

Peer Review Report Hallam Primary School South East Region

School number:	244
Principal:	Julie Macfarlane
School Council President:	James Allen
Review Company:	RADII
Accredited School Reviewer:	Darrell Mullins
Peers:	Roma McKinnon Leonie King
Date of Review Meeting:	3 rd September 2015

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1. Executive Summary

Hallam Primary School is situated along the Princes Highway between Dandenong and Berwick within one of the most culturally diverse communities in the City of Casey. The school has over forty-two languages other than English spoken at home. The extensive and well-maintained grounds also accommodate the Hallam Kindergarten and Maternal Health services, and adjoin the Hallam Senior Secondary College. The learning environment includes a mixture of purpose built and upgraded, flexible learning spaces, a Multi-purpose Hall, Stephanie Alexander Kitchen, Science Room and an Open Learning Space which houses; Performing Arts, LOTE, the Book Collection and the Out of School Hours Club. The Student Family Occupation (SFO) of .67 has enabled Hallam to receive support through National Schools Partnership funding. The enrolment level has increased steadily, reaching 421 students in 2015. There is a high student mobility factor with up to 30% of students transferring in or out during a school year.

Hallam Primary School takes pride in providing an inclusive learning environment which, as outlined in the School Self Evaluation report (SSE), promotes the development of global learners with the necessary skills, knowledge and values to respond effectively to the demands of the 21st century. The peer review panel acknowledged the strength of a positive school culture where staff work collaboratively, develop learning partnerships both vertically and team based, and take collective responsibility for each individual student's learning and wellbeing. This is consistent from Foundation where students enter the school developmentally vulnerable, according to AEDI domains and EOI data, and make progressive and impressive gains throughout to Year 6. These gains are obtained through a structured learning environment that balances the demands of explicit teaching with inquiry-based approach and provides a range of experiences to enrich student learning. There are twenty-seven teaching staff and fourteen Education Support staff, three service providers providing speech pathology, psychology, and occupational therapy, one visiting teacher for the hearing impaired and provision made to deliver the Early Years Koori Literacy and Numeracy Program. The school provides five specialist programs (Science, Physical Education, Performance Arts, Stephanie Alexander Kitchen-Garden and LOTE (Indonesian)).

Over the course of the last strategic plan Hallam made impressive gains in student learning outcomes. Overall student performance in Literacy and Numeracy in NAPLAN was one standard deviation below state benchmarks and equating to similar schools with similar student characteristics, while matched cohort growth for 2012 -2014 demonstrated performance approximating or above state means in Literacy and Numeracy. Performance was generally better in Literacy dimensions than in Numeracy, however 2015 NAPLAN data also demonstrated an improving trend for Year 3 Numeracy matching state benchmarks. With the high mobility factor having the capacity to affect achievement data, the performance of students with two or more years at the school typically exceeds that of the whole student cohort, although in both Literacy and Numeracy the whole student cohort consistently made progressive gains throughout the planning period. Teacher AusVELS assessments had 80 -100% at or above expected levels, and through use of multiple data sources were able to present evidence of consistent and appropriate growth at each year level. The review panel noted the school's commitment to rigorous assessment and moderation to ensure accuracy in reporting student performance. There was clear evidence of the schools ability to continually value add to student learning – a significant achievement, and the school plans continued improvement by investigating and building the bridges between home and school to develop greater parental understanding of student learning and school life. This will continue to be a major focus for the next strategic plan.

Hallam provided the same rigour when assessing and implementing teaching programs, and the panel noted Hallam's successful methodology for the introduction of new pedagogy and programs that allows for shared professional learning (including peer coaching and instructional rounds), sufficient time to explore and adapt and appropriately timed implementation. The literacy programs Doorways into Practical Literacy (DiPL) and Big Write & VCOP have clearly positively impacted upon student performance in writing and spelling. Hallam Primary School has established a student learning goal of improving the whole school approach to the teaching of Mathematics, to be implemented throughout the next strategic planning period. The panel was in agreement they should continue to build upon successful existing programs while focussing on developing teacher capacity in the delivery of mathematics to ensure a guaranteed and viable curriculum for continued improving outcomes. The strategies would include developing a scope and sequence for mathematics, focussing on teacher capabilities with agreed assessment procedures and developing a research and evidence based continuum relevant to the specific learning requirements for all students. The panel also supported a student achievement focus with the school's intention to investigate the development of Science into a STEM-based teaching program to enhance mathematics and science understandings necessary for 21st century learning.

