

# Peer Review Report – 2016 Cycle

## Camberwell South Primary School

### North Eastern Victoria Region

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# 1. Peer Review Report (Confidential to School Council, Staff and DET)

## 1.1 Evaluation of the School's Performance against the Strategic Plan

Goals and targets from previous Strategic Plan and AIP	Panel view of school performance	Considerations for Next Steps
<p><b>STUDENT LEARNING</b></p> <p><b>Strategic Plan Goal:</b></p> <p>To develop and embed CSPS as a vibrant professional learning community by:</p> <ul style="list-style-type: none"> <li>• providing a personalised learning environment</li> <li>• focusing on improved literacy and numeracy outcomes</li> <li>• emphasising whole child development.</li> </ul> <p><b>Strategic Plan Targets:</b></p> <p>NAPLAN: Every student deemed capable above national benchmarks in literacy and numeracy.</p> <p>VELS teacher judgement:</p>	<p><b>OVERVIEW</b></p> <p>The School Strategic Plan (SSP) goal and targets were designed to focus strategies on building a vibrant learning community at Camberwell South Primary School (CSPS) where greater consistency of teaching and learning practices ensured that all students were learning in every classroom. The SSP referred to a commitment to personalising learning through a <i>developmentally appropriate holistic approach</i>. The school has had some success but the panel determined that there is still considerable capacity building to ensure that the school motto <i>support and challenge</i> is modelled in every aspect of teaching and learning.</p> <p>The panel agreed with the description of the school's performance on student achievement indicators that were contained in the Pre-Review Self-Evaluation (PRSE). The panel confirmed that the various teacher judgement and NAPLAN performance indicators revealed the need for increased numbers of students to be achieving above state benchmarks in order to meet the SSP targets.</p> <p>The CSPS staff has the passion and desire to support students in need and to challenge them in their learning. The challenge is to ensure there is a consistent whole school approach promoting lifelong learning, global citizenship and providing students with the attributes necessary to thrive in the 21st century.</p> <p><b>SUMMARY OF PANEL ANALYSIS OF PERFORMANCE COMPARISONS WITH SSP GOALS AND TARGETS</b></p> <p>Reviewing data, learning growth in Literacy and Numeracy from Years 3 to 5 was generally on par with or above the statewide benchmark and generally on par with similar schools. Year 3 NAPLAN data indicated that there was slight fluctuation in the percentage of students in the top two Reading bands (2014 - 65.7%, 2015 - 69.1%, 2016 - 58.1%); while, in 2016, 4.1% of students were at National Minimum Standards and none below. Percentages were similar across all Year 3 strands. Year 5 NAPLAN data indicated that there was an improvement in the percentage of students in the top two Reading bands to that of Year 3 (2014 - 48.6%, 2015 - 55.8%, 2016 - 55.5%); while, in 2016, 6.4% of students were at or below National Minimum Standards. Percentages were similar across all Year 5 strands. The NAPLAN relative growth data identified a number of students achieving low growth in Reading despite early intervention programs and differentiation practices.</p>	<p>The panel discussion of strategy 'gaps', that is strategies that were still to be implemented, highlighted the following items for the school to consider carrying forward to the new SSP:</p> <ul style="list-style-type: none"> <li>• Agreement that CSPS was now on the right track under new leadership and the next strategic plan will be about living a collective vision with quality teaching and learning at the forefront.</li> <li>• Development of comprehensive, consistent planning documents across the school that incorporate the Victorian Curriculum.</li> <li>• Establishing common understanding and consistent practices across years P-6.</li> <li>• Developing an agreed instructional model.</li> </ul>

Prep-Year 6 students 80% working above expected level in literacy and numeracy.  
 Prep-Year 6 students 20% of students working 18 months or more above expected level in literacy and numeracy.

**FISO Dimension / Initiative**

Positive Climate for Learning

Building Practice Excellence

Curriculum Planning and Assessment

Evidence-based High Impact Teaching Strategies

Evaluating Impact on Learning

Instructional and Shared Leadership

Vision, Values and Culture

The Prep-Year 6 target of 80% working above the expected literacy and numeracy levels was not met over the life of the previous strategic plan. Below is the Semester 2 2015 AusVELS data:

	Reading			Writing			Number		
	A	B	Total	A	B	Total	A	B	Total
Prep	7.5%	23.9%	31.4%	1.5%	25.4%	26.9%	7.4%	25%	32.9%
Grade 1	18.8%	37.7%	56.5%	2.9%	21.7%	24.6%	17.1%	30%	47.1%
Grade 2	11%	26%	37%	8.2%	16.4%	24.6%	8.2%	30.1%	38.3%
Grade 3	23.5%	27.2%	50.7%	13.6%	42%	55.6%	12.3%	38.3%	40.6%
Grade 4	29.2%	33.3%	62.5%	13.9%	34.7%	48.6%	25%	33.3%	58.3%
Grade 5	34.8%	33.3%	68.1%	22.7%	34.8%	57.5%	20.3%	33.3%	53.3%
Grade 6	23%	45.9%	68.9%	8.1%	43.2%	51.3%	20%	38.7%	58.7%
Prep - 6	21.1%	32.5%	56.6%	10.2%	31.5%	41.7%	15.7%	32.9%	48.6%

**FACTORS INFLUENCING STUDENT ACHIEVEMENT PERFORMANCE**

**Enablers**

The SSP contained key improvement strategies designed to build capacity through:

- Developing a consistent whole school approach to differentiated literacy and numeracy teaching
- Building quality teacher practice through targeted professional learning
- Using multiple sources of data to plan a personalised learning approach

The SSP key improvement strategies were designed to build teacher capacity through developing a consistent approach to teaching literacy and numeracy across the school so as to improve student learning outcomes.

The PRSE and panel discussions highlighted the range of initiatives designed to improve teacher knowledge and to build more engaging classrooms. Examples, acknowledged by the panel, included:

- Learning plans scheduled twice a year and reviewed on a needs basis.
- Teachers using assessment of students' learning to inform teaching and learning.
- Students encouraged to establish their own learning goals through portfolio learning tasks and co-constructed rubrics that were extended over the curriculum.
- Some students providing feedback to peers.
- An increased understanding in the importance of data and a greater determination for data to inform practice.
- An Assessment and Reporting Coach who worked with Professional Learning Teams to create a greater understanding of, and capacity to use, data to inform curriculum planning.
- Internal Literacy and Numeracy Coaches appointed in 2016 to further develop teacher capacity

- Reviewing current assessment practices in terms of how they inform and support learning.
- Further improved literacy and numeracy outcomes by ensuring all students make at least expected progress each year.
- Building effective and purposeful teams.

in the explicit teaching of literacy and numeracy.

