

School Charter 2004 - 2006

Clayton North Primary School No. 734

Growing, Caring, Achieving - *TOGETHER*



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That the document tabled as Clayton North Primary School Charter 2004- 2006,be endorsed as the School Charter effective from January 25, 2005

and

That the School Council empowers the principal to make minor amendments to the wording of the School Charter that may be necessary during negotiations with the Department of Education and Training.

Moved: Bernie Parks

Seconded: Robert Dixon

Carried:

SCHOOL PROFILE

Clayton North Primary School is a Victorian Government school located in Clayton, Victoria, Australia. The location offers close access to a selection of government and private secondary schools and kindergartens. Excellent community facilities, including recreation parks, are nearby. The school buildings are set in attractive grounds and include specialist areas for visual arts, performing arts and physical education. The spacious Media Centre contains a wide range of reading and resource material and a large number of computers. Information technology systems support student learning from Preparatory Year to Year 6.

The *School's Mission* is: 'To provide a safe and secure environment where all students are valued, encouraged, supported, and challenged in to reach their potential. This is achieved in a social environment founded on the School's Values of: care, acceptance, respect, responsibility, self-reliance, teamwork and honesty.

The *School's Vision* is as follows:

- All staff valued, encouraged, supported, and challenged in their lifelong learning journeys.
- Students and staff finding enjoyment in learning, and the recognition and recognition and celebration of achievements.
- Every student supported whilst growing in self-esteem and developing resilience and self reliance.
- Students and teachers, together, will be constantly engaged in analysing their learning situation and developing improvements.
- Staff highly committed to their roles and professional growth.
- Students becoming lifelong learners, developing values, habits and cooperative behaviours that will sustain them long beyond their schooling years
- Our school enjoying continued success through continual improvement of the efficiency and effectiveness of classroom practice, school leadership and management processes
- Increasing involvement in the life of the school, by the students, their parents and other supporters of the school system
- Parents as being highly satisfied, appreciative and supportive of the school.
- Confidence in the school within the wider community.

The school has a proud record of service to its community and is responsive to community needs. It is recognised for its support for all students within its highly multicultural community, and its commitment to the academic, social and emotional development of all students. The school is also noted for its high sporting achievements and provides a comprehensive program in visual and performing arts. Students are also introduced to an intensive cultural program where local cultures are studied in detail. This ensures that our values of *respect* and *acceptance* are embedded into the school.

Our students come from families from throughout the world, and 65% speak a language other than English at home, enriching the cultural diversity of the school. Parents are supportive of the school and are encouraged to actively participate in school programs.

The organisation of classes is based on a multi-age structure which encourages and enhances individual achievement and social development. Students with disabilities and impairments are provided with appropriate support and specialised learning programs within classrooms.

Members of staff offer a wealth of experience and enthusiasm, and are proud to be associated with the school. Learning programs are designed by teachers working in teams to enhance the curriculum quality in every classroom. Teachers demonstrate a commitment to professional learning and accept the challenges of curriculum improvement and the adoption of innovation. They provide exemplary role models through their relationships with colleagues, parents and children.

Programs to attain curriculum goals are conducted in eight areas of learning: English, Mathematics, The Arts, Science, Technology, Studies of Society and Environment, Health and Physical Education and Cultural Studies (COTE). These programs provide a developmental learning continuum over seven years from Preparatory Year to Year 6, and soundly prepare children for transition to secondary education.

Students with special talents, or those who require additional support, are assisted within the classroom and through special focus programs such as Reading Recovery and the Gifted and Talented Program.

The school promotes a harassment-free environment for students and staff, and principles of employment merit and equity are valued and applied. Parents are invited to work in partnership with staff to enhance students' opportunities. The newly formed Friends' Group is committed to promoting community involvement and is also a successful fundraising group.

Curriculum Achievement

- To ensure that all students develop appropriate levels of literacy and numeracy as measured against Like School and Statewide Benchmarks.

