

# MOORoopNA SECONDARY COLLEGE CHARTER

<b>Charter Commencement Date:</b>	<b>September 2003</b>
<b>School No.</b>	<b>01-8073</b>
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# SCHOOL PROFILE

## Vision

*Our vision is to create and sustain a stimulating and harmonious learning environment in which all students can experience success.*

## Values

The values our College community embraces are:- Respect, Teamwork, Belonging, Empowerment, Achievement, Creativity, Happiness. These values provide us with a framework in the way we achieve our vision.

## Context

Our college of approximately 860 students is located in the Goulburn valley, close to the regional city of Shepparton. The townships of Mooroopna and Tatura provide the majority of the student population with additional numbers drawn from the surrounding rural areas.

There is a broad socio-economic range in both these rural and town environments, with a significant number of families at the college being eligible for the education maintenance allowance. A large proportion of parents and guardians are employed in primary production and rural service industries or the secondary processing factories within the district. In Mooroopna a large employer is SPC - Ardmona, while in Tatura, Unifoods and Tatura milk industries are major companies. Other employment is gained through infrastructure provision or allied maintenance contracts. Aside from supermarkets the retail sector is very limited in these towns with most families travelling to Shepparton for their shopping needs. Mooroopna is one of four state secondary colleges in the city of greater Shepparton and is the only secondary school in the district on the western side of the Goulburn River. Town students travel to school by either walking or bike riding, with those students living further than 4.8km from the college having access to a state funded school bus service. Extracurricular activities undertaken by rural students depend on parents providing for travel arrangements. There is no local bus service to rural areas, however there is a daily run between Mooroopna and Shepparton that can allow for students to access activities in Shepparton up until approximately 6.00pm.

We have strong community ties and as such are seen as a major facility for this part of the district. The college currently houses a branch of the regional library and through joint management of Westside performing arts centre with the city of greater Shepparton provides access to many touring artists and performances for the community. In conjunction with the Mooroopna community centre, there is the opportunity to use computer facilities for adult education classes after hours. The Coulson centre sport stadium is frequently hired for training or tournaments and a local church uses one of the buildings for their regular Sunday services.

Mooroopna secondary college focuses on the commitment of staff, parents and students in creating a caring environment and encourages decision making by working together. The decision making process occurs through consultation with all groups so participants have a sense of ownership in the process. Over recent years the profile of student leadership has been enhanced through the student representative council and student forum structures as well as formal student leadership elections.

The college is organised into three mini schools (years 7 & 8, 9 & 10 and VCE) with four coordinators at each mini school. A student welfare coordinator works closely with these people to monitor student progress. The principal class team supports this system. A high level of effective contact with parents is encouraged, and there is a ready response to issues raised by individual parents or groups of parents.

We have excellent physical facilities and resources including a student bus shelter, covered bbq area, air conditioning for the whole school and a sophisticated computer network system including a multi media laboratory and separate computer pods in each faculty area. The college is a modern brick design set in a spacious setting with outstanding gardens including extensive shade areas providing protection and comfort for students and staff. Students have contributed to these physical improvements through the student council or in their VCE studies. Plans are currently being finalised

for the construction of a VCE centre for students in years 11 and 12. This will be a collaborative effort between professional tradespeople and members of the college community.

Westside Performing Arts Centre is a superb addition to the college. This \$2.5 million building includes a state of the art theatre and classrooms providing a home for the performing arts for the whole community. A new \$3.5 Arts/Technology building project has been completed. This will enable students to study a wide range of subjects in an outstanding facility. Following the refurbishment of the present arts/technology wing, the facilities and resources for our students will be of the highest standard. Our teachers provide a comprehensive curriculum that encourages students to grow as individuals, learn through an inquiry based approach, work cooperatively in groups, respect one another and take pride in committing themselves to the improvement of their skills and knowledge. We are committed to professional development and to encourage individual confidence and self-esteem. Our staff are encouraged to continually improve teaching strategies and refine the curriculum which is organised into eight key learning areas using the curriculum standards framework model.

Each Key Learning Area is considered equally important. Students at years 7 and 8 study a comprehensive core curriculum with the emphasis on consolidating students' knowledge and skill levels. At years 9 and 10 students have the core subjects of English and Maths, but they choose from the other six key learning areas electives over a two-year period within given guidelines for satisfactory completion. The College has many features in its year 7 - 10 curriculum that extend students' learning experience in all the key learning areas. Innovations have occurred in technology studies, and subjects such as electronics, media studies horticulture and agricultural science have been introduced. In addition there are well-resourced integration and special education programs to cater for students' individual learning needs. Students have access to a work education and careers counselling program.

