

*Mont Albert  
Primary School*



*School Charter  
2003*

**Student Outcomes Division  
Office of School Education  
Department of Education and Training, Victoria**

**MONT ALBERT  
PRIMARY SCHOOL  
CHARTER**

<b>Date:</b>	<b>July 2003</b>
<b>School No.:</b>	<b>3943</b>
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## Vision

Mont Albert Primary School strives to provide an effective and engaging learning community, which promotes individual excellence and develops social competencies. We aim to foster life long learning, through child centred, meaningful and challenging activities, within a safe and caring learning environment, which prepares students to become part of the larger community.

## Values

The School's philosophy and policies reflect the values of pride, optimism, responsibility, respect and integrity.

For our School community this means:

- All children have the ability and right to learn, enhanced in an atmosphere, which is positive, caring, stimulating and secure.
- Children are encouraged to achieve their personal best through a broad, challenging educational program.
- The School is a learning community, which fosters a shared partnership between children, staff, parents and the wider community.
- In a cooperative, non-threatening environment based on mutual respect, students can take responsibility for their own learning and behaviour.
- The development of core skills in literacy and numeracy is a high educational priority.
- The development of self-esteem, social skills and life skills such as communication, independence, problem solving, a sense of inquiry and creativity are fundamental for success.
- Successes and efforts are acknowledged and celebrated.
- Children are supported to develop strategies to cope with difficulties.

## Context

Mont Albert Primary School, established in 1917, is proud of its fine tradition of scholarship. From 1919 until the early 1960's it served as a central school drawing pupils from a wide area.

The enrolment zone is situated in a pleasant residential area of Mont Albert. The present enrolment of approximately 590 students is accommodated in 24 classrooms, with the additional facilities of a well-equipped library, art room, performing arts centre, computer centre, canteen and hall. The buildings and grounds are attractive and well maintained.

The school has a distinctive ethos, which is supportive, friendly and caring. Cooperative and democratic decision-making and concern for others are emphasised both inside and outside the classroom and are valued by the whole school community.

We offer a broad, general curriculum in English, Mathematics, Science, Technology, Studies of Society and the Environment, Languages other than English (LOTE-Italian) Arts, Health and Physical Education. Mont Albert Primary School also offers an extensive and comprehensive Information and Learning Technology Program across all CSF Levels. We place particular emphasis on developing Literacy and Numeracy skills. Teachers in Reading Recovery, Art/Craft, Music, Drama, Physical Education, Library and the Italian language, support a comprehensive range of specialists' activities. Programs operate for gifted and talented students and students requiring support.

The school recognises that children have different learning styles, talents and interests and provides additional enrichment programs, which include: Swimming, Bike Education, Inter-School Sports, House and Vice-Captain system, Tournament of the Minds, Sports Clinics, Recorder, Choir, School Orchestra and Band, Musical Productions, Junior School Council, Life Education Prep-Year 4 and 'Understanding Sexuality' Years 5&6, Police in Schools, Years 3-6 Camping Program, a Curriculum focused Excursion/Incursion Program, Special Activity Days, Buddy System, Religious Education and lunchtime activities such as Chess and Scrabble.

An out of school program 'Fun Care' is conducted in the School Hall. This program caters for the needs of children before and after school, on pupil free days and in holiday programs. The Program provides excellent supervision and stimulating activities.

As part of Mont Albert Primary School's current welfare program, the staff welfare coordinator and teachers are responsible for liaising with parents, other staff and students in relation to the student code of conduct. All students are regularly reminded of the school's code of conduct expectations. The Caring School Program is an integral part of everyday school life and fosters friendly behaviours.

Teachers from each CSF level plan together in teams weekly and each term. Detailed and accurate assessment and evaluation records are maintained and these are regularly communicated to parents and children. Students' skills are further enhanced through involvement in shared activities with other school communities, such as camps, sports and cultural experiences.

The school community recognises the dedication and professionalism of the staff, which has a strong commitment to on-going professional development. It also places great emphasis on the home -school partnership and values the high level of parent participation in school programs and decision-making bodies. Some examples of these are: Canteen and Uniform Sales, Excursions, Sports, Working Bees, School Banking, Parents' Club and School Council, Perceptual Motor Program PMP, Classroom Support, Fundraising events and Educational Forums.

In summary Mont Albert Primary School believes children learn when:

They are actively involved in their learning.

There is clear demonstration.

The learning fulfils their own needs, purpose and interests.

They take responsibility for their own learning.

They receive positive responses to their attempts.

They have a positive self -image.