Curriculum Provision

- To provide a developmental, balanced and challenging curriculum that promotes excellence and enhances learning outcomes for all students.

Environment

- To provide a safe, secure learning environment where the school values of care, acceptance, respect, responsibility, teamwork, self-reliance and honesty are paramount and where all stakeholders are focussed on providing optimum learning opportunities for all students.

Management

- To develop an effective and enthusiastic learning community to support staff in developing pedagogical and leadership skills which ensure the realisation of the schools goals and priorities.

Resources

- The provision of resources which reflect School priorities and focus areas thus enabling effective implementation of curriculum and improved student learning outcomes.

Student Achievement and Curriculum Provision

Government Targets: By 2005 – Victoria will be at or above the National Benchmark levels for reading, writing and numeracy as they apply to all primary students.

GOAL	PERFORMANCE MEASURE	IMPROVEMENT AREAS	BASELINE SCHOOL PERFORMANCE	SCHOOL TARGETS
<p>To ensure that all students develop appropriate levels of literacy and numeracy as measured against Like School and Statewide Benchmarks</p>	<p>Required Measures Student achievement in Maths and English against the CSF</p> <p>Year 3 and 5 AIM tests</p> <p>Early Years (P-2) literacy achievements</p> <p>Parent satisfaction survey</p> <ol style="list-style-type: none"> 1. Academic Rigour 2. Quality of Learning 3. Student Reporting 	<p>Improvement in Writing and Spelling in Years P-6</p> <p>Improvement in Reading and Writing in Years P-6</p> <p>Improvement in Mathematics in Years P-6</p> <p>Further development of the Early Years program in years 3-4.</p>	<p>2003 Reading – established or above CSF level Prep-78% Yr 2-91% Yr 4-62% Yr 6-59% 2003 AIM Yr 3-3.16 Yr 5-4.18</p> <p>2003 Writing – established or above CSF level Prep 82% Yr 2 82% Yr 4 59% Yr 6 48% 2003 AIM Yr 3-3.33 Yr 5-3.61</p> <p>2003 AIM Spelling Yr 3-3.50 Yr 5-4.08</p> <p>2003 Number – established or above CSF level Prep 90% Yr 2 79% Yr 4 59% Yr 6 59% 2003 AIM Yr 3-3.57 Yr 5-4.41</p> <p>2003 Measurement – established or above CSF level Prep 95% Yr 2 87% Yr 4 58% Yr 6 58% 2003 AIM Yr 3-3.34 Yr 5-4.09</p> <p>2003 % above CSF level in Reading Prep 39% Yr 2 52% Yr 4 34% Yr 6 21% 2003 % above CSF level in Number Prep 16% Yr 2 22% Yr 4 28% Yr 6 28%</p> <p>Staff Survey – Curriculum Co-ordination 2004 3.40</p> <p>Parent Survey – Academic Rigour 2004 5.29</p>	<p>2006 Reading – established or above CSF level Prep-90% Yr 2-90% Yr 4-80% Yr 6-80% AIM At or above LSG</p> <p>2003 Writing – established or above CSF level Prep 80% Yr 2 80% Yr 4 80% Yr 6 80% 2006 AIM At or above LSG</p> <p>2006 AIM Spelling At or above LSG</p> <p>2006 Number – established or above CSF level Prep 90% Yr 2 90% Yr 4 80% Yr 6 80% 2006 AIM At or above LSG</p> <p>2006 Measurement – established or above CSF level Prep 90% Yr 2 90% Yr 4 80% Yr 6 80% 2006 AIM At or above LSG</p> <p>2006 - 10% increase in numbers of students assessed above indicative CSF levels in Reading and Number.</p> <p>Curriculum Co-ordination 2005 3.8 2006 4.0 Academic Rigour 2005 5.4 2006 5.45</p> <p>Digital portfolios implemented. Computer ratio at least 1:5</p>
	<p>To provide a developmental, balanced and challenging curriculum that promotes excellence and enhances learning outcomes for all students.</p>	<p>Additional School Measures PAT and Torch testing in years 3-6</p> <p>University of NSW examination papers</p> <p>Early Years Numeracy interview</p> <p>Prep Entry Assessment data</p> <p>KLA Time</p>	<p>Improvement in student learning through the incorporation of the Essential Learnings Standards – priority 1</p> <p>The incorporation of information and communication technologies into learning areas</p>	<p>2003 AIM Spelling Yr 3-3.50 Yr 5-4.08</p> <p>2003 Number – established or above CSF level Prep 90% Yr 2 79% Yr 4 59% Yr 6 59% 2003 AIM Yr 3-3.57 Yr 5-4.41</p> <p>2003 Measurement – established or above CSF level Prep 95% Yr 2 87% Yr 4 58% Yr 6 58% 2003 AIM Yr 3-3.34 Yr 5-4.09</p> <p>2003 % above CSF level in Reading Prep 39% Yr 2 52% Yr 4 34% Yr 6 21% 2003 % above CSF level in Number Prep 16% Yr 2 22% Yr 4 28% Yr 6 28%</p> <p>Staff Survey – Curriculum Co-ordination 2004 3.40</p> <p>Parent Survey – Academic Rigour 2004 5.29</p>

