School Review Report 2018

South East Victoria Region School Number 3988

Kingsville Primary School

August 13, 16, 20 and 21, 2018

Strategic Plan 2015–18

School Principal	Name: Kath Ginnane
School Council President	Name: Glen Yates
Senior Education Improvement Leader	Name: John Stone
Accredited School Reviewer	Name: Carolyn Woodhouse
Review Company	Name: Monash University

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1. Public section

<table>
<tr><td colspan="2">**1.1 SCHOOL CONTEXT**</td></tr>
<tr><td>**Location and history**</td><td>Kingsville Primary School (Kingsville PS) established in 1919 is situated in the City of Maribyrnong. It is located in the suburb of Yarraville, nine kilometres west of Melbourne's central business district in a residential area. For 99 years the school has served the community and has responded to significant changes in student enrolment, overall demographic and socio–economic changes.</td></tr>
<tr><td>**School facilities**</td><td>The buildings consist of the original structure, two permanent classroom blocks and relocatables providing for 31 learning spaces. There is also a Library, Visual Arts Centre, Multipurpose Hall plus a school managed building used for Out of Hours School Care. External facilities include a synthetic oval, grassed, asphalt, shaded and passive play areas. A kitchen garden is a feature with parent, teacher, and student use of this facility.</td></tr>
<tr><td>**Enrolments**</td><td>The enrolment in 2018 was 629 with numbers maintained during the School Strategic Plan (SSP) period (2015: 627) (2018: 629). Children from families with non–English speaking background have decreased and, 8.6 per cent of current students were born overseas.</td></tr>
<tr><td>**SFO and SFOE**</td><td>The community has altered over the last two decades with the Student Family Occupation (SFO) index moving from 0.4766 in 2008 to 0.2214 in 2018.</td></tr>
<tr><td>**Staff profile**</td><td>The staffing profile of Kingsville PS is Principal, two Assistant Principals, one Leading Teacher and Business Manager. There are 41.68 equivalent full time (EFT) staff, two administrative, three Principal, 37 teacher class and four Education Support (ES) staff.</td></tr>
<tr><td>**Curriculum**</td><td>A government Foundation–Year 6 school, Kingsville PS is also an International Baccalaureate (IB) World School, authorised to implement the Primary Years Programme (PYP), a curriculum framework for international education. The school provides an approved curriculum framework using the Victorian Curriculum Foundation–Year 10 and enhancement includes outdoor education, camping, interschool sport, choir, lunch time clubs, water safety and student leadership programs. The current class organisation is Foundation (five), Year 1 (four), Year 2 (four), Year 3 and 4 (seven composite), Year 5 (three) Year 6 (three).</td></tr>
<tr><td>**Additional information**</td><td>The school is well supported by its School Council and has an active Parents and Friends Association. Parents work voluntarily on School Council, sub–committees and a range of working parties. Parents and grandparents assist in classrooms and contribute to the success of individual students and in turn the school.</td></tr>
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1.2 SCHOOL HIGHLIGHTS

- The panel noted through data analysis that parent opinion data showed continued high levels of overall school satisfaction throughout the review period. Parents responded very positively to areas of school pride and confidence, parent participation and involvement and school support. Influencing factors included introduction of new software package (Compass) that allowed for greater communication avenues, including areas of attendance, learning tasks, news feeds, emailing and events; planned opportunities for student sharing of learning with parents, e.g. Share and Connect days, Year 6 Exhibition, Student Led Conferences, special days (Italian, fete, concerts); development of an enhanced induction program for parent helper/volunteers. The parents interviewed expressed strong support for the PYP that the school operated within.

- The panel observed through teacher focus groups and data that the school built a culture of teacher collaboration, indicated by over 90 per cent of staff responding positively to areas relating to practice improvement in the staff opinion survey. Influencing factors included the induction program for new and returning staff that staff spoke very highly of, implementation of the Department of Education and Training (DET) Performance and Development process which ensured a line of sight for all to system, school and individual goals; a school developed framework and expectations for peer observation; strategic resource management systems in place that allowed for greater opportunities for collaboration; training of staff to be leaders in the curriculum area of literacy that started to have an impact on teacher practice; professional learning teams (PLTs) that had a strong connection with school priorities in literacy and numeracy.

