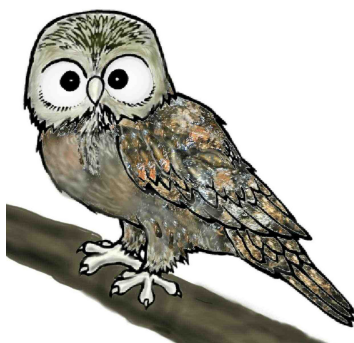


Donburn Primary School



SCHOOL CHARTER

Charter Commencement Date	2002
School No.	5019
Address:	Colchester Drive East Doncaster 3109
Telephone:	9841 8099
Fax No.:	9841 8647

School Principal:	Mr Kevin Sertori
School Council President:	Mrs Louise O’Gorman

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SCHOOL PROFILE

Background:

Donburn Primary School is located in the north east quadrant of the intersection of Doncaster and Blackburn Roads in the City of Manningham. The School's name reflects its geographical position. The current student population is approximately 240 and is expected to increase over the next three to five years.

Gardens and playgrounds combine with strategically placed buildings to provide a particularly healthy and attractive school setting.

Outdoor sports facilities include 5 play equipment stations catering for progressive development, extensive well maintained asphalted areas including two basketball courts and several bat tennis courts and rebound wall. A highlight of our grounds is a large multi-purpose sports oval and running track with fitness stations. Attractive gardens have been designed with the purpose of providing a balance of open space and shaded areas.

There are currently twelve classrooms. This accommodation is supplemented by the Library, an Art room and a separate multi purpose hall.

Vision:

Donburn Primary School, as demonstrated by the school motto “**learning for living**”, promotes and encourages

- development of confidence and self esteem
- child centred programs
- trust, co-operation and respect among all members of the school community
- the valuing of each student’s individual learning and the development of special talents
- students to be risk-takers, to be creative and to take personal responsibility for their learning and development
- cheerfulness, courtesy, caring, and high levels of understanding and tolerance
- the achievement of academic, social and sporting achievements inside and outside the school environment

The school encourages an ‘open door’ approach where parent and community contribution and participation are valued. The wider school community gives consistent and generous support to the school’s programs and resource provision. Staff and parents place the provision of resources as a high priority towards improving student outcomes. The premise that educational experiences are enhanced by close cooperation between home and school is supported and emphasised. Regular parent education and information sessions are held.

The School Council, principal, staff and parents have developed structures to encourage teamwork and cooperation which foster the growth of trust and community respect. The staff team is characterised by commitment, enthusiasm, creativity, success, hard work and a professional approach to the long term provision of quality educational programs. The school seeks to build its profile in the community to increase enrolments and also to give students greater pride in and desire to achieve the highest standards for themselves and the school. The school enjoys positive relationships with local preschools, primary schools and secondary colleges.

Curriculum

Donburn Primary School provides a comprehensive curriculum across the eight key learning areas, which allows students access to knowledge, experiences and values that will enable them to participate effectively in our society. The school also values each student’s individual learning abilities. The eight key learning areas are delivered through an integrated curriculum. Our curriculum plan allows teachers to develop units of work linked to the Department of Education’s Curriculum and Standards Framework (CSF2).

Specialists are appointed to teach Music, Art/Craft, Library, Italian, Mandarin and Reading Recovery and Reading Intervention. Many children elect to undertake studies in Piano and/or Violin, which are offered in school time. Through participation in programs such as Tournament of Minds, Maths Olympiad and music/drama productions all children are encouraged to utilise their special talents and achieve at their own levels of expertise and development. The school is proud of the academic, social and sporting achievements of its students inside and outside the school environment.

To actively support the curriculum areas, enrichment programs are provided such as:, Swimming, Christian Religious Education, house system, buddy program, excursions and camping program, Bike Education, Junior School Council and Leadership programs, interschool and state wide sporting events, school choir, recorder and junior school council and perceptual motor program.

Welfare

We believe we share the responsibility for each child's social and emotional needs with every parent. The students are encouraged to be responsible for their own behaviour and make informed choices when necessary.

Facilities

Following the devastating fire of September 1999 our new facilities enable us to provide outstanding facilities which include a new library, five new classrooms, a new toilet block and extensive storage rooms off the multi-purpose hall. The new entrance to the hall will be enhanced by a ceramic mural highlighting 'celebrations' and is to be funded by The City of Manningham.

Strong community links are a feature of the school and the culture of a learning community is fostered through educational programs that cater for students, parents and teachers.

