

# **BLACKBURN HIGH SCHOOL**

## **CHARTER**

**Date: Semester 2, 2004 to Semester 1, 2007**

|                                  |                                                                                             |
|----------------------------------|---------------------------------------------------------------------------------------------|
| <b>School No.:</b>               | <b>01-7610</b>                                                                              |
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| <b>School Principal:</b>         | <b>Barbara Grant</b>                                                                        |
| <b>School Council President:</b> | <b>Peter White</b>                                                                          |

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### Key To Abbreviations

|                 |                                    |
|-----------------|------------------------------------|
| <b>AIM</b>      | Achievement Monitor                |
| <b>CSF</b>      | Curriculum and Standards Framework |
| <b>DE&amp;T</b> | Department of Education & Training |
| <b>KLA</b>      | Key Learning Area                  |
| <b>LOTE</b>     | Languages Other Than English       |
| <b>LRC</b>      | Library Resource Centre            |
| <b>LSG</b>      | Like School Group                  |
| <b>SAC</b>      | School-assessed Coursework         |
| <b>SAT</b>      | School-assessed Task               |
| <b>VCE</b>      | Victorian Certificate of Education |

## **SCHOOL PROFILE**

### **Values**

The Blackburn High School community values:

#### **Learning**

We value the ability to think as much as well as knowledge. Our teaching promotes such learning and we nurture creativity in all areas of the curriculum.

#### **Achievement**

We value and celebrate achievement wherever members of our community have challenged and extended themselves or grown in significant ways.

#### **A culture of caring, good humour and tolerance**

We hold precious a school culture that is caring, good-humored, tolerant and egalitarian.

#### **Leadership**

We value leadership at all levels in our school. We prize those among us with initiative who develop plans and projects and involve others in realising them.

#### **Responsibility**

We expect members of our community to be reliable and responsible, acknowledging their communal obligations and willing to answer for their own actions.

#### **Co-operation**

We value the generosity of spirit evident in co-operation and sharing. We aim to work well with one another, communicating openly and with mutual respect, valuing the ideas of others and giving each other help and support. We value the opportunity to speak and the ability to listen.

#### **Resilience**

We admire persistence in the face of adversity. We acknowledge the personal growth and self-knowledge derived from facing the challenges that confront us.

#### **Stewardship**

We acknowledge our own role in looking after our environment at school, locally and globally. We celebrate the fact that what we do builds on the achievements of those who have gone before us and that others, in turn, will build on what we achieve.

## **Context**

The school is located in a residential area in the City of Whitehorse in the eastern suburbs of Melbourne and within walking distance of Blackburn Station and close to bus access. The Blackburn North Shopping Centre is immediately east of the school and opposite are extensive sports facilities and bushland reserves. Also in close proximity is the environmentally attractive Blackburn Lake and an increasing number of local businesses are within easy walking distance.

Blackburn High School is surrounded by several primary schools and has developed curriculum links with them. Along with five local primary schools it forms the Blackburn Innovation and Excellence Cluster. While a majority of our students enrol from the local area, a significant number come to the school via public transport specifically motivated by the academic nature of the school and the outstanding music program.

The curriculum is essentially a core curriculum arranged so that all students in Years 7 – 10 study in all Key Learning Areas. Students study a LOTE (Language Other Than English) from Years 7-10 with a choice of French, German or Japanese. In Years 9 and 10 students elect Art and Technology studies and at Years 11 and 12 students develop individual courses from the wide range of VCE (Victorian Certificate of Education) subjects. There is opportunity for students in Year 10 to undertake VCE studies in Geography and Mathematics and Year 11 students can choose to undertake a Unit 3 and 4 study (usually undertaken in Year 12).

At all levels there is an emphasis on offering enrichment studies. The Blackburn Extension and Enrichment Mathematics Program (BEEM) is a very successful innovation as are Literature Circles and the Guest Speaker Program in English. The strategies of Lane Clark, an international educator, are being implemented in the Middle Years to place an emphasis on using higher order thinking skills as part of our work in the Blackburn Innovation and Excellence Cluster. Through KLA Action Plans, there is also a recognition of the need for differential teaching strategies to cater for the needs of all students.

All students are offered the opportunity to participate in a rich variety of co-curricular programs. Foremost amongst these are Music, Sport, Debating and Student Leadership but numerous others are offered in response to student interest. Instrumental and Ensemble Music have been specialties of the school for many years with the program celebrating its 30<sup>th</sup> year. The government has recognized this by giving the school an instrumental music staffing supplement which is complemented by local resources. The Sports Program continues to meet the challenges of the Monagetti Report with the emphasis on participation and development of sportsmanship and sports leadership.

The school is organized into year levels and student management is overseen by Sub-School Managers and Year Level Coordinators. Their work is supported by the Welfare Team, which consists of a Student Welfare Coordinator, a Chaplain (who is employed by the Council of Christian Education in Schools), an educational psychologist and a social worker, who are employed on a part-time basis.

The School Council actively pursues funding opportunities for improvements as they become available. Recent improvements include the renovation of the library and

student toilets, the installation of fans or other cooling in all classrooms, the carpeting of a number of classrooms and corridors, the establishment of a Learning Centre/Model Classroom for the Cluster and the conversion of the VCE Common Room into a VCE Study Centre. Money donated by parents has been a significant source of funds for most of these projects.

Above all else, the culture of Blackburn High School values on-going student learning. It encourages and celebrates achievement in a wide variety of areas having built upon a culture that is caring, good – humoured, tolerant and egalitarian.

## SCHOOL GOALS

### Curriculum Goals: Student Achievement and Curriculum Provision

#### Government Targets:

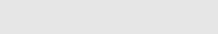
- By 2005 – Victoria will be at or above the National Benchmark levels for reading, writing and numeracy as they apply to all primary students
- By 2010 – 90% of young people in Victoria will complete Year 12 or its equivalent
- By 2005 – the percentage of young people aged 15 to 19 in rural and regional Victoria engaged in education and training will increase by 6%

| GOAL                                                                                                                                                                                 | PERFORMANCE MEASURE                                                                                                   | IMPROVEMENT AREAS                                                                                                                                                                  | BASELINE SCHOOL PERFORMANCE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | SCHOOL TARGETS                                                                                                                                                                                                                                                                                        |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Student Achievement</b></p> <p>To challenge and engage all students through the use of innovative and flexible teaching practices and so improve student learning outcomes</p> | <p><b>Required Measures</b></p> <p>Student achievement in Mathematics and English against the CSF in Years 7 – 10</p> | <p><b>Priority.</b><br/>Student achievement in English and Mathematics at Years 7-10 through a focus on increasing the staff's repertoire of differential teaching strategies-</p> | <p>For 2003 BHS cf. LS2 were:</p> <p><i>English – Reading</i><br/>Yr. 8 +0.06<br/>Yr. 10 +0.07</p> <p><i>Writing</i><br/>Yr. 8 +0.09<br/>Yr. 10 +0.08</p> <p><i>Speaking &amp; Listening</i><br/>Yr. 8 +0.07<br/>Yr. 10 +0.06</p> <p><i>Mathematics Chance &amp; Data</i><br/>Yr. 8 -0.01<br/>Yr. 10 +0.01</p> <p><i>Algebra</i><br/>Yr. 8 +0.01<br/>Yr. 10 +0.05</p> <p>In 2003 the relevant %'s are</p> <p><i>English – Reading</i><br/>Yr. 8 88%<br/>Yr. 10 79%</p> <p><i>Writing</i><br/>Yr. 8 88%<br/>Yr. 10 71%</p> <p><i>Speaking &amp; Listening</i></p> | <p>CSF school means for all strands of English and Chance and Data and Algebra in Mathematics be above LSG means by the end of 2006</p> <p>The percentage assessed at Established or better in all strands of English at Years 8 and 10 be above 80% for all strands for all years of the Charter</p> |