- The data that the panel reviewed along with staff interviews confirmed that the school's aggregated percentage of students with high growth between 2015–17 displayed consistent performance above and well above schools with similar characteristics. The panel through discussion determined that this was due in part to the Learner Attributes that all students followed in the school that built confidence and enabled students to set appropriate learning goals in collaboration with their teachers that in turn improved their learning.

1.3 SUMMARY OF KEY REVIEW FINDINGS

Performance against the School Strategic Plan (SSP) goals

SSP Goal 1:

The 2015–18 SSP for Kingsville PS set a goal to maximise the learning in literacy and numeracy for each student. The panel found the school partially met this goal, with two of five targets partially met. The panel noted the work done to improve the teaching of Literacy and noted some signs of improvement in this area although writing needed addressing.

SSP Goal 2:

The 2015–18 SSP for Kingsville PS set a goal to enhance the engagement in learning for every student. The panel found that the school met this goal, with all targets met. There was significant improvement in 2018 data.

SSP Goal 3:

Another goal set by Kingsville PS in the 2015–18 SSP was to enhance support for every student to build their social and emotional wellbeing. The panel found the school partly met this goal, with two targets met. The panel agreed that unexplained student absence was an area that should be addressed.

Findings against the Terms of Reference (ToR) Focus Questions

ToR Focus Question 1: To what extent does the school employ differentiated evidence–based consistent whole school pedagogical approaches?

The panel found through interrogation of the data, discussions with staff and classroom observations, elements of pedagogical approaches in place in areas of writing, mathematics, reading and spelling, though these were not necessarily used consistently.

The panel found there were collaborative planning opportunities for cross level planning and incorporated specialist planning with level teams. For consistency and high reliability there were non–negotiable expectations on planning, assessment and instructional practice. There were programs and policies around teaching of spelling, reading, writing and maths. Guaranteed and viable curriculum was delivered through a Program of Inquiry (POI) across the school that was regularly audited and updated.

The panel reviewed assessment practices and found the school had developed a consistently implemented assessment schedule. Regular analysis of testing outcomes assisted teachers to better differentiate learning to the needs of the

students. The school developed and implemented learning walks centered around reading conferences, writer's note book and expected numeracy lesson structure.

The Literacy team delivered professional learning and coaching to staff. The school in partnership with Australian Maths and Science Institute (AMSI) had teachers planning units of work, viewing lessons and analysing assessment data with a consultant. The panel felt an updated writing continuum was needed to support consistent teacher judgements. Significant work had been undertaken to develop consistent instructional practice with the teaching of writing using the 6 + 1 approach, in Mathematics through the Four Doors process and also through the interrogation of data. Staff increasingly used data to determine student point of need learning and to provide students with appropriate curriculum.

ToR Focus Question 2: How effective has the school been in creating an environment that allows for greater student agency?

The panel found through classroom observations and focus group discussion that every student developed personal learning goals in reading, writing and mathematics, which increased student voice and agency in learning. Feedback to and from students occurred as part of conferencing with individual and groups of students. Student's ability and confidence to lead conferences with their parents developed significantly. Students interviewed felt their opinions and their voice were recognised.

The panel found that teachers used an agreed inquiry–based learning instructional model, which enabled each child to develop personalised inquiry and be critical thinkers. Students were encouraged to be collaborative and reflective learners and teachers actively focused on the PYP Approaches to Learning as key skills for students to be successful in their learning. This approach provided challenge at point of need and enabled students to apply metacognitive strategies to their learning, evaluate their own progress and take responsibility for learning. Students interviewed and observed were engaged in their learning, and clearly understood and appreciated the opportunity to investigate their areas of interest within their work.

The panel noted that parents valued celebration of student achievement through regular opportunities at school events such as assemblies, art shows, performing arts presentations and concerts along with open days. These enabled recognition of student talents and built student pride in their learning achievements, outcomes confirmed by students.

The panel found that students had leadership opportunities that enabled them to build self confidence and take responsibility for the organisation of events and to be more aware of being consultative with others and a greater understanding of their roles as leaders.

ToR Focus Question 3: To what extent has the school embedded a consistent whole school approach to student engagement, health and wellbeing?

The panel found the school had consistent and embedded language across the school when talking with students and community members about the student attitudes and attributes. This language was a part of the IB PYP and provided a description of what it meant to be an internationally minded person.

