

# **SPECIMEN HILL PRIMARY SCHOOL**

## **CHARTER 2003 - 2005**

**Date:** 8<sup>th</sup> September, 2003

**School No.:** 1316

**Address:** Inglewood Street  
Golden Square 3555

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**School Principal:** C. Ross Thomson  
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## SCHOOL PROFILE

### VISION:

To create a school which provides a safe and caring environment where students are happy, responsible and motivated.

This will be a school which is community orientated, where parent participation is valued and both teachers and parents agree that they have a shared responsibility for student learning, growth and development.

In this environment a climate will be established which values excellence (achievement and effort), resilience and creativity, and promotes life-long learning.

In addition a professional culture will prevail where collegiate support (through professional development, coaching and mentoring) is the norm and where professional growth is supported through the delegation of responsibility (and the judicious provision of authority).

Shared decision making will be the preferred management style at Specimen Hill, while succession planning will remain a serious consideration when responsibilities are delegated and/or new staffing appointments are made.

Success in the above will result in students, staff and parents achieving a feeling of satisfaction in their school/workplace, and a sense of pride at being part of the Specimen Hill school community.

### VALUES:

*The school ethos, culture and expectations are summed up in the following statements:*

1. Our caring and supportive environment actively encourages children to be cooperative, self-reliant, and to develop a respect for themselves and others.
2. Our school acts as a focus for the school community and we seek to forge strong links between students, parents and staff.
3. We believe the success of each child depends upon a cooperative partnership between students, staff and parents.
4. We have a whole school approach to all aspects of decision-making.
5. Our school policies are progressively reviewed and revised, with our aim being to reflect the expectations of our community by providing traditional values whilst keeping abreast of the latest educational developments.
6. Staff maintains high expectations for themselves, their colleagues and their students.
7. This school respects and appreciates the contribution that diversity can bring to our school community.

## **CONTEXT:**

### **1. Description, Size, Location.**

Established in 1874, Specimen Hill Primary School is located in Inglewood Street, Golden Square, in the provincial city of Bendigo. Situated on a hill in a quiet, pleasant locality our spacious grounds and pleasant, landscaped gardens provide a country atmosphere in a city locality. The school is built in an area that was previously mined (surface and below) and some terracing has taken place to accommodate buildings and sealed asphalt areas.

The student population at Specimen Hill Primary School has more than doubled in the past twelve or so years. Our enrolment has now reached 280 and further growth is anticipated during this Charter period.

This school has been structured into two Departments (Junior and Senior), with composite classes being utilised wherever possible to enable flexibility in the placement of students and also to facilitate and encourage a culture of co-operative planning among staff.

Our school emphasizes the safety and well being of every child by providing an environment which is safe, secure and supportive. We actively encourage children to develop to their full potential by recognizing, encouraging and rewarding achievement. Specimen Hill promotes self-image, respect for others, self-discipline and life skills such as responsibility, independence, communication skills, inquiring minds, problem solving and creativity. We have a commitment to assertive discipline procedures - with an emphasis on positive recognition.

### **2. Curriculum Provision:**

- Specimen Hill provides a comprehensive seven-year sequential learning program in each of the eight Key Learning Areas of the Curriculum and Standards Framework ie. English, Mathematics, Science, Technology, LOTE (Indonesian), Health and Physical Education, Studies of Society and Environment, and The Arts.
- An integrated approach to learning is used and this involves extensive team planning.
- In addition to the extensive curriculum provided, the school also offers supporting enrichment programs such as: Reading Recovery, Math's Task Center, Scipaks, Swimming, Gymnastics, Bike Education, Drug Education, Camps, Excursions, Cultural Performances,

Interschool Sporting Activities, Choir, Instrumental Music, Art/Craft 'Clubs', Sun Smart, Integration Programs, Special Activity Days, Transition Programs - with considerable importance placed on developing social skills through peer support programs, role modeling and Peer Mediation.

- The School Charter identifies Mathematics and ICT as its current priorities.
- Specimen Hill strives to foster a partnership between the school, our parents and the wider school community by:
  - providing detailed (written) Student Reports twice each year,
  - providing opportunities for formal Parent/Teacher Interviews twice each year (mid-year being compulsory),
  - encouraging parent participation in all aspects of school life,
  - conducting a Parent Opinion Survey each year,

- providing formal Transition Programs for our new Prep students as well as for students going on to secondary college.

### **3. Facilities:**

- The provision of sporting and passive recreation areas to cater for the sporting, physical and social needs of our students include:
  - a large well grassed school oval,
  - shelter shed or gazebo (Garbarli),
  - a shaded sand pit,
  - passive recreation areas,
  - play equipment/ apparatus,
  - a basketball/netball court,
  - volleyball court,
- Specimen Hill Primary school is to be provided with a new school on its existing site. This will be a staged program with the first stage expected to commence during the second semester of 2003. It is hoped that Stage 2 will commence during the second semester of 2004.

Stage one will comprise the Junior Department (4 permanent classrooms and a new 5-mod relocatable building), general office, principal's office, assistant principal's office, staff lounge, store room, sick bay, art/craft room, library, multi-purpose room, canteen, toilet block for the junior department, reading recovery facility and a conference room.

Stage two will comprise the Senior Department (5 permanent classrooms and a new 5 mod relocatable building) and a toilet block for the senior department. It is hoped that this stage will have been completed by the end of the 2004 school year.

- Other building structures include a sports shed and lock-up garage for storage purposes.

### **Review Methodology:**

The school charter, the school annual report and the triennial school review are the key elements of the DE&T accountability framework. Together they form an integrated planning, development and reporting package to assist schools monitoring and continuously improving their performance.

The third element of the package, the triennial review, is a systematic way of examining the school's performance against both its stated goals and the department's policy objectives as described in the school charter.

The process of school review consists of three phases:

1. Internal school self assessment
2. Independent verification
3. Development of the new school charter

The data contained in school annual reports provides the information base for analysis of the school's achievements. The third annual report of the charter period acts as the

school's self assessment, identifying and analysing the trends apparent in the school's achievements over the previous three years.

The independent verification process is designed to validate the school's achievements and facilitate agreement between the school and DE&T regarding the directions to be incorporated in the next charter.