| GOAL | PERFORMANCE MEASURE | IMPROVEMENT AREAS                                                                                                                                                                                                                             | BASELINE SCHOOL PERFORMANCE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | SCHOOL TARGETS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|------|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|      |                     | <p>To build the capacity of staff to make accurate, consistent and fair judgments in assessing student work including against the CSF</p> <p>To monitor the relative performance of boys and girls at Years 7-10 and to take action where</p> | <p>Yr. 8 89%<br/>Yr. 10 79%</p> <p>In 2003 the figures were:<br/><i>Reading;</i><br/>Yr. 8 - 0%<br/>Yr. 10 – 2.5%<br/><i>Writing:</i><br/>Yr. 8 - 0%<br/>Yr. 10 – 4%<br/><i>Speaking &amp; Listening;</i><br/>Yr. 8 - 0%<br/>Yr. 10 – 0.8%</p> <p>In 2003 the relevant %'s are:<br/><i>Mathematics Chance &amp; Data</i><br/>Yr. 8 72%<br/>Yr. 10 51%<br/><i>Algebra</i><br/>Yr. 8 66%<br/>Yr. 10 44%</p> <p>In 2003 the relevant %'s are:<br/><i>Mathematics Chance &amp; Data</i><br/>Yr. 0 %<br/>Yr. 13.7 %<br/><i>Algebra</i><br/>Yr. 8 2.6%<br/>Yr. 10 17.7%</p> <p>Currently the spread of student achievement does not approximate the spread indicated by the AIM</p> | <p>The percentage of students assessed at above<br/>Established in all strands of English in Years 8 and 10 increase to 30% by 2006.</p> <p>The percentage assessed at<br/>Established or better in both strands of Mathematics at Year 8 be above 80% and be above 70% for Year 10 by 2006</p> <p>The percentage of students assessed at above<br/>Established in both strands of Mathematics in Years 8 and 10 increase to 30% by 2006.</p> <p>For the spread of student achievement to approximate the spread indicated by the AIM</p> |

| GOAL | PERFORMANCE MEASURE                                                                                                                                                                                                 | IMPROVEMENT AREAS                                                                                                                                                                               | BASELINE SCHOOL PERFORMANCE                                                                                                                                                                                                                                                                 | SCHOOL TARGETS                                                                                                                                                                                                                                                                                                                                                                                                |
|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|      | <p>VCE results in English and Mathematics</p> <p>VCE aggregated grades for all studies</p> <p>VCE results in all studies</p> <p>School data from MIPs</p> <p><b>Additional School Measures</b></p> <p>AIM tests</p> | <p>necessary</p> <p>To target professional development activities at making assessments against CSF II for the full range of student abilities</p> <p>To improve student performance at VCE</p> | <p>We have had up to 11 Groups at VCE not achieving this.</p> <p>No subject has been below LS mean for more than 2 yrs. In a row 2001 - 2003</p> <p>It is a noticeable pattern that students perform less well in exams</p> <p>There is an existing discrepancy between SAT/SAC scores.</p> | <p>For no more than five subjects having more than 10 students be under LSG mean in any year</p> <p>No subject to be under LSG Mean for more than two years in a row.</p> <p>In subjects having exams that the exam SAC results to be no more than 2 scores below internally assessed SATs/ SACs in any subject</p> <p>Any SAT/ SAC result to be no more than 2 scores below other results in any subject</p> |

| GOAL                                                                                                                                                                                                                                                                                                                  | PERFORMANCE MEASURE                                                                                                                                                                                                                                                                                                                           | IMPROVEMENT AREAS                                                                                                                                                                                                                                                                                                                                                         | BASELINE SCHOOL PERFORMANCE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | SCHOOL TARGETS |     |     |   |     |    |   |     |    |   |     |    |  |     |     |   |   |   |   |   |   |   |   |   |                                                                                                                                                                                                                                                          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|-----|-----|---|-----|----|---|-----|----|---|-----|----|--|-----|-----|---|---|---|---|---|---|---|---|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Curriculum Provision</b></p> <p>To review curriculum provision at Years 7 – 10 in line with emerging needs in the Curriculum Review Document and in line with the felt need to be more flexible in the offerings we make to students</p> <p>To maintain and develop the excellent Music program: classroom,</p> | <p><b>Required Measures</b></p> <p>Time allocation in KLAs in Years 7 &amp; 8</p> <p>Parent Opinion: quality of teaching, academic rigour and student reporting scales</p> <p>Destination of Exit students in Years 10 – 12</p> <p>Real student retention in Years 7 – 12</p> <p>Proportion of students with a Managed individual Pathway</p> | <p>Enhance the End – of- Year program to reduce absenteeism</p> <p>Consolidate the provision of 3 LOTE subjects</p> <p>To enhance the Year 7 Home Room Program to a point where teachers teach at least two subjects</p> <p>To make Learning Technology a component in all courses, Years 7 - 10</p> <p>To have enhanced involvement in the Performance music program</p> | <p>In 2003 % absence was</p> <table border="1" data-bbox="965 622 1204 739"> <tr> <td></td> <td>Nov</td> <td>Dec</td> </tr> <tr> <td>7</td> <td>4.5</td> <td>32</td> </tr> <tr> <td>8</td> <td>9.7</td> <td>42</td> </tr> <tr> <td>9</td> <td>9.2</td> <td>56</td> </tr> </table> <p>Av days absence per head was</p> <table border="1" data-bbox="965 840 1204 956"> <tr> <td></td> <td>Nov</td> <td>Dec</td> </tr> <tr> <td>7</td> <td>1</td> <td>4</td> </tr> <tr> <td>8</td> <td>2</td> <td>6</td> </tr> <tr> <td>9</td> <td>2</td> <td>7</td> </tr> </table> <p>We currently offer VCE LOTE in three subjects</p> <p>Currently involvement is at 40% as a raw score but in</p> |                | Nov | Dec | 7 | 4.5 | 32 | 8 | 9.7 | 42 | 9 | 9.2 | 56 |  | Nov | Dec | 7 | 1 | 4 | 8 | 2 | 6 | 9 | 2 | 7 | <p>To halve the Dec. absence rate.</p> <p>To ensure that VCE LOTE classes to have sufficient numbers to make it economic to staff classes given the constraints of the School Global Budget</p> <p>To have 50% of BHS students involved in the Music</p> |
|                                                                                                                                                                                                                                                                                                                       | Nov                                                                                                                                                                                                                                                                                                                                           | Dec                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                |     |     |   |     |    |   |     |    |   |     |    |  |     |     |   |   |   |   |   |   |   |   |   |                                                                                                                                                                                                                                                          |
| 7                                                                                                                                                                                                                                                                                                                     | 4.5                                                                                                                                                                                                                                                                                                                                           | 32                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                |     |     |   |     |    |   |     |    |   |     |    |  |     |     |   |   |   |   |   |   |   |   |   |                                                                                                                                                                                                                                                          |
| 8                                                                                                                                                                                                                                                                                                                     | 9.7                                                                                                                                                                                                                                                                                                                                           | 42                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                |     |     |   |     |    |   |     |    |   |     |    |  |     |     |   |   |   |   |   |   |   |   |   |                                                                                                                                                                                                                                                          |
| 9                                                                                                                                                                                                                                                                                                                     | 9.2                                                                                                                                                                                                                                                                                                                                           | 56                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                |     |     |   |     |    |   |     |    |   |     |    |  |     |     |   |   |   |   |   |   |   |   |   |                                                                                                                                                                                                                                                          |
|                                                                                                                                                                                                                                                                                                                       | Nov                                                                                                                                                                                                                                                                                                                                           | Dec                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                |     |     |   |     |    |   |     |    |   |     |    |  |     |     |   |   |   |   |   |   |   |   |   |                                                                                                                                                                                                                                                          |
| 7                                                                                                                                                                                                                                                                                                                     | 1                                                                                                                                                                                                                                                                                                                                             | 4                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                |     |     |   |     |    |   |     |    |   |     |    |  |     |     |   |   |   |   |   |   |   |   |   |                                                                                                                                                                                                                                                          |
| 8                                                                                                                                                                                                                                                                                                                     | 2                                                                                                                                                                                                                                                                                                                                             | 6                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                |     |     |   |     |    |   |     |    |   |     |    |  |     |     |   |   |   |   |   |   |   |   |   |                                                                                                                                                                                                                                                          |
| 9                                                                                                                                                                                                                                                                                                                     | 2                                                                                                                                                                                                                                                                                                                                             | 7                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                |     |     |   |     |    |   |     |    |   |     |    |  |     |     |   |   |   |   |   |   |   |   |   |                                                                                                                                                                                                                                                          |