# SCHOOL GOALS

## Curriculum Goals: 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
- By 2010 – 90% of young people in Victoria will complete Year 12 or its equivalent
- By 2005 – the percentage of young people aged 15 to 19 in rural and regional Victoria engaged in education and training will increase by 6%

### Student Achievement

GOAL	PERFORMANCE MEASURE	IMPROVEMENT AREAS	BASELINE SCHOOL PERFORMANCE	SCHOOL TARGETS
<p><b>Mont Albert Primary School aims to enhance teaching and learning across all Key Learning Areas from Prep – Year 6 to have students maximise their learning potential</b></p>	<p><b>Required Measures</b> Student Achievement in Maths and English against CSF</p> <p>Student Achievement in Reading for years P-2 against standard text levels</p> <p>Student Achievement in Reading, Writing and Number for Yrs 3 &amp; 5 as measured by AIM</p>	<p><b>Priority</b> Literacy and Numeracy across all year levels</p> <p><b>Improvement Areas</b> To improve student achievement by a particular focus on Spelling Prep – Years 6 and Middle Years reading and writing</p> <p>To improve the children's competency and confidence in writing</p> <p>To improve achievement in Numeracy (Number and Measurement) in all CSF levels</p>	<p><b>English</b> Teacher judgments for Reading and Writing in 2002 (<i>at or above indicative CSF level</i>)</p> <p>Reading Prep – 96% Yr 2 – 88% Yr 4 – 81% Yr 6 – 84%</p> <p>Writing Prep – 93% Yr 2 – 88% Yr 4 – 80% Yr 6 – 77%</p> <p><b>English</b> Teacher judgments for Reading and Writing in 2002 (<i>below indicative CSF level</i>)</p>	<p>Increase the percentage of students performing above expected CSF levels in English and Mathematics</p>

	<p><b>Additional School Measures</b>  Literacy levels of students as measured by the TORCH test and other like instruments</p> <p>Percentage of students successfully completing the Reading Recovery Program</p> <p>The 'Attitudes to School' survey for Level 4 students measuring student engagement</p> <p>Curriculum audit of Philosophy and Thinking Skills</p>	<p>To expand the teaching of Philosophy and Thinking Skills</p>	<p>Reading  Prep – 0%  Yr 2 – 12.8%  Yr 4 – 17.8%  Yr 6 – 16%</p> <p>Writing  Prep – 0%  Yr 2 – 11.5%  Yr 4 – 20%  Yr 6 – 22%</p> <p><b>Mathematics</b>  Teacher judgments for Number and Measurement in 2002 (<i>at or above indicative CSF level</i>)  Number  Prep – 99%  Yr 2 – 96%  Yr 4 – 90%  Yr 6 – 76%  Measurement  Prep – 99%  Yr 2 – 97%  Yr 4 – 92%  Yr 6 – 85%</p> <p><b>Mathematics</b>  Teacher judgments for Number and Measurement in 2002 (<i>below indicative CSF level</i>)  Number  Prep – 0%</p>	<p><b>Compact: Mathematics</b>  Percentage of students performing below expected CSF level at end of Year 3:  5% or less  Percentage of students performing below</p>
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			<p>Yr 2 – 3.8%  Yr 4 – 10%  Yr 6 – 24.6%  Measurement  Prep – 0%  Yr 2 – 2.5%  Yr 4 – 8.3%  Yr 6 – 14.8%</p> <p><b>Early Years  P – 2 Reading with 90-100% accuracy</b>  Prep:  Text level 1 is 97%  Text level 5 is 87%  Yr 1:  Text levels 1, 5 &amp; 15 is 100%  Yr 2:  Text levels 5 &amp; 15 are 100%  Text level 20 is 98%</p> <p>Inconsistencies between AIM and CSF judgments</p>	<p>expected CSF level at end of Year 4:  17% or less</p> <p><b>Compact:  Early Years P-2 Reading with 90-100% accuracy</b>  89% of Prep to read to at least at level 5  90% of Year 1 to read to at least level 20  70% of Year 2 to read at least to level 25</p> <p>Greater correlation between CSF and AIM data</p>
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## Curriculum Provision

GOAL	PERFORMANCE MEASURE	IMPROVEMENT AREAS	BASELINE SCHOOL PERFORMANCE	SCHOOL TARGETS
<p><b>To provide a high quality, challenging and stimulating program across Prep – Year 6 encompassing the eight Key Learning Areas</b></p>	<p><b>Required Measures</b> Time allocation for Key Learning Areas for each year level</p> <p>Parent opinion: Quality of Teaching, Academic Rigour and Student Reporting</p> <p><b>Additional School Measures</b> Compliance with the Arts Scope and Sequence Chart</p> <p>Revised Integrated Units incorporating the Arts</p> <p>The 'Attitudes to School' survey for Level 4 students measuring student engagement</p>	<p><b>Priorities</b> To provide opportunities in the Arts which raise interest, performance and student achievement</p> <p><b>Improvement Areas</b> Improvement in the monitoring of student learning</p> <p>A further development of teaching and learning strategies that cater for individual learning styles and meets the needs of all students</p> <p>Further improve the understanding of parents about the quality of learning and teaching</p> <p>Improvement in the management of assessment, recording and reporting process to allow more time for the teaching program</p> <p>Continue to cater for the needs of high achieving students</p>		<p>At least one of the assessment contexts per year will have a Visual or Performing Arts component that demonstrates a higher level and greater range of skills to accommodate a range of learning styles</p>