- External Literacy and Numeracy consultants, have been important members of the CSPA's Professional Learning Community, the emphasis being on improving student learning outcomes in Writing and Number.
- A commitment to creating global citizens and forming learning inquiries based on the 6 C's of *Collaboration, Creativity, Character, Citizenship, Critical Thinking* and *Communication*, as prerequisites for ongoing innovative global learners.
- A model with direct links to the AITSL standards and Professional Development Plan (PDP) process.
- Numeracy and Literacy coaches attendance at PLTs to assist with planning, student data analysis and instructional practice.
- Numeracy and Literacy coaches modelling and observing classroom teachers.
- Forming a partnership with local schools focused on building teacher capacity through instructional rounds.
- The introduction of Science across all year levels in 2014 through an internal coaching initiative resulting in the building of teacher confidence to plan and implement Science curriculum.

The panel agreed with the school's proposition that this year there was far stronger buy-in from staff members who had actively sought a unified and coherent approach in the pursuit of the school's agenda. The School Staff Survey and practices discussed led the panel to form the opinion that teachers and instructional leaders were increasingly collaborative in their endeavours to better understand and model effective teaching strategies.

### **Barriers**

School leaders have found it difficult to articulate the school priorities with a shared vision for Teaching and Learning. This is partially due to three changes in Principalship over the life of the last strategic plan. While there is a positive culture in the school, supported by strong community connection, inconsistency in teaching approaches has resulted there has been no discernible staff agreement on how to meet every student's point of need - no universal agreement on how best to respond when a student does not master an essential learning concept.

While teachers have discussed learning goals and progress with students, the practices of designing structured lessons that review prior learning, designing group tasks around learning goals and checking student understanding, have been inconsistent across the school. Teacher diagnosis of individual student progress to extend and deepen each student's learning is ongoing but the quality of practice is inconsistent.

In developing and reviewing assessment and teaching strategies, teaching teams have tried to work collaboratively; however, discrepancies in understanding have limited the effectiveness of the collaboration.

Panel conversation raised concern about not sufficiently meeting the needs of high achievers. It was

	<p>agreed that there was room to value add for all students. Leadership recognises that teachers need capacity building in using diagnostic assessment. Teacher confidence in making judgements was affected by teachers when there was non-alignment between the current teacher and the teacher who the student is transitioning to next.</p> <p>The panel agreed with the school's proposition that gaining buy-in from the teacher reticent or resistant to change is a challenge. Personalising learning can require reculturing. Students reported that they were less engaged when completing a worksheet not tailored to their needs and simply keeping them "busy" rather than "challenging" them. This signals the need for teachers to be more aware of students' learning needs and learning styles.</p> <p>For <b>Mandatory FISO Terms of Reference</b> see Section 1.3, page 7.</p>	
<p><b>STUDENT ENGAGEMENT AND WELLBEING</b></p> <p><b>Goals:</b></p> <p>To improve engagement of all students by producing confident, collaborative and creative learners who connect in a globalised world.</p> <p>To develop a consistent whole school approach to student wellbeing.</p> <p><b>Targets:</b></p> <p>Student Attitudes to School <i>Teacher effectiveness</i> and <i>teacher empathy</i></p>	<p>The SSP referred to a commitment to developing a whole school vision of student wellbeing and to implement a whole school personalised approach to learning. This would give students the opportunity to negotiate and set goals in a globalised 21st century learning context. The school has had some success but the panel determined that a whole school personalised approach to learning has not existed at CSPS and that student agency was not strong in classrooms.</p> <p><b>PERFORMANCE COMPARISONS WITH SSP GOALS AND TARGETS</b></p> <p>Over the past four years, the leadership team has looked to embed a consistent approach to values and relationships. Data indicated to the panel that the goal and some targets were achieved; however, there is considerable scope for improvement.</p> <p>Attitudes to School Survey (AtSS) measure scores in the middle fifty percent of all school mean scores. The <i>connectedness to peers</i> and <i>student safety</i> scores were on par with region benchmarks over the life of the strategic plan; however, other variables tended to be below region benchmarks and just below state benchmarks. Targets pertaining to <i>teacher empathy</i> and <i>teacher effectiveness</i> were not reached: <i>teacher empathy</i> 2014 - 4.18, 2015 - 4.28, 2016 - 4.32 and <i>teacher effectiveness</i> 2014 - 4.11, 2015 - 4.17, 2016 - 4.24. While both variables showed improvement over three years moving from the first to the second quartile, it did not meet the third quartile target. AtSS trends demonstrate some low levels of confidence in teaching and learning, wellbeing and student relationships.</p> <p><b>OTHER PERFORMANCE INDICATORS EXAMINED BY THE PANEL</b></p>	<p>Panel discussion of strategy gaps highlighted the need to continue to focus on building student connectedness and resilience, and promote student agency through leadership and students taking increased responsibility for their learning.</p> <p>The following could form part of the new SSP:</p> <ul style="list-style-type: none"> <li>• Reviewing the whole school programs for student engagement and wellbeing.</li> <li>• Staff professional learning incorporating a whole school approach to student wellbeing.</li> </ul>

<p>2012: 1<sup>st</sup> quartile 2015: 3<sup>rd</sup> quartile</p> <p>Teacher Opinion Survey <i>School morale</i> 2011: 70.8 state mean 81.3 2015: at or above state mean.</p> <p><b>FISO Dimension / Initiative:</b></p> <p>Positive Climate for Learning</p> <p>Building Practice Excellence</p> <p>Evaluating Impact on Learning</p> <p>Setting Expectations and Promoting Inclusion</p> <p>Health and Wellbeing</p> <p>Professional Leadership</p> <p>Strategic Resource Management</p>	<p>The panel considered AtSS scores were reflective of student engagement and confidence in learning at CPPS. They reflect that while the school environment has becoming more engaged over the past year, there is a need to ensure that every classroom is engaging and that each student is connected to the learning.</p> <p><i>Teacher effectiveness, stimulating learning and classroom behaviour</i> trends demonstrate slight improvement over the past 3 years, with males reporting more positive responses than females. 84% of all staff positively endorsed <i>Collective Responsibility</i>, demonstrating staff view the success of all students as their shared responsibility. Teacher opinion scores for <i>school morale</i> results indicated significant improvement in student perceptions of wellbeing at CPCS. 76% of all staff positively endorsed a <i>Resilient and Supportive Environment</i>, demonstrating the use of effective strategies to handle stress, difficult students, and work load management.</p> <p>86% of all staff positively endorsed <i>Collective focus on Student Learning</i>, supporting the school's activities to promote student learning. This is consistent with the 2014 result of 82%.</p> <p>Parent opinion trends improved over the life of the strategic plan, with 2015 figures close to the state average.</p> <p><b>FACTORS INFLUENCING STUDENT ACHIEVEMENT PERFORMANCE</b></p> <p><b>Enablers</b> At CPCS, student behaviour in and out of classrooms was found to be exemplary, largely due to the positive relationships between teachers and students and to various school processes and structures.</p> <p>Teachers have created a positive learning environment that has promoted wellbeing and peer connectedness. Discrete social and emotional learning skills are in play. The curriculum has promoted a positive self-identity and students have been taught self-management strategies. Some teachers were trained to identify if student need professional support. The school has accessed DET and external allied health professionals to meet individual student wellbeing needs.</p> <p>The school has taught discrete social and emotional learning skills. The curriculum has promoted a positive self-identity and students are taught self-management strategies. Students positively influenced school policies and programs of learning through opinion surveys and student actions groups.</p> <p>CPCS completed the accreditation process to become eSmart at the end of 2015. The school has an embedded culture of eSmart online practices to scaffold students in both their online learning and social identity. This process involved a working group of parents, teachers and students.</p> <p>An extensive Student Leadership Program has operated throughout the school. Students were given a range of opportunities to further develop their leadership skills. Student Action Teams have operated throughout 2016, focusing on enhancing student voice in the areas of Wellbeing, Environment, Media, The Arts and Community Service. The Promoting Alternative Thinking Strategies (PATHS) Program supports this. The school's approach to student wellbeing has developed a more consistent approach across the school. Accompanying professional learning was seen as positive and cohesive. Expo nights</p>	<ul style="list-style-type: none"> <li>Stronger feedback mechanisms enabling students to feel heard and valued.</li> </ul>
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were highly valued.