SCHOOL GOALS

GOVERNMENT TARGETS:

- By 2005 – Victoria will be at or above the National Benchmark levels for reading, writing and numeracy as they apply to all primary students.

GOAL: CURRICULUM	PERFORMANCE MEASURE	IMPROVEMENT AREAS	BASELINE SCHOOL PERFORMANCE	SCHOOL TARGETS
STUDENT ACHIEVEMENT To assist and support all children to achieve at or above appropriate indicative CSF levels in all KLAs, in particular English and Mathematics.	Required Measures: <ul style="list-style-type: none"> • Parent Opinion survey – Teaching and Learning – Academic Rigour – Assessment and Reporting • CSF –English and Maths strands – Early Years Text P-2 Additional School Measures: <ul style="list-style-type: none"> • CSF- Boys/Girls Data • CSF – Numeracy Data Percentage of students above indicative level • AIM • TORCH tests 	Priority: <ul style="list-style-type: none"> • Under the Learning and Teaching Priority a continued focus on best practice, particularly Literacy and Numeracy - Years P-6. Improvement Areas: <ul style="list-style-type: none"> • To improve the teaching and learning of literacy with a particular focus on the learning of boys (Years 3-6) in reading and writing • To implement and develop the Early Years Numeracy model from Prep to Year 6 • Extend Early Years to Year 4 	English Teacher judgements for reading (2001) showed Prep 84% (47%)* Yr 2 -93% (43%)* Yr 4 - 84% (16%)* Yr 6 – 94% (28%)* at established or better level*. Teacher judgements for writing (2001) showed Prep – 77% (17%)* Yr 2 – 78% (32%)* Yr 4 – 84% (13%)* Yr 6 – 90% (31%)* at established or better level*. Inconsistencies between AIM and CSF judgements. Mathematics Teacher judgements for number (2001) showed Prep – 86% (3%)* Yr 2 – 93% (32%)* Yr 4 – 90% (19%)* Yr 6 – 97% (16%)* at established or better level*. Teacher judgements for measurement (2001) showed Prep – 87% (0%)* Yr 2 – 93% (21%)* Yr 4 – 90% (10%)* Yr 6 – 97% (13%)* at established or better level*.	Teacher judgements for reading (2003) to show Prep – 85% (55%)* Yr 2 – 94% (50%)* Yr 4 – 85% (25%)* Yr 6 – 95% (35%)* at established or better level*. Teacher judgements for writing (2003) to show Prep – 80% (25%)* Yr 2 – 80% (40%)* Yr 4 – 85% (20%)* Yr 6 – 92% (50%)* at established or better level*. Greater correlation between CSF and AIM data. Teacher judgements for number (2003) to show Prep – 88% (20%)* Yr 2 – 95% (45%)* Yr 4 – 95% (25%)* Yr 6 – 98% (25%)* at established or better level*. Teacher judgements for measurement (2003) to show Prep – 90% (15%)* Yr 2 – 95% (25%)* Yr 4 – 95% (20%)* Yr 6 – 98% (20%)* at established or better level*.

GOAL: CURRICULUM	PERFORMANCE MEASURE	IMPROVEMENT AREAS	BASELINE SCHOOL PERFORMANCE	SCHOOL TARGETS
<p>CURRICULUM PROVISION To provide a comprehensive, sequential and relevant program in the eight Key Learning Areas, commensurate with student abilities and needs, incorporating the use of learning technologies</p>	<p>Required Measures:</p> <ul style="list-style-type: none"> • KLA time allocation <p>Additional school Measures:</p> <ul style="list-style-type: none"> • Teacher Learning Technology skills 	<p>Priority:</p> <ul style="list-style-type: none"> • To maintain, plan and implement strategies for learning and teaching throughout the school • To apply Learning and Information Technologies across a wider range of KLAS and curriculum activities,. • To incorporate the teaching of science through the involvement in number of projects. • The current Mathematics Policy and the Learning and Teaching practices be audited and assessed by staff and the Maths Committee • Teachers planning documentation will reflect a broad range of considerations to cater for the differing learning styles of cohorts of students within the grade. 		

