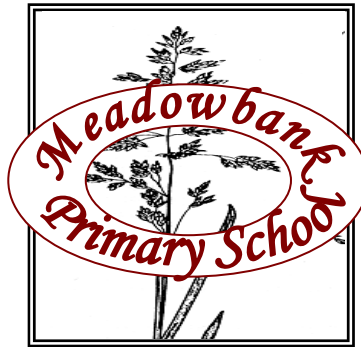


MEADOWBANK PRIMARY SCHOOL CHARTER



Charter Commencement Date: January 2003

School No. 5452
Address: Gerbert Street
Broadmeadows
(PO Box 182.
Broadmeadows.
Vic.3047)
Telephone: 03 9309 2355
Fax No.: 03 9309 0621
Email: meadowbank.ps@edumail.vic.gov.au

School Principal: Rob Greenacre
School Council President: Leanne Murphy



TABLE OF CONTENTS

School Profile.....	3
School Goals	5
Priorities.....	9
Codes of Practice	13
Community Building	16
Student Code of Conduct.....	17



SCHOOL PROFILE

Meadowbank Primary School (population approx 200) was established in 1997 as the result of a merger between Broadmeadows East Primary School and Eastmeadows Primary School. The school operates on the original Broadmeadows East school site and is housed in the same building, which was originally built in 1956. During 1998 and 2000 the school was extensively renovated. The school serves an outer suburban residential area of diverse cultures. Members of the Broadmeadows community have a strong sense of local identity, a sense of belonging to a local community and a real compassion for others.

A challenging and purposeful education program is offered. Emphasis is placed on: -

- Developing children's confidence and self-esteem.
- Encouraging home and school interaction.
- Developing literacy and numeracy skills.
- Providing children with the skills necessary to use information technology effectively.

The School believes that all students learn at different rates and in different ways. The learning program is designed to allow the children to reach their full potential and to give the children the skills necessary to enable them to continue effective learning throughout their lifetime. The curriculum includes English, Mathematics, Science, Technology, Health and Physical Education, Society and the Environment, The Arts, Personal Development and LOTE. Emphasis has been given to the priority areas of English and the effective use of Learning Technologies.

We also offer programs involving: -

Information/Communication

Technology

Integration

Personal Safety

Home Reading

Toy Library

Early Learning Centre and Play group

English as a Second Language

Transition;

Library

Perceptual Motor Program;

Gymnastics

Swimming P-6

Camping P-6

Inter school sport

Excursions/Incursion programs

A Parent Liaison Aide and a Multicultural Aide provide support throughout the school. (Turkish/Arabic).

Staff members are hard working and enthusiastic with a willingness to undertake extensive professional development and to be innovative in their learning programs where it benefits students.

Meadowbank school policies and operation reflect local community needs. Children are grouped in traditional and composite grades, each group including children with a wide range of abilities and interests. Parent involvement is a vital part of our program and parents are encouraged to participate in a variety of activities including reading, library, excursions, sports, PMP program and many other activities related to specific events and activities.

The school personnel co-operate closely with neighbouring schools and pre schools. We are actively involved in transition programs for Years 6- 7 and Kindergarten to Prep.

The Physical environment of the school currently includes a Learning Technologies and Resource Room (Library), Art/Craft room, Multi -Purpose room and a Kinder/play group



room. The facilities currently in the school include an enhanced office space and administration areas, staff facilities and a library/technology area, first aid facilities, shower/toilet for the disabled and multi- purpose room. The environment is enhanced by a developing native garden and high quality attractive playground equipment and shade protection. All rooms have individual heaters and air-conditioning for the comfort of all.

An active School Council is continually working with staff and the School community to further improve school facilities and the learning environment. Future plans include a range of community development activities to enhance the wider school community interaction and the planting of trees to provide shade and general improvements to the environment. In 2002 the efforts of the school community have been rewarded with two major awards – *Keep Australia Beautiful City Pride Award* and the *Regional Garden Award* for our “Get Back To Nature Garden”.

Meadowbank Primary School provides a caring school environment where responsibility and positive attitudes towards others are valued and the skills and successes of the students in the wider school community are continually promoted through the provision of a quality education.

