



Department of Education and
Early Childhood Development

Peer Review Report

Rollins Primary School
South Western Region

School number:	4867
Principal:	Steve McGarrigle
School Council President:	Darrin McKiernan
Review Company:	National Curriculum Services
Accredited School Reviewer:	Pam Toose
Peers:	Nick Adamou Jill Gillies
Date of Review Meeting:	Tuesday August 19 2014

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1. Executive Summary and Context

Rollins Primary School (RPS) is a multi-campus school situated in the quiet residential suburb of Bell Post Hill north-west of the Geelong city centre with a second campus for Year 3/4 students located 4 kilometres away in Batesford.

Currently the school operates fourteen classrooms and is organised into two straight classes in Prep, two in Year 1, two in Year 2 with the remaining eight classes being multi-age Year 3/4 and Year 5/6. Two of the five Year 3/4 classes are located at the Batesford campus. Specialist programs operate in the areas of Visual Arts, Physical Education, Music and ICT. A Reading intervention program which supports selected Year 1 students is in place and literacy and numeracy interventions are also offered in the Year 3/4 level. Students attending Batesford attend the Rollins campus Friday of each week for specialist program sessions and opportunities to meet with other students and staff. Students from the main site visit the Batesford campus regularly and there are shared events and excursions.

Both campuses have large playground areas for both active and passive activities with areas of shade and asphalt and grassed ovals providing ample space for active play. Enrolments, which in recent years have been increasing, are currently 275 with most students from the local neighbourhood. The Bell Post Hill kindergarten is located across the road from the school however a growing number of Prep students are being enrolled from beyond our historical boundaries. The SFO (0.63 in 2014) indicates a low to mid socio-economic demographic with a mid-high proportion of students with a language background other than English and there are also a small number of Koori students at the school. A well supported program operates for the 8 students currently resourced through the Program for Students with Disabilities.

The school offers students a wide range of stimulating learning experiences including Visual Arts, Music, Physical Education, Library and ICT programs. There is a bi-annual school concert held at local venue 'The Arena', an Art Show each alternate year, sport and fitness programs and a range of other opportunities for students to participate in. There is a commitment to fostering student wellbeing through use of the school developed motto 'REACH' which reflects the school values of Respect, Encouragement, Ambition, Consideration and Honesty. A Buddy program between Prep and Year 5/6 students provides important opportunities for students to build healthy relationships and feel supported within the school environment. Information and Communication Technology is prominent in the school with computers located in Prep to Year 2 classrooms, a modern computer lab, bring your own iPads from Years 3 to 6 and interactive whiteboards in all classrooms.

The school workforce comprises Principal, Assistant Principal and 16.6 Effective Full Time teaching staff supported by four part time Education Support staff and two full time Administration staff. Significant staffing changes in recent years has enabled the school to appoint a number of Graduate teachers to provide a well-balanced staffing profile with 6 Classroom Teachers Level 1 and 10.6 Classroom Teachers Level 2. Astute recruitment and financial management has ensured that the school has operated with a healthy staffing surplus for a number of years.

Teaching staff meet regularly in both whole staff meetings and Professional Learning Teams to focus on curriculum, data and student assessment. Staff plan together in teams during Planning Week each term and also meet on a weekly basis to share planning ideas and reflect on their teaching practice. The school is part of the Geelong North Network and where possible, staff are involved in local network sharing and a range professional learning opportunities.

There is a supportive School Council and parents are encouraged to be involved, with parents volunteering to assist with support programs, school events and maintaining equipment and resources.

Initial discussions on the Review day centred on the alignment of the Effective Schools Model at Rollins Primary School (RPS). Overall it was felt by the review panel that RPS is able to provide ample evidence to meet the criteria to address each of the categories of Professional Leadership, Focus on Teaching and Learning, Purposeful teaching,

Shared Vision and Goals, High Expectations of all Learners, Accountability, Learning communities and Stimulating and Secure Learning Environment.