GOAL: ENVIRONMENT	PERFORMANCE MEASURES	IMPROVEMENT AREAS	BASELINE SCHOOL PERFORMANCE	SCHOOL TARGETS
<p>To develop and maintain a positive, caring and safe learning environment.</p>	<p>Required Measures:</p> <ul style="list-style-type: none"> • Accident data • Parent opinion general environment scale. • Student attendance. • Customer Responsiveness • School Enrolment Data <p>Additional School Measures:</p> <ul style="list-style-type: none"> • Student Opinion Survey. 	<ul style="list-style-type: none"> • To reduce student absenteeism and improve punctuality. 	<ul style="list-style-type: none"> • Benchmark habitual latecomers (more than five days per term). 	<ul style="list-style-type: none"> • Reduce the number of students who are late to school.

GOAL: MANAGEMENT	PERFORMANCE MEASURE	IMPROVEMENT AREAS	BASELINE SCHOOL PERFORMANCE	SCHOOL TARGETS
To ensure that human resource practices support: effective organisation and development of staff effective communication and decision-making processes achievement of educational goals and priorities for the school.	Required Measures: <ul style="list-style-type: none"> • Staff Opinion Survey • Staff Sick Leave. Additional School Measures: <ul style="list-style-type: none"> • Staff opinion full diagnostic survey. 	<ul style="list-style-type: none"> • To apply appropriate Human Resource Management. 		

GOAL: RESOURCES	PERFORMANCE MEASURE	IMPROVEMENT AREAS	BASELINE SCHOOL PERFORMANCE	SCHOOL TARGETS
To ensure allocation reflects the school's goals and priorities for improvement	Required Measures: <ul style="list-style-type: none"> • Receipts and Payments Reports 			

PRIORITY: LEARNING AND TEACHING

Current School Performance:

There has been a significant improvement in the Learning and Teaching program and student learning outcomes. The provision of a high quality teaching program is a prerequisite of a learning program that caters for the needs of all students. The teaching staff will be encouraged to reflect on their preferred learning style and broaden the range of effective teaching strategies which take into account the different learning styles of children.

Inconsistency in teacher judgement was indicated when comparing AIM results and the results of some children moving between CSF levels.

Intended Outcomes:

- Continued provision for a range of learning styles, which are clearly linked to student outcomes, in planning and implementation of curriculum programs.
- Professionally develop teachers to become skilled practitioners who are able to cater for the diverse needs of students.
- Improved student outcomes through the extension of the Early Years Literacy Program into Years 3 and 4 and the Middle Years Program into years 5 and 6.
- Improved student performance in Number and Measurement in all CSF levels.
- Professional development on learning styles for all staff.
- Implementation of Early Years Numeracy P-4.
- Increase number of students performing above CSF indicative levels
- Higher and more consistent performance of boys, particularly relative to that of girls and most significantly in reading and writing, in senior grades.
- Gain greater consistency between CSF judgements and AIM data and Early Years data.

Performance Measures:

- Teacher judgements at all CSF levels.
- Student achievement in CSF Years 3-6 Assessment of reading and writing.
- Student achievement in CSF Prep – 2 Assessment of Reading Texts
- Student achievement against CSF Mathematics strands number and measurement.
- AIM data, Numeracy/ English Years 3 and 5.
- TORCH testing.

School Targets:

- All Prep students deemed as capable will be reading Level 1 with greater than 90% accuracy. 75% of students reading level 5 with 90% accuracy.
- All Year 1 students deemed capable will be reading Level 5 with greater than 90% accuracy. 90% reading at level 10 with 90% accuracy.
- Mean CSF student achievement levels in numeracy and literacy to be above like schools.
- All students in Years 2,4 and 6 achieving at establishing or better in the appropriate levels in Literacy and Numeracy.
Teacher judgements for reading (2003) to show
Yr 2 – 94% Yr 4 – 85% Yr 6 – 95% at established or better level.

Teacher judgements for writing (2003) to show
Yr 2 – 80% Yr 4 – 85% Yr 6 – 92% at established or better level.

Teacher judgements for number (2003) to show
Yr 2 – 95% Yr 4 – 95% Yr 6 – 98% at established or better level.

Teacher judgements for measurement (2003) to show
Yr 2 – 95% Yr 4 – 95% Yr 6 – 98% at established or better level.
- AIM student achievement levels in Years 3 & 5 are above the State and like school

INITIAL IMPLEMENTATION STRATEGIES (ONE YEAR PLAN)

Data gathering:

- Biannual collection and analysis of student achievement data in literacy and numeracy.
- Continue moderation exercise with all staff.
- Analysis of AIM data.
- Prep-2 Assessment of Reading data.
- Torch Reading Test data for Years 3-6.