The school adopted the Respectful Relationships approach to wellbeing and incorporated Restorative Practices as a strategy in this approach. The Make it Right strategy was also being used to resolve issues between students. The process was linked with student voice and Junior School Council to implement authentically, with students developing ideas around themes.

The panel highlighted the need to further develop resilience skills in students following discussions with parents and teachers. Some students, particularly in the early years lacked confidence and were unduly anxious. There was a need to further build confidence, resilience, gratitude and empathy in students. The panel noted that parents would appreciate greater communication about their child's progress.

The panel identified the school developed a more consistent and comprehensive Student Support Group program. Individual Learning Plans (ILPs) were written for those students who required particular support by teachers in consultation with the Student Welfare coordinator and Teaching and Learning coordinator.

The panel found that while the school reported measures in place to monitor unexplained absence, this was still an issue and the school indicated a continuing problem with students arriving late to school.

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Appendix 1: Terms of Reference and Methodology

Introduction

The School Review - Terms of Reference Focus Questions and Methodology is an integral part of the school review process to ensure a thorough examination of the school's practices and processes are undertaken as a means of building deeper knowledge of the school's performance outcomes.

Following the Review Panel's testing and validation of the school's performance against its four-year goals and targets, the review Panel develops focus questions that will guide and scope the review process. The focus questions will capture those areas of the school's practice and performance that require a more detailed investigation.

The methodology outlines how the review will be undertaken and determines how the focus questions will be tested through fieldwork activities such as classroom observations, surveys, focus group work etc. Each review's focus questions and methodology will therefore be unique to that school's particular context.

A bank of possible questions that the Review Panel may ask school community members as part of the fieldwork activities is provided on the reviewer portal for consideration.

1. TERMS OF REFERENCE

	Terms of Reference Focus Questions	Rationale
1.	To what extent does Kingsville employ differentiated evidence-based consistent whole school pedagogical approaches?	Through the Pre–review Self Evaluation (PRSE), analysis of data, class visits, focus groups of students and panel discussions it was questioned whether consistent instructional practice that was differentiated for students had been embedded across all classrooms and across all curriculum areas.
2.	How effective has the school been in creating an environment that allows for greater student agency?	Classroom observations and focus groups on Validation Day led the panel to believe that student voice and agency was established in most areas and could be further developed in terms of student feedback to staff.
3.	To what extent has the school embedded a consistent whole school approach to student engagement, health and wellbeing?	Through the PRSE, analysis of data, focus groups of teachers and Education Support (ES) staff and panel discussions it was thought that the impact of Restorative Practices and Respectful Relationships was inconsistent.

2. METHODOLOGY

2.1 Timeline for the review

Timeline for the Review		
Date	**Activity and Resources**	**Action Officer (title only)**
February 26 2018	School Leadership data analysis day. Leadership team reviewed school data and achievements against School Strategic Plan (SSP) targets. The team highlighted significant observations and drew conclusions against targets.	Principal, Assistant Principals (APs), Leading Teacher (LT)
February 27 2018	Completed the new school review process workshop conducted by Bastow.	Principal and APs