Management Goal

GOAL	PERFORMANCE MEASURE	IMPROVEMENT AREAS	BASELINE SCHOOL PERFORMANCE	SCHOOL TARGETS
To develop an effective and enthusiastic learning community to support staff in developing pedagogical and leadership skills which ensure the realisation of the schools goals and priorities.	Required Measures	Implementation of Performance and Development processes that support the Government 'Blueprint for Education'.	Staff Survey 2004	Staff opinion as measured by the Staff Survey.
	Staff organisational health survey		School Morale 2004 3.70	2005 3.8 2006 4.0
	Uncertificated sick leave		Supportive Leadership 2004 3.40	2005 3.60 2006 3.80
			Goal Congruence 2004 3.80	2005 4.00 2006 4.10
			Professional Interaction 2004 3.80	2005 4.00 2006 4.20
			Appraisal/Recognition 2004 2.70	2005 2.90 2006 3.10
			Role Clarity 2004 3.20	2005 3.60 2006 3.80
			Professional Growth 2004 3.20	2005 3.40 2006 3.60
			Participative Decision Making 2004 3.00	2005 3.20 2006 3.40

Resources Goal

GOAL	PERFORMANCE MEASURE	IMPROVEMENT AREAS	BASELINE SCHOOL PERFORMANCE	SCHOOL TARGETS
The provision of resources which reflect School priorities and focus areas thus enabling effective implementation of curriculum and improved student learning outcomes.	Comparative/Combined receipts and payments statement	The development of a permanent staff resources area		

Priority 1

Related School Goals

To ensure that all students develop appropriate levels of literacy and numeracy as measured against Like School and Statewide Benchmarks.

To provide a developmental, balanced and challenging curriculum that promotes excellence and enhances learning outcomes for all students.

Description

Student learning through the incorporation of the Essential Learning Framework.

Current Situation

Over the previous charter period the school identified the need to develop learning and teaching strategies that ensured that differentiated approaches were employed in all classrooms. To some extent this was achieved, particularly in the junior school. Literacy and Numeracy data showed that the school was performing at or above like schools in many areas but that room for improvement in writing was noticeable. With the publication of the Government Blueprint and the introduction of the Victorian Essential Learning Standards, it is essential that a focus across curriculum in this area would be most appropriate and would also enable us to continue our emphasis on continuous improvement in literacy and numeracy outcomes throughout the school.

Intended Outcomes

- Developing the School's practices around the three pillars of the Essential Learning Framework:
 - Core Discipline Concepts
 - Generic Cross-Curricula Skills
 - Personal and Social Skills, Attributes and Values
- A consistent approach across curriculum planning, delivery, assessment, evaluation and reporting.
- Improved student learning outcomes in English and Mathematics.
- Connecting learning and making learning experiences meaningful and relevant by engaging students in active learning and in critical consideration of their own progress and achievement, with an emphasis on students taking responsibility for their own learning.
- Focus on authentic and powerful pedagogy through identifying, analysing and resolving immediate challenges in learners' worlds.