| GOAL                                                                                                                                                                                                                                           | PERFORMANCE MEASURE | IMPROVEMENT AREAS                                                                                                                                                         | BASELINE SCHOOL PERFORMANCE                                                                                                                         | SCHOOL TARGETS                                                                                                                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>instrumental and ensemble.</p> <p>To maintain and develop the excellent Sport program: participation, individual and team performance and leadership.</p>  |                     | <p>Music</p> <p>To continue to develop the students involvement in Sport</p> <p>Improved results in the Parent Opinion Survey questions related to learning outcomes.</p> | <p>reality it is less as some students learn more than one instrument</p> <p>On all scales in 2003 we achieved below 25<sup>th</sup> percentile</p> | <p>Performance Program</p> <p>That Parent Opinion Scale scores related to Learning Outcomes reach State means by the end of the Charter period.</p> |

## Environment Goals

| GOAL                                                                                                                                                                                                                             | PERFORMANCE MEASURE                                                                                                                                                                                                  | IMPROVEMENT AREAS                                                                                                                                                                                  | BASELINE SCHOOL PERFORMANCE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | SCHOOL TARGETS                                                                                                                                                                                                                              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>For students to enjoy being at school, and to enjoy their relationships with each other and the school</p> <p>For students to perceive school as a place where the values of the school are lived by the school community</p> | <p><b>Required Measures</b></p> <p>Student attendance</p> <p>Parent Opinion Survey</p> <p>Staff Opinion Survey</p> <p><b>Additional School Measures</b></p> <p>Suspension Records</p> <p>Student Attitude Survey</p> | <p>The School's values to be embedded in the school culture As judged by the Student Survey</p> <p>To improve the parent satisfaction with the school</p> <p>To further reduce student absence</p> | <p>As measured on the Student Survey</p> <p><i>Quality of Instruction</i> – 77% agree or strongly agree</p> <p><i>Teacher Energy/Enthusiasm</i> – 54% agree or strongly agree</p> <p><i>Feedback</i> – 74% agree or strongly Agree</p> <p><i>Reporting and Feedback</i> 4.72 (2004)</p> <p><i>Quality of Teaching</i> 4.41 (2004)<br/>5.16 corrected to 4.16 in 2003</p> <p><i>Curriculum Standards</i> 4.62 (2004)</p> <p><i>Student Behaviour</i> 5.01 (2004)</p> <p><i>School Climate</i> 5.04 (2004)</p> <p><i>School – Parent relations</i> 4.87 (2004)</p> <p><i>General Satisfaction</i> 4.68 (2004)<br/>5.14 corrected to 4.14 in 2003</p> <p>In 2003 it was Yr. 9 - 22 days a</p> | <p>To improve positive ratings for Quality of Instruction to 80%,</p> <p>Teacher Energy and Enthusiasm to 75%</p> <p>Feedback to 80%</p> <p>To improve Parent Surveys by 0.4 during the Charter period</p> <p>Yr. 9 Absence Rates to be</p> |

| GOAL | PERFORMANCE MEASURE | IMPROVEMENT AREAS                                                                                                                                                                                                                                    | BASELINE SCHOOL PERFORMANCE                                                                                                                                                                                              | SCHOOL TARGETS                                                                                                                                                                                                  |
|------|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|      |                     | <p>rates</p> <p>That the school take every opportunity to promote its considerable strengths and achievements to the community in a meaningful way.</p> <p>To develop and implement consistent process related to student management and welfare</p> | <p>year</p> <p>Enrolment at the start of 2004 in Year 7 was 99.</p> <p>2003 Staff Survey scores were:<br/><i>Effective Discipline Policy</i> 38% agreed or strongly agreed that the discipline policy was effective.</p> | <p>below State-wide benchmarks</p> <p>Year 7 enrolment to increase to 145 by the end of the Charter period</p> <p>To improve the Staff Survey score related to an <i>Effective Discipline Policy</i> to 60%</p> |



## Resources Goals

| GOAL                                                                                                                                  | PERFORMANCE MEASURE                                                   | IMPROVEMENT AREAS       | BASELINE SCHOOL PERFORMANCE         | SCHOOL TARGETS                                                   |
|---------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|-------------------------|-------------------------------------|------------------------------------------------------------------|
| To develop, maintain and allocate physical and financial resources in line with the school's goals, priorities and improvement areas. | <b>Required Measures</b>                                              | Library Resource Centre | No KLA has completely achieved this | 50% of KLAs to have appropriate resources accessioned by the LRC |
|                                                                                                                                       | <b>Additional School Measures</b><br><br>Financial reserves of school |                         |                                     |                                                                  |

## **PRIORITIES**

### **Priority**

Student Achievement in English and Mathematics at Years 7 – 10 through a focus on increasing the staff's repertoire of differential teaching strategies

### **Current School Performance**

While student performance is judged to be above Like Schools and this is verified by the performance of students at VCE there is discrepancy between the spread attained in using other assessment tools and the CSF so this needs to be improved. At the same time the data obtained in all surveys indicates a need for staff to improve their capacity to deliver a differentiated curriculum using a wider range of teaching styles and to be better supported in this and in classroom management.