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March 12 2018	School Curriculum Day. Staff placed into small working groups with a team leader. The team leader supported each group through the analysis of school data, including teacher judgements, National Assessment Program–Literacy and Numeracy (NAPLAN), staff opinion, parent opinion and attitudes to school survey data. Groups developed statements around what highlights and concerns they saw from the data and made possible action recommendations. Staff looked at the Framework for Improving Student Outcomes (FISO) continuum, discussed the achievements of the school based on this continuum.	School leadership, including Principal, AP and LT.
March 21 2018	Completed the data literacy workshop conducted by Bastow. LT, curriculum coordinator and level leader.	Bastow
May 11 2018	School community communication. Detailed information regarding the school self evaluation and review, outlining the importance of the opportunities for parent input and feedback.	Principal
May 14 2018	School Council meeting looked at the school review process, what its purpose was and how it fitted into the whole school improvement plan. School Council members provided with guidance in how to work with parents in analysing the school performance seeking feedback regarding future school direction during a parent forum evening.	Principal
May 15 2018	Staff meetings. Throughout Term 2 a focus was on building ongoing awareness of the review year and ensuring the staff engagement in the process.	School leadership, including Principal, AP and LT
May 28 2018	Parent forum evening. School Council members led small groups of parents to review the undertakings of the SSP 2015–18. The focus for responses through reflection on what are we doing well? What should we stop doing? What should we start doing? These focus areas related to the key accountability areas of: Excellence in Teaching and Learning, Positive Climate for Learning (wellbeing), Positive Climate for Learning (engagement)	School Council members
May 29 2018	Parent survey. Following the parent forum evening a survey sent out to the school community to allow for those parents who could not attend the night to provide feedback in line with the provision at the parent forum evening.	Principal
August 3 2018	Preparation day. Victorian Registration and Qualifications Authority (VRQA) check and panel discussion. Pre–Review Self–Evaluation (PRSE). Confirm Terms of Reference (ToR) and develop to program and timetable of Validation Day.	Principal, Senior Education Improvement Leader (SEIL), Reviewer
August 13 2018	Validation Day • Outline of purpose of the review • Data show of performance against SSP goals and targets • Representative teachers attended to answer questions • Classroom observations and focus groups • Panel discussion re PRSE • Panel discussion on school's assessment against the Continua • Finalisation of the number of Reviewer days • Development of focus questions and methodology for the review • Discuss any issues that need to be followed up with regard to the VRQA	Principal APs SEIL Reviewer School Council President Challenge Partners

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August 16 2018	Review Day 1 field work • Parent interviews • Classroom observations • Techer interviews • Interviews Leaders Literacy and Numeracy • Discussions with leadership	Reviewer
August 20 2018	Review Day 2 field work • School Support staff interviews • Classroom observations • Techer interviews • Interviews Leaders Primary Years Programme (PYP) • Discussions with leadership	Reviewer
August 21 2018	Review Day 3 • Final day • Finalise the VRQA • Report back to full panel on all fieldwork activities • Finalise the panel agreement on the school's proficiency status against the Framework for Improving Student Outcomes (FISO) • Develop the key directions for the next SSP to include the goals, targets and key improvement strategies	Principal AP SEIL Reviewer School Council President Challenge Partners
August 28 2018	Submission of draft report to Principal and SEIL	Reviewer
October 16th 2018	Presentation to staff	Principal
November 26 2018	Presentation to School Council	Principal

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2.2 Validation Day agenda and class observation schedule

VALIDATION DAY AGENDA			
Time	Activity	Lead	In attendance
8:30	**Welcome** - Welcome the school review panel - Facilitate introductions	Principal	School review panel—core members and Challenge Partners APs and LT
8:35	**Purpose of review** - Outline purpose of the review - Discuss roles and responsibilities of core panel (School Council President, Principal, SEIL, Reviewer)	Reviewer	Panel as above

8:45	**Performance against previous SSP**
	
	- Short overview of PRSE process
	- Reviewer facilitation:
	    o performance against the goals and targets of its SSP
	    o enablers and barriers to success
	    o key achievements and challenges
		Principal
		
		Reviewer
			Panel as above

10:10	**Parameters of classroom observations/focus groups**: - Use resources (checklists/questions) to determine the parameters for the classroom observations/focus groups; what is being observed and why; what questions will be asked. Ensure focus is on student voice, agency and leadership; curriculum content; and teacher practice: knowledge and skills of teachers - Who will be observing/leading what - Introduce resources (checklists/questions)	Reviewer	Panel as above
10.20	**Classroom observations** - According to methodology developed in the preparation meeting - Core members of the school review panel likely to each lead a classroom observation	Panel members	Panel as above
11.00	Morning tea		
11.30–12.10	**Classroom observations** - According to methodology developed in the preparation meeting Core members of the school review panel likely to each lead a classroom observation	Panel members	School review panel—core members and Challenge Partners APs and LT
12.30	**Student focus groups** - According to methodology developed in the preparation meeting - Core members of the school review panel separate into two groups to interview separate focus groups of students - Include question to students about their knowledge of the review process	Core school review panel members and Challenge Partners and students and teachers	Student focus groups—two groups of eight to ten students from Years 5–6. and from Years 3–4 Focus group of teachers Years 5–6
12.50	**Report back** - Share and synthesise observations and findings from the classroom observations/focus groups	Reviewer	Panel as above
1.30	Lunch		

