

MOUNT ERIN SECONDARY COLLEGE CHARTER

Date: 2004 - 2007

School No.: 01 – 7028

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SCHOOL PROFILE

Introductory Comment

During the period covered by this charter, Mount Erin Secondary College will be undergoing significant change as it moves from a single campus to a dual campus College. A new 7 – 10 campus will open in Graf Road, Somerville at the start of 2005 for students in years 7 and 8 with years 9 and 10 students being accommodated from the start of the 2006 school year. This new campus will have a long term enrolment of 600 students. The Frankston South campus will remain a 7 – 12 campus. It is expected that the total enrolment of the entire College will remain at current levels.

Vision

At Mount Erin we firmly believe that quality teaching is the key to effective learning and positive outcomes. Our vision over the next three years is to

- establish an effective dual campus college offering high quality, broad educational programs that engage students and allow them to reach their full potential
- ensure the promotion of a congenial college wide atmosphere of mutual respect and responsibility that encourages students to apply their thinking and communication skills in cooperation with their teachers and each other as they aspire to excellence
- deliver a broad curriculum that reflects best practice, incorporates the effective use of learning technologies and allows students to become life long learners
- support and nurture staff to work together in teams to ensure the development of each and every student and the achievement of the College vision, goals and priorities
- provide a range of leadership opportunities, extra curricular, support and extension programs for students to ensure a wide range of educational experiences within a supportive and caring community

Values

The College ethos is one of caring for each student as an individual, and it aims to provide a safe, happy and friendly environment where students and staff develop positive relationships and all students are encouraged to reach their full potential. The ethos is heavily influenced by research around the Middle Years and underpins a substantial on-going program restructure that incorporates curriculum, pastoral, welfare and organisation change and development. The College has recently changed the structure of the school day to provide for longer periods of time for students in class with individual teachers to encourage a greater depth of study and provide for improved individual assistance.

In broad terms, the College values are incorporated in the following aims:

We strive to

- encourage all students to develop to their maximum potential
- encourage all students to develop as highly motivated, confident individuals
- encourage all students to develop the ability to be active and effective learners throughout their lives
- provide a learning environment that promotes high levels of student self-esteem
- maintain strong links and an effective transition program with the local primary schools
- assist all students to understand the need for a set of values, and encourage all students to accept commonly held community values
- instill in students a sense of school and community pride, and
- provide pathways to ensure that when students leave the College, the post school destination is seen by the student as 'a success'.

Context

Mount Erin Secondary College is located in South Frankston at the northern end of the Mornington Peninsula. The school originally opened in 1990 as a comprehensive Secondary College replacing the previous Baxter Technical School.

It is currently situated on a single site of 15 hectares in a bushland setting. A second new 7 – 10 campus on an 8 hectare site will open in Graf Road, Somerville at the start of 2005.

The current student enrolment is at an all time high of 1150 students. This represents a doubling of the student population over the past ten years. Approximately two-thirds currently travel by bus from the surrounding townships of Somerville, Tyabb and Pearcedale. The remaining students live in the Frankston Heights, Frankston South, Lakewood and Baxter areas closer to the existing campus.

The College works closely with the local primary schools as part of the "Mulberry Hill Cluster" to support students in the Middle Years and enhance their progression from the primary to secondary sector.

The opening of the new campus in Somerville is expected to split the Year 7 intake fairly equally across the two sites. This campus has been designed on Middle Years Principles and will allow the offering of innovative programs for students in Years 7 to 10. The Frankston South campus will continue as a Year 7 to 12 Campus. Programs at the VCE level will be expanded.

One of the challenges for the College is to ensure the effective transformation from a single to dual campus site. The College recognizes that maintaining and promoting strong links with communities attached to either campus and the College as a whole, is very important.

The College is a member of the Frankston Network of Schools, even though its catchment area is mainly in the Mornington Peninsula Shire. This may be reviewed with the opening of the new Year 7-10 campus at Somerville, especially as most of the students reside to the south and east of the existing College in the Mornington Peninsula Shire.

The College is organised into three sub schools – Junior (Years 7-8), Middle (Years 9-10) and Senior (Years 11-12). Each sub school has a management team and a group of form (class) teachers. Over the past three years the College has endeavoured to locate each sub school in a particular area of the school to develop ownership and identity.

