

MACEDON PRIMARY SCHOOL

CHARTER

School No.: 1660

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SCHOOL PROFILE

The school motto, “*Caring, Learning, Sharing*”, encapsulates the ethos of the school community and is based on a commitment of parents, teachers and students to:-

- ✚ provide a safe and caring environment in which our children can feel positive about themselves and their education;
- ✚ provide students with the opportunity to achieve their potential;
- ✚ promote and encourage excellence in their learning;
- ✚ deliver a curriculum that is relevant, stimulating and challenging;
- ✚ develop the values of co-operation, responsibility, and respect;
- ✚ involve students in the collaborative decision making process of the school;
- ✚ encourage student participation in community activities, sporting and academic competitions and public performances;
- ✚ prepare students for the challenges of future life experiences;
- ✚ foster habits of leadership and initiative;
- ✚ ensure the education process is shared with parental involvement at home and at school.

LOCATION

Macedon Primary School is located in the foothills of Mount Macedon, 60 kilometres north west of Melbourne and 8 kilometres from Gisborne. It serves the semi-rural community of Macedon. Established in 1869, the school maintains a current enrolment of around 185 students mainly drawn from the local area and the area south of Woodend. Macedon is a middle class community and there is limited mobility of students during the year. The Woodend, Mt. Macedon, New Gisborne, Holy Cross and St. Brigid’s schools are located nearby. Most students are driven to school in private vehicles with only a small group of children who walk to school. Both parents work in many of the families, either locally or in Melbourne. A number of parents are employed at Melbourne Airport.

SCHOOL PROFILE

The school was rebuilt in 2003 incorporating part of the original building. The school has six new classrooms, a re-furbished Mod 5, a new library and a new art room. The administration unit and the multi purpose room is located in the re-furbished original building.

The school buildings are set in well maintained, landscaped, native gardens. New garden works are underway following the building program. The spacious grounds include Middle Gully Reserve, a unique feature of the school, providing an extensive area dedicated to outdoor and environmental learning experiences. This area also forms an important part of the school's excellent graded camping program.

The development of the outdoor playground equipment provides the children with exciting areas for active recreation as well as many quiet areas in the school grounds for more passive recreation. In addition the school maintains a 5 hectare pine plantation nearby which provides further enrichment for our students and a financial resource for the school. The school has been a proud winner of Schools Garden Awards on many occasions.

Students share a warm and trusting relationship with a dedicated teaching staff of eleven, consisting of ten full time teachers and one part time teacher and three School Support Officers. Parental participation is encouraged and welcomed in all aspects of the school's operation. A student council provides opportunity for the students to participate in the school's decision making process.

The School Council and the Parents and Friends Association are committed to maintaining and improving the school and its facilities for the benefit of the children. An After School Program is available to care for students beyond school hours.

The school is committed to continually review, refine and develop its curriculum programs in line with changing requirements and new developments.

SCHOOL GOALS

Curriculum Goals: Student Achievement

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>Student Achievement To ensure each student is supported and extended to achieve continuous improvement.</p> <p>To ensure each student achieves at or above the 'expected' level.</p> <p>To ensure each student improves at least one CSF level over the triennium.</p>	<p>Required Measures Student achievement measured against the CSF. Student achievement in reading for Years Prep – 2 against standard text levels. Student achievement in reading, writing, spelling, number and measurement as measured by AIM.</p> <p>Additional School Measures Track each individual students achievement levels over time. Network with other schools to develop best practice. Develop common assessment tasks. Improve each teacher's moderation skills. Develop moderation between teachers and across year-levels. Moderate CSF with AIM results. Moderate Reading (Text Levels) with AIM results. Moderate Year Prep Entry Assessment d with CSF results.</p>	<p>Improve reliability of all student learning assessments.</p> <p>Priority Teaching Strategies and Learning Styles</p>	<p>CSF teacher judgements 2003 against like schools/school mean.</p> <p>2003 Prep – 2 reading data against like schools/school mean.</p> <p>2003 AIM results against like schools/school mean.</p>	<p>Ensure the range of teachers' C.S.F. assessments accurately reflects student achievement levels.</p> <p>Achieve reliability and consistency in teacher judgements against the C.S.F.</p>