## 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%

CURRICULUM GOAL	PERFORMANCE MEASURE	IMPROVEMENT AREAS	BASELINE SCHOOL PERFORMANCE	SCHOOL TARGETS
<p><b>Student Achievement</b> To challenge and support all students in each KLA through effective teaching and learning strategies to achieve at their optimum level.</p>	<p><b>Required Measures</b></p> <ul style="list-style-type: none"> <li>▪ Student Achievement in Maths and English against the CSF 2 (levels and B.C.E).</li> <li>▪ Student achievement re Early Numeracy Interview.</li> <li>▪ Student Achievement in Reading for Years Prep-2 against standard text levels.</li> <li>▪ Student Achievement in Reading, Writing and Mathematics as measured by AIM – for years 3 and 5.</li> </ul> <p><b>Additional School Measures</b></p> <ul style="list-style-type: none"> <li>▪ Continue to enhance support programs for</li> </ul>	<p><b>Priorities</b></p> <ul style="list-style-type: none"> <li>▪ Mathematics and Information Technology are priority areas in this Charter period (ref. Priorites)</li> <li>▪ Increase percentage of students across the school achieving above the expected CSF level.</li> <li>▪ An improvement in the strategies and availability of programs to cater for more capable students.</li> <li>▪ Review structure and</li> </ul>	<p><b>Parent Opinion</b></p> <ul style="list-style-type: none"> <li>▪ Parent Opinion Survey on 'Quality of Teaching' scale. 6.45</li> <li>▪ Student Survey: 'Academic Rigor' scale. 6.33</li> </ul> <p><b>OTHER TESTING</b></p> <ul style="list-style-type: none"> <li>▪ PEAP testing</li> <li>▪ DE&amp;T unseen text levels</li> <li>▪ AIM in Grades 3 and 5.</li> <li>▪ Clay's Observation Survey (tentative selection list for Reading Recovery)</li> <li>▪ WRAP</li> <li>▪ Torch</li> <li>▪ CARS</li> </ul>	<p><b>Parent Opinion</b> To achieve State Mean Benchmarks in the measures of: Teaching Quality, Academic Rigour and Student Reporting.</p> <p>That at least 10% of each student cohort will be achieving above 'established' at each CSF level – Prep, Years 2, 4 and 6 by 2005 in Mathematics (Number and Measurement) and in English (Reading, Writing,</p>