The College is particularly proud of the high quality musical productions and leadership in the performing arts. There are a wide variety of excursions and camps, and a full commitment to school and interschool sports programs resulting in success at state level finals. The College encourages the VCE principle that students sample widely with unit 1's and 2's before specialisation in year 12. At this level the College provides a wide range of studies catering for student needs complemented by a growing VET program and the introduction of VCAL in 2003. The students of this College have consistently achieved excellent VCE results.

Mooroopna Secondary College is committed to encouraging excellence at all levels and in all its endeavours.

## **SCHOOL GOALS**

Our School Charter goals translate the guiding principles and values expressed in the school profile into directions and focus for the everyday work of our school.

They underpin the educational functions of our College as well as its operational practices.

## **Curriculum Goals**

### **Student Achievement**

- To improve and maximise the performance of all students at Years 7-10 in all Key Learning Areas.
- To improve student performance in VCE and other programs at Years 11-12.

### **Curriculum Provision**

- To provide a balanced program across all Key Learning Areas at Years 7-10.
- To provide an expanding range of programs and pathways in the later years which will enable all students to pursue appropriate post school options.

## **Environment Goal**

- To provide a safe, secure and stimulating learning environment. which is characterised by a strong sense of mutual cooperation among students and between students and teachers.
- To develop and enhance student leadership opportunities across the school.

## **Management Goal**

- To ensure a working environment for staff which is characterised by a strong team approach, transparent and collaborative decision making and a shared commitment to the educational philosophy and goals of the school.

## **Resources Goal**

- To ensure that funds are allocated to effectively support teaching and learning and the capital development of the campus in line with charter goals and priorities.

## **MOOROOPNA SECONDARY COLLEGE**

### **Curriculum Goals: Student Achievement and Curriculum Provision**

#### **Government Targets:**

- 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%

<b>GOAL</b>	<b>PERFORMANCE MEASURE</b>	<b>IMPROVEMENT AREAS</b>	<b>BASELINE SCHOOL PERFORMANCE</b>	<b>SCHOOL TARGETS</b>
<p><b>Student Achievement</b></p> <p>Challenge and support the learning of all students at Years 7-12 in all Key Learning Areas.</p>	<p>Student achievement against CSF11 in years 7-10</p> <p>VCE results in English and Mathematics</p> <p>VCE aggregated grades for all studies</p> <p>VCE results in all studies</p>	<p>To improve accuracy and reliability of CSF assessments against AIM test data.</p> <p>To strengthen performance across the whole range of studies at VCE.</p> <p>To maximise access and opportunity to participate in e-learning in all KLA areas</p>	<p>The school review concluded that current teacher judgements against the CSF in English and Maths are inconsistent with the school's VCE results and AIM data.</p> <p>VCE data indicated that the All Studies mean and Proportion of Study score of 40 or more were below the LSG mean.</p> <p>The School review concluded that Learning Technology resources are now firmly established throughout the school and the focus in the new charter will be on ensuring their use becomes a part of learning in all programs.</p>	<p>See Priority Targets for Teaching and Learning.</p> <p>See Priority Targets for Teaching and Learning.</p> <p>See Priority Targets for Teaching and Learning</p>

GOAL	PERFORMANCE MEASURE	IMPROVEMENT AREAS	BASELINE SCHOOL PERFORMANCE	SCHOOL TARGETS
<p><b>Curriculum Provision</b></p> <p>To provide a balanced program across all Key Learning Areas at Years 7-10.</p> <p>To provide an expanding range of programs and pathways in the later years that will enable all students to pursue appropriate post school options.</p>	<p>Time allocation for KLAs for each year level</p> <p>Parent opinion: quality of teaching, academic rigour and student reporting scales</p> <p>Destination of exit students in years 10-12</p> <p>Real student retention in years 7-12</p> <p>Proportion of students with a Managed Individual Pathway (MIPs) , STAR,VCAL, VET.</p>	<p>Review of curriculum structures 7 –12 to provide for the needs of all students.</p> <p>Investigate, manage and review new programs 9 –12.</p> <p>Ensure that the curriculum structure allows access to alternative programs to meet student needs.</p>	<p>In 2002 time allocation to Maths and English improved to be above the state benchmarks, Lote and Technology remained above the state benchmark and Sose and Arts remained below the state benchmark.</p> <p>While Years 7-10 retention matched the LSG in 2002, in the previous 3 years it was about 10% below.</p> <p>Collect baseline data on student need for alternative programs.</p>	<p>2003 data will indicate more equitable allocation of time across all KLA's.</p> <p>See Teaching and Learning Priority.</p> <p>At least 80% of students requiring alternative programs receive one.</p>