SCHOOL GOALS

Curriculum Goals: Curriculum Provision

GOAL	PERFORMANCE MEASURE	IMPROVEMENT AREAS	BASELINE SCHOOL PERFORMANCE	SCHOOL TARGETS
<p>Curriculum Provision</p> <p>To provide a sequential curriculum for Years P-6 in each key learning area.</p> <p>To challenge and extend each student using a range of teaching and learning strategies.</p>	<p>Required Measures</p> <p>Time allocation in the KLA's for each year level.</p> <p>Parent Opinion Surveys.</p> <p>Quality of Teaching</p> <p>Academic Rigour</p> <p>Student Reporting</p> <p>Additional School Measures</p> <p>Establish focus groups to determine parents' needs.</p> <p>Research/review exemplary approaches to student reporting.</p> <p>Share outcomes of research with School Council/parents.</p> <p>Trial new approaches arising from research.</p> <p>Maintain flexible reporting formats to cater for the needs of each parent.</p>	<p>Review student reporting policy and practices.</p>	<p>Parent Opinion Surveys. 2003.</p> <p>Quality of Teaching. 6.07</p> <p>Academic Rigour 5.99</p> <p>Student Reporting 6.25</p>	<p>Simplify processes and formats for reporting to parents.</p> <p>Design reporting formats that meet parents' needs.</p>

SCHOOL GOALS

Environment Goals

GOAL	PERFORMANCE MEASURE	IMPROVEMENT AREAS	BASELINE SCHOOL PERFORMANCE	SCHOOL TARGETS
To maintain a safe and caring learning environment where students and members of the community co-operate with and respect one another.	<p>Required Measures</p> <p>Conduct and thoroughly analyse ‘Student Survey’ and ‘Parent Opinion Survey’ data.</p> <p>Annual Student Absence Data.</p> <p>Annual Student Accident Data.</p> <p>Staff Opinion Survey.</p> <p>Additional School Measures</p> <p>Review and revise ‘Student Welfare’ Policy.</p> <p>Implement programs to improve students’ resilience.</p> <p>Provide professional development for staff members.</p> <p>Provide parent information forums.</p> <p>Engage in professional interaction with other schools.</p> <p>Provide regular feed back to School Council.</p> <p>Provide regular feed back to parents and the wider community.</p>	Implement a wide ranging approach for improving student welfare.	<p>Establish 2003 as baseline data for both student and parent survey data.</p> <p>General Satisfaction 6.33</p> <p>General Environment 6.22</p> <p>Customer Responsiveness 6.24</p>	<p>Improve students’ connectedness to teachers.</p> <p>Improve students’ connectedness to one another.</p> <p>Improve student attendance rates.</p>

SCHOOL GOALS

Management Goals

GOAL	PERFORMANCE MEASURE	IMPROVEMENT AREAS	BASELINE SCHOOL PERFORMANCE	SCHOOL TARGETS
To ensure human resource management practices support the school's educational goals and priorities.	<p>Required Measures Annual Staff Opinion Survey. Staff Non Certificated Sick Leave.</p> <p>Additional Measures Determine performance protocols. Principal will undertake reviews of leadership team and any beginning teacher. Experienced teachers, in consultation with the Principal, will review other staff members (including non-teaching staff). Experienced teachers, in consultation with the Principal, will help to develop professional development plans that address individual needs. Target professional development to assist in developing performance plans. Compile a written report to provide feedback for each staff member. Monitor professional development outcomes through impact evaluation reports.</p>	Implement staff appraisal and development processes.	<p>2003 Staff Opinion Scores.</p> <p>Morale 4.07</p> <p>Supportive Leadership 4.27</p> <p>Professional Interaction 4.06</p> <p>Professional Growth 3.79</p> <p>Goal Congruence 3.91</p>	<p>Each staff member will complete an annual performance plan.</p> <p>Each staff member will participate in ongoing performance review.</p>

SCHOOL GOALS

Resources Goals

GOAL	PERFORMANCE MEASURE	IMPROVEMENT AREAS	BASELINE SCHOOL PERFORMANCE	SCHOOL TARGETS
To maintain resource allocations that deliver the established goals and priorities of the school.	<p>Required Measures</p> <p>Combined Comparative receipts and payment report.</p> <p>Additional School Measures</p> <p>Program Budget Expenditure.</p> <p>Program Budget Reviews.</p>	<p>Implement planning strategies so that assets can be maintained and replaced at the end of their useful life.</p> <p>Acquire appropriate teaching materials and resources to support student learning.</p>	<p>Successful Financial Audit.</p> <p>Annual Census Audit.</p>	<p>Annual Program Budget Review.</p> <p>Positive Reconciliation of budgets at end of calendar year.</p>

PRIORITIES

Priority

Further develop teaching strategies that cater for each student's learning style.

Current School Performance

In trying to combat the 'crowded curriculum' Staff are developing ways of integrating all areas of the curriculum to present their class programs on and still achieve a high level of results. An investigation of individual learning styles has commenced.

Intended Outcomes

Improve 'School' CSF means.

Improve 'School' AIM means.

Improve 'School' Reading – Text Levels means.

Improve proportion of students assessed above the 'expected' CSF Level.

Performance Measures

Student Achievement in Prep – 2 Assessment of Reading.

Student Achievement against the CSF across all KLA's.

Student Achievement in the AIM testing.