	<p>students ie. Both 'intervention' and 'extension'.</p> <ul style="list-style-type: none"> <li>▪ Continue to monitor parent opinion about curriculum with the view to taking any action that may be required - remedial action or celebration.</li> <li>▪ Review and revise the student report format (mid-year and end-of-year) to meet current DE &amp; T expectations.</li> </ul>	<p>process for moderation supported by</p> <p>teacher PD to consolidate consistency in teacher judgements.</p> <ul style="list-style-type: none"> <li>▪ Track and monitor individual and groups of students at risk.</li> <li>▪ Improve student achievement in Maths (priority).</li> <li>▪ That all aspects of English teaching and learning will be reinforced in all areas of the curric.</li> <li>▪ Actively promote student participation in AIM and other testing programs as additional measures of student achievement patterns.</li> <li>▪ Update and improve the Student report format and policies along with other strategies for communicating student progress with parents eg.</li> </ul>	<ul style="list-style-type: none"> <li>▪ PATMath</li> <li>▪ Early Numeracy Interview.</li> </ul> <p><b>MATHEMATICS</b> Percentage of students 'established and above' in 2002</p> <p><b>MEASUREMENT</b></p> <ul style="list-style-type: none"> <li>▪ Prep – 85%</li> <li>▪ Year 2 – 90%</li> <li>▪ Year 4 – 65%</li> <li>▪ Year 6 – 69%</li> </ul> <p><b>NUMBER</b></p> <ul style="list-style-type: none"> <li>▪ Prep – 83%</li> <li>▪ Year 2 – 90%</li> <li>▪ Year 4 – 65%</li> <li>▪ Year 6 – 73%</li> </ul> <p><b>PARENT OPINION SURVEY</b> re:</p> <ul style="list-style-type: none"> <li>▪ report format – 'Student Reporting'. = 6.23</li> </ul> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>▪ Prep – Grade 2. Students reading with 90-100% accuracy in 2002</li> <li>▪ Prep... Text level 1 – 100%</li> <li>▪ Prep... Text level 5 – 85%</li> <li>▪ Year 1... Text Level 5 – 97.4%</li> <li>▪ Year 1... Text Level 15 - 92.1%</li> <li>▪ Year 2... Text Level 15 – 88.2%</li> <li>▪ Year 2...Text Level 20 – 85.3%</li> </ul>	<p>Speaking &amp; Listening).</p> <p>All Prep, Year 1 and Year 2 students who are 'deemed capable' will read respective levels with 90-100% accuracy by 2005.</p>
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<p><b>Curriculum Provision</b> To provide a stimulating and challenging learning environment that caters for the needs of all individuals through a range of effective teaching and learning strategies.</p>	<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>▪ Continue to monitor and review the time allocated to Mathematics and English – given achievement results and state benchmarks.</li> <li>▪ Continue to review and modify curriculum programs for each KLA.</li> <li>▪ Continue to provide ongoing meaningful reports re the success of school programs and (when not breaching protocol) student progress, to our parent and wider community.</li> <li>▪ Implement Individual Learning Plans for all</li> </ul>	<p>Curriculum information evenings.</p> <ul style="list-style-type: none"> <li>▪ Maximise the development and use of Learning Technologies to support student learning in all KLAs (Priority).</li> <li>▪ Review The Arts program in relation to the range of experiences/ skills and the resources available to support the program to provide further enrichment for students.</li> <li>▪ Enhance the promotion of</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Teacher assessment</b> – percentage of students</li> </ul> <p>‘established and above’ at expected CSF level in 2002 i.e.</p> <ul style="list-style-type: none"> <li>▪ Prep – 82%</li> <li>▪ Year 2 – 90%</li> <li>▪ Year 4 – 79%</li> <li>▪ Year 6 – 81%</li> </ul> <p><b>WRITING</b> Percentage of students established at expected level in 2002 i.e.</p> <ul style="list-style-type: none"> <li>▪ Prep – 75%</li> <li>▪ Year 2 – 94%</li> <li>▪ Year 4 – 67%</li> <li>▪ Year 6 – 61%</li> </ul> <ul style="list-style-type: none"> <li>▪ Consult with the parent body during the process of new reports being developed.</li> <li>▪ Parents’ Club and School Council representation on Curriculum Committee.</li> <li>▪ Incident specific parent surveys eg. Swimming, music shares.</li> <li>▪ Provide a time allocation of at least 2 hours per day for literacy and 1 hour</li> </ul>	<p><b>Targets</b></p> <ul style="list-style-type: none"> <li>▪ That at least 10% of each student cohort will be achieving above established in English (Reading, Writing, Speaking &amp; Listening) and Mathematics (Number and Measurement) strands at each CSF level, Prep, and Years 2, 4 and 6 by 2005.</li> <li>▪ That there is an increase in the percentage of students achieving above established at</li> </ul>
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	<p>students at risk of not achieving their potential (including lower and higher level achievement).</p> <ul style="list-style-type: none"> <li>▪ Curriculum provision ie. Curriculum audit checklist.</li> </ul>	<p>successful school programs and individual achievements in the school community.</p> <ul style="list-style-type: none"> <li>▪ Ensure that an effective tracking process operates to monitor the progress of students at lower and upper risk end and that appropriate programs are in place to support or extend these students.</li> <li>▪ Develop a 3 year strategy plan for PD that addresses, in particular Maths and English teaching/learning strategies, moderation and making consistent judgement.</li> <li>▪ Develop a budget plan for an additional staff member to support maths improvement</li> </ul>	<p>per day for numeracy in grades Prep – 6.</p>	<p>each key CSF level in Mathematics by 2004.</p> <ul style="list-style-type: none"> <li>▪ Review the appropriateness and effectiveness of all current and extension programs in the context of the identified needs of students.</li> <li>▪ Identifying learning achievement targets for cohorts and individuals at risk.</li> <li>▪ Provide staff PD that focuses on support/extension classroom teaching and learning strategies and programs. Review student report formats in the context of DE &amp; T guidelines and parent needs with staff and parent reps.</li> <li>▪ Research other ideas/strategies for reporting to parents on a regular basis.</li> <li>▪ Provide programs/activities that enhance the skills of interested</li> </ul>
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	<p><b>TIME ALLOCATION</b></p> <ul style="list-style-type: none"> <li>Time allocation for each KLA by unit/year level.</li> </ul>		<p><b>TIME ALLOCATED TO KLAs</b></p> <p>Average number of hours currently allocated to each of the KLAs for grades Prep – 6</p> <table border="1"> <thead> <tr> <th></th> <th>P-2</th> <th>3-4</th> <th>5-6</th> </tr> </thead> <tbody> <tr> <td>Eng</td> <td>40%</td> <td>40%</td> <td>40%</td> </tr> <tr> <td>Math</td> <td>20%</td> <td>20%</td> <td>20%</td> </tr> <tr> <td>Sci</td> <td>4%</td> <td>6%</td> <td>6%</td> </tr> <tr> <td>Tech</td> <td>4%</td> <td>6%</td> <td>6%</td> </tr> <tr> <td>Arts</td> <td>12%</td> <td>8%</td> <td>8%</td> </tr> <tr> <td>SOSE</td> <td>9%</td> <td>8%</td> <td>8%</td> </tr> <tr> <td>H&amp;PE</td> <td>7%</td> <td>8%</td> <td>8%</td> </tr> <tr> <td>LOTE</td> <td>4%</td> <td>4%</td> <td>4%</td> </tr> </tbody> </table>		P-2	3-4	5-6	Eng	40%	40%	40%	Math	20%	20%	20%	Sci	4%	6%	6%	Tech	4%	6%	6%	Arts	12%	8%	8%	SOSE	9%	8%	8%	H&PE	7%	8%	8%	LOTE	4%	4%	4%	<p>parents to support student learning.</p> <ul style="list-style-type: none"> <li>Time allocation will remain comparable with State Benchmarks for each KLA in Preps, Year 2, Years 3-4 and Years 4-6.</li> </ul>
	P-2	3-4	5-6																																					
Eng	40%	40%	40%																																					
Math	20%	20%	20%																																					
Sci	4%	6%	6%																																					
Tech	4%	6%	6%																																					
Arts	12%	8%	8%																																					
SOSE	9%	8%	8%																																					
H&PE	7%	8%	8%																																					
LOTE	4%	4%	4%																																					

MANAGEMENT GOAL	PERFORMANCE MEASURE	IMPROVEMENT AREAS	BASELINE SCHOOL PERFORMANCE	SCHOOL TARGETS
<p>To provide strong flexible leadership that values staff well being and personal and professional growth that in turn supports the staff in the achievement of the school's goals and priority</p>	<p><b>REQUIRED MEASURES</b></p> <ul style="list-style-type: none"> <li>▪ Staff Opinion Survey</li> <li>▪ Analysis and evaluation of staff opinion survey results (full diagnostic survey).</li> <li>▪ Parent Opinion Survey</li> <li>▪ Staff sick leave</li> </ul> <p><b>ADDITIONAL SCHOOL MEASURES</b></p> <ul style="list-style-type: none"> <li>▪ Development of a Program Budget each year.</li> <li>▪ Monitor expenditure of funds allocated to goal and priority areas – ensuring achievement measures are being met (and results are recorded).</li> <li>▪ Evaluate and analyse expenditure and involvement in professional development. <ul style="list-style-type: none"> <li>- system</li> <li>- school</li> <li>- individual</li> </ul> </li> <li>▪ Develop and publish an</li> </ul>	<ul style="list-style-type: none"> <li>▪ Review the responsibilities of each of the Council sub-committees to clearly define areas of decision-making.</li> <li>▪ Research opportunities to develop as much school based Professional Development as possible in the context of the school.</li> <li>▪ Consider the appointment of an additional staff member to support mathematics improvement.</li> </ul>	<p><b>STAFF OPINION DATA</b></p> <p>Staff Morale = 4.41</p> <p>Professional Interaction = 4.37</p> <p>Professional Growth = 4.13</p> <p>Supportive Leadership = 4.54</p> <p>Goal Congruence = 4.47</p> <ul style="list-style-type: none"> <li>▪ Utilisation of monthly Council (CREAM) committee report proforma.</li> </ul> <p><b>PARENT OPINION SURVEY</b></p> <p>Customer Responsiveness = 6.43</p> <p>General Satisfaction = 6.55</p>	<ul style="list-style-type: none"> <li>▪ Successful financial annual audit by DE &amp; T appointee.</li> <li>▪ Staff Survey. To achieve levels comparable with State means in all scales by 2005.</li> <li>▪ Staff attendance (sick leave) <ul style="list-style-type: none"> <li>- like school</li> <li>- state-wide data</li> <li>- past school performance</li> </ul> </li> </ul> <p><b>PARENT OPINION SURVEY</b></p> <p>Maintain Customer Responsiveness and General Satisfaction scale levels that are comparable to the state mean.</p> <ul style="list-style-type: none"> <li>▪ Past</li> </ul>