## Environment Goals

GOAL	PERFORMANCE MEASURE	IMPROVEMENT AREAS	BASELINE SCHOOL PERFORMANCE	SCHOOL TARGETS
<p>To provide a safe, secure and stimulating learning environment. which is characterised by a strong sense of mutual cooperation between students teachers and parents.</p> <p>To develop and enhance student leadership opportunities across the school.</p>	<p>Student attendance</p> <p>Student accident data</p> <p>Student opinion survey</p> <p><i>Parent opinion</i></p>	<p><b>Priority</b> Student, staff and parent connectedness to school.</p>	<p>In 2002 numbers of days absent at all year levels were clearly below the state means.</p>	<p>That in 2003, 2004, 2005 to maintain our absence rate below the state mean.</p> <p>See Priority Connectedness.</p>

## Management Goals

GOAL	PERFORMANCE MEASURE	IMPROVEMENT AREAS	BASELINE SCHOOL PERFORMANCE	SCHOOL TARGETS
<p>To ensure a working environment for staff which is characterised by a strong team approach, transparent and collaborative decision making and a shared commitment to the educational philosophy and goals of the school.</p>	<p>Non-certificated staff sick leave</p> <p>Staff opinion – full diagnostic survey</p> <p>Professional Development – time, activity &amp; expenditure.</p>	<p>Organisational Health</p>	<p>The school is consistently well below the state mean in staff absence rates.</p> <p>Staff opinion data for 2002 was above the mean for professional growth. Establish baseline data on Professional Development.</p>	<p>Maintain staff absence rates below state mean.</p> <p>See Priority. Connectedness.</p>

## Resources Goals

GOAL	PERFORMANCE MEASURE	IMPROVEMENT AREAS	BASELINE SCHOOL PERFORMANCE	SCHOOL TARGETS
<p>To ensure that funds are allocated to effectively support teaching and learning and the capital development of the campus in line with charter goals and priorities.</p>	<p>Combined comparative receipts and payments report</p> <p>Additions to assets by Goal and Priority area</p> <p>Program Budget reports</p>			

## **PRIORITIES**

### **Priority**

Teaching and Learning: - to enhance teaching and learning strategies and curriculum programs that will improve student achievement, address literacy and numeracy and accommodate the learning needs and styles of all students

### **Current School Performance**

#### **VCE**

Student achievement at VCE has been generally sound during the charter period with average performance across all studies close to the level of the Like Schools Group. However, the All Studies mean has been lower in this charter period than in previous years and there has been a decline in the percentage of scores of 40 or more. In response to this situation the school will focus on improving VCE performance across all study areas with the intention of increasing the All Studies mean as well as the proportion of studies which at least match the LSG mean. There will also be a focus on lifting the percentage of scores of 40 or more.

The college has been very successful in its VET program. The proportion of studies that were VET has increased to be well above the average for Like Schools; student completion rates are very sound and enrolment in these programs continues to expand in 2003.

#### **English**

Results in VCE English have been stronger in this most recent charter period when compared to results for 1998/1999, and have been almost identical to the Like Schools Group. CSF assessments at 7-10 seem to indicate considerably higher than average performance in English, but both VCE results and Year 7 AIM data are not consistent with this judgement. Year 7 AIM results appear to indicate a significant proportion of students whose English skills are below expected levels and that English will need to be a key improvement area in the student achievement goal of the new charter. Improvement will also focus on sustaining VCE English results at a level which at least matches and preferably exceeds the benchmark for Like Schools.

#### **Mathematics**

As for English, CSF data seem to indicate levels of performance which are well above Like Schools, particularly at Year 8. However, results at VCE do not confirm this judgement, and while Further Mathematics improved between 1999 and 2001, results in both Further Mathematics and Mathematical Methods were below Like Schools in 2002. Means for Mathematical Methods were generally lower across the 2000-2002 period than for 1998/1999. AIM data at Year 7 also indicate that the average level of performance is well below the available benchmarks and that there will need to be a strong focus on student performance in Mathematics in the coming charter period.

