representative Council, performance groups, sporting teams, community service project teams, student publications (2.4)
- recognition given to students for their achievement of personal &/or team excellence through an agreed whole school merit award program. (2.5)

3. A planned program of professional development which supports a motivated and committed staff and addresses their welfare needs

Achieved by:

- the training and development needs of the entire staff, within the context of the school goals and priorities, are identified and addressed through a planned program of professional development, at both whole school and faculty/grade level (3.1)
- clear roles and responsibilities of all staff which are negotiated and communicated within the school (3.2)
- parent and community members participating in the school's broad program of professional development which incorporates programs specifically developed for parents and community representatives (3.3)
- staff regularly participating in and contributing to, professional development opportunities beyond the school (3.4)
- a process of support and accountability is established which monitors and supports the achievement of professional goals and accountabilities (3.5)
- appropriate recognition and thanks is given to staff to commend their professional achievements and commitment (3.6)
- the school organization climate is positive and supportive of staff who feel confident to take 'professional risks' in achieving their professional goals (3.7)

The Hallmarks of Evans River K-12 School (cont.)

4. A school highly regarded for the strong relationships it has with its community

Achieved by:

- a Parents and Citizens Association actively supporting the school and providing an open forum for the exploration of educational issues (4.1)
- a School Council which functions effectively (4.2)
- school committees which incorporate community representation (4.3)
- a planned approach to communication links with parents so that they have an opportunity to develop an understanding of the school's educational programs, eg newsletters, day and evening discussion forums, parent/student workshops, parent/teacher information evenings (4.4)
- school facilities which are regularly used by the local community (4.5)
- the school having a positive profile within the community through active promotion of its quality educational programs (4.6)
- links forged with significant companies, community organizations, the local and regional business community, and local research and technological institutions. (4.7)

5. The efficient and effective use of the school's physical, financial and human resources brought about through strong leadership and strategic planning

Achieved by:

- open channels of communication within the school to facilitate the development of a shared understanding of the school's educational purpose and direction (5.1)
- school needs, priorities and program budgets developed on a K-12 basis and determined through the development and regular review of the school management plan (5.2)
- whole school management practices are implemented at other levels within the school (5.3)
- a school finance committee which, develops and monitors the annual budget with strategic links to the school management plan and, oversees the preparation of a comprehensive annual financial report (5.4)
- school organisational structures and procedures which support and facilitate the identified priorities of the school, particularly flexible curriculum options (5.5)
- the use of modern technology pervades the school, supporting student learning, communication and administrative systems (5.6)
- a school ethos which supports a strong belief in the necessity for educational accountability to the school community and the wider system. (5.7)

The above statement has been developed following sessions at a school development day on Monday 19 April 1999 and an executive workshop on Thursday 15 August 1996. Included also have been discussion points made leading to the opening of the school at numerous meetings of staff, SRC, P&C and the Interim School Council. Reference has also been made to a variety of professional readings including the Hallmarks of Lucas Heights Community School. Further discussion was held at the school development day on Monday 30 April 2001. Staff comment was finalised at the school development day on Monday 22 July 2002. It was endorsed by the School Council as school policy on Tuesday 19 August 2003.

Rob Walker
Principal

19/8/03