The introduction of the Promoting Alternative Thinking Strategies (PATHS) Program has become the framework of a P-6 Social and Emotional Development Program. PATHS was aligned with Restorative Practices and social and problem solving circles.

The school has worked closely with community partners to access specific learning experiences, support and resources (intellectual or physical) not available within the school. They have established links with services that promote positive health and wellbeing of students and teachers and that support individual needs.

### **Barriers**

While student behaviour in and out of classrooms is exemplary, students can be compliant and less inclined to give teachers feedback on the impact of an activity or levels of engagement. If there were to be poor behaviour it would tend to be due to students being disengaged. While the school has been very successful developing student voice outside the classroom, there is room for growth within some classrooms.

Leadership is well aware of the following inhibitors:

- The school lacks a Roles and Responsibilities document.
- There is a small group of students who are not sufficiently engaged in their learning.
- While students can influence school policies and programs of learning through opinion surveys and student actions groups and the data has been acknowledge, it may not have been acted on.
- While teachers are expected to create a positive learning environment that promotes wellbeing and celebrates diversity, this becomes challenging if classroom activities are not personalised and are not meeting individual point of need.
- Induction and mentoring new staff in relation to the PATH program has been under resourced.

Panel members agreed that in meeting a clientele with high aspirations, addressing issues around engaging practice will be important for improving learning outcomes as will building stronger feedback mechanisms enabling students and teachers to have more one-to-one conversations which are an integral and vital part of the learning process.

## 1.2 Other significant findings

Outcome Area (only if required)	Evidence/Findings	Impact/Analysis
N/A	N/A	N/A

## 1.3 Panel Day Discussions and Recommendations

Topics/Areas of Interest discussed by the panel and panel recommendations for improvement	Goals and Rationale/Theory of Action	Next Steps
<p><b>ToR 1:</b> To what extent has the school been aligned with FISO? What evidence of implementation and impact is emerging?</p> <p><b>FISO Dimension/ Initiative</b></p> <p>Excellence in Teaching and Learning.</p> <p>    Positive Climate for Learning</p> <p>    Building Practice Excellence</p> <p>Curriculum Planning and Assessment</p> <p>Evidence-based High Impact Teaching Strategies</p> <p>Evaluating Impact on Learning</p>	<p><b>FISO priorities</b> of 'Curriculum Planning and Assessment', 'Building Practice Excellence', 'Positive Climate for Learning', 'High Impact Teaching Strategies' and 'Impact on Learning' were assessed by the panel as 'emerging' - leadership believes there is significant scope for improvement. Evidence from the SSE and panel discussion highlights:</p> <ul style="list-style-type: none"> <li>• Since the beginning of 2015, leadership at CSPS has raised expectations of teachers to acknowledge and take action on student achievement and student attitudes data so as to inform individual, classroom and team planning. While some teachers need to grow significantly in this area, there is an increased appreciation of the importance of self-reflection and teachers questioning their impact in and out of classrooms.</li> <li>• Increased emphasis on the collection and analysis of data to inform team, class and individual planning is beginning to make a constructive difference.</li> <li>• Personalising learning is part of the Teaching and Learning vernacular at CSPS; however, to</li> </ul>	<p>See sections on <b>Student Learning, Student Engagement and Wellbeing</b>, and <b>Community Engagement</b> (below) for Key Improvement Strategies and Actions.</p>

## STUDENT LEARNING

### Term of Reference

The extent to which CSPS has an explicit, planned, documented and consistently judged curriculum and pedagogy that meets the needs of all students, with a particular focus on:

- Learning Continuums – curriculum design and planning, backward design model and broadening the scope of the learning beyond the grade level
- Instructional model for teaching and learning practice that is clearly documented and understood by all staff
- Formative and Summative Assessment Practices - use of data to inform teaching, whole school moderation and feedback to students on their learning
- Seamless transition across Foundation to Year 6 (from one year to the next).

this point, there is no agreed definition of, or strategies devised, to best meet individual student point of need.

- Planning and sequencing learning and selected teaching and assessment strategies appropriate to the content area and recognising the need to address specific learning needs has varied from team to team.
- While teachers have developed, or are in the process of developing, their evaluative skills and capabilities including giving and receiving feedback, there is a lack of consistency in approach across teams and, in turn, this has contributed to inconsistency in teacher practice.
- While four Professional Learning Teams (PLTs) have been released for two sessions weekly to plan and monitor student learning, their team performance has varied, some teams embracing the importance of sharing successes and challenges, more than others.

### Rationale

If consistent teaching and learning protocols and practice are adopted, then students will experience an enhanced capacity to learn and to develop skills, confidence and curiosity and, in turn, every student will demonstrate targeted learning progress.

### Suggested goal

*To embed a rich, relevant, challenging and stimulating learning program that meets all students' point of need.*

### Targets

Consideration is given to including targets such as the following designed to measure progress toward achievement of the suggested goal in the new Strategic Plan:

Teacher Judgements:

For those deemed capable, increase to 90% the number

### Suggested key improvement strategies (KIS)

Build a whole school instructional model to deliver the curriculum at the students' point of need based on data and feedback.

### Suggested key actions to support attainment of KIS

To create and embed a shared vision.

Create and embed protocols for effective communication with role clarity for all staff.