## Environment Goals

GOAL	PERFORMANCE MEASURE	IMPROVEMENT AREAS	BASELINE SCHOOL PERFORMANCE	SCHOOL TARGETS
<p><b>To provide a positive, stimulating and harmonious environment, where mutual respect is demonstrated between students, staff and parents and where individual differences are valued</b></p>	<p><b>Required Measures</b>            Student Attendance</p> <p>Parent Opinion of General Environment, General Satisfaction and Customer Responsiveness</p> <p>Enrolments</p> <p><b>Additional School Measures</b>            The 'Attitudes to School' survey for Level 4 students measuring student engagement</p> <p>Reading and Writing student survey</p> <p>Student opinion survey</p>	<p>Improvement in student social skills and life skills</p> <p>Improvement in parents awareness and acknowledgement of the School</p> <p>A further improvement in the development of students' self esteem, leadership, tolerance and effective teamwork</p>		

## Management Goals

GOAL	PERFORMANCE MEASURE	IMPROVEMENT AREAS	BASELINE SCHOOL PERFORMANCE	SCHOOL TARGETS
<p><b>Ensure that the School is staffed by a professional, enthusiastic and effective team which supports the educational goals and priorities of the School</b></p> <p><b>To provide personnel management practices, that support the attainment of the School's goals and priorities through effective organisation, development of staff and appropriate communication and decision – making processes</b></p>	<p><b>Required Measures</b> Staff opinion survey</p> <p>Teachers' sick leave</p> <p><b>Additional School Measures</b> Staff opinion – full diagnostic survey</p> <p>Staff Professional Development yearly data – monitor focus areas</p>	<p><b>Improvement Areas</b> To improve the teacher opinion of the School, particularly in the areas of support of communication between different areas of the School and between staff and the leadership team</p>	<p>All questions except for Supportive Leadership were above the State Mean</p>	<p>To be at State Mean on all scales of the Staff Opinion survey</p>

## Resources Goals

GOAL	PERFORMANCE MEASURE	IMPROVEMENT AREAS	BASELINE SCHOOL PERFORMANCE	SCHOOL TARGETS
<p><b>To allocate School resources to enable the achievement of the School's priorities and goals</b></p>	<p><b>Additional School</b> Combined comparative receipts and payments report</p> <p><b>Measures</b> Student computer ratio</p>	<p><b>Improvement Areas</b> To ensure that finances are available to enable the School to provide a quality teaching and learning program</p>	<p>In 2002 the student computer ratio was 1: 5</p>	<p>Update and maintain the student to computer ratio at 1: 5 or better</p>

## **PRIORITIES**

### **Priority Student Achievement**

*Literacy and Numeracy across all year levels.*

#### **Current School Performance**

Mont Albert Primary School is committed to the development of Literacy and Numeracy skills as being a high priority. The school sets high standards for the students and offers a range of programs to provide challenges and opportunities to encourage the gifts and talents of students.

The School mean in both English and Mathematics have been consistently higher than the State means and compare favourably with Like School Group means, being close to or above LSG in all areas. The majority of the students have been performing at Established or Above Established at their indicative CSF level. Those students performing at Beginning or Lower compared to the indicative CSF level are assisted through appropriate programs.

The Assessment Improvement Monitor (AIM) results indicate that the School is providing well for the needs of all students through quality English and Mathematics programs, with the results in both English and Mathematics being consistently above the benchmark means.

The Early Years Literacy program has been extremely successful. The benchmarks have been consistently exceeded and the program has had a positive impact on the whole School.

Mont Albert Primary School has made excellent progress with the implementation of programs including Early Years Numeracy, Middle Years Literacy, Information Technology and the development of a comprehensive Science program.

#### **Intended Outcomes**

Optimum students achievement in all strands of English and Mathematics in all year levels.

#### **Performance Measures**

- Student Achievement in Mathematics and English against CSF
- Student Achievement in Reading for years P – 2 against standard text levels
- Student Achievement in Reading, Writing and Number for Years 3 & 5 as measured by AIM

#### **School Targets**

- Increase the percentage of students performing above expected CSF levels in English and Mathematics
- Increase the percentage of students able to read unseen texts with at least 90% accuracy:
  - Prep - 89% to at least at level 5
  - Year 1 - 90% to at least level 20
  - Year 2 - 70% to at least level 25

## Initial Implementation Strategies (One Year Plan)

### English

#### Data Gathering and Analysis

Assessment of data for Reading text level Prep-Year 2	Compacts: Early Years P-2 Reading with 90-100% accuracy. 89% of Prep to read to at least at level 5 90% of Year 1 to read to at least level 20 70% of Year 2 to read at least at level 25
CSF data Years Prep-Year 6 in English	CSF Target: Increase the percentage of students performing above expected CSF levels in English and Mathematics. Continuous monitoring of Annual report data to overview student progress with emphasis on moderating standards for achievement. Compacts: <ul style="list-style-type: none"> <li>Percentage of students performing below expected CSF level at end of Year 3 at 5% or less.</li> <li>Percentage of students performing below expected CSF level at end of Year 4 at 17% or less.</li> </ul>
AIM data for Reading and Writing (Years 3&5)	Analysis of data to identify possible areas needing attention. Compare data with School based assessments.
Middle Years student attitudinal survey	Conduct attitudinal survey as set out in Middle Years program.