In 2002, there were 80 FTE (Full Time Equivalent) teaching staff, five support teaching staff (LOTE, Integration, Instrumental Music, Student Welfare and Literacy intervention), and 15.4 (FTE) non teaching staff (including Business Manager, Office Manager, Computer Technician, Student Counselor, School Nurse and Psychologist). There were six Integration Aides (0.8 each) to support up to 22 students funded by the Disabilities and Impairments (D&I) program. The College's Deaf Facility is managed by a Leading Teacher and is staffed by two teachers of the deaf and three interpreters. Twelve students were enrolled in 2002.

Mount Erin Secondary College offers a wide range of programs to cater for students in a supportive and caring community. They include: Performing and Visual Arts, a feature at all year levels with an active Drama program, annual College production and various festivals and performances; Instrumental Music; Sport Education and Outdoor Education; Camps and Excursions; sister school arrangements with two schools in Indonesia and one in Greenland; the Victorian Youth Development Program; Student Leadership, including Student Representative Council, Peer Mediation and Peer Support. E Learning and ICT is a key component of all areas of the curriculum. The College has a Select Entry Accelerated Learning Program (SEAL) which is in its 3rd year of operation.

The College is also responsible for the management of *Operation New Start*, an intensive program for students at risk. This is staffed by two teachers (funded by the Southern Metropolitan Region of the Department of Education and Training) and a Senior Constable (funded by Frankston Police).

The closest secondary school is Frankston High School (1.2km) with enrolment restrictions that have had implications for enrolment patterns at Mount Erin. Other surrounding government schools are Karingal Park, Langwarrin, Westernport and Mount Eliza Secondary Colleges. Non-government schools include Bayside Christian, Flinders, Padua, Woodleigh and John Paul Colleges.

There is a great diversity in terms of financial status and the level of support available to students at home. There are a significant number of single parent families and families where both parents work.

The College is in Like School Group (LSG) 4. The current SLN (Student Learning Needs) Index is 0.6166.

The College has a small but active parent/community group, the *Friends of Mount Erin (FOME)*, which meets each month. The group plans fundraising/school support activities. In 2001, the College introduced a Community Liaison position to increase school and community links. A Past Students' Association has been established and a successful school reunion was held in 2002.

Considerable development of facilities has occurred since 1996, including major maintenance; construction of a Resource Centre, Visual Arts and Information Technology Laboratories, Conference Centre, Music Centre, garage, and upgrading of the College grounds. The College has a strong belief in the provision of high quality facilities for students.

Mount Erin is a Biosphere School and is committed to forging strong links with the community to promote a sustainable environment.

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</p> <p>To improve the performance of all students in all Key Learning Areas 7 – 12 and have students maximise their learning potential</p>	<p>Required Measures</p> <p>Student achievement in Maths and English against the CSF (Years 7-10)</p> <p>VCE results in Maths and English</p> <p>VCE aggregated grades for all studies VCE results in all studies</p> <p>Percentage of VCE study scores over 40</p> <p>Additional School Measures</p> <p>Literacy / Numeracy test results (benchmarks at Year 7)</p> <p>AIM test results</p>	<p>Consistent application of agreed goals for teaching and learning throughout the College (priority)</p> <p>Student Achievement Levels at the VCE</p> <p>Student performance across all Key Learning Areas from years 7 - 10</p>	<p>English and Maths CSF results close to like school bench marks. Smaller numbers of students performing above indicative levels</p> <p>Most VCE/VET study scores below State and LSG means</p> <p>School benchmarks for all CSF areas established</p>	<p>English and Mathematics CSF and VCE Student Achievement data to be equal to or above Like School Group (LSG) Means each year until 2006</p> <p>Improvement each year on all Key Learning Area benchmarks from 2004 to 2006</p>