	<p>updated school 'Policies, Guidelines and Programs' doc.</p> <ul style="list-style-type: none"> <li>▪ Ensure each staff member has a clear knowledge of the funding process and provide each staff member with a copy of the annual Program Budget document.</li> </ul>		<ul style="list-style-type: none"> <li>▪ Ensure the Assets Register is maintained.</li> <li>▪ Professional Development data as provided by the DE&amp;T <ul style="list-style-type: none"> <li>- state</li> <li>- like schools</li> </ul> </li> <li>▪ Participation in management training programs as required.</li> <li>▪ SSO (office management) staff to continue PD re ongoing development of skills related to CASES 21, HRMS, PRMS etc.</li> </ul>	<p>performance by the school:</p> <ul style="list-style-type: none"> <li>- Time</li> <li>- Expenditure</li> </ul> <p>and by system and individual needs</p> <ul style="list-style-type: none"> <li>▪ To maintain the level of staff participation as members of School Council committees</li> </ul>
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ENVIRONMENT GOAL	PERFORMANCE MEASURE	IMPROVEMENT AREAS	BASELINE SCHOOL PERFORMANCE	SCHOOL TARGETS
<p>To provide a safe, caring and challenging learning environment that promotes student empowerment, resilience and mutual respect to enable students to maximise their achievement levels.</p>	<p><b>REQUIRED MEASURES</b></p> <ul style="list-style-type: none"> <li>▪ Student Attendance</li> <li>▪ Parent Opinion</li> </ul> <p><b>ADDITIONAL SCHOOL MEASURES</b></p> <ul style="list-style-type: none"> <li>▪ Continue First Aid and CPR training.</li> </ul>	<ul style="list-style-type: none"> <li>▪ To achieve consistency in student attendance within benchmark guidelines by lowering student absences – particularly for targeted students.</li> <li>▪ Review aspects of Student Behaviour management and develop processes to more effectively monitor and record data including feedback from parents.</li> <li>▪ Review the Well Being program and the school's Welfare Plan with staff, parent and student representatives.</li> <li>▪ Lower absences – particularly for targeted students.</li> <li>▪ School Welfare Officer <ul style="list-style-type: none"> <li>- Develop role description</li> <li>- Appointment of Welfare Officer</li> <li>- Implementation of program/plan</li> </ul> </li> </ul>	<p><b>STUDENT ABSENCES AVERAGE ABSENT DAYS FOR YEARS LEVELS IN 2002:</b></p> <p>Prep – 15  Year 1 – 11  Year 2 – 12  Year 3 – 11  Year 4 – 14  Year 5 – 13  Year 6 – 17  1998 – 2002 Prep - 6 average 12.4</p> <p><b>TEACHER LEAVE</b></p> <ul style="list-style-type: none"> <li>• CASES 21 <ul style="list-style-type: none"> <li>- approved absences</li> <li>- unapproved absences</li> <li>- total absences</li> </ul> </li> </ul> <p><b>WELFARE</b></p> <ul style="list-style-type: none"> <li>▪ Annual review of Emergency management Plan.</li> <li>▪ Develop a proforma (and accompanying letter to parents) for internal suspension.</li> <li>▪ Continue to offer a Parent Support Program.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Level of Teacher Absence to be no greater than State Benchmark</li> <li>▪ Student Absences to be less than like mean for each year Level.</li> </ul> <p><b>PARENT OPINION</b></p> <ul style="list-style-type: none"> <li>▪ To achieve State Mean Benchmark in the Environment Scale.</li> </ul> <p><b>WELFARE</b></p> <ul style="list-style-type: none"> <li>▪ Provide First Aid and CPR training for all staff.</li> </ul>

			<ul style="list-style-type: none"> <li>▪ Maintain a calendar of Parent Information sessions ie. Anger management, Head lice Management</li> <li>▪ OH &amp; S requirements</li> <li>▪ Continue to monitor student behaviour.</li> <li>▪ Behaviour recorded by type and number.</li> <li>▪ Alternative lunchtime program data.</li> <li>▪ Student feedback.</li> <li>▪ Jigsaw feedback</li> <li>▪ Bullying surveys</li> <li>▪ Environment Committee minutes and feedback</li> </ul> <p><b>PARENT OPINION</b> Environment scale in 2002 – Mean = 6.41</p> <ul style="list-style-type: none"> <li>▪ Evaluation of (parent information) sessions.</li> <li>▪ Continue to provide Jigsaw Program for students in</li> </ul>	
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			Grades 5/6. <ul style="list-style-type: none"> <li>Evaluation of School Welfare Program.</li> </ul>	
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RESOURCES GOAL	PERFORMANCE MEASURE	IMPROVEMENT AREAS	BASELINE SCHOOL PERFORMANCE	SCHOOL TARGETS
<p>To effectively develop, manage and allocate physical and financial resources to support the achievement of the school's goals and implementation of the priorities.</p>	<p><b>REQUIRED MEASURES</b></p> <ul style="list-style-type: none"> <li>Combined comparative Receipts and Payments Report</li> </ul> <p><b>ADDITIONAL SCHOOL MEASURES</b></p> <ul style="list-style-type: none"> <li>Funds allocated to both goal and priority areas.</li> <li>Programs delivered within budget.</li> <li>Financial audit reports.</li> <li>Curriculum inventories</li> <li>Support a DE &amp; T Compliance Audit of school facilities (SAMS)</li> <li>Regular OH&amp;S safety/risk management audits.</li> <li>Establish a computer replacement strategy.</li> <li>Number of computers per classroom/student computer ratio.</li> </ul>	<ul style="list-style-type: none"> <li>Extend the provision of the Learning Technologies resource infrastructure to support learning in all KLAs.</li> <li>Develop school based prioritised budget plans on a 3 year cycle basis for grounds, buildings, furniture and equipment improvements</li> <li>Provide details of budgets and include expenditure details on school priorities in each Annual Report.</li> <li>To implement a facilities program that could include major and minor works, urgent works and/or cyclic maintenance.</li> </ul>	<ul style="list-style-type: none"> <li>Receipts and payments reports.</li> <li>Program Budget report.</li> <li>Global Budget report.</li> <li>Computer ratio to be 1:4</li> </ul>	<ul style="list-style-type: none"> <li>Establish a computer replacement strategy.</li> <li>Management Committee to oversee budget expenditure.</li> <li>Monthly Budget Reports reviewed by management Committee and presented to School Council.</li> </ul>