#### **Provision**

Mooroopna Secondary College has been successful in the achievement of its curriculum goals, providing a comprehensive curriculum at Years 7-10 which incorporates all 8 Key Learning Areas. The college also provides support programs for students with special needs and opportunities for Year 10 students to include VCE and VET studies in their programs. There is a breadth of VCE studies complemented by a growing VET program and this year VCAL has been introduced to provide a different style of program at years 11/12 to meet the needs of a wider range of students. The proportion of students gaining university or TAFE placements is above the Like Schools mean. Parent endorsement of the quality of the educational program and the teaching their children receive is at a sound level.

There is evidence that retention has strengthened at Years 7-10 after being below the level of the Like Schools Group, and retention at senior levels is also higher than in the previous charter period, though below the LSG in 2002. In the context of an expanded Teaching and Learning Priority the school will focus on ensuring that 7-10 retention consistently matches, and preferably exceeds the Like Schools benchmark as a basis for continuing improvement at senior levels.

## Intended Outcomes

- Students' sense of responsibility for their own learning and engagement in learning will be increased.
- Closer monitoring of whole school CSF assessments across all Key Learning Areas 7-10, especially the proportions of students achieving at or above expected levels.
- Students' satisfaction with classroom learning will improve as it is monitored over the charter period

## Performance Measures

- Student achievement in Maths & English against the CSFII in Years 7-10
- VCE results in English and Mathematics
- VCE aggregated grades for all studies
- VCE results in all studies
- Time allocation for KLAs for each year level
- Parent opinion: quality of teaching, academic rigour and student reporting scales
- Destination of exit students in years 10-12
- Real student retention in years 7-12
- Proportion of students with a Managed Individual Pathway (MIPs)

## School Targets

### Targets - Retention

Baseline Performance [2002]	Improvement Target
While Years 7-10 retention matched the LSG in 2002, in the previous 3 years it was about 10% below.	In each of the years 2003, 2004 and 2005 Years 7-10 retention will match and preferably exceed the LSG benchmark.

### Targets - VCE achievement

Baseline Performance [last charter period]	Improvement Target
The proportion of VCE studies matching or exceeding the Like Schools mean was about 50% [based on studies with 10 or more students and not including English, Further Mathematics and Mathematical Methods].	By 2005 the proportion of VCE studies equalling or exceeding the Like Schools mean will be at least 75% [based on studies with 10 or more students and not including English, Further Mathematics and Mathematical Methods].
The All Studies mean has been close to the Like Schools Group benchmark, though slightly below in 2000 and 2002.	For each of the years 2003, 2004 and 2005 the All Studies mean will at least match, and preferably exceed the LSG benchmark.
The proportion of study scores of 40 or more dropped below the Like Schools Group mean.	For each of the years 2003, 2004 and 2005 the proportion of study scores of 40 or more will at least match, and preferably exceed the LSG benchmark.

### Targets - English

Baseline Performance [last charter period]	Improvement Targets
The mean score in English at Year 12 has been close to, though not consistently above the benchmark for the LSG.	In each of the years 2003, 2004 and 2005 the Year 12 English mean will at least equal Like Schools.
The school review concluded that CSF assessments at Years 8 and 10 were inconsistent with the school's VCE results and AIM data, and that the actual levels of performance were probably closer to the Like Schools average; possibly lower at Year 8.	By 2005 means and percentages of students at or above expected levels will be better than the benchmark for the Like Schools Group. CSF assessments at Years 8 and 10 are consistent with the school's VCE results and AIM data

## Targets – Mathematics.

<b>Baseline Performance [last charter period]</b>	<b>Improvement Targets</b>
Means scores for Further Mathematics and Mathematical Methods were above the Like School Group in 2001, but below in 2000 and 2002.	In each of the years 2003, 2004 and 2005 the means for Further Mathematics and Mathematical Methods will at least equal Like Schools.
The school review concluded that CSF assessments at Year 8 and some at Year 10 were inconsistent with the school's VCE results and AIM data which seemed to indicate that performance was below the Like Schools Group.	By 2005 means and percentages of students at or above expected levels will be better than the benchmark for the Like Schools Group. CSF assessments at Years 8 and 10 are consistent with the school's VCE results and AIM data

## Targets – E-Learning

<b>Baseline Performance [last charter period]</b>	<b>Improvement Targets</b>
Audits have been established to indicate KLA usage of computers and development of skills	In each of the years 2003, 2004 and 2005 all KLA's will increase their use of computers and extend the range of student skills in E-learning.