#### Program and Policy Development

Review existing School moderated standards document if reporting guidelines become available	Existing School standards will be reviewed if new central standards are published.
Add to existing moderated writing samples document	Add further genres to current document and review current published examples.
Review and revise where necessary the School spelling program	All Grade levels to review appropriateness of School spelling program.
Extend Philosophy and Thinking Skills program	Levels to document Thinking Skills programs and extend current programs to utilize ideas from Professional Development.
Middle Years program	Continue implementation of Middle Years program.

### Professional Development

Whole School Professional Development on approaches to spelling (Curriculum day term 2 2003)	Conduct Whole School Curriculum Day on Spelling involving an external facilitator (Faye Bolton). Focus on scope of program and effective learning strategies especially for weaker students. 10/6/03
Whole School Professional Development on Philosophy (Term 3 2003)	Professional Development conducted by Clinton Golding on Philosophy and Integrated Curriculum. 14/7/03
Professional Development on Thinking Skills on individual or CSF level basis Professional Development on Inquiry based learning as part of the ' Learning through inquiry in the Middle Years'. A project approach', Schools for Innovation and Excellence	Individuals attend appropriate Professional Development to extend the range of classroom applications available to students. Middle Years teachers to participate in a program of project based teacher learning exploring inquiry based learning in the classroom.
Regular School Professional Development to focus on teaching and learning issues at Early Years and Middle Years planning meetings and staff meetings Sharing of successful approaches	Early Years and Middle Years teams review progress, set directions and share strategies.
Staff attendance at relevant network meetings	Individuals to attend Early Years and Middle Years networks and Professional Development.

### Resource Support

Provide appropriate support through English Budget	Levels to budget for additional resources as required. Emphasis on extra resources for Spelling, Writing, Philosophy and Thinking Skills. Purchase texts that support the Literature based Philosophy Program in level 4. Purchase of suitable teacher reference materials.
Resources to support Literacy program and engage students in text	Purchase of high interest reading materials to maintain interest in Reading, especially in levels 3 and 4. Pupils surveyed to identify books suitable for purchase.

### Management

English Charter Committee responsible for the overall management of the priority.	English Charter Committee established.
Special purpose committees established for Spelling and Philosophy/Thinking Skills with a representative from each CSF level on each committee.	Spelling Committee established. Philosophy/Thinking Skills Committee established.

Mont Albert Primary School is committed to ensuring that the students achieve high standards in Mathematics and is aware that in order for the students to remain thinking, competent and confident mathematics students they should not be fast-tracked through the extended Mathematics curriculum. There is an expectation that students will have repeated opportunities to clarify and consolidate concepts. The Mathematics program is very rich and diverse and fully comprehensive in its links to the expected CSF outcomes expected at each level.

## Mathematics

### Data Gathering and Analysis

Assessment of Early Years numeracy interview Prep-Year 4 data	<p>Compacts:</p> <p>The number of students in Prep being extended into CSF Level 2 in Number be maintained at 20% as a minimum.</p> <p>At least 10% of students in Year 2 be extended into CSF Level 3 in Number.</p> <p>The percentage of students in Year 2 achieving Consolidating Level 2 in Number be contained at less than 5%.</p> <p>The percentage of students in Year 3 achieving Beginning Level 3 in Number be lower or contained at less than 5%.</p> <ul style="list-style-type: none"> <li>• The percentage of students at the end of Year 4 achieving Consolidating Level 3 in Number be lower than 15%.</li> <li>• The percentage of students in Year 4 achieving Beginning level 4 or higher, at 5% or more.</li> </ul>
CSF data Years Prep-Year 6 in Mathematics	Continuous monitoring of Annual Report data to overview pupil progress. Particular emphasis on moderating standards for students achieving beyond expected levels.
AIM data for Number, Measurement and Space (Years 3&5)	<p>Analysis of data to identify possible areas needing attention.</p> <p>Compare data with School based assessments.</p>
Middle Years student attitudinal survey	Conduct attitudinal survey as set out in Middle Years program.