		<ul style="list-style-type: none"> <li>▪ <b>PRMS</b> program implement'ion. i.e. Undertake regular inspection re</li> </ul> <p>replacement and/or up-grading of school maintenance items by:</p> <ul style="list-style-type: none"> <li>- buildings</li> <li>- rooms</li> <li>- services etc.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use of the school's PRMS program as a point of comparison</li> </ul> <p>ie. Ensuring established maintenance plan is addressed.</p> <ul style="list-style-type: none"> <li>▪ Ongoing 'tagging' of electrical equipment.</li> </ul>	
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## **PRIORITIES**

### **MATHEMATICS**

#### **Priority**

Improve student achievement in Mathematics through effective teaching and learning strategies that cater for individual learning needs (Prep – 6)

#### **Current School Performance**

Students continued to make solid progress in Mathematics during the course of our previous charter period. With the introduction of the Early Years Numeracy program, as well as a desire to further develop mathematics throughout the school, it was decided that this KLA should be maintained as a priority during this charter period.

#### **Intended Outcomes**

That student achievement in Mathematics strands at all levels will be consistently better than like schools and the state benchmarks and that a significantly higher percentage of students will be better than established.

#### **Performance Measures**

Specifically, that at least 10% of each student cohort will be achieving 'above established' in Maths strands at each CSF level for Prep, Years 2, 4 and 6 by the end of 2005.

#### **School Targets**

That at least 10% of each student cohort will be achieving above established in English and Mathematics strands at each CSF level in grades Prep, 2, 4 and 6 by 2005.

That there is an increase in the percentage of students achieving above established at each key CSF level in Mathematics by 2004.

#### **Initial Implementation Strategies**

Implement Individual Learning Plans for all students at risk of not achieving their potential (including lower and higher level achievement). Develop a three-year strategy plan for PD that in particular addresses Maths teaching/learning strategies, moderation and making consistent judgements. Identify learning achievement targets for cohorts and individuals at risk. Develop a budget plan that addresses the provision of an additional staff member to support Maths improvement (given the availability of staff and financial resources).

**Initial Strategies and Data Gathering:**

Analysis of student performance from Prep to Grade 6.  
Separate out and examine the performance of boys and girls in Mathematics.  
Assessment tools will include teacher judgements.  
Aim testing for students in year 3 and 5, Early Years numeracy interview and PATMath testing etc.  
Analysis of current approaches being used.  
Review preparedness of teachers to progressively incorporate more and more I.C.T. in Mathematics lessons.

**Programs and Policy Development:**

Review the school's Mathematics policy statement and its P-6 Mathematics assessment program.  
Maintain Mathematics (time-table) block.  
Continue the implementation of the Early Years Numeracy Program in the Junior Department and progressively extend those concepts into the Senior Department as appropriate.  
Develop programs and activities to extend the group of students performing above CSF II expectations in mathematics.  
A special focus on the needs of "at risk" students.  
Investigate suitable I.C.T. programs.  
The focus during this charter period will be on establishing an increased use of open ended and problem solving activities.

**Professional Development:**

Moderation of CSFII levels – particularly to assist teachers in the identification of students performing above CSF II expectations.  
Develop a 3-year strategy plan for PD that addresses the teaching of maths, learning strategies, moderation and making consistent judgements.  
Encourage staff to engage in reflection to identify areas of need, which can then be supported by appropriate P.D.  
Ongoing training of staff in Early Numeracy eg. Twilight meetings for Coordinators.  
Staff to share good practice and expertise in maths via staff meetings, classroom visits etc.

**Resource Support:**

Annually review the mathematics Program Budget Plan and maintain an inventory of current resources.  
Early Years Numeracy Coordinator, Mathematics KLA Coordinator and regional Consultant.  
CSFII Documents.  
'Curriculum at Work' CD Rom.  
Appropriate resourcing to support the Early Numeracy program – in particular the Early Years Numeracy Interview.  
Develop a Prep – 6 Maths assessment grid.

**Management:**

Appointment of an Early Years Numeracy co-ordinator.

Establish a mathematics Priority Curriculum Committee lead by the KLA coordinator and supported by the Curriculum Co-ordinator..  
Implement ILPs (Individual Learning Plans) for all students at risk of not achieving their potential (ie. students at either end of the spectrum).

## **INFORMATION TECHNOLOGY**

### **Priority**

Information Communication Technologies to be used widely as a tool to enhance student learning across key learning areas.

Note: In this document the term information Communication Technology (identified as I.C.T.) refers to the use of any digital technology which includes computer hardware and software.

### **Current School Performance**

The school is currently expanding its Information Communication Technology resources. It is believed the increased use of I.C.T. across all eight Key Learning Areas will enhance learning skill development.

### **Intended Outcomes**

Provide a range of learning experiences through the progressive adoption of ICT in all CSF areas. Enhanced student and teacher competence and confidence in the use of Information Technology. Use of internet to provide experiences in global information and communication.

Provision of sufficient resources of appropriate quality (hardware and software) to enable ICT skill development to take place.

### **Performance Measures**

A student checklist to be used throughout the school to monitor and record progressive I.C.T. skills development in word processing, Email, Internet, use of CD Rom for research, use of drawing tools and the use of spread sheets. Review of I.C.T. Skills Checklist to be undertaken annually.

Student work samples will also be used to demonstrate progress and competencies.