Performance Measures

- CSF data
- Parent opinion
- AIM
- Reading text levels
- Attitudes to School Survey
- Torch and PAT tests

Targets

- Improvements in number of students who strongly agree in 'Teachers and Teaching' area of the Student Attitudes to School Survey – Year 5

Variable	% SA Score 2003	Variable	% SA Score 2006
Quality of Instruction	56	Quality of Instruction	=>70
Feedback	49	Feedback	=>70

- Improvements in number of students who strongly agree in 'Teachers and Teaching' area of the Student Attitudes to School Survey – Year 6

Variable	% Score 2003	Variable	Score 2006
Feedback	35	Feedback	=>60

- 10% increase in the proportion of students who achieve above expectations in both English and Mathematics, by comparing data each year against 2003 as a benchmark.

- Improvement in the Academic Rigour scale in the Parent Opinion Survey to be equal to or better than the State means.
- Improvement in the Goal Congruence scale in the Staff Opinion Survey to be equal to or better than the State means.

Initial strategies

Data Gathering and Analysis

- Assessment of Reading (Text Level) Prep – Year 2 data.
- CSF achievement data Prep – Year 6 in English and Mathematics.
- At each half year, student achievement data will be compared to benchmark data (2003.2) for all strands in English and Mathematics.
- As CSF data in other key learning areas becomes available, trends will be similarly monitored.
- AIM data in Reading, Writing, Spelling, Number and Measurement.
- Student surveys.

Programs and Policy Development

- A strong focus on the following
 - Purposeful Pedagogies – teaching for understanding
 - Relational Learning
 - Further development of the use of ICT in all learning areas
 - Catering for the needs of the more talented students in all areas of the curriculum
 - A range of assessment process to inform teaching and learning
 - Reporting achievement progress and next learning to parents
- An array of teaching strategies that support intellectual engagement, connectedness to the wider world, supportive classroom environments, and recognition of difference, will be implemented across all key learning areas
- Development of whole school approaches to the management of program delivery.
- Support teachers in using Quality Tools to provide class leadership and involve students in the improvement of the class learning processes.
- Developing strong learning links to the broader community
- By constructing a staff capabilities matrix to inform individual and whole school Professional Learning Plans
- Peer support
- “You can do it” or similar whole of School program
- Mpower Girls’ program in Years 3 to 6
- The introduction of some single sex classes in Years 5 and 6.
- Student Attitudes to School Survey extended to years 3 & 4
- Parent Education programs to inform on current teaching practices
- Increasingly engage students in Years 5 & 6 through the Innovation and Excellence Project.

Professional Development

- Encouraging staff professional development
- Making application for the Teacher Professional Development and Leave strategies as outline in the Blueprint
- By visiting schools which model best practice
- By participating in local networks; and by using peer support and mentoring.
- The moderation of student work samples across and between teams
- Extend arrangements where teachers work in teams to cater for students across the whole area.

Resource Support

- Allocation of sufficient resources in the annual budget allocation to cover this priority.

Management

- Leadership group formed to drive learning and development across the school.

Priority 2

Related School Goals

To provide a safe, secure learning environment where the school values of care, acceptance, respect, responsibility, teamwork, self-reliance and honesty are paramount and where all stakeholders are focussed on providing optimum learning opportunities for all students.

Description

To develop strong social competencies in students and a positive attitude to personal wellbeing and healthy lifestyles.

Current Situation

It is accepted by staff and parents that student behaviour at Clayton North is of a high standard yet data from the Students Attitudes to School Survey has indicated that students do not feel particularly safe at school. It is also becoming apparent that many students tend to lack the skills to deal with some situations where they may feel intimidated or are unsure of required behaviour and that many students generally show low levels of resilience when dealing with interpersonal relationships.