Develop an agreed instructional model.

Build effective teams which will:

- value professional learning
- set high expectations
- be collaborative

<p>While the school is meeting state benchmarks across all strands, it is predominantly below region benchmarks. The panel agreed that there was room for significant improvement with the NAPLAN results.</p> <p>The leadership team is committed to building great professional responsibility and accountability with regard to learning and teaching at CSPA. This facilitates personalised teacher learning and higher levels of accountability. There is a desire to build the capacity of middle level leaders. The developmental work will be encouraging teachers to become more student-centred in approach, resulting in more purposeful teaching and stimulating learning across all classrooms.</p> <p>Leadership recognises the importance of building a common language and consistency in teaching and learning - the desire to have a whole school vision and values which are lived by all stakeholders. Stronger student agency in the classroom is a positive pursuit as is teachers inviting colleagues to observe their teaching practice and to provide valuable feedback.</p> <p>Panel discussions emphasised the importance of growing teams so that they become more collaborative, sharing professional successes and challenges.</p>	<p>of students achieving a rating of A or B against Victorian Curriculum F-6 to indicate at least 12 months' growth for every student who is deemed capable for each year of the reporting period.</p> <p>NAPLAN - Year 3  To increase the number of students achieving Band 6 in Reading from 31.1% (2016) to 60% (2020).  To increase the number of students achieving Band 6 in Writing from 23.3% (2016) to 50% (2020).  To increase the number of students achieving Band 6 in Numeracy from 32.4% (2016) to 65% (2020).</p> <p>NAPLAN - Year 5  To increase the number of students achieving Band 8 in Reading from 23.8% (2016) to 50% (2020).  To increase the number of students achieving Band 8 in Writing from 6.3% (2016) to 50% (2020).</p> <p>NAPLAN - Relative Growth  To decrease the number of students achieving low relative growth in Reading from 25.5% (2016) to 5% (2020).  To decrease the number of students achieving low relative growth in Writing from 17.2% (2016) to 5% (2020).  To decrease the number of students achieving low relative growth in Numeracy from 22.4% (2016) to 5% (2020).  To increase the number of students achieving high relative growth in Reading from 28.3% (2016) to 50% (2020).  To increase the number of students achieving high relative growth in Writing from 34.5% (2016) to 50% (2020).  To increase the number of students achieving high relative growth in Numeracy from 25.9% (2016) to 40% (2020).</p> <p>Each year for the review period, to improve the Year 5 and 6 mean factor score on the Student Attitudes to School Survey with all variables identified below at +6:</p> <ul style="list-style-type: none"> <li>• Stimulating Learning (2016 - 3.87)</li> <li>• Student Motivation (2016 - 4.43)</li> <li>• Teacher Effectiveness (2016 - 4.24)</li> </ul>	<ul style="list-style-type: none"> <li>• analyse data and share best practice</li> <li>• seek, reflect and take action on student feedback.</li> </ul> <p>Establish common understanding and consistent practices across years P-6.</p> <p>Review current assessment practices in terms of how they inform and support learning.</p> <p>Build teacher capacity to enable students to use data to track their progress and to set challenging goals.</p> <p>Build teacher capacity to:</p> <ul style="list-style-type: none"> <li>• Design rigorous learning opportunities to challenge all students.</li> <li>• Use data effectively to plan and evaluate the impact on learning and teaching.</li> <li>• Embrace student and collegial feedback</li> </ul> <p>Build a peer observation and feedback model.</p> <p>Develop a coaching culture to build conversations, ownership and commitment to growth.</p>
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	<ul style="list-style-type: none"> <li>• Learning Confidence (2016 - 4.09)</li> <li>• Teacher Empathy (2016 - 4.32)</li> </ul>	
<p><b>STUDENT ENGAGEMENT AND WELLBEING</b></p> <p>Term of Reference The extent to which there is a whole school approach to wellbeing so they become resilient, empathic and emotionally literate individuals, with a particular focus on:</p> <ul style="list-style-type: none"> <li>• A whole-school approach to wellbeing.</li> <li>• A whole-school approach to student management.</li> <li>• Build social capital in our school community.</li> <li>• Engage parents in genuine learning partnerships.</li> <li>• Educate and engage families about learning processes, pedagogy, instructional model and behaviour expectations.</li> </ul> <p>At CSPS, there is a whole school approach to wellbeing that supports students to develop their personal and interpersonal skills so they become resilient and empathic. This is evident in the policies, procedures and practices making sense of the nexus between relationship building and wellbeing.</p> <p>Leadership recognises the need to link curriculum, pedagogy and wellbeing so that students feel more connected to the classroom. Student classroom behaviour, while sound, tends to result in students being compliant rather than being encouraged to give teachers feedback on their learning. Leadership is keen for students to comprehend the learning purpose and be able to articulate it.</p>	<p><b>Rationale</b></p> <p>Students with higher resiliency are more likely to thrive in learning and achieve greater educational outcomes.</p> <p><b>Goal</b></p> <p><i>To embed a whole school approach to wellbeing focusing on students developing resilience, empathy and emotional intelligence.</i></p> <p><b>Targets</b></p> <p>Consideration is given to including targets such as the following designed to measure progress toward achievement of the suggested goal in the new Strategic Plan: By 2020, improve the Student Attitudes to School Survey with all variables identified below at +6:</p> <ul style="list-style-type: none"> <li>• Student Safety (2016 - 4.34)</li> <li>• Student Distress (2016 - 5.93)</li> <li>• Student Morale (2016 - 5.51)</li> <li>• Classroom Behaviour (2016 - 3.31)</li> <li>• Connectedness to peers (2016 - 4.31)</li> </ul>	<p><b>Key Improvement Strategy</b></p> <p>Build a common and consistent framework to enhance positive relationships.</p> <p><b>Suggested key actions to support attainment of KIS</b></p> <p>Review the whole school programs for student engagement and wellbeing.</p> <p>Review current levels of student voice/agency both within and outside the classroom.</p> <p>Ensure that the Student Engagement and Wellbeing policy aligns with school priorities and initiatives.</p> <p>Review and formalise pre, during and post student transition programs.</p>