## Initial Implementation Strategies

- Participation in Schools for Innovation and Excellence
- Access to Excellence initiatives
- Planned whole school and individual professional development to expand classroom teaching and learning strategies including the use of learning technologies as a teaching tool.
- Implementation of a curriculum program that supports different learning and assessment procedures such as VCAL and competency based assessment.
- Use of a student survey to monitor student satisfaction with teaching and learning.
- Stronger and more intentional use of E-learning in classroom programs in all KLAs.
- Continue to develop an assessment and reporting procedure of student achievement and progress for students with disabilities and impairments and ESL background.
- Continue to develop a successful team approach to Years 7 and 8 as part of the Access to Excellence program.
- Review Years 9 and 10 curriculum provision.
- Establish a leadership structure which reflects the priority

## Priority

To improve student connectedness to the College and their engagement in learning as well as fostering stronger partnerships between staff, parents and the College.

## Current School Performance

The college provides a safe, supportive and positive learning environment for students, consistent with the intention of its charter goals. Parent satisfaction is at a healthy level; attendance is better than average; accidents are minimal and the continuing strong enrolment pattern at Year 7 is indicative of positive perceptions of the college in the wider community. The physical environment is attractive and School Council is to be congratulated for the impressive developments which have taken place in recent years, including this most recent charter period.

The college is keen to further strengthen the quality of the learning environment and will focus on students' connectedness to school and engagement in learning as a new charter priority. This priority is complementary to the Teaching and Learning Priority and will aim to improve students' feelings about school as well as their social and interpersonal skills, It is also related to the aim of further improvement in retention and parent participation in the life of the college.

The College places considerable emphasis on collaborative decision-making with a broadly based committee structure and a strong commitment by the leadership to ensuring that staff are consulted on major issues. It was therefore disappointing that results of the Staff Opinion Survey indicated a decline in levels of staff satisfaction with their work environment, though most responses were in the middle range, rather than expressing strong disagreement. The leadership of the college acknowledge that there is a need to focus on organisational health in the new charter period to ensure that issues of concern are identified and addressed.

Use of the Full Diagnostic Survey is recommended, and also the separation of data for teaching and non-teaching staff which are presently aggregated.

## Intended Outcomes

- Students' feelings about themselves and school will improve
- Students' social and inter-personal skills will be improved.
- Student retention will improve
- Staff satisfaction with student attitudes and behaviour will improve
- Parent involvement in the life of the college will be enhanced.

## Performance Measures

- Student attendance
- Parent opinion survey
- Student accident data
- Student opinion survey

## School Targets

### Targets – Student Opinion

<b>Baseline Performance [2002]</b>	<b>Improvement Target</b>
Our year 7-12 data in 2000 – 2002 indicated satisfaction below the state benchmarks.	In each of the years 2003, 2004 and 2005 Years 7-9 student satisfaction will show a 5% improvement in aggregated scale scores as measured by an annual Attitudes to School Survey.

### Targets - Retention

<b>Baseline Performance [2002]</b>	<b>Improvement Target</b>
Our Years 7-10 retention matched the LSG in 2002.	In each of the years 2003, 2004 and 2005 Years 7-10 retention will be above the LSG benchmark.

### Targets – Parent Opinion

<b>Baseline Performance [2002]</b>	<b>Improvement Target</b>
In 2002 five scale scores were at the state mean and one below.	In each of the years 2003, 2004 and 2005 parent satisfaction will be at or above the state mean as measured by the Parent Opinion Survey in all scale scores.

### Targets – Staff Opinion

<b>Baseline Performance [2002]</b>	<b>Improvement Target</b>
In 2002 four out five of the scale scores were below the state mean .	In each of the years 2003, 2004 and 2005 staff satisfaction will be at or above the state mean as measured by the Full Diagnostic Staff Opinion Survey in all scale scores.

### Targets – Parent Involvement

<b>Baseline Performance [2003]</b>	<b>Improvement Target</b>
Establish baseline data for parent participation such as attendance at parent information nights, parent teacher interviews, committees to develop school policy and school activities.	Improvement in baseline data figures collected in 2003 over the period of the charter.

## Initial Implementation Strategies

- Review current practices and develop approaches to improve student engagement and management
- Whole staff Professional Development related to student management.
- Identify and reaffirm whole school approaches and consistency in student management.
- Extend student tracking procedures to include Year 9 students
- Develop approaches to increase real parent participation in the College.
- Conducting research and visiting schools to identify approaches that could be implemented locally

## **CODES OF PRACTICE**

### **Principal Class Code of Practice**

The Principal team of Mooroopna Secondary College will manage and lead the College in accordance with Department of Education contractual agreements, expectations and codes of conduct and practice.