Student engagement in their learning was strong throughout the planning period. The strategic plan's targets for the elements of teaching and learning were exceeded and well above state benchmarks. In investigating reasons behind the success it was evident that the strong focus on the individual learning at the point of need, and the use of data to differentiate learning, were significant in engaging students. The school has also committed to further enhancing the integration of ICT across student learning – the success of the inquiry-based Inter@ct /Unit Hero programs provided scope to engage students in socially relevant programs while promoting digital learning possibilities as the students progressively undertake units F-6. The panel was in agreement however, the clear forward focus for engagement centred on developing the involvement of parents in student learning. Although a complex and difficult task, the school has a clear set of strategies, some already in place. The manager of the Hallam Community Learning Centre has been co-opted onto School Council, and there are plans to develop links with other relevant community groups. Strengthening existing links with preschools, day care and other connected organisations would lead to a heightened awareness of the necessity for effective and productive liaison with the school. The school was successful in reducing student absenteeism, particularly unexplained absences, to better than state mean, however they also noted the impact of extended absences on attendance data and ultimately student learning. The school believes that raising parental awareness of the positive impact of optimum school attendance, and establishing stronger interaction with all community members, particularly with relation to an appreciation of the expectations and needs of particular cultural groups about education and learning, will lead to even further improvement in student learning outcomes.

Hallam catered for student wellbeing by providing whole school programs around behaviour management with Assertive Discipline and Restorative Practices, and successfully implementing eSmart and KidsMatter. The decision to dedicate the Assistant Principal position to student welfare and ensure efficient workforce planning as to the provision of Education Support staff have further strengthened welfare outcomes at Hallam PS. The school effectively managed behavioural issues that did impact upon classroom behavioural expectations at stages over the planning period. The successful provision of a safe and secure environment was strongly endorsed by student leaders when interviewed by panel members. It was also noted at interview that students have high expectations for their behaviour at Hallam Primary School. The school seeks to support and develop empathy and resilience in students noting the particular attributes and challenges brought about by the school's diverse demographic. Promotion of student voice and making effective use of student feedback,

already a strong feature of student learning, engagement and wellbeing, will continue to be key planks in developing independent and resilient learners in the next strategic plan.

In the area of productivity the school has successfully managed workforce planning to ensure optimum coverage for core learning areas and staffing for specialist teaching and student support, including the contracting of speech and occupational therapists. In addition, the school successfully budgeted for the commitment to providing the kitchen, garden and staff for the Stephanie Alexander kitchen garden project. A strong component of human resource management has been the effective distributive leadership model which is evident by the collegiate, collaborative and effective whole school approaches. Associated with this was the experienced and highly effective leadership team that made for the positive learning environment at Hallam Primary School. Effective allocations for professional learning and upgrading of digital technology have also successfully impacted upon teacher capacity and improved student outcomes.

Hallam Primary School has successfully promoted its values of learning for success, persistence, positive partnerships, mutual respect, trust and environmental awareness as key constituents for future school planning and development. The school demonstrates strong and effective leadership and a commitment by all staff to improving teaching and learning, leading to continually improving outcomes for all students at Hallam. Through successful implementation strategies associated with developing teacher capacity and understanding in the delivery of Mathematics, and through current and planned strategies to involve their diverse communities in the school's programs, Hallam is well placed to continue to enhance learning opportunity for each child in a connected and stimulating learning environment over the next strategic planning period.

2. Terms of Reference

Aim / purpose

The aim of the Peer Review is to address the school's performance as set out in the Strategic Plan 2012-2015. This will provide insight into Hallam Primary School's progress towards improvement targets and provide a foundation for the next level of improvement. Within this framework after consideration of the school's self-assessment and analysis of school data sets, the Peer Review will address performance related to student achievement, engagement, wellbeing and productivity and the Victorian Registration and Qualifications Authority (VRQA) minimum standards. Areas of consideration will include desired outcomes, contributing factors, resourcing and future action plans with discussion around the following key issues/questions identified:

Student Achievement

Hallam Primary School has undertaken a number of strategies to improve literacy and numeracy outcomes for the whole range of students. The self-evaluation process investigated the extent to which we have been successful in improving student outcomes and the impact of our learning and teaching practices, use of data and assessment tasks on student learning. As a result we pose the following focus questions:

- How can we improve the capacity of teachers to deliver a comprehensive mathematics curriculum which leads to improved learning outcomes for students?