The school Student Family Occupation (SFO) is .62 compared to the state mean of .51. National Assessment Program: Literacy and Numeracy (NAPLAN) data reveal Year 3 and 5 Literacy and Numeracy means were below those for the state during the review period. Reading and Numeracy means (four year average, 2010-2013) were similar to the levels of similar schools for Year 3 and Year 5 Numeracy. Measures of relative gain from Year 3 to Year 5 in Reading and Writing are lower than those for the state except in both 2012 and 2013 for Numeracy where results indicate more than 75% of students showing medium to high growth. Teacher judgements show the proportions of students assessed as being at or above expected VELs levels (ie, A, B & C grades) in the English and Mathematics are strong in all years. There is inconsistency between teacher judgements and NAPLAN data.

Over the review period the RPS has embedded Professional Learning Teams (PLTs) which have developed into perfect forums for discussion in relation to teaching practices, analysis of data, moderation and student learning styles. These PLT's have now recently moved to a predominantly 'Self-directed' model with teachers utilising student learning data to determine PLT agendas. Previously PLT agendas were set by the Leadership Team and often outcomes did not have significant benefit at a whole school level. The rigour in PLT conversations and consistency between PLTs has really improved this year. In addition strong teaching practices such as Learning Intentions and Success criteria, are now more consistently utilised across the school. Extra support is provided for both Literacy and Maths in Year Prep through to Year 4. This takes the form of a Reading Intervention program catering for both individual students and small groups of students in Year Prep and Year 1. Small group instruction also occurs in Years 3 and 4 with the provision of an additional teacher to support classroom teachers in Literacy and Numeracy.

Student Attitudes to School Survey Engagement and Wellbeing measures provide evidence of very high levels of student cognitive, behavioural and emotional engagement. Survey measures of engagement have consistently been higher than the state mean. The focus on REACH values (Respect, Encouragement, Ambition, Consideration and Honesty) as an agreed framework for student behaviour and wellbeing is consistently applied across the school and articulated by all stakeholders. There are many opportunities for students to voice their opinion and develop their leadership skills. For example, student led assemblies, school and house captains and junior school council. A reflection of the benefits of these practices is evidenced by the preliminary NAPLAN results for 2014 showing improvement in both Literacy and Numeracy indicators from 2013.

Parents are always welcome at the school and RPS encourages this partnership in parents' involvement with their child's education. The Parent Opinion survey rates approachability above state means although the participation rate in completing the surveys is 47%. This raised questions on the validity of the sample size. The peer review meeting discussed the desire to increase parent involvement and participation in the school. For example to assist with Reading, the School Concert and Art Show.

There are many positive features of this school which is meeting expectations and providing a strong education to its students. Sound leadership combined with enthusiastic and skilled teachers contribute positively to the educational experiences available to students. RPS is a well-resourced school and evidence suggests that the available resources are being directed appropriately towards school priorities.

Panel discussion highlighted how to maximise the outcomes for all students at RPS. The Key Improvement Strategies the school should consider implementing in order to bring about the further improvement desired by school and confirmed by the panel are listed below:

Achievement

- Build staff capacity in:
 - Using data to differentiate the teaching and learning so that it is at point of need for each student.
 - Developing a consistency in classroom structures and practices, including assessment across the school.
 - Developing a shared understanding and agreement of high academic expectations of a student at RPS.
- Enhance RPS as a Learning Community engaging all key stakeholders.

Engagement

- Enhance the engagement of students as members of the school and broader community.

Wellbeing

- Investigate and implement whole school strategies to support the development of student confidence and resilience.

Productivity

- Allocate resources to build staff capacity.
- Partner with families to maximise student learning, engagement, resilience and wellbeing.
- Utilise staff expertise when structuring teaching teams and support programs.

2. Terms of reference

Aim / purpose

The review will address the school's performance on each of the four outcome areas from the previous strategic plan. The review will guide Rollins Primary School (RPS) towards the development of a challenging yet achievable strategic focus for the next four years in the areas of Achievement, Student Engagement, Student Wellbeing and Productivity. As well the review will address the school's compliance against the Victorian Registration and Qualifications Authority (VRQA) minimum standards.