The Principal, supported by two Assistant Principals, have the responsibility to provide educational leadership and management in the following ways :

- encourage and foster an environment which values high levels of student achievement.
- work with the Mooroopna Secondary College Council to determine policies which are consistent with staff, students, parent and community needs and Department of Education policy guidelines and directives.
- provide leadership, advice, information and support to Council, parents, staff and students. The Principal will :
  - ensure open communication channels between all groups within the College community.
  - ensure collaborative decision making processes where all stakeholders have an input.
- manage and monitor the implementation of College Council priorities and policies.
- develop role descriptions and duty statements for all areas of responsibility in the College and ensure that these roles are well understood and carried out effectively. Merit is the basis for staff selection in these roles.
- establish effective and efficient administrative structures and procedures.
- encourage the use of high quality teaching and learning practices.
- plan collaboratively for the professional development and growth of staff.
- provide all staff with appropriate time and resources to carry out their professional duties.
- provide support structures in the student discipline and curriculum development areas to ensure a high level of staff morale.
- ensure the involvement of staff in the achievement of College goals and priorities as expressed in the Charter.
- actively seek and recruit quality and appropriate staff whenever an employment opportunity arises using merit as the basis for selection.
- provide regular feedback on performance to sections of the College community and to individuals, and to acknowledge contributions beyond normal expectations.
- encourage and support staff initiative.
- co-ordinate a safe, harassment-free environment for students and staff.
- encourage and facilitate community involvement in student learning and College decision making.
- ensure sound financial management of all College funds. actively develop and market the College image in the community at large.

## Staff Code of Practice

As employees of the Department of Education staff are to be guided by the document “Professional Conduct for Employees of the Department of Education” and appropriate provisions of the Teaching Service Order No. 140. The Mooroopna Secondary College Staff Code of Practice forms a part of these guidelines.

Teachers acknowledge that all students have the capacity to learn and should be provided with the opportunity to exercise this right.

### **METHODS OF TEACHING : Teachers aim to :**

- develop a wide repertoire of teaching strategies that engage students.
- encourage effective learning by fostering motivation and involvement through positive and constructive communication
- establish expectations for students which are clear, challenging and achievable and increase the learners sense of responsibility for learning.
- recognise and respond to individual differences in their students.

Teachers strive to make their students aware of :

- the objectives of courses and the learning outcomes.
- the challenges that will be encountered.
- the methods of assessment and deadlines.
- the expected code of behaviour that respects the rights of all people to participate in an effective learning environment

### **RIGHTS AND RESPONSIBILITIES : Teachers should**

- be aware of relevant College policies and procedures and support the College values and charter goals and priorities.
- be consistent in implementing college procedures
- ensure that the classroom and College environment is safe and conducive to acceptable behaviour and learning.
- treat students equitably and justly, be alert to the consequences of their own behaviour and encourage students to do the same.
- establish positive, effective and professional relationships with other staff, students, and members of the wider community.
- take responsibility for their own professional development and share good practice and materials with other teachers.
- promote self-esteem, confidence and self worth among students and staff and recognise achievement.
- be sympathetic to the general well being of individual members of the College Community.
- participate in College decision making and demonstrate support towards the College and Council.

## School Council Code of Practice

The Mooroopna Secondary College Council acknowledges that it operates within the Education Act and Regulations. Within these regulations and guidelines, this Council has resolved that it will observe the following principles :

- the learning needs of the students will be the primary consideration in decision making.
- College community views will be canvassed and considered on major policy decisions.
- decision making is based on a collaborative model where all Councillors are encouraged to express their views.
- discussions related to individuals will be strictly confidential.
- disagreements will be resolved within the Council. There is strong emphasis on respect for others views and the sharing of a common vision for the advancement of the College.
- loyalty to the College, its Charter and vision and values, its administration and staff will be demonstrated.
- Council will develop policy directions and observe the Principal's right to implement policy in the most appropriate way.
- ensure that teachers have the opportunity for professional development with funding, time, allowances provided, and access to organised activities.
- ensure that staff and students have clean, well lit and adequately equipped classrooms.
- Council members will be supported by receiving information and training, where appropriate, regarding their responsibilities, current College practices and Department of Education policies and directions.
- public comment will be the responsibility of the College Council President and the Principal.
- Council strongly encourages community involvement and support for the College wherever appropriate.
- Councillors will declare conflict of interest where appropriate.

