Vision:
To create powerful lifelong learners and active citizens, capable of critical and creative thinking in order to solve problems, deal with events and competently cope with the dynamics of life.

School Virtues:
Respect, Learning, Honesty, Responsibility, Excellence

Whole School Cooperative Code:
- Respect
- Learning
- Follow adult instructions
- Communication
- Safety

Keys to Success:
- Getting Along
- Confidence
- Organisation
- Persistence
- Resilience
Our Beliefs about Relevant Education for the 21st century are based on the following two strands:

1. It must be truly humanising in that it enhances the learner's humanity, improving their competence as managers of their own lives, members of society (both local and global), effective participants in the workforce and active contributors to a changing environment. It's overarching aim is to enable them to pursue wisdom.

2. It must be truly socialising in that it must enhance the learner's communal and global consciousness and foster responsible citizenship.

Essential Skills needed to achieve our vision are:
Collaborative team work, problem solving, communicating, making connections, creating, and expressing oneself in a variety of ways.

School context:
Melrose is a small, rural town in the Southern Flinders region with a population of approximately 400 people. According to the 2011 census, approximately 64% of the people living in Melrose are employed full time, 28% are working on a part time basis and about 4% of the population are unemployed. The main occupations of people from Melrose are Managers 40%, Professionals 18%, Labourers 10%, Technicians and Trades Workers 9%, Machinery Operators and Drivers 6%, Community and Personal Service Workers 6%, Sales Workers 5% and Clerical and Administrative Workers 3%. The town offers some community services with a number of small businesses catering for locals and the high tourist trade. These businesses offer some part and full time employment for a few, as does the District Council that has its offices in the town. Many other community members however commute to regional centers or other local towns, (Pt Pirie, Pt Augusta, Booleroo Centre), are seasonal agricultural workers, or work away from families on a roster system or are retirees.

Our Students:
Melrose Primary school students are a mixture of town and farm children, with many families having long-term family associations with the district. Enrolment numbers have fluctuated between 25-21 in the past two years. The school caters for two composite classes of small numbers. Children generally transfer to Booleroo Centre District School for their secondary schooling.

Student Voice:
Student Voice is a focus within the school. The Australian Curriculum equips students for the challenging world of the twenty-first century to ensure that students are supported to take increasing responsibility for their own learning, their physical, personal and social wellbeing, their relationships with others and their role in the local, national and global community.
The notion of 'student voice' helps meet the objectives of developing the interdisciplinary skills vital for such a curriculum. It also ensures that the needs of individual students guide the design of personalised learning plans. As students progress through school they need to be encouraged and supported to take greater responsibility for their own learning and participation at school. This involves developing as individual learners who increasingly manage their own learning and growth, by setting goals and managing resources to achieve these.

In our highly interconnected and interdependent world, students learn to work with others by building positive and social relationships and working and learning together in teams. We believe that the Student Voice Model is essential in improving pedagogical practice. It is a way of capturing authentic voice, generating robust discussions, engaging and empowering students and enhancing educational outcomes.

When students engage in Student Voice the following benefits are realised.

**Students develop:**

- A greater sense of belonging and membership in the school
- Self respect and self worth and feel positive about themselves
- A greater understanding of themselves as learners and take more responsibility for their learning and outcomes
- An appreciation for their contribution to the culture of the school
- Positive attitudes that increase engagement and achievement
- Citizenship and an understanding of the importance of social inclusion
- Confidence and resilience
- Leadership skills

**Student Leadership:**
The oldest students in the school automatically become the school’s student leaders. These are usually the Years 6 and 7 students. Their role is to attend regular meetings with the Principal and in doing so they learn about meeting procedures and the skills involved. The aim is for leaders to be able to independently conduct meetings in pairs with their class and also the Junior Primary class.