Student Engagement

Student engagement is closely linked with the discussion regarding achievement. New programs and pedagogies that have been employed were designed to improve both achievement and engagement. Every innovation must employ learning links to core curricula, develop students' capacity to take responsibility for their own learning and be presented in the context of a collaborative team approach. They must also take into account the changing socio-economic background of families, particularly EAL and low level of background experiential learning. Ensuring that students and families are engaged with education will continue to be a high priority. Therefore our focus question asks:

- How can the school develop effective strategies to promote a positive and productive home/ school partnership that expands the engagement of stakeholders in education/students' learning

Student Wellbeing

The school has a long history of ensuring a safe, caring and supportive learning environment that targets student wellbeing needs. Students whose wellbeing needs are met are more likely to engage and learn. This continues to be a focus of the school.

- How can the school maintain and improve a positive learning environment for all students?

Productivity

During recent years the school has been successful in accessing NSP funding and a BER facility. This has led to the development of some new learning spaces, refurbishment of existing buildings, and a more flexible learning environment. Grounds upkeep and improvement continues to require funds as does the provision of technology, professional learning and equipment. Providing the necessary resources to meet the needs of students, parents and the broader community is an ongoing challenge therefore we pose the question:

- How can we maintain our effective use of financial and physical resource allocation to maximise student learning opportunities?

Methodology

The review will incorporate input previously gained from the school community for the school self-evaluation from school leadership, staff, parents and students. It will comprise a pre-visit to view school classrooms, teaching practice and to check VRQA requirements. The principal will chair the review panel, with the reviewer facilitating the preview process. Leadership and teaching staff and the school council president will be present on panel day to provide a broad school perspective. Peer principals have been selected for their expertise relevant to Hallam Primary School's pedagogy and their knowledge of the educational environment. A budget has been allocated to cover the formal

processes for a pre-visit and review day, time release and CRT replacement for the panel day and for the presentation of the school review report. The review day will see draft goals and strategies developed and formalised in a review report for presentation to staff and council prior to Hallam Primary School developing the School Strategic Plan.

Timeline for the review:

Date	Activity	Resources	Action officer
Term 1 2015	Briefing to staff and school council on upcoming review	Staff and School Council Meetings	Principal
Term 2 2015	Staff review of data and evaluation of current practice	Staff Meetings	Leadership Team
	Focus groups to identify current strengths and future work: School Council, Leadership Team, Staff, Parents, Students	Focus Group Meetings	Principal/ Consultant Review Team Consultant
	Collation and analysis of data and evidence to prepare self-evaluation.	Leadership Team Meetings	Principal/ Consultant Leadership
	Ratification of self- evaluation	Report SC Meeting	Principal School Council
	Pre-visit/ Terms of Reference	Report/ data	Principal School Reviewer
3 rd Sept 2015	Panel day	Review Panel	Principal School Reviewer
	Submission of report to DET		School Reviewer
	Presentation to staff and School Council	Staff Meeting School Council Meeting	Principal School Council President, Reviewer

Peer Review Panel:

James Allen (SC President, Hallam PS Council)	Julie Macfarlane (Principal, Hallam PS)
Darrell Mullins (Reviewer, RADII)	Anne Nicholls (Consultant, Queen's Court Consulting)
Roma McKinnon (Principal, River Gum PS)	Leonie King (Principal, Hampton Park PS)
Shirley Fletcher (Assistant Principal, Hallam PS)	Melissa Gurtler (LT Curriculum Coordinator, Hallam PS)
Robyn Unthank (Expert Teacher, Hallam PS)	Dianne Hobart (Business Manager, Hallam PS)

Panel day plan:

Time	Activity and purpose	Who	Expected outcomes (i.e. what we expect this activity will achieve)
9:00am	Welcome and Introductions	Julie	
9:30am	Meet Student Leadership Team (SLT) in BER <ul style="list-style-type: none"> • SLT welcome • Discuss involvement in Self Evaluation process • Statement about Hallam PS 	Reviewer & Peer Principals	Students' perspectives
9:45am	Review of Self Evaluation based on Terms of Reference	Panel	Consideration of school's performance Consideration of focus questions
11:00am	Morning tea with Staff		
11:30am	Recommendations arising from previous discussions	Panel	Recommendations
1:00pm	Lunch		
2:00pm	Strategic Intent for new SSP	Panel	Strategic Intent

3:30pm	Conclusion		
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Accredited school reviewer:

Darrell Mullins, Alto Educational Consultancy, 28 Alto Ave Croydon VIC 313

Signatures:

School Principal:

Name: Julie Macfarlane

Signature _____ Date:

School Council President:

Name: James Allen

Signature _____ Date:

3. Evaluation of Performance

	Goal and target from former strategic plan	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.</p> <p>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>GOAL:</p> <p>To increase the proportion of students achieving at / above the expected level in English- Reading and Mathematics- Number</p> <p>TARGETS:</p> <p>By 2015:</p> <p>As measured by NAPLAN the school mean for Reading and Numeracy at both Years 3 and 5 to be at or above the State benchmark.</p> <p>As measured by the ATS Survey, the Learning Confidence variable (Years5/6) to be at or above 4.00.</p>	<p>The panel's overall view of the school performance was that substantial progress towards achieving goals and targets</p> <p>Panel noted in particular:</p> <ul style="list-style-type: none"> • Relative growth medium and high increase, particularly in Writing • PAT data showed Matched cohort data strong in both Literacy and Numeracy- at and in some cases above State Mean • Performance in Literacy was better than Numeracy (while still good) <p>ENABLERS:</p> <ul style="list-style-type: none"> • Implementation of whole school consistent curriculum programs • Good effective professional learning and dialogue around student learning needs • Staff are driven people who are collegiate and hard working • Strong commitment to a rigorous and targeted use of assessment schedule together with extensive moderation has produced effective • Selective choice of various areas to suit the needs of HPS students • Collective efficacy and responsibility • Induction program very intensive <p>INHIBITORS:</p> <ul style="list-style-type: none"> • Mobility rates between 10% and 30% • School entry data low in all areas 	<p>Continue to build on the successful programs in place, as reflected in the data, which will allow the focus on the following goal:</p> <p>Goal:</p> <p>Build teacher capacity in the delivery of a comprehensive Mathematics curriculum to improve student learning outcomes</p> <p>Strategies:</p> <p>Embed an exploratory pedagogical model for curriculum innovation by;</p> <ul style="list-style-type: none"> • Drawing on a range of professional resources to enhance understanding • Ensuring time is given to development of knowledge, practical application and experimentation • Creating a Scope and Sequence for Maths • Allowing professional discussion and acquiring resources • Investigating a variety of Continua and research based references to refine specific continuum for each area relevant to HPS • Agreed assessment procedure for effective support of student learning • Utilise existing peer coaching and learning rounds to assist in professional learning • Explore the enhancement of existing science program into STEM

	Goal and target from former strategic plan	Panel view of school performance	Panel Recommendations for improvement
<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. Engagement spans students' motivation to learn, as well as their active involvement in learning. Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work.</p>	<p>These goals and targets are concurrent for both engagement and wellbeing</p> <p>GOALS:</p> <p>To enhance student wellbeing and connectedness to school</p> <p>To enhance the transition of students at key points in their schooling</p> <p>TARGETS:</p> <p>By 2015:</p> <p>As measured by the ATS Survey, Connectedness to School variable (Years5/6) to be at or above 4.37</p> <p>As measured by the PO Survey, Transitions variable to be 6.0</p>	<p>The panel agreed that overall HPS has been successful in meeting the I goals and targets outlined in the previous SSP, specifically:</p> <ul style="list-style-type: none"> • Met and exceeded both target and State Median standards for Connectedness to School (4.51) • SATs variables concerning active involvement in learning were at or above State Mean; 4.65 Student Motivation and 5.81 Student Morale • Highly satisfactory Student Attendance rates lower than State Mean at all Year levels. While attendance protocols have improved the rate of unexplained absences over the strategic plan period (4.76 in 2012 to 2.59 in 2014) there have been increases in Extended holidays, Parents Choice, unauthorised and Religious & Cultural Observance • While the transition variable in the Parent Opinion Survey did not sustain the target of 6.0. However informal discussion and community surveys would appear to indicate that this and the overall drop in rankings may be attributable to a level of confusion and misinterpretation on the part of respondents. <p>The panel noted that the school is concerned at the level and understanding of parent engagement, particularly in the areas of;</p> <ul style="list-style-type: none"> • School expectations • Home learning <p>and agreed that this would be an area for future investigation</p>	<p>Goal</p> <p>Broaden and enhance the home school partnership by endeavouring to involve parents in their child's learning through the following steps:</p> <ul style="list-style-type: none"> • Appointment of Home school liaison personnel • Creating links with community groups to form partnerships to build parent engagement • Strengthen relevant sections of KidsMatter • Maintain current attendance protocols and investigate possible processes and procedures to counteract the effects on learning of prolonged absences • Expand ICT resources to further enhance student learning. • Embed understanding of the need for consistent Mathematical language • Embed formative assessment processes