Within this framework, outcomes / contributing factors / resourcing issues identified for particular consideration include:

1. Achievement
 - To what extent is teaching practice differentiated and in particular catering for high end students across the school?
 - To what extent is RPS building teacher capacity and hence strengthening teaching practice, with particular reference to Writing across the school?
 - To what extent is RPS embedding a culture of high expectations and rigour in curriculum, teaching practice and assessment?
 - To what extent RPS building high performing teaching teams?
2. To what extent is RPS building a culture of high expectations of students including student resilience and risk taking?

Methodology

The School Self Evaluation (SSE) will form the platform for discussion and analysis throughout the peer review. It will be used to evaluate performance against the previous strategic plan and guide the discussion to shape the future strategic focus.

All staff will continue to undertake professional learning to build their capacity to understand, interpret school data and how this will lead to further school improvement.

Staff were actively involved in the development of the SSE. Dedicated time to consult during the meeting schedule was used to enable the school team to examine all aspects of the school's performance over the review period and together was responsible for the writing of the SSE.

School council and parents are informed of the Review processes and have been invited to participate where relevant. The review team will comprise Principal Steve McGarrigle, Accredited Reviewer Pam Toose, Peers, Nick Adamou and Jill Gillies and teachers Jenny Hassett and Doug Ilesley.

Table 1: Timeline for the review

Date	Activity	Resources	Action officer
June 2014	Briefing to staff on upcoming review	DEECD documentation on process	Principal Steve McGarrigle
June 2014	Staff review analysis and contribution	Data – School Profile, all Surveys, Achievement data: NAPLAN, Teacher Judgements, On Demand, Pre and Post tests.	As above
July 2014	School Council analysis and contribution	As above	As above
July 2014	Feedback from parents sought	Questionnaire within newsletter	As above
Aug 19 2014	Panel day	Data Sets Terms of Reference SSE	Pam Toose
August 2014	Presentation to staff	Final Report	Principal
August 2014	Presentation to school council	Final Report	Principal
September 2 2014	Submission of report		Pam Toose

Accredited school reviewer

Pam Toose

National Curriculum Services

School Principal:

Name: Steve McGarrigle
School Council President:
Name: Darrin McKiernan

Date: August 4 2014

Date: August 4 2014

3. Evaluation of Performance

	Panel view of school performance	Panel Recommendations for improvement
<p>Achievement:</p> <p>Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support. While recognising that literacy and numeracy are essential foundations for students' success, achievement outcomes encompass a broader view of learning, spanning the full range of curriculum domains, as well as students' co-curricular achievements.</p>	<p>NAPLAN</p> <p>Key characteristics of NAPLAN student learning indicators were:</p> <ul style="list-style-type: none"> • Year 3 and 5 NAPLAN and Literacy and Numeracy means were mostly below those for the state. • Results varied when comparing to similar schools. For example, in Writing Year 3 results were above similar schools but in Year 5 below. Numeracy in Year 3 above and Year 5 below. Comparisons to similar schools in 2012 were more consistently higher than in 2013 with all Year 5 areas above similar schools. • Measures of Relative Gain from Year 3 to Year 5 are lower than those for the state except Numeracy in both 2012 and 2013 which are above the state. • Prep to Year 2 data indicated 90% of students are working at or above expected levels according to reading benchmarks. <p>TEACHER JUDGEMENT DATA</p> <p>Teacher Judgement Data is inconsistent when compared with NAPLAN and On Demand. Teachers are assessing students at a higher comparative level.</p> <p><u>Panel discussion :</u></p> <ul style="list-style-type: none"> • Clear Learning Intentions and Success criteria used in every class and articulated by students. • Although teaching teams work together closely to develop rubrics there are still issues with consistency of Teacher Judgements in 	<p>Possible Goal:</p> <ul style="list-style-type: none"> ➤ To improve student outcomes in Literacy and Numeracy. <p>Possible Key Improvement Strategy:</p> <ul style="list-style-type: none"> ➤ Build staff capacity in: <ul style="list-style-type: none"> ○ Using data to differentiate the teaching and learning so that it is at point of need for each student. ○ Developing a consistency in classroom structures and practices, including assessment across the school. ○ Developing a shared understanding and agreement of high academic expectations of a student at RPS. ➤ Enhance RPS as a Learning Community engaging all key stakeholders. <p>Possible Actions(not limited to):</p> <ul style="list-style-type: none"> • Provide time for teachers to work together in their teams to moderate work samples and share pedagogical practice. • Continue to explore opportunities for the leadership team and teaching staff to observe classroom practice. • Professional learning with an initial focus on Writing and then expand to all other curriculum areas. • Exposing students to external experiences: Tournament of Minds, Geelong College Challenge, public speaking/debating to allow them to expand their skills, knowledge and experiences.