In addition, the Government focus on healthy lifestyles and fitness has caused us to examine the behaviours of our students and the community on this issue and it is felt that a significant role needs to be played by the school to enable the community to become better informed about lifestyle choices.

Intended Outcomes

- Students actively display high levels of self esteem, motivation and improved resilience levels.
- Students actively display strong connections to school and learning.
- Improved levels of student physical fitness and involvement in physical activity.
- Students will actively participate in a variety of sports.
- Students will develop healthy eating habits.
- Students will actively display behaviours which support environmental sustainability.

Performance Measures

- Attitudes to School student data
- Parent Opinion
- Staff Opinion
- KLA comparative data in PE.
- Fitness testing

Targets

- Improvements in number of students who strongly agree in 'Feelings about Yourself' area of the student Attitudes to School Survey – Year 5

Student Safety	20	Student Safety	=>60
Self Esteem	36	Self Esteem	=>60

- Improvements in number of students who strongly agree in 'Feelings about Yourself' area of the student Attitudes to School Survey – Year 6
-

Student Safety	36	Student Safety	=>60

- Parent Opinion of General Environment and Customer Responsiveness as shown in the Parent Opinion Survey to remain high and above the State benchmarks.
- Meet DE&T requirements for time allocation to physical and sport education throughout the school
- Increased numbers of students participating in out of school organised sport

Initial strategies

Data Gathering and Analysis

- Parent Survey
- Staff Survey
- Student Attitudes to School Survey – extended to years 3 and 4
- Incident log book

Programs and Policy Development

- An array of teaching strategies that support intellectual engagement, connectedness to the wider world, supportive classroom environments, and recognition of difference, will be implemented across all key learning areas
- Development of whole school approaches to the management of program delivery.
- Support teachers in using Quality Tools to provide class leadership and involve students in the improvement of the class learning processes.
- Developing strong learning links to the broader community
- By constructing a staff capabilities matrix to inform individual and whole school Professional Learning Plans
- Parent Education programs to assist with managing children's development
- Peer support
- "You can do it" or similar whole of School program
- Mpower Girls' program in Years 3 to 6
- The introduction of some single sex classes in Years 5 and 6.
- Student Attitudes to School Survey extended to years 3 & 4
- Parent Education programs to inform on current teaching practices
- Increasingly engage students in Years 5 & 6 through the Innovation and Excellence Project.
- Use of 'experts' in the field to deliver a wide range of clinics for students.
- Parent Education programs to assist with managing children's development
- Peer Support training and implementation
- Encouraging parental involvement in sporting programs
- Whole of school programs developed to address identified areas of need
- Apply for Federal funding for Out of Hours sporting programs
- Introduce some single sex classes in years 5 and 6

Professional Development

- Encouraging staff professional development
- Staff professional development to ensure a 'whole of school' approach
- Making application for the Teacher Professional Development and Leave strategies as outline in the Blueprint
- By visiting schools which model best practice
- By participating in local networks; and by using peer support and mentoring
- Extend arrangements where teachers work in teams to cater for students across the whole area
- Professional development of teaching staff in Fundamental Motor Skills
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Resource Support

- Allocation of sufficient resources in the annual budget allocation to cover this priority.

Management

- Leadership group formed to drive learning and development across the school.
- Appoint full time PE teacher.

Clayton North Primary School is a community of students, parents and school employees and is linked to local schools and other communities and individuals who are clients, suppliers or stakeholders.

Values

The School has adopted a set of values to guide the conduct and practices of persons who represent the School and which the School fosters in its relationships as it strives to achieve its vision and mission. These values are the basis on which the social competencies of students will be developed. These are:

Care; Acceptance; Respect; Responsibility; Teamwork; Honesty; Self-reliance

The School places great emphasis on recognition and celebration of achievement by students, staff and involved parents, to foster self-esteem and self-reliance.

Conduct and Practices

The appendix sets out examples of the behavioural expectations of the adults who represent the school community and which will be advocated throughout the community. The table also details the Code of Conduct for students, which will be developed with the co-operation of parents.