Establish appropriate current benchmarks in usage of I.C.T. in KLAs.

Identify teachers and classes where I.C.T. has been effectively used to identify potential mentoring support.

Seek access to other schools' experiences and plans as well as utilizing support documents from DE &T.

### **School Targets**

The development of a strategic e-Learning Plan for information communication technology which integrates delivery of the curriculum, teacher learning, design of the learning environment and classroom facilities, sustained funding and technical support.

This plan will identify tasks in each of the strategies, personnel, implementation and appropriate timelines.

### **Implementation Strategies**

Details relating to implementation strategies are provided in the school's 3 year e-Learning Plan.

### **Programs and Policy Development**

KLA Co-ordinators (and their support Committees) to work with the I.C.T. committee to support the development of sequential curriculum design and implementation throughout the school.

### **Professional Development:**

Assess staff skills and needs.

Identify P.D. opportunities provided by DE & T (etc.).

Set aside and plan a curriculum day(s) to focus on this priority area.

I.C.T. literate staff to be a resource to their peers as required.

Personal Professional Development Plans for all staff should include:

- Personal computer and learning technology skills development.
- Development of teaching and learning strategies which incorporate I.C.T.
- Development of skills in using learning technologies for planning and administrative purposes.

### **Resource Support:**

Implementation of the school's e-Learning Plan (i.e. distribution of I.C.T. throughout the school).

Development of KLA budgets to include allocation for software purchases where appropriate.

Investigate the possibility of entering into leasing arrangements (etc) to ensure hardware is of an appropriate quality, and to support infrastructure maintenance/development.

Technical support – in-house and outsourced options.

Undertake an ongoing assessment of I.C.T. hardware and software available to class teachers to ensure suitability.

### **Management:**

Provide for the appointment of an I.C.T. Coordinator and the formation of a support planning committee.

Members of the I.C.T. Committee will be active in modelling the use of I.C.T. in their roles as classroom/specialist teachers.

The I.C.T. Committee, in conjunction with the P.D. Coordinator, may be responsible for:

- Determining staff skills and needs
- Setting professional development targets and expectations
- Acting as mentors for colleagues
- Ensuring that staff have access to the technology – hardware, software, PD, etc.
- Ensuring that staff are aware of external professional development

- opportunities
- Providing regular P.D. sessions for staff which has been designed to meet the needs of staff.

## **CODES OF PRACTICE**

### **PRINCIPAL (CLASS) CODE of PRACTICE:**

The Principal of *Specimen Hill Primary School* will provide educational leadership and effective management to ensure the school's goals are accepted and understood by the school community and successfully implemented.

To this end the Principal will:

1. Implement Government policies, guidelines and directives.
2. Lead and manage the implementation of the School Charter and report on School Performance through the Annual Report/Triennial Review.
3. Develop a school environment which encourages a reflective approach to school operations with a view to on-going improvement.
4. Demonstrate loyalty and support to all sections of the school community.
5. Facilitate the active participation of parents, teachers and students in appropriate decision-making forums.

Responsibility to School Council:

1. Provide advice, information and support.
2. Be responsible for implementing Council decisions.
3. Manage the educational, administrative and financial operations of the school.
4. Work co-operatively with Council to develop policies and programs.

Responsibility to Students and Staff:

1. Encourage the use of high quality teaching and learning practices.
2. Encourage and foster an environment which values high levels of student achievement – relevant to the potential of each child.
3. Facilitate an effective, safe and harassment free environment for both students and staff.
4. Provide leadership, advice, support, counselling and supervision of staff in the implementation of school programs.
5. Negotiate staff roles and responsibilities on an annual basis.
6. Develop a school environment where staff members are productive, feel valued and are supportive of each other.
7. Plan collaboratively (with the P.D. Co-ordinator) to facilitate the professional development programs to improve the knowledge and skills of (all) staff.

Responsibility to Parents and the Community:

1. Encourage and support community involvement in school activities.
2. Ensure all relevant information is disseminated to the school community.

3. Monitor and evaluate all school programs and report to the school community.
4. Develop a positive relationship between relevant community agencies, organisations and the school.

### **Racial and Religious Tolerance:**

This code acknowledges the Racial and Religious Tolerance act 2001 which supports racial and religious tolerance and prohibits vilification on the ground of race or religion.

## **STAFF CODE of PRACTICE:**

### **All staff at Specimen Hill Primary School agrees to the following codes and standards:**

1. Recognise that all children are different, have a capacity to learn and will learn at different rates.
2. Provide an excellent role model for students.
3. Treat all members of the community with empathy and respect.
4. Treat students equitably and justly in implementing the schools discipline policy.
5. Provide learning strategies that enable all children to achieve success.
6. Recognise the importance of co-operation within home, the school, and the community.
7. Promote high but achievable expectations for all students.
8. Establish the development of a responsible work ethic and dress appropriately - considering teaching role and professional standing..
9. Have a positive, effective, co-operative and professional relationship with other members of staff.
10. Ensure the welfare of all children is of prime concern, and referral to appropriate professional agencies will be made as required.
11. Positively promote our school's goal of providing a model of educational excellence.

### **In addition to specific role statements, teaching staff will:**

1. Undertake professional development and share good practice and materials with other staff.
2. Contribute to whole school development and take an active role in the school community.
3. Monitor student learning and report regularly to parents in a meaningful, clear and accurate manner which identifies children's achievements, strengths and areas of need.
4. Ensure that the classroom and school environment is safe, caring and purposeful.
5. Accept responsibility for setting the highest standards possible for planning, organisation, lesson preparation, assessment and reporting.
6. Work cooperatively with all colleagues (teaching and support staff) and adhere to the goals established in the school Charter.

### **Grievance process:**

1. Understand that in the first instance issues of concern should be addressed and resolved locally; when a satisfactory resolution cannot be reached issues should be addressed through the following DE&T guidelines/processes.

### **Racial and Religious Tolerance:**

This code acknowledges the Racial and Religious Tolerance act 2001 which supports racial and religious tolerance and prohibits vilification on the ground of race or religion.