We are working towards developing class meetings based on the model developed by Donna Styles.
The key purpose of class meetings is that they have a great impact on the tone of the classroom. Class meetings are very useful for the following reasons:

Class meetings:
1. Assist children with personal growth
2. Help children resolve conflict
3. Allow students to make suggestions and plan activities
4. Help improve academic achievement
5. Unify the class
6. Serve as a classroom management tool
7. Offer a forum for recognising and celebrating accomplishments
8. Provide an occasion for enjoying each other's company

The key components and characteristics of the model Donna has developed are:
- Students sit on chairs in a circle.
- Meetings are held every week.
- Students lead the meeting.
- Both problems and suggestions are discussed.
- Students encourage and compliment each other.
- A set format for the meeting is followed each week.

Students gain the following skills:
- Listening
- Responding
- Public speaking
- Leadership
- Organisation
- Thinking
- Problem Solving

Class meetings play a crucial role in students' emotional, social, ethical and intellectual development which creates interpersonal skills necessary for developing strong, and positive relationships that promote citizenship.

Student Management and Development:
We are using the Assertive Discipline Model as a basis to student management. This model was developed by Lee Canter who is a child guidance specialist. The Assertive Discipline Model incorporates ideas and techniques from several other models. These include the thinking around behaviour as choice, using logical consequences rather than threats and punishment, adopting positive reinforcement for desired behaviour and addressing the situation rather than the student's character. The unique features of Canter's model is that it's easy to implement, the prime focus is on meeting teachers and students rights in the classroom, it emphasises the belief that teachers need to care sufficiently about students to limit their self-defeating behaviour and that teachers need to have support from administrators and parents.
The rights of teachers include:
- The right to establish classroom rules and procedures that produce the optimum learning environment
- The right to insist on behaviour from students that meets teacher's needs
- The right to receive help in disciplining from both parents and school administrators when support is needed

The rights of students include:
- The right to have teachers who will limit inappropriate behaviour
- The right to have teachers who will provide positive support for appropriate behaviour
- The right to have teachers who will communicate how students should behave and what will happen if they do not
- The right to have teachers who use assertive language and strategies when working with all students

Reinforcing Positive Behaviour:
Our staff understand the importance of reinforcing positive learner behaviour by implementing a system of favourable consequences.
The positive or optimistic approach using positive reinforcement is very effective as it makes everyone feel good. Successful involvement with students when they behave appropriately builds influence with students, leads to a decrease in the amount of problem behaviour and makes for a happier and more productive classroom.

Positive Consequences adopted are as follows:
- Positive attention from the teacher
- Positive home contact
- Awards at assembly
- Special privileges such as helping in other classes
- Material rewards such as stationary items from a Prize Box
- Acknowledgement of positive behaviour
- Mentoring
- Special celebrations
- Stickers and certificates from Admin
- Recognition in school newsletters
- Whole school celebrations
- Special considerations and celebrations using Student Voice
- Group rewards when the whole class achieves a set goal
- Leadership responsibility for a special project
Consequences for misbehaviour ranging from minor infringements to more serious infringements:

Consequences need to be logical or fitting and include the following:

- A reminder/warning/rule restatement/redirection
- Apology
- Time out
- Catch up on work
- Buddy class/fill out a reflection form
- Counselling
- Social skill development
- Detention/owing time/reflection
- Exit to office/fill out a reflection form
- Mediation with other students through a Restorative Justice conference where a plan is discussed, negotiated, mutually accepted, actioned, monitored and reviewed
- Parent contact/parent meeting
- Take home
- Internal suspension
- External suspension

Wellbeing through addressing Grievance:

Our Wellbeing Policy and Grievance Policy detail the principles and actions we adopt at Melrose Primary School. Please refer to these policies.

Resolving Conflict through Restorative Practices:

When children experience ongoing problems causing conflict we use the Restorative Justice Practices. The Restorative Justice philosophy encourages schools and organisations to shift their thinking from a traditional model of punishment for wrongdoers to one of education, accountability and meaningful change.