<p>To improve teacher judgements for interpreting student performance against CSF levels, through improved student moderation processes and the investigation of the use of appropriate standardised tests</p> <p>That the College CSF and VCE approaches be monitored and improved to achieve improved outcomes</p>	<p>KLA results benchmark data</p> <p>Student aspiration surveys</p> <p>Performance data for boys (CSF/ VCE etc)</p>	<p>Programs and support structures to support the education of boys</p> <p>The aspiration of students and development of strategies to ensure programs, particularly in the Middle School and VCE, support these aspirations</p>	<p>Literacy testing of Year 7 indicates a significant proportion of students with poor literacy skills</p> <p>Deterioration of performance of boys compared to girls as they progress from Year 7 - 10</p>	<p>Boys' results for English and Mathematics to improve at each year level until 2006</p> <p>Increased percentage of students at Better than expected level for teacher assessments against the CSF for English and Mathematics each year at each year level until 2006</p>
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<p>Curriculum Provision To provide through all Key Learning Areas a range of VCE (Victorian Certificate of Education) /VET (Vocational Education Training)/ VCAL (Victorian certificate of Applied Learning) programs, a comprehensive curriculum which fosters high levels of student retention and success in attaining tertiary entrance, further education or employment</p>	<p>Required Measures Time allocated to each KLA</p> <p>Parent Opinion survey: quality of teaching, academic rigour and student reporting scales</p> <p>Destination of exit students in Years 10 –12</p> <p>Real and apparent student retention in Years 7 - 12</p> <p>Additional School Measures Number of VCE/VET subjects offered to students</p> <p>Number of programs offered to students 7 – 12</p> <p>Proportion of students with a Managed Individual Pathway</p> <p>Tracking of exit students</p>	<p>To increase the range of programs in the VCE, including VET and VCAL</p> <p>To increase real student retention rates in Years 7-10, 7-12, 10-11 and 11-12</p> <p>To increase parent awareness and support for the College's curriculum and delivery of programs</p>	<p>In 2002 27 Year 12 studies viable</p> <p>In 2002 17 VET studies undertaken by students</p> <p>Real retention data for Years 7 –12 of 46.9%</p> <p>Parent Opinion Surveys showed a decline in 2002 and were marginally below like school benchmarks</p>	<p>Increase in the number of VCE programs, including VET and VCAL, taken by students each year from 2004 to 2006, using 2003 as the benchmark</p> <p>Real Student Retention rates for Years 7-10, 7-12, 10-11 and 11-12 to be equal to, or above the State Means by the end of 2005</p> <p>Parent response to the Quality of Teaching, Academic Rigour and Student Reporting variables of the Parent Opinion Survey to be above the State Mean each year until 2006</p>
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Environment Goals

GOAL	PERFORMANCE MEASURE	IMPROVEMENT AREAS	BASELINE SCHOOL PERFORMANCE	SCHOOL TARGETS
<p>To provide a caring, safe and positive environment for all members of the College community. To provide opportunities for the personal development (social and academic) of all students.</p>	<p>Required Measures Parent Opinion survey Student attendance Student accident data</p> <p>Additional School Measures Managed Individual Pathways Career Path/Aspiration survey Student Opinion survey Student destination data Behavioural incidents</p>	<p>Student Wellbeing and Connectedness to the College (priority)</p>	<p>Feelings about Self and School Survey to be benchmarked.</p> <p>Communities that Care benchmarks established</p> <p>The mean student absence in 2002 was 18.1 days which is above the benchmark mean</p> <p>Parent result showed a decline in 2002 and below benchmark</p> <p>Staff opinion survey below benchmarks for effective discipline policy and student misbehaviour variables</p>	<p>Improvement each year in each section of the Feelings about Self and School (Secondary version) survey from the 2003 benchmarks to 2006</p> <p>Student absences at each year level to be below the State Mean each year until 2006</p> <p>Parent response to the General Environment section of the Parent Opinion Survey to be above the State Mean each year to 2006</p> <p>Improvement each year in the Effective Discipline Policy and Student Misbehaviour variables of the Full Diagnostic Staff Opinion Survey</p>