	Care	Acceptance	Respect	Responsibility	Teamwork	Self-reliance	Honesty
School Community	Ensure a safe, secure, harassment-free environment where all community members feel welcomed and supported.	Accept and appreciate difference and diversity in students, parents and staff.	Be respectful in relationships. Listen and acknowledge others. Follow accepted procedures. Support decisions made by the school. Respect privacy and confidentiality.	Actively foster home/school relationships. Support school initiatives for care of material and natural resources. Recognise and celebrate growth and achievement.	Encourage cooperative situations eg. sport Foster home/school partnership. Recognise and celebrate growth and achievement.	Instil in children an understanding of what it means to be self-reliant. Promote a positive attitude to learning.	Model honest interactions with students, staff and families. Act with integrity at all times.
School Council	Use empathy and care in providing support for community.	Accept all members for their talents and contribution.	Consider the impact of School Council's decisions on key stakeholders. Meet obligations and accountabilities professionally and within required time frames.	Commit to the realisation of the School's Mission and Vision. Use legislative and DE&T guidelines in the conduct of school business. Attend meetings regularly and send an apology when unable to attend. Be prepared for meetings.	Acknowledge the operational and curriculum implementation rights of the Principal and staff. Acknowledge the responsibilities, authority and interests of bodies in the wider community. Support the implementation of School Council decisions.	Undertake necessary research and skill development.	Model honest interactions with students, staff and families. Base decisions on broadly based, open consultation with stakeholders using transparent data. Model integrity in decision-making.
Principal Class	Use empathy and care in providing support for community, staff and students.	Model acceptance and appreciation of difference and diversity within the community.	Consider the impact of decisions on all concerned. Respect the feelings, opinions and rights of all persons in contact with the school. Meet deadlines and work expectations.	Model the School Council Code of Practice. Commitment to the achievement of the School's Mission and Vision. Fulfil designated roles and accountabilities. Model and promote authenticity in all work practices. Encourage staff to achieve potential. Fulfil roles and responsibilities to highly professional standards.	Recognise and celebrate growth and achievement. Foster interdependence through role clarity, appropriate delegation and teamwork. Model and foster loyalty to team decisions. Foster effective channels of communication.	Take responsibility for personal and professional growth. Make opportunities to develop and maintain professional skills. Model adaptability to change.	Model honest interactions with students, staff and families. Encourage staff to speak freely. Base decisions on broadly based, open consultation with stakeholders using transparent data. Foster open and honest dialogue. Model integrity in decision-making.

Staff	Use empathy and care in providing support for students and colleagues	Accept and appreciate difference and diversity in students, parents and colleagues. Model relationships based on mutual respect.	Respect the feelings, opinions and rights of students, parents and colleagues. Meet deadlines and work expectations.	Commit to the achievement of the School's Mission and Vision. Respect and support the educational, social, emotional and physical needs of students. Meet deadlines and work expectations. Model and develop energy and materials conservation for environmental sustainability.	Recognise and celebrate growth and achievement. Foster effective channels of communication. Actively contribute as a member of various teams. Be open to ideas of team members Foster authentic, collaborative learning opportunities Share the leadership.	Take responsibility for personal and professional growth. Make opportunities to develop and maintain professional skills.	Use honest communication with students, staff and family. Model integrity in decision-making. Encourage colleagues to express opinions.
Students	Care for others. Care for self. Care for environment.	Accept and appreciate difference in people.	Follow school and classroom rules. Respect the feelings, opinions and rights of others. Respect the belongings of others.	Care for belongings, school resources and school environment. Be punctual. Be responsible for own learning. Be responsible for own behaviour and accept consequences as per school discipline policy.	Recognise and celebrate growth and achievement. Be open to ideas of team members Accomplish more through cooperation. Actively contribute as a member of various groups.	Care for self. Develop personal responsibility for own learning and attitudes.	Be truthful at all times.