### **Intended Outcomes**

- To increase the percentage of students achieving above expected CSF levels
- To improve student engagement in their learning
- To improve student outcomes through increased attention to differentiating the curriculum at all year levels in all KLAs

### **Performance Measures**

- Student achievement in Mathematics and English against the CSF in Years 7 – 10
- VCE results in English and Mathematics
- VCE aggregated grades for all studies
- VCE results in all studies
- AIM tests
- Relevant categories of Student, Staff and Parent Surveys

### **School Targets**

- CSF school means for all strands of English and Chance and Data and Algebra in Mathematics be above LSG means by the end of 2006
- The percentage assessed at Established or better in all strands of English at Years 8 and 10 be above 80% for all strands for all years of the Charter
- The percentage of students assessed at above Established in all strands of English in Years 8 and 10 increase to 30% by 2006.
- The percentage assessed at Established or better in both strands of Mathematics at Year 8 be above 80% and be above 70% for Year 10 by 2006
- The percentage of students assessed at above Established in both strands of Mathematics in Years 8 and 10 increase to 30% by 2006.

### **Initial Implementation Strategies**

- All KLAs to produce an Action Plan that addresses how and when to implement appropriate strategies to accommodate diverse learning abilities and learning styles
- To collect CSF data in KLAs other than English and Mathematics using Markbook and apply similar analyses to these as are applied to English and Mathematics
- To align Professional Development with this Priority
- Full participation in the Blackburn Cluster's Innovation and Excellence Project.
- That the direct management of this Priority be included in the job description of a Leading Teacher who reports to a Principal Team member who has overall responsibility for the implementation and evaluation of this section of the Charter
- Implementation of Literature Circles and the Blackburn Enrichment and Extension Mathematics program.

### **Priority**

Staff Opinion scale scores and development of agreed processes on all major aspects of the school's management

### **Current School Performances**

The school has performed poorly in this area for longer than the four years of the previous Charter and recognizes that this is an important area in which to effect a change. The school has few written policies or processes against which to measure expectations which results in great frustration. Teachers find meeting attendance unrewarding and there is a low level of ownership of school issues despite the professional approach of most staff to their job. There is a discrepancy in how various KLAs are perceived by each other and how to access support. There is an unwillingness among the staff to take on middle level management as it is seen to be difficult with little reward.

### **Intended Outcomes**

- Development of clear written protocols of how to manage all routine processes with the school
- For all staff to have a clear understanding of how to obtain support and manage any issue that may arise

### **Performance Measures**

- Staff Opinion
- Non-certificated staff sick-leave
- Staff meeting attendance
- No. of professional learning teams
- Record of Minutes

### **School Targets**

- For all scales on the Staff Survey to reach the State Benchmarks by the end of the Charter period
- For staff to attend all required meetings held on days they are present at School
- Minutes to be kept of all required meetings

## Initial Implementation Strategies

- All staff to complete the Staff Survey
- Staff to indicate processes that need clarification. Initially these are to include enrolment, subject choice, staffing, timetabling, student assessment, student reporting, student management and student welfare.
- Attendance records are to be kept of all meetings and these are to be collated annually.
- Staff who are not attending meetings are to be followed-up with the expectation of improving attendance
- Written explanations of processes to be compiled and both hard and electronic copies to be made available to staff.
- Job descriptions are to be aligned to these processes
- All staff are to be given the opportunity to be involved in developing these processes.
- All staff are to be held accountable for following agreed processes
- The capacity to contribute to this priority be a selection criteria for all staff applying for positions at the school.
- The Staff Code of Practice has been developed in accordance with the school's values.
- The Principal Class Team, under the leadership of the Principal, to *lead* initiatives in this area.
- That it be the responsibility of an Assistant Principal to oversee and monitor (*manage*) the implementation of this priority

## CODES OF PRACTICE

### Principal Class Code of Practice

| Value                                                                                                                                                                                                   | Implemented through                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <p><b>Learning</b><br/> <i>We value the ability to think as much as we value knowledge. We value teaching that promotes such learning. We nurture creativity in all areas of the curriculum.</i></p>    | <ul style="list-style-type: none"> <li>▪ Fostering a shared understanding that the purpose of the school is to improve the learning outcomes for the students</li> <li>▪ Leading and managing the school to achieve this.</li> <li>▪ Motivating and facilitating staff to achieve best practice in their classrooms and in all areas of school life</li> <li>▪ Collecting, interpreting and sharing data as it relates to learning as a starting point for achieving and measuring improvement</li> <li>▪ Encouraging staff and students to be adventurous learners</li> </ul>                                                                                                                                                                                                                         |
| <p><b>Achievement</b><br/> <i>We value and celebrate achievement wherever members of our community have challenged and extended themselves or grown in significant ways.</i></p>                        | <ul style="list-style-type: none"> <li>▪ Fostering a culture that has high expectations</li> <li>▪ Fostering a culture that looks for, implements, recognises and celebrates achievement, recognising that both students and staff will achieve in different ways and at different levels</li> <li>▪ Modelling good practice through the setting of significant challenges for ourselves</li> <li>▪ Leading a high performance culture that uses data to measure improvements in achievements</li> <li>▪ Continually pushing at the boundaries of our comfort zones so as to further our achievements</li> </ul>                                                                                                                                                                                       |
| <p><b>A culture of caring, good humour and tolerance</b><br/> <i>We hold precious a school culture that is good-humoured, tolerant, caring and egalitarian.</i></p>                                     | <ul style="list-style-type: none"> <li>▪ Being respectful, fair and optimistic in our relationships within and outside the school community, and modelling this to others</li> <li>▪ Expecting the highest standards of fairness, tolerance of difference and care in the dealings of members of the school community with each other and facilitating the education necessary to achieve this.</li> <li>▪ Seeking appropriate help to support members of the school community when they are confronting difficulties.</li> <li>▪ Fostering the well-being of staff, students and the wider school community</li> <li>▪ Supporting the Racial and Religious Tolerance Act, 2001 which supports racial and religious tolerance and prohibits vilification on the grounds of race or religion</li> </ul> |
| <p><b>Leadership</b><br/> <i>We value leadership at all levels in our school. We prize those among us with initiative who develop plans and projects and then involve others in realising them.</i></p> | <ul style="list-style-type: none"> <li>▪ Recognising that we have privileges but also responsibilities as leaders and managers.</li> <li>▪ Ensuring that appropriate consultation is undertaken before decisions are made.</li> <li>▪ Providing staff with the opportunity to build leadership skills</li> <li>▪ Recognising that assuming a leadership role is a risk and so will be supportive of anyone who puts themselves forward.</li> <li>▪ Supporting initiatives of staff, students and community members</li> <li>▪ Being pro-active in seeking the involvement in the school of the wider community and being supportive of any such moves.</li> </ul>                                                                                                                                      |
| <p><b>Responsibility</b><br/> <i>We expect members of our community to be reliable and responsible, acknowledging their communal obligations and</i></p>                                                | <ul style="list-style-type: none"> <li>▪ .Accepting the responsibility of setting high expectations for the school especially in terms of learning outcomes and building positive relationships and implementing strategies to achieve this</li> <li>▪ Being symbolic leaders who aim to change school culture</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