Programs and Policy Development:

- Develop and consolidate consistent planning documents in English, Mathematics and Integrated Curriculum relevant to CFS11.
- Provision of extended blocks of time for learning and teaching in Literacy and Numeracy.
- Individual Learning Plans for children with special needs and more able children.
- Development of a Learning and Teaching Policy to reflect the Charter initiatives.
- Continued development of portfolios that reflect students' progress in all KLA's.

Professional Development:

- Provide access to Professional Development focusing on "best practice" through KLA budgets.
- Provision of P.D. relating to Early Years Numeracy.
- Provision of P.D. relating to Middle Years.
- Provision of P.D. for Early Years Literacy in Years 3 and 4
- Provision of P.D for staff in moderation in all KLA's.
- Provision of opportunities for staff to share their teaching expertise and ideas.
- Opportunities for staff to visit schools with "best practice" programs
- Attend curriculum network meetings.

Resource Support:

Further develop school resources to support planning and programs for this priority.

Management and Communication:

- Leadership team to monitor consistent and comprehensive planning for quality learning and teaching programs.
- Curriculum Leadership team to oversee consistent development of program from Prep to 6.
- Establish a clearly articulated Learning and Teaching Strategy Plan.
- Regular feedback through staff meetings.
- Report to the School Council through the Education Committee.

CODES OF PRACTICE

Principal Class Code of Practice

Value:

Effective leadership is important to this school

Behaviours:

The Principal will:

- articulate a vision for this school.
- provide a positive and professional example to all sections of the school community.
- encourage open discussion on professional issues.
- encourage professional growth in others.

Value:

Effective management is an essential feature of a good school.

Behaviours:

The Principal will:

- implement DE&T policies and ensure that the school goals and priorities are implemented.
- use consultative processes in our decision-making.
- make decisions in the best interests of the school.
- support the development and operation of teams as a management structure.
- ensure that roles and responsibilities are clearly understood.

Value:

Mutual respect and trust between staff members facilitates an effective working environment.

Behaviours:

The Principal will:

- ensure that there is regular feedback to all staff.
- ensure that all members of staff are treated equally and fairly.
- am accessible to staff and are responsive to their views and concerns.
- promote the professional growth of our staff enhancing their interests and welfare.
- promote the principles of merit and equity with staff.
- promote a safe and harassment free environment for teachers.

Value:

Positive relationships with students promote learning and well-being.

Behaviours:

The Principal will:

- interact regularly with students on an informal and formal basis.
- treat students fairly and in a consistent manner.
- create a climate of mutual respect and friendliness.
- promote values, which aim to enhance the self-esteem of all students within the school.
- Ensure that students are provided with a safe, harassment free environment.

Value:

The school is enhanced by the involvement of the broader school community.

Behaviours:

The Principal will:

- actively facilitate the involvement of parents, teachers and students in collaborative decision making.
- work with staff and parents in promoting the school in the wider community.
- promote projects with community groups to enhance partnerships within the broader community.

CODE OF PRACTICE

Staff Code of Practice

Value:

Learning is a life-long process.

Behaviours:

- We actively involve students in challenging and creative learning activities
- We encourage risk taking, initiative and learning from experiences.
- We set clear expectations for students and model effective learning

Value:

Cooperation with colleagues and establishing effective teams enhances long term results.

Behaviours:

- We share ideas, workload and resources.
- We view differences as an opportunity to learn.
- We are committed to the implementation of the School Charter.
- We have mutually agreed goals and recognise that we can achieve these more effectively as a team.
- We actively seek to open our minds to new possibilities and recognise that problems can be solved by exploring options that will benefit all.
- We adhere to decisions reached by consensus.

Value:

High but realistic expectations lead to high achievements.

Behaviours:

- We aim to maximise students' learning
- We strive to develop a deep understanding of the strengths, learning styles and capabilities of all our students.
- We undertake to prepare Individual Learning Plans for children with special learning needs. (Remediation and extension).
- We develop clear expectations and build on the experiences and needs of our students.
- We maintain appropriate documentation of programs, planning and evaluation.

Value:

Relationships are built upon mutual respect and trust.

Behaviours:

- We act at all times with professionalism, integrity and in an ethical manner.
- We foster a supportive and tolerant environment.
- We value and appreciate the strengths and skills of all school staff.
- We treat all colleagues, parents and students justly and courteously.
- We speak positively about our school and colleagues.
- We respect and support colleagues in their need to debrief.
- We ensure that our school environment is free from any form of sexual harrasment

Value:

Professional development is strategically targeted for personal and professional growth.