### Program and Policy Development

Revive existing School moderated standards document if reporting guidelines become available	Existing School standards will be reviewed if new central standards are published.
Revise existing School moderation standards to document and make available to all teachers at all levels.	The moderation process used by all levels to draw up the components of their Levels Mathematics and the learning outcomes considered essential in order to place students at the 'Beginning to' status of the next CSF level.
Create a School wide assessment document for benchmark and CSF Level assessment.	Each CSF and Year Level team to create and then moderate CSF aligned documentation.
All CSF and Year Level teams review and undertake benchmark assessment tasks.	Existing standards be upgraded where necessary.
Continue to undertake and record student performance in Early Years – Numeracy interview.	Extend trials and assessment already undertaken for all students. Results made available and reviewed.
In the third year of the Charter evaluate the Early Years – Numeracy assessment process for its effectiveness.	At each Year level review the assessment process to determine its effectiveness and if it is the best available assessment for each level.

### Professional Development

Whole School Professional Development on approaches to Mathematics including Early Years – Numeracy and Middle Years Numeracy.	Networks, School based and external Professional Development to be undertaken with a focus on scope of program and effective learning strategies especially for weaker students.
Appoint a Level 4 teacher to undertake Middle Years Numeracy training.	Level 4 teacher to act as an advisor, trainer and link to Mathematics Professional Development approaches and opportunities.
Regular School professional Development to focus on teaching and learning issues at Early Years and Middle Years planning meetings and staff meetings.	Early Years and Middle Years teams review progress, set directions and share strategies.
Staff attendance at relevant network meetings	Individuals to attend Early Years and Middle Years networks and Professional Development.

### **Resource Support**

Provide appropriate support through Mathematics Budget	Levels to budget for additional resources as required. Emphasis on the purchase of hands on Maths materials. Purchase of suitable teacher reference materials.
Provide appropriate budget support to enable teacher release for teachers in Numeracy assessment.	Teachers of classes with significantly larger numbers to be given extra resources to adequately resource all students.

### **Management**

Mathematics Charter Committee responsible for overall management of the priority.	Mathematics Charter Committee established.
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## **Priority Curriculum Provision**

***To provide opportunities in the Arts which raise interest, performance and student achievement.***

### **Current School Performance**

The Arts Program at Mont Albert Primary School has a broad basis. The Visual Arts program involves a wide range of activities in specialist lessons and caters for the different learning style of the children, their different needs and interests. The program supports class themes and the Key Learning Areas, in particular LOTE Italian.

Music forms an integral aspect of the School curriculum and offers a comprehensive program. The School provides the opportunity for children to learn a variety of instruments in private tuition and participate in ensemble and orchestral settings. Drama is effectively integrated within the teaching of English throughout the School and is also incorporated within the various integrated themes. The School concert enables dramatic skills to be developed and performed. Dance is also taught as part of the Physical Education program.

An interest based Performing Arts Club gives students the opportunity to rehearse and perform their own plays or published ones of their choice.

### **Intended Outcomes**

Students to be able to demonstrate and transfer skills learnt in the specialist Arts programs (Performing and Visual Arts) into the integrated curriculum. Greater integration between the specialist Arts program and the classroom program. The development of a more comprehensive and varied Arts Program that meets the needs of all students.

All CSF levels will have at least one Integrated Unit with a major Arts focus and minor foci in all other units.

### **Performance Measures**

Time allocation for Key Learning Areas for each year level

Parent Opinion: Quality of Teaching, Academic Rigour and Student Reporting

### **School Targets**

At least one assessment context per year will have a visual or performing Arts component that demonstrates a higher level and greater range of skills to accommodate a range of learning styles.

### **Initial Implementation Strategies (One Year Plan)**

#### **Data Gathering and Analysis**

CSF Data Prep – Year 6:

- At least one assessment context per year will have a visual or performing Arts component that demonstrates a higher level and greater range of skills to accommodate a range of learning styles.

#### Performing Arts:

- Increased musical skills and the ability to communicate ideas and present through performance in a variety of situations.
- Number of students involved in the Instrumental Program, Choir, Orchestra, Concert Band and the Recorder Ensemble/Consort.
- Involvement in performances such as Instrumental Soiree, Eisteddfods and Festivals.
- Increased skills in dance.

#### Visual Arts:

- Increased skills in the ability to use a variety of techniques and processes in the Art forms of drawing, painting, textiles, ceramics and construction.
- Increased use of the Art elements of line, shape, texture, colour, form and tone in a variety of activities.

### **Programs and Policy Development**

- Establish School wide moderation standards in Visual and Performing Arts. Alternate years focus on Visual and Performing Arts.
- Devise an Arts program for the School in the Visual and Performing Arts. Level 3 to attend the Melbourne Symphony each year and Level 4 (Grade 5) to attend the ballet.
- University Drama Students to assist the students with drama as part of their Performing Arts program.

### **Professional Development**

- Professional development to broaden the skills and opportunities for media and drama to be developed and used in classroom activities.
- Professional Development workshops in the Visual Arts such as Zart Art.
- Provide the opportunity for provision of an Actor in Residence Program at Mont Albert Primary School.

### **Resource Support**

Provide appropriate support through the Visual Arts, Music and Arts budgets. All CSF Levels to budget specifically for classroom needs to support the Arts program.

### **Management**

Arts Charter Committee to be established and be responsible for the overall management of the priority.