The principles listed above will be supported by using the following practices

- the Council will meet on the third Wednesday of each month at the College at 7.30pm.
- meeting procedures and decision making practices will operate as detailed in the Mooroopna Secondary College Council Standing Orders.
- the Council will delegate certain responsibilities to the following subcommittees Finance, Curriculum, Buildings and Grounds, Uniform, Canteen and other special purpose committees as needed
- there is an active Parents' Club which meets on the last Thursday of each month at the College at 8.00pm. This organisation reports directly to the College Council.
- Role of the Principal is to act as the Executive Officer, and will ensure that
  - adequate advice is provided to the Council on educational and other matters.
  - the decisions of the Council are implemented.
  - adequate support and resources are provided for the conduct of Council meetings.

## COMMUNITY BUILDING

Mooroopna Secondary College recognises that parents of students at the College, as well as residents and organisations in the City of Greater Shepparton, are part of the College community.

In providing a high quality education that is relevant to the needs of local students, Mooroopna Secondary College relies on close co-operation with community members in order to :

- obtain advice and support for its educational programs.
- have access to local resources, eg in business, community services and community organisations in order to relate students' learning to experiences and opportunities in the local community.
- provide work experiences and career advice for students.
- seek community support for sub-committees, working bees and financial advice.
- access appropriate physical facilities for sport, drama, cultural and social activities as the need arises.
- access appropriate support services, such as medical, student welfare and counselling as the need arises.

The College will adopt the following protocol when involving the community :

- the College will co-ordinate all student access to the community for curriculum purposes. Students will follow set procedures as per the VCE Handbook, and work placement procedures as outlined by the Department of Education.
- The College will maintain a register of
  - a) industry visits.
  - b) work experience placements by students.To prevent repetitious information gathering, as per VCE Handbook.
- All students should provide a copy of information obtained to
  - a) Careers and Vocational Education Co-ordinator
  - b) Key Learning Areasfor College community use.
- students will adhere to the College's written Code of Conduct at all times.

The local community is kept fully informed of the College's activities and achievements through :

- regular press releases to local newspaper.
- a fortnightly newsletter, distributed to each family.
- publication of Annual Reports on its performance.
- an annual College Council reporting meeting.
- the College Magazine.
- Presentation Night.
- Parent/Teacher interviews.
- Parent Morning Teas.
- Information Nights.
- Social Evenings.
- an active Parents' Club.

The College will seek feedback from the community on its performance using :

- letters.
- questionnaires.
- work experience employer reports.
- verbal and telephone conversations.
- parent morning teas.
- community representation on all College Council sub-committees.

# STUDENT CODE OF CONDUCT

The Department of Education has developed statewide guidelines relating to School Discipline. The Mooroopna Secondary College Student Code of Conduct is part of these guidelines.

Mooroopna Secondary College values the commitment of staff, parents and students in creating a positive environment where students can achieve their full academic, social and cultural potential. We believe that by active participation in all aspects of the school program students will develop self confidence, self esteem, initiative and independence and will be well prepared for life beyond school.

## STUDENTS' RIGHTS AND RESPONSIBILITIES

Our students are encouraged to promote positive behaviour in their community. They should acknowledge that all students have individual rights that should be respected and that, as a part of the community, they are obliged to respect the rights of other students. Students are encouraged to develop leadership skills through programs such as Peer Support, the House system and through SRC and Forums. The College runs a modified Glasser System of Time Out, in order to develop self discipline in students and have them reflect on their behaviour and its consequences through this system.

## VALUES UNDERLYING THE CODE

The College school community in consultation has agreed that the following values should underpin our School Code of Conduct :

- \* Learning
- \* A sense of belonging
- \* A safe and supportive environment
- \* Caring for each other
- \* An atmosphere of mutual respect amongst the school community
- \* Students being given the right to develop to their potential
- \* Students showing responsibility for their own behaviour
- \* Students accepting responsibility for their own learning
- \* Development of independence
- \* Parent support
- \* Respect for property
- \* Effective communication

## RESPONSIBILITIES

The creation of a positive and constructive learning environment at Mooroopna Secondary College can be fostered by placing clearly defined expectations on students. It is vital that these responsibilities should relate closely to the value statement prepared by the school community.

## STUDENT RESPONSIBILITIES

Students must recognise that they have an active role to play in the school and by understanding their rights and responsibilities they can help to create a positive and safe learning environment at the College. They should make the most of their educational opportunities recognising that the school community will support them in their efforts.