| Value                                                                                                                                                                                                                                                                                                                              | Implemented through                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <p><i>willing to answer for their own actions.</i></p>                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>▪ Accepting the responsibility, as well as the privilege, of leading and managing the school community in terms of educational outcomes, its welfare and discipline and resource acquisition, allocation and conservation</li> <li>▪ Accepting the responsibility of supporting teachers who are working to implement the school's values</li> <li>▪ Respecting all issues of confidentiality</li> <li>▪ Accepting the responsibility of ensuring that the student code of conduct is implemented</li> <li>▪ Always being an advocate for the school in the wider community</li> </ul>                                                                                                                                                                                                                                                            |
| <p><b>Co-operation</b><br/> <i>We value the generosity of spirit evident in co-operation and sharing. We aim to work well with one another, communicating openly and with mutual respect, valuing the ideas of others and giving each other help and support. We value the opportunity to speak and the ability to listen.</i></p> | <ul style="list-style-type: none"> <li>▪ Valuing others for their individuality and treating others as we would want to be treated ourselves.</li> <li>▪ Expressing our opinions and feelings assertively but selectively, respecting the opinions and feelings of others</li> <li>▪ Working with staff, students and the wider community to resolve conflict situations</li> <li>▪ Fostering strategies and models that promote good communication, mutual trust and openness to solve problems</li> <li>▪ Developing co-operative strategies with the parents to improve learning outcomes and to manage student behaviour</li> <li>▪ Developing strategies to ensure that the school's resources are managed and used co-operatively and fairly.</li> </ul>                                                                                                                           |
| <p><b>Resilience</b><br/> <i>We admire persistence in the face of adversity. We acknowledge the personal growth and self-knowledge derived from facing the challenges that confront us.</i></p>                                                                                                                                    | <ul style="list-style-type: none"> <li>▪ Recognising that developing the strength that is resilience is fundamental to students' achieving success and so oversee the implementation of strategies to enable this to happen</li> <li>▪ Recognising that we will all encounter difficulties and hardships in reaching our goals and will offer support to each other to become more resilient.</li> <li>▪ Accepting constructive criticism and responding positively</li> <li>▪ Developing strategies to be optimistic in our approach.</li> <li>▪ Celebrating the successes of those who cope with adversity</li> </ul>                                                                                                                                                                                                                                                                  |
| <p><b>Stewardship</b><br/> <i>We acknowledge our own role in looking after our environment at school, locally and globally. We celebrate the fact that what we do builds on the achievements of those who have gone before us and that others, in turn, will build on what we achieve.</i></p>                                     | <ul style="list-style-type: none"> <li>▪ Taking pride in our membership of the school community and taking every opportunity to express this</li> <li>▪ Being environmentally aware and developing practices that do not waste resources</li> <li>▪ Acknowledge that the reputation of the school is precious and work to enhance this</li> <li>▪ Being aware of, honouring and making others aware of the history of the school and the achievements of the past students and school community</li> <li>▪ Leading and participating in school ceremonies</li> <li>▪ Ensuring that the school's buildings, grounds, facilities equipment, programs and resources are the best that can be obtained within the constraints of the time, people and money available.</li> <li>▪ Ensuring that every opportunity is taken to maximise the school's income within ethical limits.</li> </ul> |

## Staff Code of Practice

| Value                                                                                                                                                                                                   | Implemented through:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <p><b>Learning</b><br/> <i>We value the ability to think as much as we value knowledge. We value teaching that promotes such learning. We nurture creativity in all areas of the curriculum.</i></p>    | <ul style="list-style-type: none"> <li>▪ Recognising that the core purpose of our profession is to maximise the learning outcomes of our students</li> <li>▪ Knowing that students learn in diverse ways and will recognise this in our teaching</li> <li>▪ Negotiating learning with students when appropriate</li> <li>▪ Encouraging students to extend their learning capacities through the full taxonomy of learning tasks</li> <li>▪ Encouraging students to extend themselves by “taking risks” with their learning</li> <li>▪ Modelling life-long learning ourselves and recognising that the principles of learning apply equally to teachers</li> </ul>                                                                                                                                                                                                      |
| <p><b>Achievement</b><br/> <i>We value and celebrate achievement wherever members of our community have challenged and extended themselves or grown in significant ways.</i></p>                        | <ul style="list-style-type: none"> <li>▪ Encouraging, promoting, congratulating and celebrating student and staff achievement</li> <li>▪ Endeavouring to ensure that each student achieves the best possible learning outcomes for them as individuals</li> <li>▪ Encouraging students to achieve in a variety of ways and working to find ways for them to achieve that are motivating</li> <li>▪ Recognising that we work best when our job is personally satisfying and so will strive to make it so.</li> </ul>                                                                                                                                                                                                                                                                                                                                                    |
| <p><b>A culture of caring, good humour and tolerance</b><br/> <i>We hold precious a school culture that is good-humoured, tolerant, caring and egalitarian.</i></p>                                     | <ul style="list-style-type: none"> <li>▪ Recognising that a positive relationship with their teacher is highly motivating for students and that it is our responsibility to foster this.</li> <li>▪ Treating with respect, fairness and optimism everyone in the school community and expecting this of the students we teach</li> <li>▪ Respecting and tolerating difference between students and between staff and valuing diversity</li> <li>▪ Encouraging the development of a good humoured and caring environment for students and staff.</li> <li>▪ Supporting the Racial and Religious Tolerance Act, 2001 which supports racial and religious tolerance and prohibits vilification on the grounds of race or religion</li> </ul>                                                                                                                              |
| <p><b>Leadership</b><br/> <i>We value leadership at all levels in our school. We prize those among us with initiative who develop plans and projects and then involve others in realising them.</i></p> | <ul style="list-style-type: none"> <li>▪ We will value a wide range of leadership opportunities being offered to staff and students and will assume leadership positions if possible</li> <li>▪ Encouraging the colleagues and students to take up such responsibilities and respecting, encouraging and co-operating with those who do so.</li> <li>▪ Consulting with others in making decisions</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p><b>Responsibility</b><br/> <i>We expect members of our community to be reliable and responsible, acknowledging their communal obligations and willing to answer for their own actions.</i></p>       | <ul style="list-style-type: none"> <li>▪ Being consistent and fair in our response to students</li> <li>▪ Being responsible in meeting all the professional standards required of teachers</li> <li>▪ Arriving at lessons on time</li> <li>▪ Being familiar with the school's values, rules, policies and procedures and implementing these.</li> <li>▪ Being responsible for the reward and management of student behaviour in our own classrooms.</li> <li>▪ Assessing students' work fairly and reporting to them and their parents about their achievements in an appropriate and timely fashion.</li> <li>▪ Being responsible for the management of our own time so that we can meet deadlines.</li> <li>▪ Recognising our mutual responsibilities for the development and welfare of the whole school</li> <li>▪ Respecting issues of confidentiality</li> </ul> |