	<p>comparison to external assessments.</p> <ul style="list-style-type: none"> • Intervention programs in Literacy and Maths. Maintain intervention at P-2 (Reading Intervention) and 3/4 small group work. • Individual Learning Plans for students achieving below expected levels. The quality control around classroom ILPs could improve. • Strong focus of PLTs on purposeful teaching and learning including consistency across the teaching teams. • Strong relational trust within teams and across the school. • Increased focus of explicit teaching of Literacy and Numeracy. • There is currently a cultural program being offered at RPS. In 2015 the school will engage a LOTE teacher to meet DEECD requirements. 	<ul style="list-style-type: none"> • Provide students with further Leadership opportunities in collaboration with local secondary schools. • Utilising the Facebook page to improve communication and engagement with the school. • Maintain the structure and rigour of PLTs. • Develop a shared and consistent understanding and clarity of high expectations of staff, students and parents/guardians. • Research and implement a LOTE at Foundation level as a minimum. <p>Possible Targets:</p> <ol style="list-style-type: none"> 1. Each child will achieve at least one year's growth in one year in all areas of Literacy and Numeracy.
<p>Engagement:</p> <p>Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community.</p> <p>Engagement spans students' motivation to learn, as well as their active involvement in learning.</p> <p>Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work.</p>	<p>Various measures and indicators provide ample evidence of very high levels of student cognitive, behavioural and emotional engagement. Evidence of this includes:</p> <p>Attitudes to School Survey</p> <p>All variables were higher than state over the review period and trending upwards.</p> <p>All variables are above like schools – see Annual report.</p> <p>The school works effectively to engage students by:</p> <ul style="list-style-type: none"> • Student leadership opportunities such as School captains, students running assemblies, junior school council and class captains. • Student voice, for example Curriculum choice and location ie the Batesford campus. • REACH values as a basis to shape the culture of the school. • Behavioural expectations are consistent and clear across the school as are the 	<p>Possible Goal:</p> <ul style="list-style-type: none"> ➤ To ensure students are engaged in their learning, and feel safe and connected to school, thus promoting student attitudes and behavior that support academic excellence. <p>Possible Key Improvement Strategy:</p> <ul style="list-style-type: none"> ➤ Enhance the engagement of students as members of the school and broader community. <p>Possible Actions (not limited to):</p> <ul style="list-style-type: none"> • Build on the existing structures of documenting curriculum choices so students have curriculum breadth. • Utilise and involve the expertise of the wider community at RPS. For example, local identities and organisations • Maintain focus absenteeism and lateness in the school. • Follow up the 2014 ATS to identify issues

consequences/rewards.

- Engagement and connectedness with extra-curricular activities: Art show and Concert.

Attendance although trending in a positive direction over the review period is slightly above state with average days in 2013 at 14.18 compared to state of 13.76. There is improvement in some year levels eg Year 3 and 6.

- RPS is pro-active in addressing attendance issues and reinforcing the importance of being at school. The absenteeism is attributable to a low number of students which have impacted on the overall attendance figure.
- Lateness is more of an issue. The school has been proactive in addressing this with many strategies implemented. It is still however an issue.

The review panel discussed not only the frustrations but the importance of maintaining their approach to attendance and lateness. As well, heightening parent awareness to the importance of attendance and arriving to school on time to learning.