Management Goals

GOAL	PERFORMANCE MEASURE	IMPROVEMENT AREAS	BASELINE SCHOOL PERFORMANCE	SCHOOL TARGETS
<p>To ensure that school leadership and management is characterised by:</p> <p>Effective and efficient structures and processes</p> <p>Clear and shared vision</p> <p>Collaborative and effective decision making</p> <p>High levels of professional growth</p> <p>High levels of staff teamwork, and</p> <p>Effective communication</p>	<p>Required Measures</p> <p>Staff opinion survey</p> <p>Non-certified staff sick leave</p> <p>Additional School Measures</p> <p>Staff opinion – full diagnostic survey</p> <p>Annual Review and Appraisal Data</p> <p>Restructure feedback</p>	<p>Organisational Health</p> <p>To develop programs and strategies to improve staff morale and quality of worklife through management strategies including management of time and change</p> <p>To promote a collegial approach to leadership and management focusing on individual personal growth, cooperation and teamwork (priority)</p>	<p>In 2002 scores for all variables in the Staff opinion survey showed a slight decline.</p> <p>Non certified sick leave days are slightly above 2002 benchmark mean.</p>	<p>Improvement each year in all sections of the Full Diagnostic Staff Opinion Survey</p> <p>Staff morale to be above the State Mean by the end of 2006</p> <p>Non certificated sick leave days per teacher and total sick leave days per teacher to be equal to, or below the State benchmarks each year</p>

Resources Goals

GOAL	PERFORMANCE MEASURE	IMPROVEMENT AREAS	BASELINE SCHOOL PERFORMANCE	SCHOOL TARGETS
<p>To ensure that budget allocations reflect the goals, priorities and improvement areas of the College Charter.</p>	<p>Required Measures Combined comparative receipts and payments report</p> <p>Additional School Measure Facilities Plan</p>	<p>To develop a Facilities Improvement Plan, including the development of facilities at both campuses, to allow for effective use by students and staff</p> <p>To provide more comprehensive evidence of expenditure on charter priorities and improvement areas</p>	<p>The College currently has a range of plans that require consolidation</p> <p>Using existing Cases Chart of Accounts structure</p>	<p>Development of a College Facilities Improvement Plan by the end of 2004</p> <p>College Council approval of goals, priorities and improvement areas expenditure for each year to 2006</p>

PRIORITIES

Priority One

Teaching and Learning: to develop and ensure consistent application of agreed goals for teaching and learning throughout the College.

Current School Performance

College CSF results have varied when compared with LSG benchmarks. VCE English results have declined over the past three years and low literacy levels are being identified through standardized testing and benchmarking of the Year 7 intake. Comparatively few students are performing above expected CSF levels and smaller numbers are gaining high ENTER scores at VCE. The performance of boys remains a concern across most subject areas and year levels. Benchmarking of available data and standardized literacy and numeracy testing at junior levels will provide benchmark data for future comparisons.

Intended Outcomes

- A consistent whole school approach to the delivery of Literacy and Numeracy in the classroom
- Establishment of targets and benchmarks for all Key Learning Areas
- Improvement in the academic performance of boys
- Increased number and support of student high achievers at all year levels

Performance Measures

- Student achievement in Maths and English against the CSF (Years 7-10)
- VCE results in Maths and English
- VCE aggregated grades for all studies
- VCE results in all studies
- Percentage of VCE study scores over 40
- Literacy / Numeracy test results (benchmarks at Year 7)
- AIM test results
- KLA results benchmark data
- Student aspiration surveys
- Performance data for boys (CSF/ VCE etc)

School Targets

- English and Mathematics CSF and VCE Student Achievement data to be equal to or above Like School Group (LSG) Means each year until 2006
- Improvement each year on all Key Learning Area benchmarks from 2004 to 2006
- Boys' results for English and Mathematics to improve at each year level until 2006
- Increased percentage of students at better than expected level for teacher assessments against the CSF for English and Mathematics each year at each year level until 2006

Initial Implementation Strategies

Data Gathering and Analysis

- Bi-annual collection and analysis of CSF Student Achievement data
- Annual collection and analysis of AIM data
- Annual collection and analysis of VCE results
- Annual collection and analysis of achievement data for boys
- Survey of all Years 7-12 students to determine their aspirations each year

Programs and Policy Development

- Development of a mentor/support program across all year levels, and especially Years 10-12, to foster and support high achievers
- Assessment of all new students to the school in Years 7-10 in English and Mathematics
- Development of programs and structures to support the education of boys
- Establishment of targets and benchmarks of results for all eight KLAs
- Ongoing development of programs that meet the aspirations of students
- Increased teacher use of ICT (Information and Communication Technologies)