| Value                                                                                                                                                                                                                                                                                                                              | Implemented through:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <p><b>Co-operation</b><br/> <i>We value the generosity of spirit evident in co-operation and sharing. We aim to work well with one another, communicating openly and with mutual respect, valuing the ideas of others and giving each other help and support. We value the opportunity to speak and the ability to listen.</i></p> | <ul style="list-style-type: none"> <li>▪ Working in a co-operative manner with other staff members recognising that achieving optimal learning for all students is our primary goal.</li> <li>▪ Recognising our mutual responsibilities as teachers at this school we will work co-operatively to share the work load recognising that this extends beyond our own classrooms.</li> <li>▪ Acknowledging that our position as a teacher at this school extends to tasks beyond the classroom and working co-operatively with others to share this workload.</li> <li>▪ Sharing resources that belong to the school or are developed as a result of working at the school</li> <li>▪ Developing co-operative strategies with the parents to manage student behaviour</li> <li>▪ Communicating openly and with mutual respect, valuing the ideas of others</li> </ul> |
| <p><b>Resilience</b><br/> <i>We admire persistence in the face of adversity. We acknowledge the personal growth and self-knowledge derived from facing the challenges that confront us.</i></p>                                                                                                                                    | <ul style="list-style-type: none"> <li>▪ Being supportive of others who are facing difficulties</li> <li>▪ Seeking appropriate help to help us overcome difficulties</li> <li>▪ Using appropriate strategies to bring about change</li> <li>▪ Developing strategies to be optimistic in our approach.</li> <li>▪ Celebrating the successes of those who overcome adversity</li> <li>▪ Continually striving to better our professional knowledge and practice</li> <li>▪ Accepting constructive criticism and responding positively</li> </ul>                                                                                                                                                                                                                                                                                                                      |
| <p><b>Stewardship</b><br/> <i>We acknowledge our own role in looking after our environment at school, locally and globally. We celebrate the fact that what we do builds on the achievements of those who have gone before us and that others, in turn, will build on what we achieve.</i></p>                                     | <ul style="list-style-type: none"> <li>▪ Appreciating and participating in school ceremonies</li> <li>▪ Taking pride in our membership of the school community and taking every opportunity to express this</li> <li>▪ Being environmentally aware and developing practices that do not waste resources</li> <li>▪ Making ourselves aware of the traditions and history of the school, and fostering an honouring of these in ourselves and others</li> <li>▪ Building on the history and traditions of the school</li> <li>▪ Looking after the schools resources, ensuring that fixtures and equipment are used appropriately and that repairs are arranged as soon as damage becomes apparent</li> </ul>                                                                                                                                                         |

## School Council Code of Practice

| Value                                                                                                                                                                                                   | Implemented through:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <p><b>Learning</b><br/> <i>We value the ability to think as much as we value knowledge. We value teaching that promotes such learning. We nurture creativity in all areas of the curriculum.</i></p>    | <ul style="list-style-type: none"> <li>▪ Maintaining and supporting all decisions made by Council, irrespective of personal opinions, with a focus on optimising the learning outcomes of all students;</li> <li>▪ Actively promoting and supporting all council members to attend professional development programs;</li> <li>▪ Encouraging staff and students to be adventurous learners;</li> <li>▪ Recognising that the core purpose of the teaching profession is to maximise the learning outcomes of our students;</li> <li>▪ Modelling life-long learning ourselves and recognising that the principles of learning apply equally to teachers and the school community</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <p><b>Achievement</b><br/> <i>We value and celebrate achievement wherever members of our community have challenged and extended themselves or grown in significant ways.</i></p>                        | <ul style="list-style-type: none"> <li>▪ Enabling broader community input into Council decision-making processes;</li> <li>▪ Treating each other honestly and fairly and will act at all times in an ethical manner;</li> <li>▪ Fostering a culture that has high expectations;</li> <li>▪ Encouraging, promoting, congratulating and celebrating whole school achievements and building a culture in accordance with this;</li> <li>▪ Actively encouraging participation from our community;</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p><b>A culture of caring, good humour and tolerance</b><br/> <i>We hold precious a school culture that is good-humoured, tolerant, caring and egalitarian.</i></p>                                     | <ul style="list-style-type: none"> <li>▪ Seeking and valuing the opinions of others;</li> <li>▪ Recognising, valuing and utilising, wherever possible, the wide range of skills and knowledge found within our community;</li> <li>▪ Seeking professional opinions as valuable contributions;</li> <li>▪ Being respectful, fair and optimistic in our relationships within and outside the school community, and modelling this to others;</li> <li>▪ Expecting the highest standards of fairness, tolerance of difference and care in the dealings with all staff and members of the school community;</li> <li>▪ Providing appropriate support to all school community members;</li> <li>▪ Fostering and encouraging a sense of ownership within the school;</li> <li>▪ Encouraging the development of a good humoured and caring environment for all school community members;</li> <li>▪ Avoiding negative and unproductive behaviour.</li> <li>▪ Supporting the Racial and Religious Tolerance Act, 2001 which supports racial and religious tolerance and prohibits vilification on the grounds of race or religion</li> </ul> |
| <p><b>Leadership</b><br/> <i>We value leadership at all levels in our school. We prize those among us with initiative who develop plans and projects and then involve others in realising them.</i></p> | <ul style="list-style-type: none"> <li>▪ Having confidence in and trust the abilities of staff and management;</li> <li>▪ Respecting issues of confidentiality;</li> <li>▪ Ensuring all information is gathered and actively discussed before finalising critical or sensitive issues;</li> <li>▪ Seeking professional guidance or assistance when applicable;</li> <li>▪ Supporting initiatives of staff, students and community members;</li> <li>▪ Being pro-active in seeking the involvement in the school of the wider community and being supportive of any such moves;</li> <li>▪ Consulting with others in making decisions;</li> <li>▪ Recognising our responsibilities and meeting these to the best of our ability;</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                           |