## CODES OF PRACTICE

### Principal Class Code of Practice

Value	Behaviours
<p><b>Pride</b></p> <p>Recognising and celebrating your personal achievements and the personal achievements of others.</p>	<ul style="list-style-type: none"> <li>• Encourage and foster a purposeful learning environment that recognises and rewards student and staff achievement.</li> <li>• Promote the school and further enhance links with all sectors of the educational community.</li> <li>• Manage and provide regular feedback to staff through performance planning and annual review.</li> <li>• Ensure that regular and effective lines of communication are established between the administration and all staff members.</li> </ul>
<p><b>Optimism</b></p> <p>Focusing on positive, rewarding and enjoyable daily experiences.</p>	<ul style="list-style-type: none"> <li>• Foster an educational culture which recognises the contribution and achievements of staff, students and parents.</li> <li>• Articulate a shared vision for the school and translate it into action.</li> </ul>
<p><b>Responsibility</b></p> <p>Being accountable for your own actions.</p>	<ul style="list-style-type: none"> <li>• Provide vision, leadership and accurate advice to the School Council, staff and parents to ensure that appropriate policies and programs are developed in partnership with the school community and effectively implemented.</li> <li>• Facilitate the development and use of quality teaching and learning strategies to maximise student outcomes.</li> <li>• Manage the development and operation of the school's financial and administrative systems.</li> <li>• Lead and manage the implementation of the school charter and the evaluation of school performance.</li> <li>• Provide regular feedback on performance and achievement to children, staff and parents.</li> <li>• Strive to pursue professional growth to ensure dynamic leadership.</li> <li>• Implement DE&amp;T policies.</li> <li>• Ensure the school's goals and priorities are implemented.</li> <li>• Ensure that timely reports and advice are provided to the School Council on budget processes and financial management.</li> <li>• Promote the development of students as active thinkers equipped with communication and technology skills for their future learning.</li> <li>• Fully brief School Council on educational and other matters.</li> <li>• Ensure the decisions of School Council are implemented in an efficient and timely manner.</li> <li>• Provide a written report to School Council on school operations.</li> <li>• Prepare and publish the School's Annual report and Triennial Review within the DE&amp;T guidelines.</li> <li>• Provide Guidelines for elected Office Bearers and members of School Council and sub-committees.</li> </ul>

<p><b>Respect</b></p> <p>Caring about yourself, others and the things around you.</p>	<ul style="list-style-type: none"> <li>• Ensure an effective, safe and harassment free environment for students and staff.</li> <li>• Provide clear and equitable job descriptions.</li> <li>• Facilitate through consultation, the development and implementation of the school's professional development plan to enhance the professional skills of staff.</li> <li>• Commit to reduce usage of materials and energy.</li> </ul>
<p><b>Integrity</b></p> <p>Being honest and fair</p>	<ul style="list-style-type: none"> <li>• Ensure the principles of merit and equity and valuing diversity are applied.</li> <li>• Encourage the active participation of parents, staff and students in decision-making.</li> <li>• Be accessible to staff, parents and students and responsive to their views and concerns.</li> <li>• Promote staff development and welfare.</li> <li>• Establish processes through which regular interactions, both formal and informal, occur between students and the administration.</li> <li>• Welcome the input of parents and other community members as partners in supporting the learning of their children.</li> </ul>

## Staff Code of Practice

<b>Value</b>	<b>Behaviours</b>
<p><b>Pride</b></p> <p>Recognising and celebrating your personal achievements and the personal achievements of others.</p>	<ul style="list-style-type: none"> <li>• Be a positive role model and represent the school in a positive manner.</li> <li>• Commit to improve the school environment.</li> <li>• Contribute and participate actively, enthusiastically and positively in school and community activities.</li> <li>• Acknowledge and value effort.</li> <li>• Be welcoming and professional towards parents/guardians.</li> <li>• Foster and active partnership between home and school.</li> <li>• Ensure that the school environment is safe, conducive to learning and to responsible behaviour.</li> <li>• Promote high but achievable expectations for students.</li> <li>• Promote self-esteem and confidence among students and recognise student achievement.</li> <li>• Seek to develop professional competence through engaging in professional development and sharing good practice and materials with others.</li> <li>• Establish positive and professional relationships with other members of staff.</li> <li>• Work as a cooperative and supportive member of a high functioning staff team.</li> <li>• Open the school to the community for special events and information nights.</li> <li>• Contribute to displays and performances within the school and out in the wider community.</li> </ul>
<p><b>Optimism</b></p> <p>Focusing on positive, rewarding and enjoyable daily experiences.</p>	<ul style="list-style-type: none"> <li>• Speak positively about the school and colleagues.</li> <li>• Work closely as member of a team to promote and achieve excellence in all areas.</li> <li>• Provide positive and engaging activities for students.</li> <li>• Appreciate the efforts of all.</li> <li>• Promote strategies that promote diversity.</li> <li>• Promote strategies that foster positive relationships between staff and students.</li> <li>• Set purposeful and achievable goals.</li> <li>• Be receptive to changes in educational philosophy and practice.</li> <li>• Understand how children develop and learn.</li> <li>• Encourage and empower students to take increasing responsibility for their own learning and behaviour.</li> <li>• Provide positive classroom management.</li> <li>• Practise and promote resilience.</li> </ul>
<p><b>Responsibility</b></p> <p>Being accountable for your own actions.</p>	<ul style="list-style-type: none"> <li>• Share ideas, workload and resources and contribute ideas to discussion and planning.</li> <li>• Actively involve students in challenging, appropriate learning activities.</li> <li>• Be committed to the implementation of the School Charter and all school policies.</li> <li>• Establish clear expectations and build on the experiences and needs of all students.</li> <li>• Provide a safe learning environment.</li> </ul>