<p>Discussion of gaps between the school's current and desired performance highlighted the need to address potentially emerging downward trends in Student Attitude scores, particularly <i>teacher effectiveness</i> and <i>stimulating learning</i>.</p> <p><b>FISO Dimension / Initiative</b></p> <p>Positive Climate for Learning</p> <p>Building Practice Excellence</p> <p>Excellence in Teaching and Learning</p> <p>    Evaluating Impact on Learning</p> <p>    Professional leadership</p>		
<p><b>COMMUNITY ENGAGEMENT</b></p> <p>Term of Reference Determining how CSPS can strengthen engagement, connectedness and parent partnerships.</p> <p>The school wishes to further engage parents in their child's learning. Leadership is keen to explore ways of more personalised forms of communication with parents. In addition, it wishes to promote and enrich the strength of its existing partnerships and explore further opportunities.</p> <p>Discussion of gaps between the school's current and desired performance highlighted the need for CSPS to further engage parents to support their child's learning.</p> <p><b>FISO Dimension / Initiative</b></p> <p>Positive Climate for Learning</p> <p>Professional Leadership</p> <p>Community Engagement in Learning</p>	<p><b>Rationale</b></p> <p>Children learn best when the significant adults in their lives - parents, teachers, and other family and community members - work together to encourage and support them.</p> <p><b>Goal</b></p> <p><i>To build genuine open learning partnerships with parents.</i></p> <p><b>Targets</b></p> <p>Consideration is given to including targets such as the following designed to measure progress toward achievement of the suggested goal in the new Strategic Plan: By 2020, to improve the Parent Opinion Survey with all variables identified below at +6:</p> <ul style="list-style-type: none"> <li>• Approachability (2015 - 5.67)</li> <li>• Reporting (2015 - 5.42)</li> <li>• Parent Input (2015 - 5.30)</li> <li>• Stimulating Learning (2015 - 5.80)</li> <li>• General Satisfaction (2015 - 5.92)</li> </ul>	<p><b>Key Improvement Strategy</b></p> <p>Engage the school community in school wide practices that further extend their understanding of the learning process, behavioral leadership and positive home learning partnerships.</p> <p><b>Suggested key actions to support attainment of KIS</b></p> <p>Review and formalise the engagement of parents to support learning through partnerships.</p> <p>Refine organisational protocols to ensure transparent communication with parents.</p> <p>Ensure regular and varied opportunities for productive learning conversations between staff and parents.</p> <p>Enhance links and partnerships to better utilise community expertise to support school programs, processes and activities.</p>

		<p>Review timing, nature and frequency of contact with parents regarding student progress and development.</p> <p>Promote and enrich the strength of the existing partnerships and explore further opportunities.</p> <p>Enhance the culture of involvement and active service in the community.</p> <p>Continue to build connections with families so they can authentically support student learning.</p>
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## 2. Peer Review Report Executive Summary (published on school's website)

### 2.1 School Context

Located in Glen Iris, Camberwell South Primary School (CSPS) is 91 years old. 490 students are enrolled (a slight drop of 17 students since 2015). While predominantly anglo-saxon, there are recent trends of increasing numbers of Asian multinational families attending the school. The Student Family Occupation Index has remained steady around 0.20 for the last three years. Currently the Index is at 0.1711 well below the state median of 0.5166.

The school has a staffing profile of two principal class, three FTE Leading Teachers, 28.3 EFT classroom teachers, 3.19 Education Support staff and 0.84 Nurse/Integration aides. There has been significant staff turnover over the past strategic plan and leadership has undergone change with the current principal was appointed substantively in April 2016. In 2013, a new Principal was appointed, replacing the previous Principal who retired after leading the school for 17 years. In 2014, 14 new employees were appointed, many of whom new to the teaching profession. An additional Acting Assistant Principal/Data Coach was employed, who became a SEIL in May 2016. The role of Principal was shared between leaders within the school until a substantive Principal was appointed, beginning Term 2 2016. In addition this year, a part-time Literacy Coach (0.6) and a part time Numeracy Coach (0.4) were appointed. The role of English as Additional Language Coach (0.2) was created. At the beginning of the 2016 school year, 15 contract positions were in place. This was largely due to the balance of Family Leave and Leave Without Pay staff. Four contract staff members have been translated to ongoing status with a desire to create greater job security and stability at CSPS.

The school's curriculum is based on AusVELS is offered which includes the core subjects plus the specialist subjects of Music, Art, LOTE and Physical Education. Internal Literacy and Numeracy coaches have been appointed this year to develop teacher capacity in explicit teaching. Science teaching and learning has received impetus from significant professional learning (emphasising using data to inform team, class and individual planning) and an internal mentorship program. Two Science coaches assist teaching staff and level teams modelling best planning, teaching and assessment practice.

CSPS is committed to creating global citizens and forming learning inquiries based on collaboration, creativity, character, citizenship, critical thinking and communication. The school has an extensive student leadership program giving students numerous opportunities to enhance voice.

The school takes pride in its facilities that include interactive whiteboards in every classroom, notebook computers, workstations and iPads. The grounds are attractive and spacious.

The school enjoys strong partnerships with parents and the wider community. The Parents and Friends' Association provides valuable service and support to the school community through activities such Mothers and Fathers Day breakfasts and the buddy program.

### 2.2 Summary of the School's Performance

#### 2.2.1 Summary of the School's Performance against the Previous Strategic Plan

CSPS presents as a most welcoming attractive learning environment, where there is a genuine commitment to presenting a rich and relevant curriculum and to meet individual student needs.

A broad range of evidence reveals that the school has been largely effective in achieving improved student learning engagement and wellbeing outcomes for many of its student cohort. Maximising the learning growth of all students has been a key goal over the past four years. Developing a vibrant professional learning community remains a work in progress. Data, including NAPLAN and school based evidence, indicated that the school's Year 3 and 5 student outcomes in literacy and numeracy were above national benchmarks, generally on par with state benchmarks and below region benchmarks. The percentage of students performing above expected standards across all strands tended to fluctuate over the four years and did not meet the desired targets; nor was the ambitious target of every student making 12 months or above growth per year. Despite this, the school has made some progress towards maximising the learning growth of all students.

The school has invested in a number of professional learning opportunities for staff in order to grow as a learning community. Leadership is aware that the goal of personalising learning - meeting individual point of need - was not achieved. While Professional Learning Teams (PLTs) exist, they have tended to be more management-based rather than facilitating open discussions about profound learning and teaching practices. Challenges have related to building staff teamwork to give teachers formal opportunities to discuss their successes and challenges and differentiating the curriculum and

learning and teaching more consistently. While learning intentions and success criteria have been widely used, there remains a question as to whether these have engaged, motivated and challenged students.

At CSPS, there has been a desire to build community ownership and commitment to the vision, purpose and values of the school. Parents participate in numerous school programs and communication between staff and parents is strong. The school has developed some effective partnerships between home and school where parents feel valued as partners in their child's learning.

The new Leadership team is committed to building a culture of professional responsibility. There is a whole school determination to embed a collaborative learning community over the life of the next strategic plan. Leadership is keen to empower staff to work collaboratively, to be more consistent in planning, teaching and assessing, to share successes and challenges and to take action after the sharing. Professional Learning Teams will be encouraged to acknowledge and use of data to inform curriculum planning and pedagogy.