Restorative Practice, the hands on element to Restorative Justice, assists schools to put into practice important values and beliefs that emphasise rights and responsibilities, positive relationships, productivity and cooperation and at the same time meeting individual needs within their community. One of the persuasive outcomes for restorative schools is the alignment of student discipline practice with the school’s vision and virtues.
The Restorative Justice philosophy holds that human beings are happier, more productive and cooperative, and more likely to make positive changes in their behaviour when those in positions of authority do things with them, rather than to them or for them. We maintain that the punitive and authoritarian *to* mode and the permissive and paternalistic *for* mode are not as effective as the restorative, participatory, engaging *with* mode. Further, we believe that the most favourable environment for human beings is one which allows for the free expression of emotion, minimising the negative and maximising the positive. Restorative schools in general experience increased levels of cooperation and compliance. Restorative classrooms experience improved relationships and learning outcomes, and report far less disruption.

Teachers working proactively in their classrooms and in the playground view wrongdoing as an opportunity for teaching and learning about how to increase student satisfaction. They see wrongdoing as an opportunity for reflection and reinforcement of boundaries, limits and expectations. In other words inappropriate acts are viewed as teachable moments.

The principles of Restorative Justice provide schools with a set of guidelines and responses to manage even the most confronting behaviours. When we put relationships and individual needs at the core of our student discipline policy we provide opportunities for dialogue that strengthens the sense of community where emotional skills and intelligence are developed and individuals are given the opportunity to take responsibility for the harm done and to make things right.

At Melrose Primary School we have found that Restorative Justice Practices have been largely successful in restoring justice and repairing relationships between students. Students are involved in conferences using visual pictures that explain the thinking and feelings that contribute to wrong doing. Clear visual images provide information about how problems can be resolved and what strategies need to be used in the future. Agreements are made between students and parents are made aware of the outcome. In some situations parents are involved in the restorative justice conferences. The Principal keeps monitoring the relationship between the students to ensure that a peaceful long term outcome is achieved.
Community Focus and Voice:
At Melrose Primary School we value community participation. We hold assemblies for parents, families and friends to attend. Student leaders organise and present the assemblies. Our Governing Council meet twice a term and are active in shared decision making about the strategic direction of the school, developing policies, approving and monitoring the budget and supporting and coordinating community events.
We have an active Parent, Friends and Community Group (PFC) who communicate regularly to organise community initiatives, get togethers and fundraising events.
The Community Room in the school, previously known as the Activity Room is used for meetings, assemblies and special events.
Melrose Primary School will continue to welcome the whole school community to be partners in the continuous improvement of the educational processes and programs in the school.

Playcentre and Play Group Programs at the Melrose Early Learning Centre:
The Melrose Early Learning Centre and Rural Care is next door to the school and is part of the original school building, the other half being the Melrose Primary School’s JP classroom.
A Playcentre program caters for children from the age of 3 until their school entry. Currently it operates on Wednesdays from 9am—12noon and is an educational play based program. Parents support the program by being actively involved in the activities and by helping with supervision of children.
A Play Group program has been available on Friday mornings when parents can bring their young children to the Early Learning Centre from 10am—12noon. There are strong links with the Playcentre children and the JP children.
Regular visits are organised for the children to get together. They are involved in combined lessons of sharing stories and art activities or outdoor play.
This strategy is the beginning of a transition program to school and particularly benefits all the children in socialising and making connections.
Currently Melrose doesn’t have an independent preschool due to insufficient numbers, however if numbers build again the preschool can reopen. Preschool programs can be accessed at either Booleroo Centre or Wilmington.
Outreach Rural Care and OSHC are available at the Early Learning Centre.
Curriculum:

From 2012, schools have been in a transitional phase from a state curriculum to a National Australian Curriculum. The Australian Curriculum is designed for the span of learning from Foundation years or Reception to Year 12 (F-12). The Australian Curriculum is designed to develop successful learners, confident and creative individuals and active and informed citizens.

The curriculum will enable each student to develop:

- A solid foundation in knowledge, understanding, skills and values on which further learning and adult life can be built.
- A deep knowledge, understanding, skills and values that will enable advanced learning and an ability to create new ideas and translate them into practical applications.
- General capabilities that underpin flexible and analytical thinking, a capacity to work with others and an ability to move across subject disciplines to develop new expertise.