	<ul style="list-style-type: none"> <li>• Actively contribute to school programs.</li> <li>• Continue to develop an excellent knowledge of curriculum and DE&amp;T initiatives.</li> <li>• Contribute to a harmonious and safe workplace.</li> <li>• Commit to reduce usage of materials and energy.</li> <li>• Follow current regulations.</li> <li>• Commit to continual improvement of teaching methodologies and styles.</li> <li>• Act as a positive role model to students and parents.</li> <li>• Model high standards of professional conduct.</li> <li>• Maintain appropriate documentation of programs, planning and evaluation.</li> <li>• Regularly review performance and take responsibility for professional development.</li> <li>• Work as a cooperative team member.</li> <li>• Use a variety of on-going assessment methods to reflect on teaching practice and programs.</li> </ul>
<p><b>Respect</b></p> <p>Caring about yourself, others and the things around you.</p>	<ul style="list-style-type: none"> <li>• Listen attentively to the views of others.</li> <li>• Show consideration and courtesy to others.</li> <li>• Strive to develop an understanding of the strengths, learning styles and capabilities of all students.</li> <li>• Acknowledge, value and support others in the team.</li> <li>• Model respect for equipment and the environment.</li> <li>• Respect the privacy of individuals and their families.</li> <li>• Establish clear expectations and build on the experiences, knowledge and needs of all students.</li> <li>• Support whole school decisions.</li> <li>• Be welcoming and professional to all parents, guardians and visitors.</li> <li>• Support Student Welfare policies and practices.</li> </ul>
<p><b>Integrity</b></p> <p>Being honest and fair</p>	<ul style="list-style-type: none"> <li>• Treat children, staff and parents fairly and honestly.</li> <li>• Practise consideration, friendliness and patience.</li> <li>• Respect and trust contributions made by all members of the school community.</li> <li>• Cater for individual differences in the classroom.</li> <li>• Recognise and develop individual talents.</li> <li>• Build in structures to involve parents in classroom and school programs.</li> <li>• Provide opportunities for shared decision-making.</li> <li>• Provide a variety of assessment methods.</li> <li>• Ensure that children are aware of expectations for learning and behaviour.</li> <li>• Act with discretion and confidentiality in all professional relationships.</li> </ul>

## School Council Code of Practice

Value	Behaviours
<p><b>Pride</b></p> <p>Recognising and celebrating your personal achievements and the personal achievements of others.</p>	<ul style="list-style-type: none"> <li>• Commit to, and be loyal to the school, its Charter, its administration and the staff.</li> </ul>
<p><b>Optimism</b></p> <p>Focusing on positive, rewarding and enjoyable daily experiences.</p>	<ul style="list-style-type: none"> <li>• Foster an educational culture which recognises the contributions and achievements of staff, students and parents.</li> <li>• Articulate a shared vision for the school and translate it into action.</li> </ul>
<p><b>Responsibility</b></p> <p>Being accountable for your own actions.</p>	<ul style="list-style-type: none"> <li>• Ensure that the learning needs of the students is the primary consideration in decision-making.</li> <li>• Support School Council decisions.</li> <li>• Oversee the school budget and financial plan.</li> <li>• Take responsibility for the maintenance and improvement of school facilities, buildings and grounds.</li> <li>• Promote community involvement in the school through regular reporting and dissemination of information.</li> <li>• Ensure the regular evaluation of all school policies.</li> <li>• Monitor the achievement of Charter Goals and Priorities.</li> </ul>
<p><b>Respect</b></p> <p>Caring about yourself, others and the things around you.</p>	<ul style="list-style-type: none"> <li>• Develop and approve policy direction and recognise the Principal's right to implement policy in the most appropriate way.</li> <li>• Acknowledge that public comment will be the responsibility of the School Council President and the Principal.</li> <li>• Commit to reduce usage of materials and energy.</li> </ul>
<p><b>Integrity</b></p> <p>Being honest and fair</p>	<ul style="list-style-type: none"> <li>• Commit to the principles of Merit and Equity.</li> <li>• Through School Council, provide input into policy decisions.</li> <li>• Maintain confidentiality of discussions regarding all members of the school community.</li> <li>• Declare conflict of interest, where appropriate.</li> </ul>