### **2.2.2 Summary of the considerations for the next Strategic Plan**

Under new leadership, the school is looking to embed a rich, relevant, challenging and stimulating learning program that meets all students' point of need. It is determined to build classrooms that are more student centred in teaching approach, that meet diverse learning and social needs and that adapt to personal and social change.

The review panel endorsed the school's current directions and recommended the strategies and actions highlighted during the review to be considered for inclusion in the new School Strategic Plan (SSP). These strategies emphasise the development of effective school wide approaches to teaching, learning, engagement, wellbeing and community. Some considerations for the SSP include the following:

#### **STUDENT LEARNING**

At CSPS, there is a desire to embed a rich, relevant, challenging and stimulating learning program that meets all students' point of need. If consistent teaching and learning protocols and practice are adopted, then students are likely to experience an enhanced capacity to learn and to develop skills, confidence and curiosity.

It was suggested that targets designed to measure progress towards achievement of this goal be included in the new SSP. Such targets would be aimed at ensuring every student makes at least expected progress each year and increasing the percentage of students performing above expected standards.

#### **Key improvement strategy**

- Build a whole school instructional model to deliver the curriculum at the students' point of need based on data and feedback.

#### **ENGAGEMENT AND WELLBEING**

Leadership recognises the need to link curriculum, pedagogy and wellbeing so that students feel more connected to the classroom. Leadership wishes to embed a whole school approach to wellbeing focusing on students developing resilience, empathy and emotional intelligence. If students are cognitively, emotionally and behaviourally engaged at CSPS then their outcomes will improve.

#### **Key improvement strategy**

- Build a common and consistent framework to enhance positive relationships.

#### **COMMUNITY ENGAGEMENT**

The school wishes to further engage parents in their child's learning. A more meaningful home-school partnership, the strongest evidence being increasing numbers of parents taking an active interest in their child's learning, is a key goal for the next four years. Leadership knows that sound communication and effective collaboration between home and school will optimise student learning and wellbeing. Leadership is keen to explore ways of more personalised forms of communication with parents. In addition, it wishes to promote and enrich the strength of its existing partnerships and explore further opportunities.

### **Key improvement strategy**

- Engage the school community in school wide practices that further extend their understanding of the learning process, behavioral leadership and positive home learning partnerships.

### **2.2.3 Next steps**

The panel's opinion was that the school, under new Leadership, is very well placed for its next strategic plan period. Leadership recognises the challenge to further build teacher capacity to be more student centred, to use data more effectively to plan for and track learning, and to seek and take action on feedback from students and colleagues. Observations by peer members of the review panel were that the school's current directions should lead the school to be optimistic about future gains. The panel was impressed by the clarity in direction articulated by the leadership group.

## Appendix 1: Focus for the Peer Review

# Peer Review - Focus of the Review: Terms of Reference and Methodology

## Camberwell South Primary School North Eastern Victoria Region

School number:	4170
Principal:	David Pelosi
Year/semester of review:	2016
Review report due date:	27 October 2016
Review report author:	John Marks

### Accredited School Reviewer

John Marks - National Curriculum Services

### Focus for the Peer Review

#### 1.1 Terms of Reference

To what extent has the school been aligned with FISO? What evidence of implementation and impact is emerging?

##### 1) RELATED FISO INITIATIVES

- **Excellence in Teaching & Learning:**
  - Curriculum planning and assessment
  - Building practice excellence.
- **Positive Climate for Learning:**
  - Empowering students
  - Setting expectations and promoting inclusion
- **Professional Leadership:**
  - Instructional and shared leadership
  - Vision, values and culture
- **Community Engagement in Learning:**
  - Parents and Carers as Partners

Goals for the future will have a focus on teaching and learning and building teacher capacity. The use of learning continuums and identifying student' point of learning are areas for development. Teachers require support to build confidence to make consistent and accurate judgements. Building teams and developing effective feedback between colleagues are areas to improve. The school community values the supportive approach to student wellbeing and this is an area to maintain in the future. Professional learning that is disciplined, mature and agile with an unremitted focus on collaboration to secure outstanding teaching and learning within and beyond the school, with students at the heart of all decisions.

To what extent does the school have an explicit, planned, documented and consistently judged curriculum and pedagogy that meets the needs of all students? With a particular focus on:

- Learning Continuums – curriculum design and planning, backward design model and broadening the scope of the learning beyond the grade level
- Instructional model for teaching and learning practice that is clearly documented and understood by all staff
- Formative and Summative Assessment Practices - Use of data to inform teaching, moderation, targeting learning at a student's zone of proximal development, formative and summative assessment practices, feedback to students on their learning
- Moderation across the whole school using set criteria for making judgements
- Seamless transition across Foundation to Year 6 (from one year to the next).

## 2) RELATED FISO INITIATIVES

- **Positive Climate for Learning:**
  - Empowering students and building School Pride
  - Setting expectations and promoting Inclusion
  - Health and Wellbeing
  - Intellectual Engagement and Self Awareness
- **Professional Leadership:**
  - Vision, values and culture
- **Community Engagement in Learning:**
  - Parents and Carers as Partners
  - Global Citizenship
  - Building Communities

To what extent is there a whole school approach to wellbeing that supports students to develop their personal and interpersonal skills so they become resilient, empathic and emotionally literate individuals? With a particular focus on:

- A whole-school approach to wellbeing.
- A whole-school approach to student management.
- Build social capital in our school community.
- Engage parents in genuine learning partnerships.
- Educate and engage families about learning processes, pedagogy, instructional model and behaviour expectations.

## 1.2 Methodology

The review process commenced with preliminary phone conversations and emails providing the opportunity for the reviewer to discuss the school's performance with the Principal. The school's Pre-Review Self Evaluation and the School Summary Report were submitted. Conversation covered the school's unique characteristics, recent achievements and possible directions for Day 1 and Day 2 of the review. The agenda for Day 1 was established.

The review addressed CSPS's performance in response to the FISO standards and endeavours to meet goals, actions and targets from the last Strategic Plan. Under the FISO, three student outcome areas - student achievement, engagement and wellbeing and community engagement - were examined with emphasis placed on responding to:

- What did Camberwell South set out to achieve?
- What did Camberwell South achieve?
- What factors supported or inhibited success?
- What is the focus for future efforts?

The following 2013-2016 data sets were analysed:

- AusVELS
- NAPLAN
- Student Attitudes to School Survey
- Parent Opinion Survey
- Staff Opinion Survey

Day 1 began with the VRQA audit followed by conversation about what the school needed to achieve as a result of this review. Four student leaders conducted a tour of classrooms providing an opportunity to ask questions and to see students and teachers at work. The panel then reflected broadly on school performance (2013-2016) across a variety of areas. Discussion was centred on the school's alignment to FISO, on

successes and challenges and on co-constructed the Terms of Reference and Methodology for Day 2 of the review.