We are now teaching and reporting in all the Australian Curriculum learning areas. These are: Mathematics, English, History, Geography, Science, The Arts, Technologies, Health and PE, Civics and Citizenship (Years 3-7) and Economics and Business (Years 5-7).

An outline of how the Australian Curriculum is designed is as follows.

Rationale explains the reason why the chosen content in a learning area is important for students to learn and outlines the broad scope and sequence of learning to be expected from F-10. This rationale makes clear to teachers and students how certain choices were made—whether they were based on “big ideas” essential to a deep understanding of a domain of knowledge; learning that is essential for further learning in a particular area; other important considerations such as students’ developing a sense of personal identity; or Australia’s geographical and historical context.

- Aims identify the major learning that students will be able to demonstrate as a result of being taught the curriculum and comprise a small amount (4-6) of statements for the learning area.
• **Organisation of the learning area and it's curriculum**: provides an overview of how the learning will be organised for F-10. This structure includes descriptions of the nature of the strands and their relationship to each other, a summary of the major concepts, year level descriptions, content descriptions and a glossary of terms for reference. It also takes into account the developmental needs of learners from F-10 by providing advice across different year groupings on the nature of learners and the relevant curriculum.

• **Representation of General Capabilities**: The General Capabilities section provides a brief summary of the general capabilities included in the content of the curriculum areas. The general capabilities are Literacy, Numeracy, ICT (Information and Communication Technology) Capability, Critical and creative thinking, Personal and social capability, ethical behaviour and Intercultural understanding.

• **Cross Curricula priorities**: Cross-curricula are represented in all learning areas. The three priorities are: Aboriginal and Torres Strait Islander history and cultures; Asia and Australia’s engagement with Asia and Sustainability. Cross-curricula learning equips students with the knowledge, understanding and skills to develop a greater understanding and appreciation of the complexities in the three priority areas that will enable them to engage effectively in a globalised world.

• **Assessment and reporting using the Achievement Standards**: Teachers will use a range of assessment strategies to ascertain what each student has learnt (actual achievement) and will make judgements to what extent and quality each student has achieved in relation to the Australian Curriculum Achievement Standards. The current Commonwealth requirements for reporting is that student achievement will be reported in terms of A-E grades (or an equivalent 5 point scale). We continue to determine and develop the most effective way to collect evidence of students’ achievement and what the important elements of a learning portfolio will be.

• **Learning Design**: Programming and planning is changing to incorporate the essence of the Australian Curriculum with the pedagogy of TfEL (South Australian Teaching for Effective Learning) in a Learning Design structure. The elements of the Learning Design is developed around three fundamental questions which are: What do we want students to learn?, How will we know if they got it and What will we do to get there? This approach to planning is known as the backward design as the thinking of the learning design begins with the anticipated and intended learning or achievement.
Reporting and Assessment Practices and Schedule:
Reporting to parents happens as follows:

- **In Term 1, Week 3,** we hold a parent information night which involves teachers presenting information to parents about their programs, procedures, practices, school and home contact, school structures, and expectations. Parents are invited to ask questions and generally form a connection with the teacher and their child’s classroom and school.

- **In Term 1, Week 8,** Three Way Conferences are held. Individual Learning Plans (ILP) are devised collaboratively between teachers, parents and students and these detail specific goals in the areas of Literacy, Numeracy and Wellbeing. These plans are modified, adapted or extended as necessary. There is ongoing communication between the teacher, parent and student to assess how the student is going towards achieving the ILP goals. New goals are set when they have been achieved.

- **In Term 2 a written report is sent home in Week 10.** Parents have the opportunity to clarify information with their child’s teacher.

- **In Term 3, Week 8,** another Three Way Conference is held to discuss the progress of the student throughout the year and to show evidence of student learning and achievement of learning goals.