## Community Building

Value	Behaviours
<p><b>Pride</b></p> <p>Recognising and celebrating your personal achievements and the personal achievements of others.</p>	<ul style="list-style-type: none"> <li>• Support and participate in educational activities, fundraising, working bees and school functions.</li> <li>• Promote a positive image of the school in the community.</li> <li>• Reinforce the school's values.</li> <li>• Provide positive role models for children.</li> <li>• Support school programs through demonstrated interest in and encouragement of children's work and progress.</li> <li>• Participate in and contribute to the life of the school.</li> </ul>
<p><b>Optimism</b></p> <p>Focusing on positive, rewarding and enjoyable daily experiences.</p>	<ul style="list-style-type: none"> <li>• Promote a positive image of the school.</li> <li>• Enthusiastically support class and school activities.</li> <li>• Speak positively about our school.</li> </ul>
<p><b>Responsibility</b></p> <p>Being accountable for your own actions.</p>	<ul style="list-style-type: none"> <li>• Actively contribute to school programs and events.</li> <li>• Keep informed of and responsive to, school and classroom activities through newsletters and notices.</li> <li>• Strive to ensure children have regular school attendance and are punctual.</li> <li>• Act as a positive role model.</li> <li>• Reduce usage of materials and energy.</li> <li>• Support school policies, programs and values.</li> </ul>
<p><b>Respect</b></p> <p>Caring about yourself, others and the things around you.</p>	<ul style="list-style-type: none"> <li>• Listen attentively to the views of others.</li> <li>• Show consideration and courtesy to others.</li> <li>• Follow appropriate procedures when communicating with staff and students.</li> <li>• Appropriately use and respect school, facilities.</li> <li>• Help maintain and improve the physical environment through the attendance at working bees where possible.</li> <li>• Support decisions made by the school.</li> <li>• Promote a positive image of the school in the community.</li> <li>• Respect the privacy of others.</li> </ul>
<p><b>Integrity</b></p> <p>Being honest and fair</p>	<ul style="list-style-type: none"> <li>• Treat children, staff and other parents fairly and honestly.</li> <li>• Practise consideration, friendliness and patience.</li> <li>• Model tolerance to difference within our community.</li> </ul>

## Student Code of Conduct

<b>Value</b>	<b>Behaviours</b>
<p><b>Pride</b></p> <p>Recognising and celebrating your personal achievements and the personal achievements of others.</p>	<ul style="list-style-type: none"> <li>• Strive to do your best.</li> <li>• Be prepared to accept responsibility.</li> <li>• Take care of yourself and your property.</li> <li>• Work as well as you can and allow others to do the same.</li> <li>• Promote pride in the school.</li> </ul>
<p><b>Optimism</b></p> <p>Focusing on positive, rewarding and enjoyable daily experiences.</p>	<ul style="list-style-type: none"> <li>• Find the positives in each activity and event.</li> <li>• Celebrate personal achievements and the achievements of others.</li> <li>• Work towards resolving problems calmly, sensibly and fairly.</li> <li>• Work as well as you can and allow others to do the same.</li> <li>• Foster an attitude of mutual respect, cooperation and trust.</li> </ul>
<p><b>Responsibility</b></p> <p>Being accountable for your own actions.</p>	<ul style="list-style-type: none"> <li>• Participate in class and school activities.</li> <li>• Complete your work on time.</li> <li>• Wear correct school uniform.</li> <li>• Strive for your personal best.</li> <li>• Be punctual and properly prepared for class.</li> <li>• Cooperate with teachers, visitors and fellow students.</li> <li>• Accept and acknowledge consequences of behaviour.</li> <li>• Be a positive role model.</li> <li>• Reduce the usage of materials and energy.</li> <li>• Be understanding and tolerant.</li> </ul>
<p><b>Respect</b></p> <p>Caring about yourself, others and the things around you.</p>	<ul style="list-style-type: none"> <li>• Listen carefully.</li> <li>• Speak politely and treat others, as you would like to be treated.</li> <li>• Look after personal and other peoples' property.</li> <li>• Care for the environment.</li> <li>• Practise recycling.</li> <li>• Follow teachers' instructions.</li> <li>• Practise behaviours that will keep everyone safe.</li> <li>• Practise good health habits.</li> <li>• Understand and follow school rules.</li> </ul>
<p><b>Integrity</b></p> <p>Being honest and fair</p>	<ul style="list-style-type: none"> <li>• Speak truthfully and honestly.</li> <li>• Treat others fairly.</li> <li>• Allow others to learn in a positive environment.</li> </ul>

## **School Council Motion**

At the **Mont Albert Primary School** council meeting of **15<sup>th</sup> July 2003** the following motion was passed:

“That the Mont Albert Primary School council:

1. Endorses the school charter to be effective from 24<sup>th</sup> July 2003.
2. 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: Jen Grant**

**Seconded: Linda Newstead**

**Carried:**