## Timeline for the Peer Review

Date	Activity and Resources	Action Officer
5/10/2016	Review Day 1 - Panel - Discussion on school performance over the previous four years, the successes and challenges and the school's alignment to FISO.	Principal & Reviewer
18/10/2016	Review Day 2 - Panel day - see Terms of Reference	Principal & Reviewer
26/10/2016	Submission of report	Reviewer

## Panel Day Plan

Time	Purpose, including Terms of Reference that are being addressed ( <b>why</b> are the specific activities being undertaken and <b>how</b> do they relate to the terms of reference?)	Activity ( <b>what</b> specific activities will be undertaken and <b>how</b> will the activities be undertaken? e.g. Analyse the curriculum design, planning and policy documents through a focus group: What is working - why? What isn't - why not? What two suggestions would improve the outcomes?)	Participants (who will be involved?)
8.45am	Welcome	Confirmation of Agenda Discussion of Purpose for Day 2 What do we hope to achieve?	Review Panel
9.00am	FISO	To what extent has the school been aligned with FISO? What evidence of implementation and impact is emerging?	Review Panel
9.30am	Student Learning: ToR discussion	To what extent does the school have an explicit, planned, documented and consistently judged curriculum and pedagogy that meets the needs of all students? To what extent has the school met the learning needs of its student body?	Review Panel
10:00am	Student Learning: Identify strategies, goals, actions and targets	See Review report for recommendations	Review Panel
11.30am	Student Engagement and Wellbeing: ToR discussion	To what extent is there a whole school approach to wellbeing that supports students to develop their personal and interpersonal skills so they become resilient, empathic and emotionally literate individuals?	Review Panel
12.00pm	Student Engagement and Wellbeing: Identify strategies, goals, actions and targets	See Review report for recommendations	Review Panel
1.15pm	Community Engagement: ToR discussion	How can Camberwell South PS further strengthen engagement, connectedness and parent partnerships?	Review Panel
1.45pm	Community Engagement:	See Review report for	Review Panel

	Identify strategies, goals, actions and targets	recommendations	
2.30pm	CONCLUSION		Review Panel

## Panel Participants

Name	Job title	Email Address
David Pelosi	Principal	pelosi.david.j@edumail.vic.gov.au
Prue Boyd-Gerny	Assistant Principal	boyd-gerny.prue.a@edumail.vic.gov.au
Kate Ferguson	School Council President	fergusonkate1@yahoo.com
Leah Stevenson	Assistant Principal from Jan 2017	stevenson.leah.l@edumail.vic.gov.au
Sharon Saitlik	SEIL	saitlik.sharon.a@edumail.vic.gov.au
Marg Staley	Acting SEIL	staley.margaret.mm@edumail.vic.gov.au
Phillipa Turner	Literacy Leader	turner.phillipa.d @edumail.vic.gov.au
Sue Bergfield	Teacher	bergfield.sue.f@edumail.vic.gov.au
Duncan Exton	Literacy Leader	exton.duncan.d @edumail.vic.gov.au
Carol Speed	Teacher	speed.carol.j@edumail.vic.gov.au
Nicole Rheumer	Teacher	rheumer.nicole.l@edumail.vic.gov.au
Christine Brownfield	Parent	christine@trinary.com.au
Daniela Nardelli	Challenge Partner	nardelli.daniela.a@edumail.vic.gov.au
Glenys Williamson	Challenge Partner	williamson.glenys.g@edumail.vic.gov.au
John Marks	Reviewer	johnmarks3@bigpond.com

## Signatures

### School Principal:

Name (print): David Pelosi

Date: 18 October 2016

Signature: \_\_\_\_\_

### School Council President:

Name (print): Kate Ferguson

Date: 18 October 2016

Signature: \_\_\_\_\_

### School Reviewer:

Name (print): John Marks

Date: 18 October 2016

Company: National Curriculum Services

Signature: \_\_\_\_\_

## Appendix 2: VRQA Checklist

School: Camberwell South Primary School

Date: 6 October 2016

Name of Reviewer/s: John Marks

Signature of reviewer:

Registration requirements to be met by all Government schools	Is the registration requirement met?
<b>1 SCHOOL GOVERNANCE</b>	
1.1 Democratic principles 1.2 Structure	<i>Evidence provided to VRQA by the Department</i>
1.3 Philosophy <ul style="list-style-type: none"> <li>Statement of the school's philosophy which includes the vision, mission, values and objectives of the school</li> <li>Explanation of how philosophy is enacted <i>(eg. School Philosophy Policy, School Strategic Plan, Annual Implementation Plan)</i></li> </ul>	Yes
1.4 Not-for-profit status	<i>Evidence provided to VRQA by the Department</i>
<b>2 ENROLMENT</b>	
2.1 Student enrolment numbers	<i>Evidence provided to VRQA by the Department</i>
2.2 Student enrolment policy ( <b>*** Specialist and Specific Purpose Schools ONLY [see end of document for listing]</b> ) <ul style="list-style-type: none"> <li>Copy of the school's enrolment policy which is consistent with all legal requirements, and details on how it is currently implemented</li> </ul>	N/A
2.3 Register of enrolments	<i>Evidence provided to VRQA by the Department via CASES21</i>
<b>3 CURRICULUM AND STUDENT LEARNING</b>	
3.1 Curriculum framework <ul style="list-style-type: none"> <li>Explanation of how appropriate time is allocated across the eight learning areas <i>(eg. timetable, time allocation per learning area)</i></li> <li>Explanation of how and when curriculum and teaching practice is reviewed <i>(eg. School Strategic Plan, Annual Implementation Plan, Curriculum Statement, Staff Professional Development Statement, Curriculum Framework policy)</i></li> <li>An outline of how the school delivers its curriculum, whether through the AusVELS, Victorian Curriculum F-10 or other approved curriculum programs, integrated programs or online learning <i>(eg. Curriculum Framework policy or statement)</i></li> <li>A whole-school curriculum plan showing how the curriculum is organised <i>(eg. Curriculum Framework policy, scope and sequence, whole-school Curriculum Plan)</i></li> </ul>	Yes
3.2 Student learning outcomes <ul style="list-style-type: none"> <li>Documented strategy to plan for and improve student learning outcomes (include: what data the school collects to monitor outcomes; how the school analyses and uses data to set goals and targets for outcomes, including for students at risk; how the data is being analysed, used and reported.) <i>(eg. Curriculum Framework Policy, School Strategic Plan, Annual Implementation Plan, Student Learning Outcomes Statement)</i></li> </ul>	Yes
3.3 Monitoring and reporting on students' performance	<i>Evidence provided to VRQA by the Department via CASES21</i>