	Goal and target from former strategic plan	Panel view of school performance	Panel Recommendations for improvement
<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>These goals and targets are concurrent for both engagement and wellbeing</p> <p>GOALS:</p> <p>To enhance student wellbeing and connectedness to school</p> <p>To enhance the transition of students at key points in their schooling</p> <p>TARGETS:</p> <p>By 2015:</p> <p>As measured by the ATS Survey, Connectedness to School variable (Years5/6) to be at or above 4.37</p> <p>As measured by the PO Survey, Transitions variable to be 6.0</p>	<p>HPS has successfully achieved an orderly and stimulating learning environment. The panel specifically noted;</p> <ul style="list-style-type: none"> the strong support for teachers both within the data and anecdotally effectiveness of whole school approaches through Assertive discipline and restorative practices a dedicated AP position to welfare 	<p>Goal</p> <p>To further enhance the provision of an inclusive, safe, orderly and stimulating learning environment</p> <p>Strategies</p> <ul style="list-style-type: none"> To enhance the support and development of empathy and resilience in students, taking into account key attributes and challenges faced by our demographic Strengthen relevant sections of KidsMatter Enhance factors that are protective of young people's mental health; resilience, connectedness, belonging, support, positive life events
<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</p>	<p>Although the current Strategic Plan did not include specific goals or targets for Productivity Hallam Primary School has always aimed to develop its resources in line with its specific demands in all areas of learning and teaching.</p>	<p>The panel noted the overall excellence of HPS management of resources; people, time, funding, facilities, professional learning and organisation. Of particular note were the following factors:</p> <ul style="list-style-type: none"> Distributive leadership model Extensive professional learning <p>The panel agreed with the school concern with the possible effects of:</p> <ul style="list-style-type: none"> Changing demographic to include high and transient EAL population 	<p>Goal:</p> <p>To improve the allocation of resources (human, financial, time, space and materials) to maximize learning outcomes for students.</p> <p>Strategies</p> <ul style="list-style-type: none"> Development of EAL programs and support Enlist community expertise and organisations to improve/ extend resources Investigate areas of online communication

	Goal and target from former strategic plan	Panel view of school performance	Panel Recommendations for improvement
<p>facilities – to the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets.</p>		<ul style="list-style-type: none"> • Uncertainty of enrolment predictions on future productivity and that investigation of these areas should be part of the next strategic plan. 	<ul style="list-style-type: none"> • Enhance the provision of ICT resources through a planned and strategic purchasing program, professional learning for all staff and a clear curriculum focus for use. This may be supported by; <ul style="list-style-type: none"> • Whole school scope and sequence chart • Regular audit and maintenance program

4. Recommendations for the school from the panel day

Panel recommendations for improvement	Rationale/ theory of action	Next steps (optional)
Further development of Hallam Primary School curriculum programs of: Mathematics and STEM	Staff have identified the need to understand and present Mathematics in an orderly school specific way.	<ul style="list-style-type: none"> • Explore teacher capacity • Professional learning • Using existing action research process teacher will explore value adding to student learning • Identify specific, relevant resources and professional references • Develop essential classroom requisites
Investigating home/ school / community links to improve engagement in student learning	There is a need to understand the expectations and needs of particular cultural groups in relation to education and learning	<ul style="list-style-type: none"> • Create partnerships with established community groups relevant to our parents • Re-establish links with Hallam Kindergarten • Investigate potential community volunteers • Investigate alternate forms of communication

5. Registration Requirements: Summary Statement

Hallam Primary School

Signature of Reviewer _____



Date: 03/09/2015

Name of Reviewer: **Darrell Mullins**

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 (e.g. - 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* [see below] 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 (e.g. Timetable) Explanation of how and when curriculum and teaching practice will be reviewed (e.g. - SSP, AIP, Curriculum Committee minutes, staff Professional Development) Outline of how the school will deliver its curriculum (e.g. Scope and sequence) A whole school curriculum plan (e.g. Scope and sequence) Documented strategy to improve student learning outcomes (e.g. - 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 	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>

<ul style="list-style-type: none"> an 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 |
|---|---|