School Targets

Increase proportion of students at each year-level assessed above the 'expected' CSF Level:

Year P – At least 25%

Year 2 – At least 20%

Year 4 – At least 20%

Year 6 – At least 20%

Maintain 'school' CSF means above 'state' and 'LSG' 75th percentile for all year-levels.

Maintain 'school' AIM means above 'state' and 'LSG' 75th percentile for Years 3 & 5.

'Learning Growth' (AIM and CSF) at least 1.0 CSF Levels over a triennium.

Initial Implementation Strategies

- Identify students' learning styles and develop teaching strategies to meet each student's learning needs.
- Complete an audit of KLA delivery, including review of time allocations.
- Develop and implement scope and sequence frameworks across the curriculum.
- Develop continuity of teaching approaches and expectations of students.
- Maintain appropriate intervention strategies and close monitoring of students 'at risk'.
- Develop appropriate intervention strategies and close monitoring of higher-achieving students.
- Implement innovative learning and teaching practices through 'professional learning teams'.
- Ensure staff members participate in relevant professional development.
- Develop impact formats for evaluating the effectiveness of professional development.
- Encourage collegiate support and sharing of effective teaching strategies.
- Provide appropriate resources to support the priority.

CODES OF PRACTICE

Principal Class Code of Practice

As an officer of the Department of Education, Employment & Training, the Principal has the responsibility to work within the Education Act and Department of Education, Employment & Training regulations to provide quality education within the school. The Principal is required to lead and manage the implementation of the Macedon Primary School Charter.

The Principal will follow good practice in consulting with staff, parents, students and members of the community thereby maximising the potential to make decisions in the best interest of the school.

Macedon Primary School requires its Principal to provide educational leadership and management to students, staff, school council and the community as follows:

Students:

- Encourage and foster an environment which demonstrates respect and values high levels of participation and achievement.
- Provide a safe, supportive, harassment free and caring environment.
- Facilitate the growth of self esteem.
- Create a sense of pride and purpose at the school.
- Encourage and support involvement in school decision making.
- Ensure that high standards of discipline are maintained.
- Facilitate the use of quality teaching and learning strategies to maximise student outcomes.

Staff:

- Establish effective administrative structures and procedures that encourage team work and the pursuit of excellence.
- Effectively deploy staff to maximise student learning and the functioning of the school.
- Encourage and foster leadership roles.
- Encourage the use of high quality teaching and learning practices.
- Plan collaboratively for professional development.
- Provide recognition for achievements and foster high morale.
- Ensure a safe and harassment free environment.

School Council:

- Work with the School Council to determine policies which are consistent with Government and Department of Education, Employment & Training policy guidelines/directives and community expectations.
- Provide leadership, advice, information and support to School Council.
- Ensure the decisions of School Council are implemented.

The School Community:

- Encourage and facilitate community involvement in student learning and school decision making.
- Develop and articulate a clear vision of the school's goals and directions.
- Facilitate communication within the school and between the school and the wider community.
- Represent and promote Macedon Primary School in the community.

CODES OF PRACTICE

Staff Code of Practice

The staff of Macedon Primary School operate in accordance with Department of Education and Employment Training legislation and regulations. In addition to their specific role statements, teachers at Macedon Primary School will demonstrate commitment to Macedon Primary School by:

Continually evaluating their teaching practices to ensure they provide high quality programs that:

- provide meaningful curriculum which builds on students' needs, experiences and interests.
- provide well documented planning in line with C.S.F. outcomes.
- develop teaching strategies that cater for individual differences of students and provide fair and equitable treatment for all students.
- monitor student learning and ensure that all children experience success.
- follow processes established to monitor assessment and reporting.
- pursue on-going professional development in order to maintain knowledge of current trends in education.

Fostering a safe and caring environment throughout the school:

- setting high expectations of student learning and behaviour.
- valuing student's work and achievements.
- being accessible to students, parents and the community.
- promoting a co-operative learning approach.
- supporting learning by creating an environment which promotes self esteem, confidence and self worth amongst students, staff and the school community.
- recognising, understanding and fostering the role parents play in the children's learning.

Operating as an effective team member by:

- presenting positive role models and supporting a shared vision for the school's welfare development.
- valuing the work and achievements of students and staff.
- establishing effective communication with, and being accessible to, students, staff and the school community.
- working willingly in a co-operative, flexible and friendly manner with staff, students and parents.
- effectively implementing programs in accordance with school policy.
- participating in shared planning and collaborative decision making.
- supporting a shared vision for the school as expressed in the School Charter.
- practising the ethics of confidentiality.
- acknowledging the *Racial and Religious Tolerance Act 2001* which supports racial and religious tolerance and prohibits vilification on the ground of race and religion.