- **In Term 4, Week 9,** the final written report summarising student achievement is given to parents.

Assessment Practices and Methods:
Assessing students ability and collecting evidence of learning is ongoing throughout the year. It’s essential to align the assessment task with the relevant achievement standard as part of the learning design.

Types of assessment include:

- **Anecdotal records:** objective narrative records of student performances, strengths, needs, progress and negative/positive behaviour

- **Authentic tasks:** activities that are genuine and purposeful. These can include real life shopping tasks, measuring an oval, designing a home, building a bridge or tower, writing about significant issues etc

- **Checklists, scales or charts:** identification and recording of students’ achievement can be through rubric levels, letter grade or numerical value, or simply by acceptable/unacceptable

- **Conferences:** meetings between the student/parent/teacher and others where progress is checked and goals for growth are established and agreed upon

- **Contracts:** agreements or goals (verbal or written) set by the teacher, parents and student

- **Games:** games are excellent opportunities for simulations and small and large group assessment
• **Diagnostic inventories**: students respond to a series of questions in any field, either verbally or in writing. These responses may indicate an ability or interest in a particular field.
• **Peer evaluation**: assessment by students about one another’s performance relative to stated criteria and program outcomes
• **Portfolios**: collections of student work that exhibit the students’ efforts, progress and achievements in one or more areas
• **Rubrics**: a set of guidelines for measuring achievement. Rubrics should state the learning outcome/s with clear performance criteria and a rating scale or checklist.
• **Self - evaluations**: student reflections about her/his own achievements and needs relative to program goals
• **Simulations**: the use of problem-solving, decision-making and role-playing tasks
• **Student journals**: personal records of, and responses to activities, experiences, strengths, interests and needs
• **Student profiles**: a compilation of data which may include student work samples
• **Student-led conferences**: where the student plans, implements, conducts and evaluates a conference regarding their learning achievements. The purpose of the conference is to provide a forum in which students can talk about their school work with parents/carers and demonstrate their growth towards being self directed lifelong learners.
• **Teacher observations**: regular, first hand observations of students, documented by the teacher

**Assessment of, for and as learning**:

**Assessment of learning**:
• Is usually summative and is mostly done at the end of a unit of work.
• Is designed to provide evidence of achievement to parents, other educators, the students themselves and sometimes to outside groups (eg employers, other educational institutions).
• Is based on evidence obtained from a variety of contexts and applications.
• Often occurs at a particular point in time eg after a concept has been taught.

**Assessment for Learning**:
• Is a formative assessment for learning.
• Students understand what they are to learn, what is expected of them and are given advice and feedback on how to improve their work.
• Is an investigative tool to find out as much as they can about what their students know and can do, and what confusions, preconceptions, or gaps they might have. This information provides the basis for determining what needs to happen next to move a student on and the teacher is able to provide resources, feedback and intervention strategies.
Assessment as students are learning:

- Is used to enhance student's motivation and commitment to learning.
- Students are able to learn about themselves as learners and become aware of how they learn.
- Students reflect on their learning regularly usually through self and peer assessment.
- Helps students take more responsibility for their own learning and monitoring of it.

All forms of assessment builds up a picture of what students are able to do. Assessment tasks need to provide opportunities for students to demonstrate what they understand, know and can do.

At Melrose Primary School currently our focus is on devising our learning design and developing quality assessment tasks aligned with the Australian Curriculum achievement standards.

Special Programs/Events:

At Melrose Primary School we celebrate the following special events:

- Combined Sport’s Day with Booleroo District School and Wilmington Primary School
- Harmony Day
- Community Assemblies
- Premier’s Reading Challenge
- National Resources Management Sustainability Program
- Wheels’ Day
- Tuck Days
- Whole School Camps
- National Literacy and Numeracy Week
- Reconciliation Week
- Operation Christmas Child
- Sport’s Colours Day
- Choir for girls
- BMW Disco
- Gardening and environmental education

These programs and events can change and others can be added due to a variety of reasons including availability of funds and staff and student interests.