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2.00	**Continua and additional review days** - Validate school's proficiency status against FISO Continua for School Improvement, focusing on the six High–impact Improvement Initiatives - Determine any additional fieldwork days for the review based on validation - Ensure there is a rationale for why the additional fieldwork days will or will not be utilised	Core school review panel members	Panel as above
2:45	**ToR for the review** Develop focus questions and methodology for the review	Reviewer	Panel as above
3.45	Discussion on VRQA compliance	Reviewer	Reviewer, Principal, SEIL
4.15	Close		

CLASSROOM OBSERVATION SCHEDULE

Duration	Activity	Lead	Participants
30 minutes	Focus groups with six students—two groups. To have discussion to enable the panel to talk with students to get their views on student leadership, voice and agency in their learning. Discussions also designed to test and validate the school's practices against the evidence recorded in the PRSE report in the areas of curriculum content and teacher practice. Questions to be based on Department of Education and Training (DET) examples.	Reviewer	Year 5/6 and Year 3/4 students Challenge Partners SEIL Reviewer School Council President
15 minutes x three groups	Observation of classroom practice To enable the panel to: • talk to students and engage them in discussions of their learning. • observe class practices, teaching strategies and classroom arrangements for learning including artefacts and anchor charts. • check for indications of student voice in their learning, and level of feedback Questions to be based on Department of Education and Training (DET) examples.	SEIL	Teacher and class in Year 6, Year 5 and Year 3/4 Challenge Partners SEIL LT and APs School Council President
15 minutes x four groups	Observation of classroom practice. As above.	Challenge Partner	Teacher and class in Year 1, Year 2 and Foundation and Performing Arts Challenge Partners SEIL APs School Council President

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20 minutes x three groups	Observation of classroom practice As above.	Reviewer	Teacher and class in Year 1 and Year 3 and Year 5
			Reviewer
			School Council President
			APs

2.3   Review work plan

REVIEW DAY 2	Purpose, including Terms of Reference that are being addressed	Activity	Participants
Thursday August 16 8.45am	Meet with leadership to review the arrangements for the day.	Activities to include parent meeting, Literacy and Numeracy staff meeting, Teacher focus group, classroom observations to determine What is working—why? What isn't—why not? What two suggestions would improve the outcomes?	Reviewer
9.00–10.00am	Meet with parents to determine their views on: • knowledge and understanding of the learning program of the school • knowledge and understanding of the way their children are taught and how their learning is assessed and reported to the parents • level of satisfaction with communication between school and home • opportunity to discuss what is working well and what issues or concerns they have with the school and their child's learning These areas are in line with ToR 1,2 and 3	Focus group of 14 parents to discuss the strengths and areas for improvement for the school moving forward. Undertaken through question prompts to facilitate discussion.	Reviewer
10.00–10.15am	Discussion to further clarify information needed around the ToR.	Discussion	Reviewer APs and LT
10.15–11.00am	Meet with Literacy and Numeracy leaders to understand teacher view of:	Discussion with three teachers and Reviewer	Reviewer Bastow Literacy training team members

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	• extent of consistent instructional framework in the school particularly in the areas of literacy and numeracy • the use of data in the school to improve teacher practice • school leadership and the support offered to staff Use questions from Reviewer training plus questions specific to the ToR. Test the findings and evidence included in the PRSE report against the responses to questions. Organise responses under the lens of enablers and barriers. In addition, organise the responses under positives and areas for development.		Numeracy Coordinator
11.15–12.30pm	Classroom observations to evaluate consistency between classroom practices, evidence of feedback to students, teaching strategies, and student learning This was to inform ToR 1 and 2.	Classroom visits by Reviewer	Reviewer
12.30–1.15pm	Meeting with teacher focus group to understand teacher view of: • extent of consistent instructional framework in the school particularly in the areas of literacy and numeracy • the use of data in the school to improve teacher practice • school leadership and the support offered to staff • student agency and the Learning Attributes	Focus group of teachers new to the school.	Reviewer

2.00–2.30pm	Meeting with teacher level leaders to understand teacher view of: • extent of consistent instructional framework in the school particularly in the areas of literacy and numeracy • the use of data in the school to improve teacher practice • school leadership and the support offered to staff • student agency and the Learning Attributes	Focus group of six level leaders plus the Performing Arts leader.	Reviewer Leaders of Year levels Specialist leader
2.30–3.30pm	Meeting with SEIL, APs to discuss outcomes from Field Day and arrangements for second Field Day.		SEIL, Reviewer APs