Parent Opinion Survey Transitions have increased since 2011 but slightly less than 2012. The variable is in the second quartile.

- The panel discussed the disappointing number of responses received (14) which could impact on this result. This is not a representative sample.
- Relationships with the local kinder have improved in the last year – relationships are enhanced with usage of facilities and more regular communication.

impacting on Student Safety.

Possible Targets:

1. Attitude to School survey indicators, Classroom Behaviour, Connectedness to Peers and Student Safety to be consistently in the top 25% of schools.

	<ul style="list-style-type: none"> • Transition between year levels is enhanced with improved documentation and communication between teachers and full day transition to each year level. Students are exposed to different teachers and there are many cross level activities. For example buddies, tree planting, special days. • Transitions from year 6 to year 7 involve Year 5 and 6 students experiencing all activities offered by the secondary schools. There are 5 or 6 'experiences' students are involved in. They experience leadership workshops, working with other students and visits by the secondary school. RPS students (years 3-6) are involved in multi-cultural days and science days. Students with disabilities spend additional hours in the secondary setting. 	
<p>Wellbeing:</p> <p>Students' health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students' positive learning experiences.</p>	<p>Wellbeing variables from the Attitude to School Survey over the review period have been greater than state except for Student Distress which in 2013 is 5.90 compared to state 5.94. In 2014 Student Distress is below state but Student Morale is well above state mean.</p> <p>Contributing factors are:</p> <ul style="list-style-type: none"> • REACH values embedded in school culture. • Consistency in approach from all teachers and in all classrooms. • Positive school culture evidenced through positive relationships between students and staff; and staff and parents. 	<p>Possible Goal:</p> <ul style="list-style-type: none"> ➤ To develop students' resilience and confidence to enable them to participate effectively in the community and the range of situations they may face. <p>Possible Key Improvement Strategy:</p> <ul style="list-style-type: none"> ➤ Investigate and implement whole school strategies to support the development of student confidence and resilience. <p>Possible Actions:</p> <ul style="list-style-type: none"> • Follow up the 2014 ATS to identify issues impacting on Student Distress. • Investigate and implement strategies for students to develop confidence and take calculated risks in their learning. For example, Maths competitions, story writing, human powered vehicles, Tournament of the Minds. • Investigate and implement new challenges which involve problem solving skills.

		<ul style="list-style-type: none"> • Explore and implement peer support programs. • Explore opportunities for using REACH values to develop student resilience and high expectations. • Increase the number of activities where students are not guaranteed success and utilize the challenge as a learning opportunity. • Reflect, Review and Evaluate the success of the above initiatives in relation to student wellbeing. <p>Possible Targets:</p> <ol style="list-style-type: none"> 1. Attitude to School survey, Student Distress, is in the top 25% of schools. 2. The number of activities to develop student confidence and resilience increases over the life of the School Strategic Plan (SSP).
<p>Productivity:</p> <p>Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school.</p> <p>Successful productivity outcomes exist when a school uses its resources – people, time, space, funding, facilities, community expertise, professional learning, class structures, timetables, individual learning plans and facilities – to the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets.</p>	<p>The panel’s view of productivity performance is very positive. There was agreement that the school is proactive in effectively identifying and managing resources to improve student outcomes. Evidence of this included:</p> <ul style="list-style-type: none"> • A strong leadership team has introduced processes and strategies that clearly focus on building teachers’ teaching and learning expertise. • Earlier in the review period the use of targeted coaching to help build teacher capacity with a dedicated Literacy coach. • Targeted and instructionally focused professional learning through weekly professional development sessions, planned professional development days and unit reflection and planning at the end of term. • Intervention programs (Reading Intervention and small group work) in Literacy and Maths. • Specialist program: For example, Visual Arts, 	<p>Possible Goal:</p> <ul style="list-style-type: none"> ➤ To ensure consistency and alignment of all aspects of school operations and resource allocations to optimize student outcomes. <p>Possible Key Improvement Strategies:</p> <ul style="list-style-type: none"> ➤ Allocate resources to build staff capacity. ➤ Partner with families to maximise student learning, engagement, resilience and wellbeing. ➤ Utilise staff expertise when structuring teaching teams and support programs. <p>Possible Actions(not limited to):</p> <ul style="list-style-type: none"> • Investigate funding from external sources. • Investigate a LOTE and engage a teacher to implement the program at Foundation level in 2015. • Provision of targeted PD for all staff around data analysis and interpretation and consistent practices across the school.