In 2001 the school became a member of the Quality in Schools project, taking on the process of continuous improvement of learning. This will continue into the future with a commitment from all at Meadowbank Primary School.

Vision

We see our community as an environment that empowers individuals to be independent, confident, lifelong learners.

Values

Enthusiasm, Respect, Cooperation, Tolerance, Independence.

Mission

To provide an environment that is supportive of all members of our community. To implement challenging and creative programs and recognise individual effort as we strive for success.



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>Student Achievement To improve and maximise student performance in the Key Learning Areas.</p>	<ul style="list-style-type: none"> • Student achievement in English against the CSF II • Student achievement in reading for Years Prep – 2 against standard text levels. • Student achievement in Reading, Writing and Number as measured by AIM • Improved achievement by EMA students • Identification of ‘at risk’ and talented students • Improved student results in text reading P –2 • Improved student results in CSF II assessments • Improved student results in AIM 	<p>Priorities</p> <ul style="list-style-type: none"> • Improvement of student performance in English (Priority) • To extend the Early Years Literacy strategy across the school • To improve the reliability of teacher assessment 	<ul style="list-style-type: none"> • Early Years Text Reading results • State-wide and “like” school CSF II results benchmarks • AIM results • Results have shown very few/limited numbers of students are achieving above the level on the CSF. • We are meeting the achievement levels set in the Early Years Literacy Plan. 	<ul style="list-style-type: none"> • By the end of the charter period a range of measures will indicate that the school is at the like school benchmark for all strands of English.



Environment Goals

GOAL	PERFORMANCE MEASURE	IMPROVEMENT AREAS	BASELINE SCHOOL PERFORMANCE	SCHOOL TARGETS
<p>Environment Goals To provide a safe, supportive, caring and stimulating environment in support of student learning.</p> <p>To encourage students to embrace school values of tolerance, independence, cooperation, respect and enthusiasm.</p>	<p>Required Measures</p> <ul style="list-style-type: none"> • Student attendance • CASES finance reports. • Parent and staff feedback through Opinion Surveys. • Student Accident data <p>Additional School Measures</p> <ul style="list-style-type: none"> • School Council minutes. • Parent, staff and student feedback through Opinion Surveys. • Register of yard duty incidents. 	<p>Continue the implementation of a student code of conduct supported by parents, teachers and students. Positives established to promote school attendance. Establish links with local schools and kindergartens. Development of home school partnerships. Increase parent and community awareness of school programs and activities. Actively involve parents in assisting with school programs and activities. First Aid for all staff.</p> <p>Priorities Improved levels of student attendance</p>	<p>Average absence tends to above the state average. This is a common situation for many like group 9 schools. In relation to like group 9 for that year, average absence also tends to be above the 75th percentile.</p>	<p>By the end of the charter period average absence will be within middle 50% of the like school group at all year levels.</p> <p>All staff to have First Aid training.</p> <p>A reduction in the number and nature of incidents in the yard.</p>



Management Goals

GOAL	PERFORMANCE MEASURE	IMPROVEMENT AREAS	BASELINE SCHOOL PERFORMANCE	SCHOOL TARGETS
<p>Management Goal</p> <p>To utilise the Quality in Schools framework to develop policies and procedures for all aspects of school operations; which will be characterised by:</p> <ul style="list-style-type: none"> • Clear shared goals. • Well-defined and efficient structures and processes. • Effective decision-making. • Good communication. 	<p>Required Measures</p> <ul style="list-style-type: none"> • Staff opinion survey in annual report. <p>Additional School Measures</p> <ul style="list-style-type: none"> • Learning & Performance Plans for Principal Class and Leading Teachers. • Roles and responsibilities statements and school organisational structures. • Performance and Development Plan reviewed annually. • Annual Review documents. • PD data. 	<p>Appoint a “Quality in Schools” Coordinator.</p> <p>Continue to develop a whole staff Professional Development Plan.</p> <p>Priorities Maintain current high levels of staff opinion of organizational health.</p>	<p>Documentation of processes</p> <p>Comparison with regular reporting to School Council via the annual Report including academic and non-academic and parent and staff opinion surveys</p>	<p>Clarify roles and responsibilities and provide effective feedback to staff.</p> <p>Identify critical policy areas for renewal and staff teams to take responsibility for these.</p> <p>By the end of the charter period, all variables of the extended staff survey will be above the statewide mean.</p>