Professional Development

- Ongoing professional development for teachers in relation to programs and strategies for Literacy and Numeracy
- Training of teachers in moderation of assessment of CSF levels in all KLAs to ensure accuracy and consistency
- Staff to discuss and share teaching methods and strategies with each other through small teams
- Staff awareness of current CSF Student Achievement and other relevant data
- Training of teachers in use of ICT in curriculum delivery

Resource Support

- Allocation of sufficient resources in the College annual budget to cover this priority
- Teaching support staff

- Provision of release time for teachers to attend PD activities within and outside school hours
- Department of Education and Training support personnel
- Development of the intranet
- Networking of computers so that all staff have computer access at their desks

Management

- Assistant Principal – Teaching and Learning to be responsible for leadership of the Teaching and Learning Priority Team for the implementation of this priority
- Ongoing commitment, support and recognition of this priority by the Leadership Team.

PRIORITIES

Priority Two

Student Wellbeing and Connectedness to the College

Current School Performance

The College provides a number of support programs (D&I, Literacy Intervention, Welfare, extension, leadership etc.) and a broad range of curriculum and pastoral approaches to support and encourage student “success.” Many students are still disconnected / disengaged from school; as evidenced by absence and retention rates, both of which the College wishes to improve. College absence rates have increased over the past three years (a statewide trend) and while College retention rates have improved they are still below state and LSG benchmark figures. The College will establish benchmark figures through annual student “Feelings about Self and School” surveys. A downturn in staff and parent opinion survey results relating to student engagement and behaviour was evident in 2002.

Intended Outcomes

- Improved student wellbeing and connectedness at the College
- Improved student attendance at all year levels
- Improved parent and staff perception about the College environment

Performance Measures

- Student attendance data
- Parent opinion surveys
- Staff opinion surveys
- Student opinion surveys (Feelings about Self and School / Communities that Care, etc)
- Student destination data (all levels)
- Real and Apparent retention rate figures
- Proportion of students with Managed Individual Pathways Plans
- Student management data (suspension and expulsions)

School Targets

- Improvement each year in each section of the Feelings about Self and School (Secondary version) survey from the 2003 benchmarks to 2006
- Student absences at each year level to be below the State Mean each year until 2006
- Parent response to the General Environment section of the Parent Opinion Survey to be above the State Mean each year to 2006
- Improvement each year in the Effective Discipline Policy and Student Misbehaviour variables of the Full Diagnostic Staff Opinion Survey

Initial Implementation Strategies

Data Gathering and Analysis

- Annual collection and analysis of the Student Opinion Survey (Feelings about Self and School – Secondary version)
- Annual collection and analysis of Student Attendance data and the State Means
- Annual collection and analysis of the Parent Opinion Survey
- Annual collection and analysis of the Full Diagnostic Staff Opinion Survey
- Annual collection and analysis of Student suspension and expulsion data

Programs and Policy Development

- Continuation of relevant programs in the Health and Physical Education KLA to promote student wellbeing , connectedness and engagement
- Strengthening of the pastoral role of form teachers at all year levels
- Continuation of proactive approach to student management
- Involvement of students in addressing this priority
- Annual review of reasons for student absences at all year levels and development of strategies to address relevant issues
- Involvement in the local school cluster's Innovation and Excellence Project
- Encouragement of parent involvement in students' education

Professional Development

- Regular information and communication between parents, teachers and students about student attendance, student wellbeing and connectedness and the College environment
- Review of Discipline Policy and student classroom and management practices

Resource Support

- Continuation of appointment of a Leading Teacher – Student Wellbeing and Development
- Teaching support staff
- Department of Education and Training support personnel
- Employment of external consultant to focus on student and classroom management
- Collegiate support, mentoring, shadowing, and regional and network contacts

Management

- Assistant Principal – Student Wellbeing and Connectedness to be responsible for leadership of the implementation of this priority
- Ongoing commitment, support and recognition of this priority by the Leadership Team.