Physical Education, ICT and Music.

- Processes, for example, formative testing and assessment for identifying student learning needs and resultant resource reallocation.
- Common planning time for each teaching unit.
- Well maintained facilities, buildings and grounds.
- Classrooms are well resourced and presented.
- There is now a staffing profile - balance of Classroom Teacher 1 and 2; balance of contract and ongoing teaching positions. This was not the situation when the current Principal came to RPS.
- The school has converted a deficit in excess of \$100,000 to a surplus of \$115,000 in the past 7 years.
- The school runs a 1:1 Bring Your Own Device (BYOD) ipad program in years 3 to 6.
- Meeting the needs of staff in terms of Professional Development, for example Autism professional learning.

This being said, the panel agreed that further refinement in resource allocation to the areas identified as future foci, for example involving students in learning opportunities external to the school and maintaining intervention be implemented.

- Investigate and cultivate external opportunities for community connections.
- Maintain current intervention programs and further expand extension programs to meet student individual needs.
- Continue to enhance the physical environment at RPS.
- Canvas parent support of Year 2 students for 1:1 BYOD ipad program.
- Build on existing communication strategies with Parents:
 - Facebook
 - Newsletter
 - Information sessions
 - Social events
 - Year level newsletters
 - Other

Possible Targets:

1. The School Resource Package (SRP) is utilized effectively and efficiently to optimize improved student outcomes.
2. The number of 'likes' on the Facebook page from the RPS families increases over the review period.
3. The number of families assisting in student related activities at RPS increases in the life of the review period.

4. Registration Requirements: Summary Statement

Rollins Primary School

Signature of Reviewer: 

Date: 4 / 8 / 2014

Name of Reviewer: Pam Toose

Registration requirements to be met by all Government schools	Is the registration requirement met?
SCHOOL GOVERNANCE	
<ul style="list-style-type: none"> Democratic principles <i>Evidence provided to VRQA by the Department</i> Structure <i>Evidence provided to VRQA by the Department</i> 	
<ul style="list-style-type: none"> Philosophy (eg. - SSP, AIP) Statement of school philosophy Explanation of how philosophy is enacted 	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
<ul style="list-style-type: none"> Not-for-profit status <i>Evidence provided to VRQA by the Department</i> 	
ENROLMENT	
<ul style="list-style-type: none"> Student enrolment policy (Specialist and Specific Purpose* <small>[see below]</small> schools ONLY) 	Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input checked="" type="checkbox"/>
<ul style="list-style-type: none"> Student enrolment numbers <i>Evidence provided to VRQA by the Department</i> Register of enrolments <i>Evidence provided to VRQA by the Department</i> 	
CURRICULUM AND STUDENT LEARNING	
<ul style="list-style-type: none"> Time allocation per learning area (eg. Timetable) Explanation of how and when curriculum and teaching practice will be reviewed (eg. - SSP, AIP, Curriculum Committee minutes, staff Professional Development) Outline of how the school will deliver its curriculum (eg. Scope and sequence) A whole school curriculum plan (eg. Scope and sequence) Documented strategy to improve student learning outcomes (eg. - SSP, AIP) 	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
<ul style="list-style-type: none"> Monitoring and reporting on students' performance <i>Evidence provided to VRQA by the Department</i> 	
STUDENT WELFARE	
Student welfare <ul style="list-style-type: none"> Student Welfare policy and procedures Bullying and Harassment policy and procedures 	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Student safety <ul style="list-style-type: none"> On-site supervision policy and procedures Excursion policy and procedures Camps policy and procedures Ensuring safety and welfare of students with external providers policy and procedures 	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Student care <ul style="list-style-type: none"> Care arrangements for ill students Distribution of medication policy and procedures Anaphylaxis management policy and procedures Register of staff trained in first aid Record of student medical condition and management 	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Additional evidence <ul style="list-style-type: none"> Mandatory reporting policy and procedures Accidents and incidents register First aid policy and procedures Internet policy and procedures Critical incident plan Emergency management plan An outline on how the school communicates policies and procedures on the care, safety and welfare of students to the school community Emergency bushfire management 	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
DISCIPLINE	
<ul style="list-style-type: none"> Behaviour management policy and procedures (including procedural fairness and an 	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>