Behaviours:

- We are committed to continual improvement of teaching skills and methods.
- We continue to develop an excellent knowledge of curriculum and DE&T initiatives.
- We regularly review our performance and take responsibility for our own professional development.
- We share professional ideas and expertise with our colleagues.

CODE OF PRACTICE

School Council Code of Practice.

Value:

The learning needs of the students will be the primary consideration in decision-making.

Behaviours:

- We are involved in reviewing all school policies
- We support staff to maximize the learning and welfare of all students.

Value:

The School Council plays an important role in the development of policies and direction of the school.

Behaviours:

- We monitor the preparation, implementation and achievement of the Charter goals and priorities.
- We contribute towards the School Annual Report through our sub-committee structure and consequent reports to School Council.
- We are accountable to DE&T for our decisions.

Value:

Issues and procedures should be approached in a highly professional manner.

Behaviours:

- We adhere to the duties and responsibilities as detailed in the School Council Standing orders.
- We will declare any conflict of interest (financial, legal or professional) where appropriate.
- We adhere to correct practice, which deems that public comment is the responsibility of the School Council President and the Principal.
- We complete tasks within a reasonable time frame to expedite the work of council.
- We meet a minimum of eight times in any school year.
- We agree that School Council Standing Orders underpin the rules and responsibilities regarding office bearers, meeting procedures and decision-making procedures.
- We will undertake any training necessary to carry out our responsibilities.

Value:

Confidentiality should be respected at all times.

Behaviours:

- We observe confidentiality regarding information brought to the councillors concerning students or their families.
- We observe confidentiality regarding issues about staff members.
- We observe confidentiality, where appropriate regarding issues discussed at school council meetings.

Value:

The School Council is a valuable forum to facilitate communication with and from the community.

Behaviours:

- Decision-making processes are democratic and inclusive.
- An Annual Report will be published and presented at a public meeting.
- We seek community views on major policy decisions.
- Disagreements will be resolved within the council.
- We observe mutual respect and value all sections of the school community.

CODE OF PRACTICE

Student Code of Conduct

Value:

All students have the right to a safe and happy work and play environment.

Student Behaviours:

- We play safely in the yard.
- We obey the school rules.
- We wear sun hats at the appropriate times. (Sun Smart Policy).
- We help other children in the yard, especially those who are unhappy or by themselves.

Value:

All students are expected to interact with their peers, the staff and the wider school community in a courteous, trustworthy and respectful manner.

Student Behaviours:

- We treat teachers, other students and parents with respect.
- We are friendly and respectful to all visitors to the school.
- We include others in our work and games.

Value:

All students have a right to learn in an atmosphere of order and cooperation.

Student Behaviours:

- We make sure everyone has a say in negotiating class rules with our teachers.
- We help others to achieve their goals as well as our own.
- We allow our fellow students to work without interruption.
- We actively listen to other's ideas and we cooperate when working in groups.
- We treat others fairly.

Value:

A positive attitude is valued and expected in all activities at our school.

Behaviours:

- We strive for our personal best.
- We are punctual and properly prepared for class.
- We participate in class and school activities.
- We wear correct school uniform.

CODE OF PRACTICE

Community Code of Practice

Value:

Positive and cooperative partnerships between parents and school are of prime importance to students' learning.

Behaviours:

- We support school rules and decisions made by the school.
- We promote a positive image of the school in the community.
- Visitors to the school including work experience, CRTs, student teachers and community groups observe school policy and procedures.
- We respect and accept contributions made by all members of the school community.

Value:

Each individual school and community group is treated with respect and trust.

Behaviours:

- We respect the rights of community members and observe confidentiality standards where appropriate.
- We welcome all community members and offer thanks and acknowledgement for their support.
- We provide appropriate support to the school in the implementation of school programs.
- We respect the role of the teachers at our school and undertake to communicate with them in an acceptable manner.
- We will ensure that the school environment is free from discrimination and sexual harassment.

Value:

Interaction between students, parents and the wider community enhances the educational opportunities of the children at the school.

Behaviours:

- We expect to be provided with formal and informal reports on our children's progress.
- We expect weekly newsletters and a weekly assembly as a means of communication and acknowledgement of children's achievements.
- We encourage displays of our children's work within and outside the school to highlight
- We attend information sessions conducted to inform parents about the implementation of learning programs.
- We take part in, and contribute towards, special events including concerts, fetes, graduation, open nights/days and education week.
- We support the Parents and Citizens group and the School Council as bodies representing the school community.
- We encourage and support the school's access to local health and welfare services as a means of protecting our children's well-being.