Students should :

- \* Respect the rights of others
- \* Be positive, tolerant and generous to others regardless of differing social and cultural backgrounds
- \* Respect fellow students' rights to learn and the rights of teachers to teach
- \* Co-operate with and support fellow students and staff
- \* Wear the correct College uniform to school
- \* Attend school regularly, punctually, fully prepared and equipped
- \* Apply themselves to their work to the best of their ability
- \* Actively participate in a wide range of College activities
- \* Be aware of and obey school rules

- \* Behave responsibly and accept the consequences of their actions
- \* Adopt a positive approach to their studies and to the school
- \* Be positive ambassadors for the College in the community
- \* Use language which will not be offensive to others
- \* Respect and care for the school facilities and equipment
- \* Follow staff instructions
- \* Seek assistance from appropriate members of staff or fellow students when necessary
- \* Inform their parents of school activities
- \* Make decisions independently of peers

## **STRATEGIES FOR ENCOURAGING POSITIVE STUDENT BEHAVIOUR**

The College is committed to the following strategies :

- \* Give constant positive reinforcement
- \* Improve self concept
- \* Encourage friendship
- \* Develop respect and acknowledge differences
- \* Encourage sharing, tolerance and compassion amongst all students
- \* Enhance and encourage parent/teacher contact
- \* Be actively involved with the students
- \* Make special effort to observe, assist and involve students with problems
- \* Be consistent and fair in applying logical forms of punishment

## **CODE OF BEHAVIOUR**

Because students have the right to be safe and secure, these forms of behaviour are unacceptable :

- \* Fighting, bullying or any other form of threatening behaviour
- \* Verbal and sexual harassment
- \* Leaving the school grounds without permission
- \* Possession of cigarettes or other illegal drugs
- \* Being in the school buildings before the first morning bell, or at recess or lunchtimes without permission
- \* Running or pushing in classrooms or office areas
- \* Riding bikes in the College grounds
- \* Climbing trees or building structures without permission

These rules are essential and non-negotiable, but it is recognised that there will be specific occasions when it is necessary to establish temporary or short term rules, to ensure the safety and uninterrupted education of the students.

## **BREACHES OF THE CODE OF BEHAVIOUR**

Given that students understand the school's code of behaviour, and the effect that breaches could have on themselves and others, it is therefore logical that breaches of code should incur some penalty. The penalty should be logically connected to the breach.

### **Accepted penalties**

- \* Discussion followed by warning
- \* A special program to reinforce a concept or a school rule
- \* Required to repeat a given task to an acceptable standard
- \* Period of detention
- \* Parents' contacted
- \* Time Out Room (Glasser)
- \* Written and/or verbal apology
- \* Deprivation of privileges
- \* Yard Duty
- \* Be referred to the Assistant Principals or Principal
- \* Suspension procedures if disruptive or dangerous behaviour continues
- \* Expulsion in line with Department of Education guidelines

## **STAFF RESPONSIBILITIES**

All teachers should provide a positive role model to both students and colleagues and should be committed to the education and personal development of our students. Teachers should be actively involved in the College and should create a learning environment that will allow students to reach their personal and scholastic potential. Teachers should :

- \* Attend classes punctually and adequately prepared
- \* Plan programs which are relevant, challenging and adaptable to meet all students' needs
- \* Establish clear, challenging and achievable expectations for students and increase the learner's own sense of responsibility
- \* Facilitate intellectual development for all students
- \* Evaluate and strive to improve their teaching programs and methods
- \* Provide a happy classroom environment
- \* Ensure that the classroom and College environment is safe, and conducive to acceptable behaviour and learning
- \* Be aware of and implement the Conduct Code fairly, reasonably and consistently
- \* Promote self esteem, confidence and self worth amongst students and recognise student achievement
- \* Foster an environment where honesty, integrity and a consideration for others is encouraged.
- \* Be sympathetic to the general wellbeing of individual students both inside and outside of the classroom.
- \* Treat all members of the College community with respect and courtesy
- \* Accept that they are professionally accountable to the College community, including students, parents, colleagues and the administration
- \* Encourage and facilitate the active involvement of students and parents in the College and encourage students to have pride in their school
- \* Welcome and involve parents in matters that would be beneficial to student behaviour and learning
- \* Foster a co-operative and professional relationship with other staff

## **School Council Motion**

At the Mooroopna Secondary College Council Meeting of 17 September, the following motion was passed:

“That the Mooroopna Secondary College Council:

1. Endorses the School Charter.
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:**

**Seconded:**

**Carried: Unanimously**