PRIORITIES

Priority Three

Organisational Health:

- To develop programs and strategies to improve staff morale and quality of worklife through management strategies including management of time and change
- To promote a collegial approach to leadership and management focusing on individual personal growth, cooperation and teamwork

Current School Performance

The College has made Staff Welfare and Morale a priority over the past three years. Measures of morale and staff well being have varied over the time and the College wishes to continue to focus on this area as a priority. Staff Diagnostic survey results showed a decline in 2002. A Leading Teacher responsible for Staff Welfare and Development was appointed in 2002, and all staff undergo performance review and appraisal processes with members of the College leadership team. A substantial review of College team and leadership structures will be undertaken during the life of the new Charter, and as part of the process associated with the development of the new campus at Somerville.

Intended Outcomes

- Ongoing improvement in staff morale
- Stronger commitment by all staff to the College's agreed goals, priorities and improvement areas
- Improved communication to assist commitment to the implementation of the new College Charter

Performance Measures

- Staff opinion surveys
- Staff sick leave data
- Annual review and appraisal data
- Restructure feedback

School Targets

- Improvement each year in all sections of the Full Diagnostic Staff Opinion Survey
- Staff morale to be above the State Mean by the end of 2006
- Non-certificated sick leave days per teacher and total sick leave days per teacher to be equal to, or below the State benchmarks each year

Initial Implementation Strategies

Data Gathering and Analysis

- Annual collection and analysis of the Full Diagnostic Staff Opinion Survey, commencing October 2003
- Completion of the Full Diagnostic Staff Opinion Survey by all teaching and non teaching staff each year
- Development of an action plan in response to each Full Diagnostic Staff Opinion Survey
- Annual collection and analysis of teacher sick leave data

Programs and Policy Development

- Continuation of a representative Staff Health and Wellbeing Team
- Development and implementation of a Decision making Policy
- Review of current management structures and decision making processes
- Annual review and development of staff roles and responsibilities
- Annual review of the College Professional Development Plan
- Continuation of Annual Performance Appraisal for all staff

Professional Development

- Ongoing development of the College Professional Development Plan
- Training of all staff by an external consultant in communication skills, including giving and receiving feedback and self reflection
- Identification of opportunities for PD to be publicised through email, daily bulletin and personal approach
- Acknowledgement of staff achievement and contribution to the school community

Resource Support

- Employment of external consultant to focus on staff health and wellbeing
- Provision of release time for staff to attend relevant PD activities
- Continued appointment of a Leading Teacher to the Staff Development and Wellbeing role
- Allocation of funds in the annual budget for the priority of Organisational Health
- Collegiate support, mentoring, shadowing and network contacts

Management

- Assistant Principal – Organisational Health to be responsible for the leadership of the implementation of this priority
- Ongoing commitment, support and recognition of this priority by the Leadership Team.

CODES OF PRACTICE

Principal Class Code of Practice

The Principal and Assistant Principals of Mount Erin Secondary College will provide outstanding leadership and management to the College. It is expected that they will have a high profile around the College and amongst the College community and will be readily accessible to students, staff and parents.

The Principal will manage and lead the College in accordance with DE&T and contractual agreements, expectations and codes of conduct. As Executive Officer of the College Council, the Principal will ensure that:

- adequate advice is provided to the Council on educational and other matters
- the decisions of Council are implemented
- adequate support and resources are provided to ensure the efficient and effective operation of Council meetings.

The Principal Team will provide educational leadership and management in the following ways:

- encourage and foster an environment which values high levels of self-esteem
- work with the College Council to determine policies which are consistent with staff, students, parents and community needs and Government and DE&T policy guidelines and directives
- provide leadership, advice, information and support to Council, parents, staff and students
- manage and monitor the implementation of College Council priorities and policies
- establish sound and effective administrative structures and procedures
- encourage the use of high quality teaching and learning practices
- develop and monitor, in consultation with staff, the implementation of professional development programs
- ensure the involvement of staff in the achievement of College goals and priorities as expressed in the Charter
- provide feedback on performance to sections of the College and individuals
- co-ordinate a safe and harassment free environment for students and staff
- encourage and facilitate community involvement in student learning and school decision-making
- consult appropriately on College operational practices and adopt collaborative decision-making process whenever possible
- develop an organisational structure which values teachers working together in teams to support the delivery of high quality learning experiences for students.

The Principal Class Team will be responsible for the establishment and management of a new administrative structure and changed procedures to ensure the efficient operation of the College on a day-to-day basis as it develops from single to dual campus.