## **SCHOOL COUNCIL CODE of PRACTICE:**

Members of the *Specimen Hill Primary School Council* acknowledge that it must operate within the Education Act and School Council Guidelines, and further agrees to:

1. The needs of our students being the prime consideration in all decisions made by council.
2. Being responsible for ensuring a safe and secure learning environment at all times.
3. Demonstrate loyalty to the Council, the School, its Charter, the Principal, staff and students.
4. Resolve any disagreements within Council.
5. Maintaining the confidentiality of any discussion in relation to employees and other matters reasonably considered to be private.
6. Attempt to involve parents in school activities and will seek their views on major policy issues.
7. Determine, approve and monitor school policy - including the School Charter, School Program Budget and Master Building Plan/s. These documents will be available to all interested parties.
8. Authorise the employment of both teaching and non-teaching staff for specific programs under short term contracts e.g. music support, school cleaners.
9. Declaring any conflict of interest should the circumstance arise.

### **Council Practices:**

1. The Principal as executive officer of school council will provide advice to school council on educational matters, and will ensure decisions of council are adequately implemented in a timely manner.
2. Council will meet at least twice each term and follow DE&T procedures for meetings.
3. Council will be responsible for stimulating interest in the school and will communicate to the school community through the school's newsletter.
4. Council will be represented by either a nominated member of Council executive or the Principal in relation to public comment.
5. Any member of the community is welcome to attend any school council, or council committee meetings (excluding any meetings specifically held 'in camera').  
Note that during any such attendance, visiting community members may ask questions and/provide comment, but will not have voting rights.
6. While committees will be responsible for drafting policy and making recommendations, school council will be responsible for the decision making process which actually determines policy.
7. Meeting procedure (including quorum requirements etc) will operate in accordance with accepted School Council Standing Orders.

**Council Committees:**

1. Committees shall be formed to facilitate the operation of school council. The core committees during this charter period shall be Curriculum, Resources, Environment, Accountability and Management, but other sub-committee such as New School, Out of School Hours Care, or Fund-raising etc. may be established as the need is seen.
2. All Council members shall be members of at least one committee.
3. Each committee will appoint a manager and will be represented by at least one DE&T member and one Non-DE&T member.
4. Committees shall develop and review their own operational guidelines each year - which may include recommendation for the appointment of support staff e.g. cleaners, curriculum support, OSHC staff.
5. Committees shall meet during the week prior to Council meeting. Written reports will be forwarded to Council members by the Friday before School Council meets.

**Racial and Religious Tolerance:**

This code acknowledges the Racial and Religious Tolerance act 2001 which supports racial and religious tolerance and prohibits vilification on the ground of race or religion.

## **PARENT CODE of PRACTICE:**

### **The 'Parent Code of Conduct' :**

(Covering all parents, guardians and grandparents of students at Specimen Hill)

In order to achieve a harmonious and productive learning environment this document outlines what 'Parents' can expect from Specimen Hill as well as outlining the school's expectations of its parent community.

#### **Parents can expect:**

1. The school, its teachers and principal shall use all available resources to provide the best possible education for all students - regardless of family background, income, or any other factor;
2. All parents shall be treated equally, fairly, courteously and with respect in their dealings with the school, its staff and principal;
3. All parents can expect a courteous and prompt response by staff, principal and school council to any queries or concerns they may have about the education of their child (or children);
4. All parents can expect their child (or children) to be treated equally, fairly, courteously and with respect by the school, its staff and principal, other students and their parents;
5. All parents can expect the school, its staff and school council to act promptly to address any non-education related concerns raised over any matter within their collective power to address;
6. All parent dealings with staff or principal shall - as required - be dealt with in a strictly confidential matter;
7. All parents can expect the school, its staff and principal to strictly observe - in a confidential manner - any court orders for custody (etc) relating to any child;
8. All parents are encouraged to participate in the education of their child (or children);
9. All parents are actively encouraged to participate in - and contribute to - the management and development of the school (eg: through School Council or Parents' Club membership, fundraising, regular working bees, parent-teacher interviews, appropriate excursions, sports & swimming days, the school fair, musical performances, etc.);
10. The school shall not place undue pressure or calls on parents (or families) for the payment of unreasonable non-compulsory fees

#### **Specimen Hill's expectations of its Parent community:**

Parents are:

1. Encouraged to participate in the education of their children;
2. Encouraged to participate in, and contribute to, the management and development of the school (eg: through School Council or Parents' Club membership, fundraising, working bees, parent-teacher interviews, appropriate excursions, sports & swimming days, the school fair, musical performances, etc.);

3. Required to treat all school staff, students and parents equally, fairly, courteously and with respect;
4. Expected to refrain from the use of 'bad' or generally unacceptable language or behaviour whether on the school premises, in the immediate school vicinity, or on school organised excursions;
5. Expected to observe Department of Education rules which prohibit smoking and the use of illegal drugs on or near school premises,
6. Asked to promptly pay all reasonable fees levied for the purpose of providing a quality education for their child (or children);
7. Expected to obey all state and local council road laws and parking notices when delivering or collecting their children, or attending any school based event;
8. Expected to report in the first instance to the school office whenever visiting the school, unless prior arrangements are made with a class teacher or principal (eg: for parent reading helpers, canteen duty, etc);
9. Report in the first instance to the school office when collecting children for any appointments made during school hours (eg: for dental visits, etc);
10. Required to promptly provide a written and signed 'Absence Note' to explain any absences from school by their child (or children);
11. Required (by law) to ensure their child/children are not truant from school; or consistently late arriving for class;
12. Participate in and support, as much as practicable - the pursuits and goals of the school to provide the best possible education and resources for every child.

### **Grievance Process:**

Parents agree to abide by the following steps for the satisfactory and prompt resolution of any problem or dispute concerning any other member of our school community (including staff, principal, student or fellow parent):

1. 'minor' issues should be raised with the child's class teacher in the first instance;
2. 'major' issues should be taken to the principal (or assistant principal in his/her absence) without delay

Note that in either of the above steps any problem caused by the unacceptable behaviour of a student shall be dealt with under the 'Student Code of Conduct', while any problem caused by the unacceptable behaviour of a staff member (including principal) shall be dealt with under the 'Staff Code of Conduct'.

The principal (or his/her substitute) may, at their discretion, convene discussions involving all parties to a dispute in an attempt to resolve an issue to the satisfaction of all concerned. The principal (or his/her substitute) may also decide it necessary to involve outside authorities or agencies to assist in the resolution of a dispute (eg: social worker, police, chaplain, Department of Education senior personnel, etc)

In any case: as a key part of this dispute resolution process all parents agree NOT to 'take any matter into their own hands'; rather, they agree to abide by the grievance resolution procedures as set out above.