Resources Goals

GOAL	PERFORMANCE MEASURE	IMPROVEMENT AREAS	BASELINE SCHOOL PERFORMANCE	SCHOOL TARGETS
<p>Resources Goals To allocate physical, financial and human resources to enable the achievement of school goals and priorities.</p>	<p>Required Measures</p> <ul style="list-style-type: none"> • CASES finance reports. • Parent, staff and student feedback through Opinion Surveys. <p>Additional School Measures</p> <ul style="list-style-type: none"> • School Council minutes. • Parents' Association reports and minutes 	<ul style="list-style-type: none"> • To provide resources to support literacy programs operating at all year levels. • Provision for students of all ability levels to participate in targeted programs and activities. • Resourcing of programs that promote and provide for parent involvement in school programs. • Development of a plan for minor works, regular maintenance and a safety risk management audit. 	<ul style="list-style-type: none"> • Resource allocation adequately supported the School Charter. • Program Budgets have been developed in each year and regularly monitored. 	<ul style="list-style-type: none"> • Identification of projects and fund as practicable. • Increase funding for Charter Priorities. • Achieve computer/student ratio of 1:5 on computers less than 4 years old.



PRIORITIES

Priority

English: To improve student achievement for all expected CSF levels of English across the school

Current School Performance

Results indicate that student achievement is close to, yet below, both statewide and like school benchmarks.

Students from a language background other than English and those in receipt of EMA tend to perform at a lower level to the overall group. There is little evidence that this result is driven by gender as both CSF and AIM results indicate differences at the school are less than across the state.

It appears that the school is performing well in supporting students to progress in English from a relatively low base at Year Prep. The necessary emphasis on supporting high percentages of students who start from a low base may be having an effect upon high achieving students. There is little evidence of extension beyond the indicative/expected CSF level

The EMA cohorts are performing comparably to the rest of the school and below state cohort benchmarks

The NESB cohort is performing in line with, but slightly below both the school and state cohort benchmarks.

Overall the percentage of “at Risk” students in the P-2 area has been reduced as a result of the Early Years Program and Reading Recovery

Intended Outcomes

Overall improvement in student achievement in English.

Continuation of strategies in support of at risk students.

Monitoring the performance of sub-groups, such as boys, girls, students from a language background other than English, able students and students with interrupted schooling and the introduction of strategies for improvement as required.

Allocation of resources in support of the priority.

Improve the reliability of teacher assessments across the school by developing assessment skills and moderation techniques to ensure consistent judgments

Appropriate intervention programs be maintained across the school for students deemed to be working below expected level.

Appropriate extension programs be implemented across the school for students deemed to be working above the expected level.

Performance Measures

CSF assessment in English

Early Years benchmark data P-2 reading

Clay Observation data

Assessment data from the AIM results and TORCH and BURT

School Targets

A range of measures, such as AIM, TORCH and CSF assessments will indicate the school mean is approaching that of the like school group.

By the end of Year 2 the percentage of students reaching 90% accuracy at text level 20 will be at or above the like school group mean.



Initial Implementation Strategies (One Year Plan)

Data Gathering and Analysis	Program and Policy Development	Professional Development	Resource Support	Management
Twice yearly collection and analysis of CSF student achievement (June/ Dec)	Implement all areas of Early Years Program P-4	Early Years Coordinator to attend appropriate PD Staff member to Early Years and NMR Conferences	ESL staff Reading Recovery teacher	EY and MY coordinators to run regular PD meetings
Identify students at risk through data collection from Assessment Schedule P-6	Develop Middle Years Program	PD provided in techniques & assessment skills for all staff	Early Years and Middle Years Coordinators released for training	English coordinator to take overall responsibility for Budget and Policy
Annual collection and analysis of AIM data	Continue implementation of Reading Recovery Program	Provide training for staff (including aides) working with students deemed at risk (Early Years model)	Budget allocation provided to purchase necessary equipment and resources	Leadership Team
	Establish learning plans for identified <i>at risk</i> or <i>extension</i> students	School-based PD provided in Early Years and Middle Years meetings		
	Portfolios established for all children.	Training for additional Reading Recovery Teacher		



Priority

Teaching and Learning: To focus on Teaching and Learning strategies across all key learning areas with particular attention to English and Mathematics to ensure student achievement is at or above CSF indicative levels.