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REVIEW DAY 3	Purpose, including Terms of Reference that are being addressed	Activity	Participants
Monday August 20 8.45–11.00am	Meet with leadership to review links between the PYP and the SSP to ensure consistency of approach.	Comparison of the PYP review with the findings of the Validation Day and the focus groups, class observations and field work.	Reviewer, Principal APs Leading Teacher
11.30–12.00pm	Meet with Wellbeing team to determine their views on: • the extent to which the wellbeing framework is established in the school • the level of student and parent resilience in the school • the level of student confidence • the types of wellbeing issues of concern	Discussion with the staff and Reviewer.	Wellbeing Coordinator Reviewer Staff
12.00–1.00pm	Meet with Education Support (ES) staff to determine views on: • extent of consistent instructional framework in the school • the use of data in the school to improve teacher practice. • the level of student agency in classrooms. • school leadership and the support offered to staff • professional learning opportunities available • level of communication in the school Discussion is to inform all the ToR.	Discussion with six ES staff and Reviewer	Reviewer ES staff members—all classroom based

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1–3.30pm.	Meet with Leadership team to align PYP goals with the focus areas.		Challenge Partners, SEIL EIL Reviewer

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REVIEW DAY 4	Purpose, including Terms of Reference that are being addressed	Activity	Participants
9.00–11.00am	Sharing session and workshop related to the data, Performance Report, PRSE and fieldwork activities throughout the review, focusing on ToR 1, 2 and 3	Key messages workshop	APs and LT Challenge Partners, SEIL School Council President Reviewer Principal
11.15–1.30pm	Workshop to determine directions going forward using the key messages from the morning session, again related to ToR 1, 2, 3.	Think, pair, share activity to develop recommendations for the SSP–Goals, Targets, Key Improvement Strategies (KIS).	APs and LT Challenge Partners, SEIL School Council President Reviewer Principal
2.15pm	Whole panel discussion to finalise Goals, KIS and Targets	Whole panel discussion to refine recommended SSP, Targets and KIS.	APs and LT Challenge Partners, SEIL School Council President Reviewer Principal
3.30pm	Concluding remarks, feedback and where to from here.	Concluding remarks, feedback and where to from here.	APs and LT Challenge Partners, SEIL School Council President

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			Reviewer
			Principal
3.45pm	Final VRQA check		Reviewer
			Principal
4.15pm		End of Day 4	

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Name	Title	Email address
Kath Ginnane	Principal	ginnane.kathleen.KM@edumail.vic.gov.au
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Carolyn Woodhouse	Reviewer	caseducon@optusnet.com.au
Glen Yates	School Council President	yates.glen.j@edumail.vic.gov.au
Annmaree Jones	Challenge Partner	jones.annmaree.a@edumail.vic.gov.au
Bridget McLauchlan	Challenge Partner	McLaughlin.Bridget.b@edumail.vic.gov.au

Signatures

School Principal:

Name (print): Kathleen Ginnane   Date: 27/8/18.

Signature:

SEIL:

Name (print): John Stone   Date: 23/8/18

Signature:

School Council President:

Name (print): Glen Yates   Date: 27/8/18

Signature:

School Reviewer:

Name (print): Carolyn Woodhouse   Date: 27 August, 2018

Company: Monash University

Signature:

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2.8 VRQA MINIMUM STANDARDS CHECK

School name: Kingsville Primary School   **Date: 21ˢᵗ August 2018**

Name of Reviewer(s): Carolyn Woodhouse

Signature of Reviewer:

Part 1: Minimum standards to be met by all government schools	Are the registration requirements met?	Comments
1. School governance		
1.1 Democratic principles * The school affirms democratic principles through a statement in the school's vision and values, prospectus, handbook or local school policy.	Yes	
1.2 Philosophy * The school has a statement (e.g. School Philosophy Policy, School Strategic Plan, Annual Implementation Plan) that includes: • the school's vision, values and objectives • how the philosophy is promoted and articulated throughout the school and school community.	Yes	
SPECIALIST AND SPECIFIC PURPOSE SCHOOLS ONLY **1.3 Enrolment policy** * The school has an enrolment policy that is consistent with all legal requirements. * The school can demonstrate how their school policies are implemented.	N/A	
2. Effective curriculum		
2.1 Curriculum framework * The school has: • a language program • an explanation of how appropriate time is allocated across the 8 learning areas (e.g. timetable, time allocation per learning area) • an explanation of how and when curriculum and teaching practice is reviewed (e.g. School Strategic Plan, Annual Implementation Plan, Curriculum Statement, Staff Professional Development Statement, Curriculum Framework policy • an outline of how the school delivers its curriculum, whether through Australian Curriculum, Victorian Curriculum, other approved curriculum programs, integrated programs or online learning (e.g. Curriculum Framework –policy or statement) • a whole-school curriculum plan showing how curriculum is organised (e.g. Curriculum Framework policy, scope and sequence, whole-school Curriculum Plan)	Yes	
2.2 Student learning outcomes * The school has a documented strategy to plan for and improve student learning outcomes including: • what data the school collects to monitor outcomes • how the school analyses and uses this data to set goals and targets for outcomes, including for students at risk	Yes	

• how the data will be analysed, used and reported (e.g. Curriculum Framework Policy, School Strategic Plan, Annual Implementation Plan, Student Learning Outcomes Statement)		
3. Student welfare		

3.1(a)(i)Student Welfare
* The school has:
• a policy which sets out the duty of care (e.g. Duty of Care Policy):
  - owed to students to take reasonable measures to protect them from risks of injury that should have been reasonably foreseen
  - to take reasonable care any student (and other person) on the school premises will not be injured or damaged by reason of the state of the premises or of things done or should have been done to the premises
  - that greater measures may need to be taken for younger students or students with a disability
• Student Welfare policies and procedures (e.g. Student Engagement and Inclusion policy)
• a Bullying and Harassment policy and procedures, which includes cyber bullying (e.g. Anti-bullying policy & procedures)
• a Complaints and Grievances policy and procedures.
	Yes	

3.2(a)(ii) Student Care The school has: • a policy and procedure for managing care arrangements for students with medical conditions (e.g. Care arrangements for ill students policy and procedure) • a current record of students with medical conditions and how those conditions are managed • policy and procedures for distributing medicine • a current register of staff trained in first aid • an anaphylaxis management policy which covers the matters required by Ministerial Order 706 and the DET Anaphylaxis Guidelines	Yes	
3.3(a)(iii) Student Safety * The school has: • an on-site supervision of students policy and procedures (e.g. Supervision and Duty of Care policies, Visitors policy) • a policy which ensures the safety and welfare of students learning with an external provider (when the school contracts with another school, a registered training organisation or an organisation not registered as an education and training provider (e.g. External provider policy, Excursion and camps policies) • a policy which addresses the supervision of students when engaged in off-site activities, and includes the risk of bushfire in the activity location (e.g. Excursion and Camps policies)	Yes	
3.4(a)(v) Child Safe Standards • See Part 3 Child Safe Standards below.		

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3.5(a)(iv) Additional Evidence * The school has: - a mandatory reporting policy and procedures, in addition to the Child Safe Standards mandatory reporting policy - a register for accidents and incidents - a policy and procedures for first aid - a policy and procedures for the Internet (e.g. ICT Acceptable Use policy and procedures) - a critical incident plan - an emergency plan that has been reviewed at least annually and immediately after any significant incident. The plan uses the current DET template, is specific to the school and includes guidelines for emergency bushfire management - documented how they communicate policies and procedures on the care, safety and welfare of students to the school community	Yes	
3.6(b)(i) Emergency bushfire management *The school has: - a schedule for monitoring and removing highly flammable materials including branches overhanging buildings, debris and rubbish around and under buildings, including gutters, and dry grass and vegetation. - The school safely stores flammable materials. The building exits at the school are continuously monitored and kept clear of obstructions. - The school has designated assembly points and appropriate access to emergency equipment. - Emergency vehicles can easily access the facilities and grounds at our school.	Yes	
3.7(b)(vi) Emergency bushfire management (for BARR schools only) - The school's Emergency Management Plan details the school's: - response to managing bushfire risk - closure arrangements for Code Red days. - The school maintains records of: - providing information on bushfire preparedness policy and procedures to all staff (including relief staff) and parents - staff training for specific roles and responsibilities associated with preparing for, monitoring and executive emergency bushfire procedures, including the effective operating of relevant emergency equipment - practising evacuation procedures and drills at least once per term - annual visits or consultation with relevant agencies. - The school maintains a current register of bushfire emergency equipment in working order. - Bushfire evacuation procedures and emergency contact numbers are located on notice in appropriate locations around the school.	N/A	
3.8 Discipline - The school has a policy statement that explicitly prohibits corporal punishment. - The school has a behaviour management policy and procedures, which includes how they address	Yes	