### **Racial and Religious Tolerance:**

This code acknowledges the Racial and Religious Tolerance act 2001 which supports

racial and religious tolerance and prohibits vilification on the ground of race or religion.

## COMMUNITY BUILDING

### COMMUNITY CODE of PRACTICE:

*Specimen Hill Primary School* recognises parents and guardians of children at the school, local residents, district organisations, businesses and the local media as part of the overall school community.

**In providing a high quality education relevant to the needs of its students, *Specimen Hill P.S.* relies on close collaboration with its community members in order to:**

1. Support school rules, codes of practice, programs and decisions to be made by the school.
2. Reinforce the view that parents are recognised as being important partners in the education of their children.
3. Provide students with access to local resources that enhance their learning experiences; and
4. Provide support to enrich school activities and assist with fundraising.

**Whenever community access is granted to resources at *Specimen Hill*:**

1. All members of that community group will be welcome at the school and treated with respect;
2. The demands placed on the school's resources by these (community) groups will be considered to ensure they are reasonable and not excessive; and
3. Access to the school's resources, by members of the community, will be monitored to ensure that the property and rights of the school are respected.

**Whenever *Specimen Hill P.S.* makes use of community resources the school will:**

1. Not place excessive demands on those resources; and
2. Respect the property, rights and confidentiality of the community members and/or resources in use.

***Specimen Hill P.S.* will keep its community members informed of its achievements and activities through some or all of the following:**

1. Weekly school newsletters (ie: the *Speci Express*)
2. Regular dispatch of media releases;
3. The holding of regular meetings with parents, parents' club and school council;
4. The publishing of an annual report and executive summary on the school's performance in terms of the school charter;
5. Encourage an 'open door' approach to the community and establish clear points of first contact with the school (ie; via the Principal)
6. Conduct regular liaison with other district schools and pre-schools as required.

***Specimen Hill P.S. will obtain the community's views on its performance by:***

1. Seeking and including community responses in the evaluation of the school's goals and programs, using appropriate sampling techniques and/or opinion surveys.

***Specimen Hill P.S. believes that the development of a strong relationship with our neighboring schools, official networks and clusters will enhance the effectiveness of our capacity to deliver quality educational programs through:***

1. The sharing of expertise and collegiate support.
2. Joint provision of professional development.
3. The sharing of resources - physical and personnel etc.

**Racial and Religious Tolerance:**

This code acknowledges the Racial and Religious Tolerance act 2001 which supports racial and religious tolerance and prohibits vilification on the ground of race or religion.

## **STUDENT CODE OF CONDUCT**

### **STUDENT CODE of CONDUCT:**

*Specimen Hill Primary School's Student Code of Conduct is based on the premise that:*

1. Students have the right to be safe, to work and play without interference and to be treated with respect.
2. Parents have the right to expect their children will be educated in a secure environment where care, courtesy and respect for the right of others will be recognised.
4. Teachers have the right to expect that they will be able to teach in an atmosphere of order and co-operation.

### **School Rules.**

Early each year teachers will establish a set of classroom rules for their own classes that are consistent with the whole school rules.

Both school and class rules are to be displayed prominently around the school and regularly reviewed in every class.

There are six basic school rules:

1. Socially and unacceptable behaviour such as bullying and swearing shall not be tolerated.
2. Move and play safely.
3. Care for yourself, others and property.
4. Resolve problems calmly, sensibly and fairly.
5. Respect others through your speech, manners and actions.
6. Work as well as you can and allow others to do the same.

### **Code of Conduct:**

We strive to provide a consistent and positive approach to behaviour that will foster a school climate where personal responsibility and self discipline are developed.

We are therefore committed to:

1. Positive reinforcement to improve self esteem, academic excellence, leadership and citizenship - e.g. a Dux of the school award, two Excellence awards, two Citizenship awards and two Perseverance Awards are presented at the Graduation ceremony for our grade six students each year. In addition certificates of acknowledgement such as

- Citizenship, Star of the Week, reading and sports awards (etc) are presented at assembly each week, and an Aussie of the Month award is presented twice each term.
2. Acknowledging student achievements in the school newsletter and at school assemblies.
  3. Encouraging friendships and providing support for children new to the school (e.g. Buddy program).
  4. An active Peer Mediation program to encourage students to resolve their own disputes.
  5. Requiring that children accept responsibility for their own actions, and to understand the consequences of their actions.
  6. Providing adequate supervision for students in the school grounds.
  7. Provide the children with an understanding and awareness of the school rules.
  8. Being consistent and fair in applying appropriate forms of punishment.
  9. Encouraging sharing, tolerance and compassion amongst all children.
  10. Enhancing and encouraging parent/teacher contact.

### **Procedures for Unacceptable Behaviour at Specimen Hill Primary School.**

Possible consequences of misdemeanours:

1. Discussion following a warning.
2. Requirement to complete a designated task.
3. The child may be removed from the playground for no more than the duration of the recess and/or lunch period.
4. Detention.
5. Parent contact.
6. Initiation of a contract.
7. Internal suspension for on-going inappropriate behaviours.
8. Suspension procedures if disruptive and/or dangerous behaviours continues.
8. Transfer to another school setting e.g. another school, special school, Bendigo Teaching Unit. etc.

### **Associated Policies and Programs.**

A range of practices, policies and programs have been established at Specimen Hill P.S. which relate to student management including:

- Anti-bullying
- Behaviour Management
- Dress/school uniform
- Drug Management
- Head Lice Management
- Students with Disabilities and Impairments
- Sunsmart
- Transition
- Etc.

### **Racial and Religious Tolerance:**

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## **School Council Motion.**

At the Specimen Hill Primary School Council meeting held on the 8<sup>th</sup> September, 2003 the following motion was passed:

“That the Specimen Hill Primary School Council:

1. Endorses the school charter to be effective from 8<sup>th</sup> September, 2003 .
2. Empowers the Principal to make minor amendments to the wording of the School Charter that may be necessary during negotiations with the Department of Education and ]Training.”

**Moved:** Ross Thomson

**Seconded:** Jacqui Hoskin

**Carried:** Unanimously