Current School Performance

During the previous triennium the school maintained its achievement levels in English and Mathematics but remained below the Like School and Statewide averages across the whole school. The AIM results correlate closely with CSF II data collection. Early Years data indicate that whilst school achievement remains below the like group mean, the progress of students at the school is higher than that of the like group. That is, from a low base the school is adding value in comparison to progress of the like group. The school will need to work hard at maintaining this progress. For example, the Prep of 2001 is below the like group 10th percentile and will require a good deal of attention to bring about improvement. Year Prep intakes tend to be rather “weak” at the school and it is important that the school continue to support this program. The school has decided to continue a priority in the area of English and to integrate this with principles gleaned from the Quality in Schools program.

Intended Outcomes

Improved teaching and learning across all year levels as indicated by improved student, staff and community perceptions.

Implementation of Quality Management principles across the school.

Implementation of Early Years Numeracy and Middle Years strategies.

Improved scores on the Goal Congruence and Professional Growth variables of the extended staff opinion survey.

Ongoing use of moderation strategies to assist teachers in making consistent judgements and in discussing teaching strategies.

Ongoing use of peer support strategies to assist teachers to reflect upon and improve their teaching.

Allocation of resources in support of the priority.

Performance Measures

Prep Entry Assessment.

Achievement against CSF II across all levels.

Comparison to like schools and statewide benchmarks.

Progress of students P – 4 measured against Levelled Text Benchmarks.

Results of AIM testing.

Where appropriate, school level test results for English and Mathematics.

SiS test results for the 2002 CSF Level 3 cohort as a pilot group to 2005.

Teacher records including term planners, work programs, Individual Learning Plans

Records of P. D. undertaken.

Staff and parent opinion surveys.

Early Years Numeracy Interview P-4

School Targets

Performance to approximate average levels for Like Schools Nine in both CSF II and AIM assessments in general terms.

To meet the designated targets of the School’s Literacy Strategy Plan P – 4.

To develop School Numeracy Strategy Plan.

Scores for the staff survey variables of Goal Congruence and Professional Growth will be above the Like Schools mean.

Parent, staff and student surveys will indicate improved perceptions of teaching at the school.



Initial Implementation Strategies (One Year Plan)

Data Gathering and Analysis	Program and Policy Development	Professional Development	Resource Support	Management
More accurate assessment outcomes through improved moderation and common assessment tools	Review school policies	Support staff to undergo PD on teacher assessment techniques	Resources provided to purchase necessary equipment and resources	Management of this priority will be undertaken by the Leadership Team
To develop a strategic plan to implement Quality in Schools learning ideas and tools into classrooms and to further develop the concept of Student centered learning goals and reporting procedures	Quality team documentation Appointment of "Quality in Schools" Coordinator	Appropriate PD Eg. Early Years Numeracy Coordinator provides Maths PD	Resources provided for staff to attend PD. Introduce Portfolios for all students	Establish and maintain an agreed set of values to guide the learning climate
Ongoing classroom teacher based assessment and implementation of standardized testing for whole school	Maintain use of course advice for basis of program implementation and track progress in cohorts	Targeted staff to attend appropriate PD to train other staff	Provision of standardized assessment in Reading / Maths	Familiarize all staff with schools teaching and learning policies
Use of Early Years Numeracy Assessment tasks P-4	Further develop Early Years Numeracy	Provide PD in use of Assessment Tasks	Provision of adequate funds for the P.D. budget.	Appoint EY Numeracy and MY Coordinators to oversee strategies
Students at risk and special talents identified and prioritised for intervention and extension at all year levels.	Continue expansion of the Early Years Literacy Program into years 3&4	PD provide for extension programs and student learning strategies	Time allocation through Curriculum Days and Staff and Team meetings.	Professional Development Co-ordinator and Early years Co-ordinator.