Staff Code of Practice

Mount Erin Secondary College is characterised by teachers with a high level of expertise and commitment. We aim to create a learning environment which stimulates interest in learning, promotes excellence and accepts the needs of students for both challenge and support. This code needs to be read in conjunction with the **Teaching and Learning Policy** and the **Role Statement for Classroom Teachers and Non-teaching Staff**.

Responsibilities:

- foster positive and supportive relationships with students upon which effective teaching and learning depend
- share explicitly with students the expectation of the Student Code of Conduct which enables all students to work productively
- provide a professional role model for students in the areas of behaviour, manner, self-discipline, dress and commitment to achieve to the best of their ability
- take an active part in the general life of the College, upholding and implementing its policies and codes
- communicate in a respectful and professional way with all members of the College Community
- participate in the collaborative planning and evaluation of programs and policies which are sequential and inclusive of all students and their needs
- provide curriculum that is accessible and challenging for all students
- provide students with an outline of Learning Outcomes and Assessment Criteria for each unit of work
- establish a learning environment where all students achieve to the best of their ability
- encourage excellence and recognise student success which may be demonstrated in a range of ways
- through a range of monitoring and reporting processes encourage students to become active and responsible learners
- keep abreast of curriculum developments, initiatives and publications from the Victorian Curriculum and Assessment Authority and the Department of Education and Training
- work within the framework of the College Charter, employer policies and regulations and the law, such as Occupational Health and Safety Requirements, the EO Act and the Racial and Religious Tolerance Act
- actively participate in the performance appraisal process
- engage in critical self reflection of professional practices to improve the quality of teaching and learning
- actively participate in professional development activities and programs

Rights:

To support staff fulfil these responsibilities (within the constraints that arise from DE&T guidelines, available resources and the need for flexibility in the management of a large school), the Mount Erin administration and community aims to provide staff with the following rights:

- an environment where classroom programs are highly valued and resourced accordingly
- opportunity to work in a safe, healthy and non-discriminatory environment

- an environment which is supportive of, and acknowledges, the professional contribution of individuals and teams
- where appropriate, open and collaborative decision-making processes which foster effective communication
- feedback, encouragement and professional development to support on-going delivery of high quality programs
- current information about professional development options and career paths
- support from the College Administration and parents in the delivery of education services.

School Council Code of Practice

The Mount Erin Secondary College Council works to support the implementation of the goals and priorities designed to support the on-going growth and development of Mount Erin students.

Within the framework of the Education Act and Regulations, the following principles will guide Council actions:

- Student learning will be the primary consideration in decisions and policy formulation.
- School community views will be sought and considered prior to major policy decisions.
- Collaborative decision-making will be emphasised. Decisions put to a vote will be decided by a majority.
- Council will oversee the development of policies. The most appropriate way to implement these policies will be at the discretion of the Principal supported by the Assistant Principals.
- Council members will be offered training (as appropriate) regarding their responsibilities and current school and DET policies
- Public comment will be the responsibility of the College Council President and the Principal.

The College Council will observe the following practices:

- The Council will meet at least eight times per annum and a quorum is required for a meeting to take place.
- Meeting procedures will follow the structure of an Agenda posted prior to the scheduled meeting.
- Three sub-committees will operate:
Education
Finance
Special Projects
Additional sub-committees will operate when required. This will be particularly relevant during the period when the new campus is being established. A Planning Committee and a Consultative Committee have been established.
- The sub-committees will consist of both DE&T and non-DE&T members of Council.
- Sub-committees will be responsible for developing draft policy for their area.
- The Council members of sub-committees may co-opt staff and parents as necessary.

COMMUNITY BUILDING

The Mount Erin Secondary College community of students, staff and parents, welcomes and encourages the support and active involvement of our extended community of local residents, businesses, feeder schools and community organisations.

In order to meet the educational needs of all students, the College is committed to building a partnership with its extended community. On-going communication that is respectful of all parties is an essential element of this partnership.

The College will foster effective communication processes to further develop links with our community in the areas of

- student development and educational needs
- sponsorship and resourcing
- shared facilities
- commercial enterprises
- community support programs

The College will ensure that, through monitoring and controlling demand, community resources are not misused or overburdened.