| <b>Value</b>                                                                                                                                                                                                                                                                                                                       | <b>Implemented through:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <p><b>Responsibility</b><br/> <i>We expect members of our community to be reliable and responsible, acknowledging their communal obligations and willing to answer for their own actions.</i><br/>           (To be read in conjunction with the Council Standing Orders)</p>                                                      | <ul style="list-style-type: none"> <li>▪ Displaying loyalty to the school and the values of the school charter;</li> <li>▪ Ensuring all Council members are aware of their roles and responsibilities and are familiar with the Council Standing Orders;</li> <li>▪ Declaring any conflict of interest where necessary;</li> <li>▪ Accepting the responsibility of setting high expectations for the school especially in terms of learning outcomes and building positive relationships with the school community;</li> <li>▪ Always being an advocate for the school in the wider community;</li> <li>▪ Encouraging full Council participation in the decision making processes;</li> <li>▪ Welcoming all council members and developing protocols for the orientation of new council members;</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p><b>Co-operation</b><br/> <i>We value the generosity of spirit evident in co-operation and sharing. We aim to work well with one another, communicating openly and with mutual respect, valuing the ideas of others and giving each other help and support. We value the opportunity to speak and the ability to listen.</i></p> | <ul style="list-style-type: none"> <li>▪ Actively listening to the point of view of others without pre-judgment and with an open mind;</li> <li>▪ Treating all school council and community members with consideration and respect;</li> <li>▪ Working as a team to effectively and efficiently achieve the priorities of the school charter focusing on student achievement in all KLA areas, Music and Sport.</li> <li>▪ Supporting the school in achieving Charter priorities;</li> <li>▪ Supporting the Principal in the implementation of school policies and the Charter;</li> <li>▪ Acknowledging and supporting staff to maximise the learning opportunities and welfare of all students;</li> <li>▪ Acknowledging and supporting “Friends” of the School and Chaplaincy within the school environment and wider community groups;</li> <li>▪ Encouraging and promoting wide parental involvement in school through regular reporting of information;</li> <li>▪ Actively seeking community assistance for the maintenance and improvement of school facilities, buildings and grounds;</li> <li>▪ Fostering strategies and models that promote good communication, mutual trust and openness to new ideas;</li> <li>▪ Developing strategies to ensure that the school’s resources are managed and used co-operatively and fairly.</li> <li>▪ Promoting school community members to participate in school council matters at the sub-committee level by encouraging and supporting a representative group;</li> <li>▪ Supporting and participating with the Cluster Network at Council level;</li> <li>▪ Encouraging students to interact with the wider community;</li> <li>▪ Attending programs and activities involving the parent community as an active and interested Council.</li> </ul> |
| <p><b>Resilience</b><br/> <i>We admire persistence in the face of adversity. We acknowledge the personal growth and self-knowledge derived from facing the challenges that confront us.</i></p>                                                                                                                                    | <ul style="list-style-type: none"> <li>▪ Recognising that developing the strength that is resilience is fundamental to achieving success;</li> <li>▪ Recognising that we will all encounter difficulties and hardships and will offer support;</li> <li>▪ Accepting constructive criticism and responding positively;</li> <li>▪ Developing strategies to be optimistic in our approach;</li> <li>▪ Continually pushing the boundaries of our comfort zones to further our achievements;</li> <li>▪ Seeking appropriate assistance to overcome difficulties;</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

| Value                                                                                                                                                                                                                                                                                          | Implemented through:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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|                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>▪ Celebrating the success of those who overcome adversity;</li> <li>▪ Building an educational culture that recognises the achievements and contributions of school community members, staff and management.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                      |
| <p><b>Stewardship</b><br/> <i>We acknowledge our own role in looking after our environment at school, locally and globally. We celebrate the fact that what we do builds on the achievements of those who have gone before us and that others, in turn, will build on what we achieve.</i></p> | <ul style="list-style-type: none"> <li>• Being committed and loyal to the students, staff, administration and the school charter;</li> <li>• Promoting a positive image of the school at all times;</li> <li>• Articulating a vision and sense of pride/ownership for the school and celebrate success and achievement;</li> <li>• Reviewing school resources for the welfare and safety of all community members;</li> <li>• Being awareness of the traditions and the history of the school;</li> <li>• Participating in school ceremonies;</li> <li>• Taking pride in membership of council and express this to the whole community.</li> </ul> |

## COMMUNITY BUILDING

| Value                                                                                                                                                                                                   | Implemented through                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <p><b>Learning</b><br/> <i>We value the ability to think as much as we value knowledge. We value teaching that promotes such learning. We nurture creativity in all areas of the curriculum.</i></p>    | <ul style="list-style-type: none"> <li>▪ Respecting the right of students to learn and teachers to teach</li> <li>▪ in a cooperative and caring environment.</li> <li>▪ Supporting and encouraging life-long learners.</li> <li>▪ Being supportive of the students, teachers and community members.</li> <li>▪ Be encouraging and supportive of community groups who are associated with the school</li> </ul>                                                                                                                                                                                                                                                                                                                                                                   |
| <p><b>Achievement</b><br/> <i>We value and celebrate achievement wherever members of our community have challenged and extended themselves or grown in significant ways.</i></p>                        | <ul style="list-style-type: none"> <li>▪ Supporting students, teachers and parents.</li> <li>▪ Valuing and celebrating individual and community group achievement.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p><b>A culture of caring, good humour and tolerance</b><br/> <i>We hold precious a school culture that is good-humoured, tolerant, caring and egalitarian.</i></p>                                     | <ul style="list-style-type: none"> <li>▪ Respecting individual differences.</li> <li>▪ Developing positive relationships with students, teachers and parents.</li> <li>▪ Supporting and encouraging the use of good humour and tolerance.</li> <li>▪ Maintaining a caring, safe and egalitarian learning community. Supporting school rules and policies.</li> <li>▪ Supporting the Racial and Religious Tolerance Act, 2001 which supports racial and religious tolerance and prohibits vilification on the grounds of race or religion</li> </ul>                                                                                                                                                                                                                              |
| <p><b>Leadership</b><br/> <i>We value leadership at all levels in our school. We prize those among us with initiative who develop plans and projects and then involve others in realising them.</i></p> | <ul style="list-style-type: none"> <li>▪ Valuing and encouraging leadership at all levels of learning.</li> <li>▪ Supporting initiatives that benefit the learning and teaching community.</li> <li>▪ Valuing the privileges and responsibilities of leadership in the community.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p><b>Responsibility</b><br/> <i>We expect members of our community to be reliable and responsible, acknowledging their communal obligations and willing to answer for their own actions.</i></p>       | <ul style="list-style-type: none"> <li>▪ Encouraging learners to be reliable and responsible for their own actions.</li> <li>▪ Providing a supportive study environment at home.</li> <li>▪ Encouraging students to arrive on time, prepared for school work.</li> <li>▪ Respecting confidentiality and the rights of community members.</li> <li>▪ Maintaining regular contact with the school through attendance at parent/teacher meetings, regular perusal of school newsletters and prompt communication regarding their child's absence, lateness and special needs.</li> <li>▪ Encouraging students to obey school rules and accept consequences of inappropriate behaviour.</li> <li>▪ Accepting responsibility for our own behaviour, decisions and choices.</li> </ul> |
| <p><b>Co-operation</b><br/> <i>We value the generosity of spirit evident in co-operation and sharing. We aim to work well with one another,</i></p>                                                     | <ul style="list-style-type: none"> <li>▪ Listening and speaking respectfully to students, teachers and community members.</li> <li>▪ Working with staff to resolve conflict situations.</li> <li>▪ Participating constructively and respectfully in decision making, listening to the ideas of others.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

| <b>Value</b>                                                                                                                                                                                                                                                                                   | <b>Implemented through</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <i>communicating openly and with mutual respect, valuing the ideas of others and giving each other help and support. We value the opportunity to speak and the ability to listen.</i>                                                                                                          | <ul style="list-style-type: none"> <li>▪ Valuing cooperative and positive contributions to the learning community.</li> <li>▪ Recognizing that students benefit through community participation in school activities.</li> <li>▪ Sharing appropriate knowledge.</li> <li>▪ Continuing cooperative relationships with the learning community, including local schools and community networks.</li> <li>▪ Valuing and recognizing local businesses and organizations jointly involved in school programs.</li> </ul>                                                                                                                |
| <p><b>Resilience</b><br/> <i>We admire persistence in the face of adversity. We acknowledge the personal growth and self-knowledge derived from facing the challenges that confront us.</i></p>                                                                                                | <ul style="list-style-type: none"> <li>▪ Positively encouraging each other to persevere when facing challenges that are confronting.</li> <li>▪ Communicating with the school about circumstances that may affect the learning and well-being of students.</li> </ul>                                                                                                                                                                                                                                                                                                                                                             |
| <p><b>Stewardship</b><br/> <i>We acknowledge our own role in looking after our environment at school, locally and globally. We celebrate the fact that what we do builds on the achievements of those who have gone before us and that others, in turn, will build on what we achieve.</i></p> | <ul style="list-style-type: none"> <li>▪ Taking pride in our membership of the school community and take opportunities to express this.</li> <li>▪ Encouraging each other to value and respect our home, school, local and global environment.</li> <li>▪ Developing practices that do not waste resources.</li> <li>▪ Behaving in a way that benefits the reputation of the school and its community.</li> <li>▪ Honouring the history of the school, the past students and the school community.</li> <li>▪ Appreciating and participating in school meetings, ceremonies, excursions and concerts when appropriate.</li> </ul> |