CODES OF PRACTICE

Principal Class Code of Practice

The Principal and Assistant Principal are committed to the school's Mission and Vision, and will model the behaviour that reflects the school's values. The 12 principles of Quality underpin the Code of Practice.

In providing effective leadership to the whole school, the Principal and Assistant Principal will carry out the following roles and responsibilities

- provide leadership and advice to School Council and ensure that the policies and programs developed in partnership with the school community are implemented
- foster community and parent participation in the school
- maintain open lines of communication and liaise between staff, parents, DE&T and the wider school community
- promote the school and further enhance links with all sectors of the educational community
- ensure an effective, safe and harassment-free environment for students and staff
- facilitate the use of quality teaching and learning strategies to maximize student outcomes
- lead and manage the implementation of the school charter and the evaluation of school performance
- practice consultative decision making where appropriate
- facilitate the consistent implementation of teaching and learning, assessment and discipline policies
- ensure the ongoing professional development of staff and parents
- lead curriculum and staff appraisal programs together with the ongoing evaluation of all aspects of the school's operation
- manage the development and operation of the school's financial and administrative systems

The Principal, as executive officer of School Council, will carry out the following roles

- report on performance and progress relating to charter goals and priorities to School Council
- provide advice to School Council on educational and related matters;
- implement the decisions of School Council in an efficient and timely manner
- provide support and resources required to effectively conduct School Council meetings



Staff Code of Practice

Teachers and support staff, as stakeholders, are committed to the school's mission and vision and at all times act in a way that reflects the values of Meadowbank Primary School. The 12 principles of Quality underpin the Code of Practice for staff.

The staff at Meadowbank Primary School is expected to provide a supportive and challenging learning environment.

Relations with students

- exercising all due care towards students
- nurturing self esteem by being positive about learning and behaviour
- managing student behaviour and welfare in strict accordance with the school's stated policy and practice
- ensuring that the classroom and school environment is safe, happy and caring
- treating students equally and fairly and taking action to eliminate discrimination and harassment

Relations between staff

- supporting and considering the welfare of all work colleagues
- respecting the confidentiality of work colleagues, maintaining open lines of communication and willingly working in a team

Relations with parents

- actively encouraging a positive attitude between home and school
- utilising the skills and expertise of parents and other community members in developing a home school partnership

Teaching practice

- recognising that all students have the capacity to learn and be taught
- recognising and catering for individual students' differences, backgrounds, abilities and learning styles
- promoting high but achievable expectations for all students
- encouraging students to take increasing responsibility for their learning
- implementing DE&T initiatives/requirements
- monitoring and assessing students continuously using a variety of techniques within the school's assessment policy and schedule
- reporting to students and parents in a meaningful, clear and accurate manner

Professional growth

- undertaking a review of current teaching practices
- behaving and dressing in an appropriate and professional manner and presenting a positive role model
- implementing and achieving the school charter goals and priorities
- maintaining a commitment to ongoing professional development and sharing their professional knowledge and expertise with other staff

Involvement with the school community

- contributing to whole school activities and taking an active role in the school community

In order for staff to 'live by' this code of practice, the staff need

- positive leadership and a supportive administrative structure
- to receive constructive feedback and support from administration and colleagues
- where appropriate to be included in the decision making process through participation in or representation on relevant committees
- to be treated as professionals by employers, School Council and the community to work in a healthy, safe and non discriminatory environment



School Council Code of Practice

School Council, as a stakeholder, is committed to the Mission and Vision of the school, and will act in a way that reflects the values at Meadowbank Primary School. The 12 Principles of Quality underpin the Code of Practice for School Council. The Council of this school acknowledges that it operates within the Education Act and Regulations.

School Council will observe the following guiding principles

- the learning needs, personal achievement and educational outcomes of students will be the prime consideration for decision making
- Council will develop policies in consultation with the principal, Staff and school community and observe the Principal's right to implement policy in the most appropriate way.