The College will inform the community of its activities and achievements through:

- fortnightly newsletters
- regular press releases to the local media
- formation of, and support for, parent groups
- open days and information evenings
- publication and distribution of information material
- public performances and displays of students' work
- presentation of the College Council Annual Report at a public meeting
- College Magazine
- College Awards Night

The College welcomes feedback from the community on its performance through:

- surveying the level of community satisfaction (including Annual Review)
- Friends of Mount Erin and other parent groups
- local Feeder Primary Schools
- student representation on Council and Student Representative Council
- consultations with former students

STUDENT CODE OF CONDUCT

Mount Erin Secondary College, aims to achieve a safe, fair and fulfilling environment in which recognition is given for co-operation, effort and achievement. Students are expected to take increasing responsibility for their behaviour and work to the best of their ability.

College Rules:

The College aims to promote self-discipline, self-esteem and acceptance of the principles of fairness, honesty and respect for other people. The importance of goodwill between students, parents and staff cannot be overestimated. Trust, courtesy and clear, open communication are vital components of supporting student growth towards maturity and increasing responsibility. To this end, the college has adopted two main College rules:

- **Teachers and students must treat each other with respect**
- **No student has the right to disrupt the learning of others**

Approaches to Discipline:

The Mount Erin Secondary College community believes that a positive approach to student management requires all members of the school community to:

- communicate in ways which model courteous and considerate approaches to solving problems, negotiation and in the clarifications of expectations
- value the promotion of quality interpersonal relationships
- promote and reward individual effort towards the achievement of excellence
- impose any discipline procedures calmly and non-punitively, in a manner that supports the student to learn from inappropriate behaviour. It is the behaviour that is focussed on as unacceptable and not the student
- focus on issues in ways which value negotiation and assist students to take responsibility for their actions
- promote pride and responsible ownership of school facilities and the property of others.

Student Responsibilities:

- to demonstrate a commitment to implement the two key College rules in a manner that brings credit to themselves and to the College community
- to work to the best of their ability and take responsibility for their learning
- to communicate any concerns to an appropriate staff member or student
- to bring appropriate equipment to class
- to comply with the College uniform policy
- to be courteous, considerate and punctual
- to take responsibility for their own actions
- to be supportive of each other

Students Rights:

- to work and play in a secure environment without intimidation
- to be treated fairly and equally regardless of physical, intellectual, sexual, racial, cultural, or religious difference
- to have access to curriculum and teaching strategies that support on-going development, talents, interests and ambitions
- to express their concerns and receive help to resolve conflict or address problems

Breaches of Code of Conduct:

When breaches of the Code of Conduct occur, the Student Welfare and Discipline Policy outlines a menu of consequences which teachers can select according to the circumstances surrounding the incident:

- the classroom teacher has the primary responsibility for student management, but may need to call on the support of the Form Teacher, Year Level Co-ordinators, Student Welfare Co-ordinator and Administration
- as far as possible, sanctions should result in logical consequences of behaviour which encourage students to learn from their mistakes
- the Student Welfare and Discipline Policy requires the use of Incident Report Sheets which support communication with parents, via Year Level Co-ordinators and an Assistant Principal.

Any of the following **serious breaches of conduct** will be referred immediately to the Principal, Assistant Principal or Sub-school Director, who will decide on consultation the appropriate action, ranging from contracts, suspension or in very serious cases, expulsion:

- fighting, bullying or other dangerous behaviour
 - physical or verbal abuse of a student or teacher
 - deliberate failure to comply with a teacher's instruction
 - alcohol, tobacco or other drug related incidents.
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- This code also acknowledges the *Racial and Religious Tolerance Act 2001* which supports racial and religious tolerance and prohibits vilification on the ground of race or religion.

School Council Motion

At the Mount Erin Secondary College Council meeting of 18th November 2003, the following motion was passed:

“That the Mount Erin Secondary College Council:

1. Endorses the school charter to be effective from 28/11/2003.
2. Empowers the Principal to make minor amendments to the wording of the School Charter that may be necessary during negotiations with the Department of Education and Training.”

Moved: Bruce Andrews

Seconded: Heather Worrall

Carried: Unanimously