School Council Code of Practice

The Council of Macedon Primary School shall operate within the Education Act and Regulations. Macedon Primary School has resolved that the primary consideration of Council's decision making shall be the needs of the students.

Structure:

- The School Council comprises 15 members - 7 parents, 5 Department of Education and Employment Training employees and 3 co-opted persons.
- The School Council operates with a supporting network of sub-committees. These include: Education, Facilities, Fete, New School, Social, Finance and P.F.A. These may be supplemented by incidental task forces as special needs arise. Sub-committees will consist of parents, teachers and interested community members.
- The Principal, in the role as Executive Officer, will provide all necessary advice and support to School Council on educational and other matters and be responsible for the implementation of School Council decisions. School Council members will undertake to be fully aware of their responsibilities, current school practices and Department of Education and Employment Training policies and directions.

Principles:

- School Council will develop policy recommendations based on sub-committee recommendations, particularly for the stated goals and priorities in the charter.
- School Council will be directly responsible to the school community for its decisions.
- Public comment on school affairs and activities will be the joint responsibility of the School Council President and Principal only and shall reflect the guidelines defined by the School Charter.

Practices:

- Meeting procedures and decision making processes will be conducted as detailed by the School Council Standing Order.
- School Council will meet at least twice a term.
- Agendas and Minutes of previous meetings will be forwarded to all School Council members prior to meetings.
- A Principal's Report will provide an on-going review of the operation of the school within current policy provisions.
- School community opinion will be sought and considered on major policy decisions.
- All School Councillors will declare conflict of interest where appropriate.
- Relevant School Council news and decisions will be communicated via the school newsletter.
- Professional Development will be made available to School Council members.

CODES OF PRACTICE

Community Building Code of Practice

Macedon Primary School is responsible for providing an education service to the community. The school seeks to reflect local needs and aspirations through open communication, fostering public trust and confidence. It actively promotes community involvement in school activities and participation in decision making. Staff, School Council Members and Students are to display courteous and responsible behaviour when interacting with community members.

The local community is encouraged to participate in the school's operation by:

- acknowledging the school's contribution to the community in the development of its junior citizens.
- encouraging and assisting the role of the School, the School Council, the Principal and the Staff.
- assisting and encouraging children in their learning.
- encouraging children to respect the school and its property.
- assisting in obtaining finances, either through donations or money raising activities.
- demonstrating interest by participating in school activities, classroom activities, working bees and excursions.
- showing courteous and responsible behaviour when dealing with staff and students.
- contributing to the development and implementation of school policies.

School enrolment and transition procedures are enhanced by:

- supporting and liaising with pre-school centres.
- providing an orientation program where parents and children are given a positive introduction to the school.
- being involved in the transition program with neighbouring secondary schools.

A high level of communication is maintained by:

- providing an Information Booklet for new parents.
- providing weekly newsletters containing items of school and community news.
- locally advertising the school's activities to promote the school's programs.
- keeping parents informed through reporting procedures relating to student development and progress.
- providing an open invitation to contact the school, to clarify information, resolve problems, discuss issues and update student progress.
- providing access to School Council and P.F.A. meetings.

Parents are involved by:

- assisting in school programs.
- supporting and encouraging all children.
- respecting the roles of the teacher, the Principal and other parents.
- maintaining confidentiality.

Community members are encouraged to participate in selected school activities by:

- sharing their knowledge and expertise.
- being positive role models.

Student Code of Practice

Macedon Primary School is committed to providing a harmonious, social and learning environment, where students are responsible for the consequences of their behaviour. School rules in line with the Department of Education and Employment Training discipline regulations have been formed through collaborative decision making between student council, school council, students and teachers.

School rules are prominently displayed and reviewed regularly. Each class further establishes its own set of rules and consequences within the policy guidelines.

The principles which underlie the code of conduct are:

- children should be able to reflect upon their primary school years with happiness and pride.
- all individuals are valued and treated with respect.
- students have a right to work and play in a secure environment without intimidation, bullying or harassment.
- students have a right to fully develop their talents, interests and ambitions.
- parents have a right to expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged.
- teachers have a right to expect that they will be able to teach in an orderly pleasant and co-operative environment.
- parents have an obligation to support the school in maintaining a harmonious learning environment.
- a consistent, whole school approach will be taken to discipline procedures.
- positive management strategies will be employed for students.
- personal responsibility and self discipline are to be fostered.
- positive reinforcement of good behaviour.

Students have a right to:

- be treated in a fair, reasonable and consistent manner.
- feel safe, happy and secure in the school environment.
- be adequately supervised at all times.
- have high standards of behaviour positively recognised e.g. Aussie of the Month, Student of the Week, Sports Awards, etc.
- acknowledge the *Racial and Religious Tolerance Act 2001* which supports racial and religious tolerance and prohibits vilification on the ground of race and religion.