4 STUDENT WELFARE	
<p><b>4.1.(a)</b> Care, safety and welfare of students</p> <p>i) <b>Student Welfare</b></p> <ul style="list-style-type: none"> <li>Duty of Care owed to students</li> <li>Student Welfare policy and procedures (eg. <i>Student Engagement and Inclusion policy</i>)</li> <li>Bullying and Harassment policy and procedures, including cyber bullying. (eg. <i>Anti-bullying policy/procedures, Managing Complaints and Grievances policy</i>)</li> </ul>	Yes
<ul style="list-style-type: none"> <li><b>Complaints and Grievances policy and procedures</b></li> </ul>	<i>Evidence provided to VRQA by the Department</i>
<p>ii) <b>Student Safety</b></p> <ul style="list-style-type: none"> <li>On-site supervision of students policy and procedures (eg. <i>Supervision and Duty of Care policies, Visitors policy</i>)</li> <li>Supervision of students when engaged in off-site activities and which includes consideration of the risk of bushfire in the activity location (eg. <i>Excursion and Camps policies</i>)</li> <li>Ensuring 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) (eg. <i>External provider policy, Excursion and camps policies</i>)</li> </ul>	Yes
<p>iii) Managing the risk of child abuse (**Not for review until 2017**)</p> <ul style="list-style-type: none"> <li>Policies, <b>procedures, measures and practices in accordance with <a href="#">Ministerial Order 870</a> for managing the risk of child abuse</b></li> </ul>	<i>Not for review until 2017</i>
<p>iv) <b>Student Care</b></p> <ul style="list-style-type: none"> <li>Care arrangements for ill students (eg. <i>Care arrangements for ill students policy</i>)</li> <li>Distribution of medication policy and procedures</li> <li>Register of staff trained in first aid</li> <li>Record of student medical conditions and management</li> <li>An anaphylaxis management policy containing matters required by <a href="#">Ministerial Order 706</a> and the (associated) <a href="#">Anaphylaxis Guidelines</a> issued by the Department of Education and Training (DET) (where a student has been diagnosed as being at risk of anaphylaxis)</li> </ul>	Yes
<p>v) <b>Additional Evidence</b></p> <ul style="list-style-type: none"> <li>Mandatory reporting policy and procedures (eg. <i>Child protection reporting policy</i>)</li> <li>Accidents and incidents register</li> <li>First aid policy and procedures</li> <li>Internet use policy and procedures (eg. <i>ICT Acceptable Use policy and procedures</i>)</li> <li>Critical incident plan</li> <li>Emergency management plan which must be reviewed at least annually and immediately after any significant incident. This plan must be site specific and include guidelines for emergency bushfire management. (EMP must be on current DET template)</li> <li>Outline on how the school communicates policies and procedures on the care, safety and welfare of students to the school community (eg. <i>Communication Procedures and Schedule</i>)</li> </ul>	Yes
<p><b>4.1.(b)</b> Emergency bushfire management</p> <ul style="list-style-type: none"> <li><b>Schedule for monitoring and removal of materials that may be easily ignited</b></li> <li><b>Safe storage of flammable materials</b></li> <li><b>Building exits are continuously kept clear of obstructions</b></li> <li>Assembly points are designated and have appropriate access to emergency equipment</li> <li><b>Access to facilities and grounds for emergency vehicles</b></li> </ul> <p><b>BARR schools need extra information that includes:</b></p> <ul style="list-style-type: none"> <li><b>Schools listed on the Bushfire At-Risk Register must have an Emergency Management Plan that details the school's response to managing bushfire risk.</b></li> <li><b>A record of provision of information on bushfire preparedness policy and procedures to staff (including relief staff) and parents</b></li> <li>The school's closure arrangements for Code Red days as per the school's Emergency Management Plan</li> <li><b>A record of training of staff with specific roles and responsibilities in preparing for, monitoring and executing emergency bushfire procedures including the effective operation</b></li> </ul>	Yes

<p><b>of relevant emergency equipment</b></p> <ul style="list-style-type: none"> <li>Record of practise of evacuation procedures and drills at least once per term</li> <li>An updated register of bushfire emergency equipment in working order</li> <li>Notices of bushfire evacuation procedures and emergency contact numbers located appropriately around the school</li> <li>A record of annual visitation or consultation with relevant agencies</li> </ul> <p>(eg. Emergency Management Plan)</p>	
<p>4.2 Discipline</p> <ul style="list-style-type: none"> <li>Policy statement that explicitly prohibits corporal punishment</li> <li>The school's behaviour management policy and procedures and how the policy and procedures ensure procedural fairness (eg. Student Engagement and Inclusion policy, Behaviour Management policy)</li> <li>An outline of how the school communicates these policies and procedures to the school community (eg. Communication Procedures and Schedule policy)</li> </ul>	Yes
<p>4.3 Attendance monitoring</p>	Evidence provided to VRQA by the Department via CASES 21
<p>4.4 Attendance register</p>	Evidence provided to VRQA by the Department via CASES 21
<p><b>5 STAFF EMPLOYMENT</b></p>	
<p>5.1 Teachers' requirements</p> <ul style="list-style-type: none"> <li>A register of teachers containing each teacher's name, their Victorian Institute of Teaching (VIT) registration number, the VIT category of registration (provisional registration, full registration, permission to teach) and the expiry and renewal date of the teacher's registration.</li> </ul>	Yes
<p>5.2 Compliance with <i>Working with Children Act 2005</i></p> <ul style="list-style-type: none"> <li>Procedures to ensure that all staff required to do so by the <i>Working with Children Act 2005</i>, have a current Working with Children Check</li> <li>A register of the Working with Children Check for all non-teaching staff (a proforma is acceptable)</li> <li>Procedures for maintaining the register</li> </ul>	Yes
<p><b>6 SCHOOL INFRASTRUCTURE</b></p>	
<p>6.1 Buildings, facilities and grounds</p>	Evidence provided to VRQA by the Department
<p>6.2 Educational facilities</p>	Evidence provided to VRQA by the Department
<p><b>7 OTHER REQUIREMENTS</b></p>	
<p>7.1 A copy of the school's annual report that contains the mandatory information</p>	Evidence provided to VRQA by the Department
<ul style="list-style-type: none"> <li>An outline of how the Annual Report is distributed and promoted</li> </ul>	Yes

If you require support regarding the minimum standards:

- email [school.reorganisation@edumail.vic.gov.au](mailto:school.reorganisation@edumail.vic.gov.au), or
- telephone the Department of Education and Training on 9651 0280, or
- contact your Senior Education Improvement Leader.

For further school registration information and evidence examples please see:

[VRQA Guidelines to the Minimum Standards](#)  
[Registration Requirements for Schools](#)

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

- Austin Hospital School
- Avenues Education
- Blackburn English Language School
- Collingwood English Language 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
- Travancore School
- Victorian School of Languages
- Western English Language School