



Eildon Primary School

No.3931

ABN 59 435 842 741

45 High St, EILDON, VIC, 3713.

Staff Code of Conduct

1. CHILD SAFETY

All staff, volunteers and other adults contracted, employed or engaged by Eildon Primary School are required to observe child safe principles and expectations for appropriate behaviour towards and in the company of children, as noted below.

All personnel of Eildon Primary School are responsible for supporting the safety, participation, wellbeing and empowerment of children by:

- Adhering to the Eildon Primary School Child Safety policy at all times and upholding the Eildon Primary School statement of commitment to child safety at all times.
- Taking all reasonable steps to protect children from abuse
- Treating everyone with respect
- Listening and responding to the views and concerns of children, particularly if they are telling you that they or another child has been abused and/or are worried about their safety or the safety of another
- Promoting the cultural safety, participation and empowerment of Aboriginal children (for example, by never questioning an Aboriginal child's self-identification)
- Promoting the cultural safety, participation and empowerment of children with culturally and/or linguistically diverse backgrounds (for example, by having a zero tolerance of discrimination)
- Promoting the safety, participation and empowerment of children with a disability (for example, during personal care activities)
- Ensuring as far as practicable that adults are not left alone with a child
- Reporting any allegations of child abuse to a Principal Class Officer, and ensure any allegation is reported to the police or child protection
- Reporting any child safety concerns to a Principal Class Officer
- If an allegation of child abuse is made, ensure as quickly as possible that the child(ren) are safe
- Encouraging children to 'have a say' and participate in all relevant organisational activities where possible, especially on issues that are important to them.

Staff and volunteers must not:

- Develop any 'special' relationships with children that could be seen as favouritism (for example, the offering of gifts or special treatment for specific children)
- Exhibit behaviours with children which may be construed as unnecessarily physical (for example inappropriate sitting on laps.
- Put children at risk of abuse (for example, by locking doors)

- Engage in open discussions of a mature or adult nature in the presence of children (for example, personal social activities)
- Use inappropriate language in the presence of children
- Express personal views on cultures, race or sexuality in the presence of children
- Discriminate against any child, including because of culture, race, ethnicity or disability
- Have any inappropriate online contact with a child or their family.
- Ignore or disregard any suspected or disclosed child abuse.

By observing these standards you acknowledge your responsibility to immediately report any breach of this code to a Principal Class Officer.

IF YOU BELIEVE A CHILD IS AT IMMEDIATE RISK OF ABUSE PHONE 000 AND INFORM THE PRINCIPAL OR PRINCIPAL'S DELEGATE.

2. CONTENT OF TEACHING AND LEARNING

- Develop knowledge of the curriculum areas being taught, including familiarity with the materials and programs associated with those areas of the curriculum.
- Extend teacher knowledge of the key learning areas.
- Take responsibility for their own professional development and share good practice and materials with other teachers.
- Understand the principles of teaching and learning, including characteristics of learners and strategies of classroom management and organisation.
- Demonstrate knowledge of the educational context, e.g. The Victorian Curriculum, particular initiatives, early intervention programs and the curriculum goals contained in the AIP.
- Believe that all students have the capacity to learn and be taught.

3. TEACHING PRACTICE

- Use a range of teaching strategies and styles appropriate to year levels and topics taught.
- Structure learning tasks to provide for individual learning needs and the diversity of students' backgrounds.
- Thoroughly plan and prepare appropriate records of procedure, lessons and classroom activities.
- Use effective classroom management strategies that encourage students to take responsibility for their learning.
- Develop relationships with students that encourage positive attitudes to learning.
- Respond effectively to the impact of variations of physical and intellectual ability on the learning process.
- Model effective organisation and use of time.
- Strive towards creating an orderly learning environment where students understand and follow class and school routines.
- Maintain school rooms and resources in an organised, accessible and tidy manner.
- Establish clear, challenging and achievable expectations for students.
- Provide counselling, pastoral care and welfare support for students.
- Follow the AIP, policies and procedures with regard to student welfare and discipline.
- Ensure that the classroom environment is safe and children display acceptable behaviour and learning.

4. ASSESSMENT AND REPORTING OF STUDENT LEARNING

- Use assessment and reporting strategies that complement and support the learning process.
- Maintain accurate and comprehensive records of student progress and achievement.
- Provide feedback to the students on performance in a way that builds confidence and encourages continued effort.
- Provide meaningful reports on student performance to the student and parents or guardians.
- Support the AIP requirements on assessment and reporting.

5. INTERACTION WITH THE SCHOOL COMMUNITY

- Recognise the important role the family plays in a child's learning and taking account of this factor in appropriate ways.
- Communicate with parents or guardians, students and colleagues in a professional and constructive way.
- Working in partnership with students, families and colleagues to improve the learning environment of the school.
- Establishing links with the broader community where this can improve learning outcomes for students.

6. PROFESSIONAL REQUIREMENTS

- Demonstrate positive values and attitudes about education appropriate to professional teaching and learning practices.
- Work with colleagues to plan and evaluate new ideas and teaching strategies that improve learning outcomes for students.
- Respond to emerging educational priorities and needs.
- Contribute to a range of school activities as a member of the school team.
- Engage in critical self-reflection of professional practices to improve the quality of teaching and learning.
- Actively participate in professional development activities and programs.
- Work within the framework of the AIP, employer policies and regulations and the law.
- Progressively demonstrate improved classroom practice.
- Be supportive of colleagues.
- Participate in school based performance appraisal.
- Exercise an appropriate duty of care towards students.
- Participate in school decision making and demonstrate loyalty to the school.
- Exercise an appropriate duty of care towards school equipment and resources.
- Present in a neat and professional manner at all times.
- Treat students equitably and justly.
- Respect students and parents rights to confidentiality.
- Show initiative, enthusiasm and reliability in the performance of duties and responsibilities.

Non Teaching staff have the responsibility to:

- Exercise an appropriate duty of care towards students.
- Provide a welcoming, professional and efficient "**first contact**" with the school.
- Have a sound knowledge of their duties as outlined in the Victorian Government Schools Agreement, 2013.
- Provide, where appropriate, effective and efficient practical and administrative support to members of the school community.
- Work as a member of the school team to implement the AIP, policies and programs.
- Respect student, parent and staff rights to confidentiality.
- Exercise appropriate care for school equipment and its ongoing maintenance.
- Participate in ongoing professional development programs.
- Participate in school based performance appraisal.

I agree to adhere to this Code of Conduct:

Name:

Signature:

Date:

Ratified by Eildon Primary School Council – October 2016

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