## STUDENT CODE OF CONDUCT

| Value                                                                                                                                                                                                   | Behaviour                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <p><b>Learning</b><br/> <i>We value the ability to think as much as we value knowledge. We value teaching that promotes such learning. We nurture creativity in all areas of the curriculum.</i></p>    | <ul style="list-style-type: none"> <li>▪ We respect the right of fellow students to learn and teachers to teach in a co-operative and caring environment</li> <li>▪ We know that our main task while at school is to learn</li> <li>▪ We will do our best to learn And to help others learn.</li> <li>▪ We know that there are many ways of learning and we will be open to trying different learning strategies</li> <li>▪ We recognise that school learning occurs most readily while in the classroom so will ensure that we maximise our time at school and on task.</li> <li>▪ We recognise that learning also occurs outside the classroom and so will participate in the wider school program.</li> </ul>                                           |
| <p><b>Achievement</b><br/> <i>We value and celebrate achievement wherever members of our community have challenged and extended themselves or grown in significant ways.</i></p>                        | <ul style="list-style-type: none"> <li>▪ We will challenge ourselves to achieve to our highest level knowing that we are expected to do our best in all tasks we undertake</li> <li>▪ We will recognise that different students will achieve in different ways and at different levels</li> <li>▪ We will value our own achievements and acknowledge and celebrate the achievements of others</li> </ul>                                                                                                                                                                                                                                                                                                                                                   |
| <p><b>A culture of caring, good humour and tolerance</b><br/> <i>We hold precious a school culture that is good-humoured, tolerant, caring and egalitarian.</i></p>                                     | <ul style="list-style-type: none"> <li>▪ We will approach all situations in a respectful, fair and optimistic manner</li> <li>▪ We will treat our fellow students with tolerance and care, respecting their right to be different</li> <li>▪ We notice when our fellow students are confronting difficulties and seek appropriate help to support them including alerting staff.</li> <li>▪ We will do what we can to develop positive relationships with teachers and students and avoid negative, unproductive relationships with anybody.</li> <li>▪ We will act in accordance with the Racial and Religious Tolerance Act, 2001 which supports racial and religious tolerance and prohibits vilification on the grounds of race or religion</li> </ul> |
| <p><b>Leadership</b><br/> <i>We value leadership at all levels in our school. We prize those among us with initiative who develop plans and projects and then involve others in realising them.</i></p> | <ul style="list-style-type: none"> <li>▪ We will participate in leadership opportunities</li> <li>▪ As a leader in the school we recognise our position as a role model, knowing and upholding school values, rules, policies and procedures.</li> <li>▪ We will involve ourselves in any leadership training that is offered to us</li> <li>▪ We recognise that assuming leadership roles is a risk and will be supportive of anyone who puts themselves forward.</li> <li>▪ We will applaud the initiative of others</li> <li>▪ As leaders in the school we recognise that such a position has privileges but also responsibilities and we will meet these to the best of our ability</li> </ul>                                                         |
| <p><b>Responsibility</b><br/> <i>We expect members of our community to be reliable and responsible, acknowledging their communal obligations and willing to answer for their own actions.</i></p>       | <ul style="list-style-type: none"> <li>▪ We accept the responsibility of always behaving in a positive and constructive manner, contributing to the welfare and safety of the whole school community</li> <li>▪ We will wear the correct school uniform</li> <li>▪ We will arrive at school on time, ready to participate in school activities</li> <li>▪ We will be familiar with and obey school rules and accept the consequences of inappropriate behaviour.</li> <li>▪ We will follow teacher instructions</li> </ul>                                                                                                                                                                                                                                 |

| Value                                                                                                                                                                                                                                                                                                                              | Behaviour                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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|                                                                                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>▪ We accept responsibility for our own behaviour, decisions and choices</li> <li>▪ We will always behave in public, and in the company of visitors to the school, in a manner which brings credit to the school.</li> <li>▪ With help from the school we will accept the responsibility of mapping out our career pathway for after we leave school and working towards this as our goal.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <p><b>Co-operation</b><br/> <i>We value the generosity of spirit evident in co-operation and sharing. We aim to work well with one another, communicating openly and with mutual respect, valuing the ideas of others and giving each other help and support. We value the opportunity to speak and the ability to listen.</i></p> | <ul style="list-style-type: none"> <li>▪ We will value others for their individuality, treating others as we would want to be treated ourselves.</li> <li>▪ We will express opinions and feelings assertively, respecting the opinions and feelings of others</li> <li>▪ We will work with staff to resolve conflict situations</li> <li>▪ We will share our learning when appropriate realising that the best growth can occur when co-operating to solve a problem with others.</li> <li>▪ We will listen to the ideas of others and respond appropriately</li> <li>▪ We will co-operate with teachers, visitors and fellow students, valuing their contributions</li> </ul>                                                                                                                                                                                                                                             |
| <p><b>Resilience</b><br/> <i>We admire persistence in the face of adversity. We acknowledge the personal growth and self-knowledge derived from facing the challenges that confront us.</i></p>                                                                                                                                    | <ul style="list-style-type: none"> <li>▪ We recognise that we will all encounter difficulties and hardships in reaching our goals</li> <li>▪ We will endeavour to try strategies to help us overcome these.</li> <li>▪ If any problem we have interferes with our own or anyone else's capacity to learn and achieve we will seek help to turn the situation into a positive one.</li> <li>▪ We will celebrate the successes of those who cope with adversity</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p><b>Stewardship</b><br/> <i>We acknowledge our own role in looking after our environment at school, locally and globally. We celebrate the fact that what we do builds on the achievements of those who have gone before us and that others, in turn, will build on what we achieve.</i></p>                                     | <ul style="list-style-type: none"> <li>▪ We respect the school's property and that of other community members</li> <li>▪ We recognise our obligation to keep the school tidy and accept the responsibility of duties associated with this.</li> <li>▪ We will wear the school uniform in a manner which reflects pride in the school and agreement with its values.</li> <li>▪ We acknowledge that the reputation of the school is precious and will behave in a way which enhances this</li> <li>▪ We honour the history of the school and the achievements of the past students and school community</li> <li>▪ We will appreciate and participate in school ceremonies in a supportive way.</li> <li>▪ We take pride in our membership of the school community and will take every opportunity to express this</li> <li>▪ We will be environmentally aware and develop practices that do not waste resources</li> </ul> |