<ul style="list-style-type: none"> explicit statement prohibiting corporal punishment) An outline of how the school communicates these policies and procedures to the school community 	
ATTENDANCE MONITORING	
<ul style="list-style-type: none"> Attendance monitoring Attendance register 	<i>Evidence provided to VRQA by the Department</i> <i>Evidence provided to VRQA by the Department</i>
STAFF EMPLOYMENT	
Teachers' requirements <ul style="list-style-type: none"> Register of all teachers with name, VIT registration number and category 	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Compliance with Working with Children Act 2005 <ul style="list-style-type: none"> Procedures to ensure that all required staff have <i>Working with children check</i> A <i>Working with children check</i> register Procedures to maintain the <i>Working with children check</i> register 	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
SCHOOL INFRASTRUCTURE	
<ul style="list-style-type: none"> Buildings, facilities and grounds Educational facilities 	<i>Evidence provided to VRQA by the Department</i> <i>Evidence provided to VRQA by the Department</i>
OTHER REQUIREMENTS	
Information about school performance	<i>Evidence provided to VRQA by the Department</i>
<ul style="list-style-type: none"> Registration of an additional year level or campus Changing a school type or location 	<i>Applicable only when required</i> <i>Applicable only when required</i>
Additional registration requirements to be met by schools offering a <u>senior secondary</u> course or qualification (VCE / VCAL / IB)	
Student learning outcomes <ul style="list-style-type: none"> Current student and staff handbooks Sample student learning sequence Procedures and documentation to indicate staff have been provided with current and accurate information Policies and procedures to enable compliance with the awarding body 	Yes <input type="checkbox"/> No <input type="checkbox"/>
Student records and results <ul style="list-style-type: none"> Policies and procedures to maintain accurate student records Policies and procedures to undertake an annual analysis of records and results Policies and procedures to monitor patterns of student participation and completion rates 	Yes <input type="checkbox"/> No <input type="checkbox"/>
Student welfare <ul style="list-style-type: none"> Policies and procedures in place consistent with relevant legislation to ensure care, safety and welfare of students and provision of opportunities for students with special needs 	Yes <input type="checkbox"/> No <input type="checkbox"/>
Teaching and learning <ul style="list-style-type: none"> Qualified and competent staff to teach and assess the class Suitable teaching resources and physical facilities to provide the course Processes to ensure consistent application of assessment criteria Processes to oversee conduct of assessment, including processes to conduct investigations and hearings, and if necessary amend or cancel assessments 	Yes <input type="checkbox"/> No <input type="checkbox"/>

If you require support regarding the minimum standards:

- email school.reorganisation@edumail.vic.gov.au, or
- telephone the Department of Education and Early Childhood Development on 9947 1854, or
- contact your Senior Advisor.

If you would like examples of further evidence to supply please see: [VRQA registration requirements for Victorian Government Schools](#).

* The Victorian Registration and Qualifications Authority (VRQA) has registered the following schools as Specific Purpose schools:

- | | |
|---|---|
| <ul style="list-style-type: none"> Austin Hospital School Avenues Education Blackburn English Language School Collingwood English Language School Croydon Community School Distance Education Centre Victoria John Monash Science School Kensington Community High School Lynall Hall Community School Noble Park English Language School Sovereign Hill School Sydney Road Community School The Alpine School | <ul style="list-style-type: none"> Travancore School Victorian School of Languages Western English Language School |
|---|---|