procedural fairness (e.g. Student Engagement and Inclusion policy, Behaviour Management policy). • The school has documented how discipline related policies and procedures are communicated to the school community (e.g. Communication Procedures and Schedule policy).		
4. Effective teachers		
4.1 Teachers requirements * The school maintains a register of teachers which includes: • each teacher's name • their Victorian Institute of Teaching (VIT) registration number • their VIT category of registration (i.e. provisional registration, full registration, permission to teach) • the expiry and renewal of their registration.	Yes	
4.2 Compliance with Working with Children Act 2005 * The school has: • a register of staff with a Working with Children Check • procedures for maintaining the register.	Yes	
5. Other requirements		
5.1 Information about school performance • The school documentation addresses how the Annual Report is distributed and promoted (e.g. school website).	Yes	
Part 3: Child Safe Standards	**Are the requirements met?**	
Child Safe Standard 1 **Strategies to embed an organisation culture of child safety**		
Min Order ref 7.1(d): The school governing authority has put strategies into practices, and informed the school community about these practices. Evidence: - Meeting agendas for school council/staff meetings have CSS as a standing item - Minutes of above meetings show discussion of CSS implementation - School website and newsletters - Environmental and physical evidence	Yes	
Child Safe Standard 2 **A child safety policy or statement of commitment to child safety**		
Min Order ref 7.1(d): The school governing authority has ensured the school has a child safety policy or statement of commitment to child safety that details the actions the school proposes to take to support or assist children who disclose child abuse, or are otherwise linked to suspected child abuse. Evidence: - Child Safety Policy or statement of commitment	Yes	
Child Safe Standard 3 **A child safety code of conduct**		
Min Order ref 9.1(b): The school governing authority has developed, endorsed, and made public available a code of conduct that sets standards about the ways in which school staff are expected to behave with children.	Yes	

Evidence: - Child Safety Code of Conduct		
Child Safe Standard 5 **Procedures for responding to and reporting allegations of suspected child abuse**		
Min Order ref 11.1: The school governing authority has a clear procedure or set of procedures for responding to allegations of suspected child abuse in accordance with this clause and other legal obligations. Evidence: - Publicly available procedures for responding to allegations of suspected child abuse	Yes	
Child Safe Standard 6 **Strategies to identify and reduce or remove risks of child abuse**		
Min Order ref 12.4: As part of its risk management strategy and practices, the school governing authority monitors and evaluates the effectiveness of the implementation of its risk controls. Evidence: - Risk assessment and strategies to reduce the identified risks - School council meeting minutes and agendas - School leadership meeting minutes and agendas - Clear dates and timeframes for review of policies	Yes	
Min Order ref 12.5(a): At least annually, the school council must ensure that appropriate guidance and training is provided to the individual members of the school council and school staff about **individual and collective obligations and responsibilities** for managing the risk of child abuse Evidence: - Staff professional development day schedules - Staff meeting minutes - School council meeting minutes - New staff induction material and schedules - Staff handbook -	Yes	
Min Order ref 12.5(b): At least annually, the school governing authority ensures appropriate guidance and training is provided to the individual members of the school governing authority and school staff about child abuse risks in the school environment. Evidence: - Staff professional development day schedules - Staff meeting minutes - School council meeting minutes - New staff induction material and schedules - Staff handbook -	Yes	
Child Safe Standard 7 **Strategies to promote child participation and empowerment**		
Min Order Ref 13.1(d): The school governing authority has developed strategies to deliver appropriate education about child abuse awareness and prevention. Evidence: - Display posters - Wellbeing programs - Work programs	Yes	

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Min Order ref 13.2: The school governing authority promotes the child safety standards required by Ministerial Order 870 in ways that are readily accessible, easy to understand, and user-friendly to children. Evidence: - Information sessions that will help parents explain child safety to their children - Age appropriate information/programs about child abuse	Yes	

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