School Council will observe the following practices

- regular meetings will be held, a minimum of 8 per year
- sub committees will be established to oversee areas of Council operations
- principal will act as Executive Officer
- school values will be documented and form the foundation of School Council operations and decision making
- disagreements will be resolved within the Council
- discussions related to employees will be strictly confidential
- school community views will be canvassed and considered on major policy decisions
- members of School Council will be advised regarding their responsibilities, current school practices and DE&T policies
- public comment will be the responsibility of the School Council President and Principal
- council will promote and market the school and its programs to the community
- councilors will declare conflict of interest where appropriate.



COMMUNITY BUILDING

(Parent Code of Conduct)

The school community, as a stakeholder, is committed to the school's Mission and Vision and will therefore act in a way that reflects the values of Meadowbank Primary School. The 12 Principles of Quality underpin the Code of Practice for the community.

The school community includes the students, parents/guardians of the children at the school, people who work at the school, people who use our facilities and the people who live or work near the school.

Parents see as important that

- the safety of everyone is the main point
- respectful language is used between all members of the school
- staff are to control schoolchildren (NOT other parents)

The school expects that parents will

- recognise and support matters of confidentiality
- support school values, codes of cooperation, codes of practice, policies, programs and decisions made by the school
- follow proper school procedure and protocols concerning any matters which relate to their child/children
- be well informed of current events in the weekly newsletter
- take part in making decisions
- notify and inform the school office immediately if any change should occur to a child's emergency information records
- support the various fundraising activities and programs of the school, including working bees
- be involved in the activities and programs of the school
- take into account gender, cultural backgrounds and learning abilities of the students when working in the classroom and with other school activities
- maintain a friendly and courteous manner at all times in the presence of the students, staff and other members of the school community

The school encourages the community's support and participation in

- School Council, Parents Association
- fundraising activities
- Safety House
- School sports program
- School social activities
- buildings and grounds and special projects
- the Broadmeadows network



STUDENT CODE OF CONDUCT

At Meadowbank Primary School, our values underpin the Student Code of Cooperation. We use values to motivate positive student behaviour rather than rules. It has been formulated within and is consistent with the Racial and Religious Tolerance Act; and both DE&T and legislated regulations.

The 12 principles of Quality underpin the Code of Cooperation for students.

At Meadowbank Primary School we value

ENTHUSIASM

This means aiming for high standards and a commitment to life long learning.

COOPERATION

This means working with others in a team and being part of a school that protects all members of the school community.

TOLERANCE

This means being able to make and keep friends and responding the appropriate way in a variety of situations.

RESPECT

This means listening to what other people have to say and displaying good manners.

INDEPENDENCE

This means knowing and doing the right thing.

All students, as stakeholders, are expected to behave in a way that reflects their understanding and commitment to the school's values.

Our **Code of Cooperation** will incorporate the following principles

- involve students in formulating classroom processes that reflect our values, mission and vision
- be implemented fairly, reasonably and consistently
- value individuals and treat them with respect, and not discriminate on the grounds of race and religion
- provide duty of care for all students
- apply prevention and early intervention strategies particularly in relation to the school's stance on **no tolerance to bullying**
- advocate the right of students to be educated in a safe environment where they are treated as individuals and with respect.

The following strategies will be employed to improve the discipline standards, social skills and attitudes of students by

- acknowledging appropriate behaviour and giving positive reinforcement
- improving self esteem
- encouraging friendship
- developing pride in the school
- developing respect and acknowledging differences
- enhancing sharing, tolerance and compassion amongst all students
- enhancing and encouraging parent/teacher contact
- making every effort to observe, assist and involve students with problems
- being consistent and fair in applying logical forms of discipline
- encouraging organised and responsible play in the playground



School Council Motion

At the Meadowbank Primary meeting of 10th December 2002, the following motion was passed:

“That the Meadowbank Primary council:

1. Endorses the school charter to be effective from January 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, Employment and Training.”

Moved: Carol Williams

Seconded: Lynda Mc Innes

Carried