

# Peer Review Report – 2016 Cycle

## Viewbank Primary School

### South Eastern Victoria Region

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Date of Review:	18 November 2016



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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

### Drafting note (delete)

This section outlines the degree to which the Review Panel agrees with the school's self-evaluation of its performance against its Strategic Plan.

It includes a discussion of the performance outcomes against goals from the Strategic Plan as well as identifying significant enablers and/or barriers to the achievement of goals.

It should be written in a narrative that is neutral, clear and easily understood.

Appropriate data and evidence should be used to succinctly report progress against the targets in the school's Strategic Plan.

Guiding questions include:

- How well did the school meet the goals and targets for all student cohorts against the outcome areas?
- How well did the school's policies, processes and practices impact on student outcomes?
- To what extent did other factors, if any, impact on student outcomes?
- What were the enablers and barriers to achievement of performance outcomes?

Because this section of the report is confidential, the progress of the enabler/barriers to success of specific cohorts of students could be reported in this section.

**(Recommended length:** The total word count for the performance outcomes and considerations for all goal/target areas should not exceed **3000 words**)

Goals and targets from previous Strategic Plan and AIP	Panel view of school performance	Considerations for Next Steps
<p><b><u>Student Learning</u></b></p> <p><b><u>Goals</u></b></p> <ul style="list-style-type: none"> <li>To improve individual learning outcomes for all students with a focus on Literacy and Numeracy.</li> <li>To enhance quality teaching and learning for all with a focus on challenging students to become curious, innovative, globally aware contributing citizens.</li> </ul> <p><b><u>Targets</u></b></p> <p>(a) 60% of students from prep to year 6 to have achieved A or B scores in English and mathematics by 2016</p> <p>(b) Reduction of the percentage of students who were below National</p>	<p>The panel considered evidence from a range of sources including the Pre-Review Self Evaluation completed by the school, the student learning data, evidence and comments from student, staff and parent focus groups and from discussion within the panel.</p> <p><b><u>Teacher Judgements Target</u></b></p> <p>Viewbank Primary School aimed to have 60% of students achieving at A or B standard by 2016 based on the judgements of teachers. The panel noted that this was a very challenging goal and observed that the data showed that the percentage of A and B results was between 10% and 50% and hence the result fell short of the target.</p> <p>The panel observed from the data that:</p> <ol style="list-style-type: none"> <li>In year 1 Reading and Viewing, 50% of students achieved an A or B</li> <li>In Year 2 Reading and Viewing, 44% of students achieved an A or B</li> <li>In Speaking and Listening, no student achieved an A whilst less than 10% of students achieved a B at all year levels</li> <li>In Writing, 23% of students across the school achieved an A or B</li> <li>In Mathematics, 43% of students in Year 2 achieved an A or B in Number and Algebra</li> <li>In Measurement and Geometry, 16% of students achieved an A or B</li> </ol> <p>The panel noted that no areas reached the target of 60% although at all year levels at least 75% of students achieved an outcome between A and C and, in most areas, this figure was 90%.</p> <p><b><u>National Minimum Standard Target</u></b></p> <p>In the National Assessment Program – Literacy and Numeracy (NAPLAN) the panel noted that very few students were below the National Minimum Standard (NMS) in any of the five areas (Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy). Typically, in 2014, there were 2 or 3 students below the National Minimum Standard, whilst in 2016, the number was 0, 1 or 2.</p> <p>The panel concluded that the target has been met.</p>	<p>The panel noted that:</p> <ul style="list-style-type: none"> <li>The teacher judgements target had not been met;</li> <li>The National Minimum Standards target was met;</li> <li>The NAPLAN target was partially met.</li> </ul> <p>The panel also noted that the school had done a lot of work in the areas of:</p> <ul style="list-style-type: none"> <li>The instructional model development and implementation;</li> <li>Differentiation;</li> <li>Provision of professional learning;</li> <li>Literacy and numeracy intervention;</li> <li>Developing teacher teams;</li> <li>Consistency of practice at each year level.</li> </ul> <p>The panel suggested that the following areas could be possible areas for continuation in the next Strategic Plan period:</p> <ol style="list-style-type: none"> <li>The continued development and embedding of the Instructional Model;</li> <li>A continued focus on literacy and numeracy</li> </ol>

Minimum Standard

- (c) Percentage of students achieving in the top 3 Bands for their Year level in NAPLAN Reading, Writing and Numeracy increased by 10%.

### **NAPLAN Target**

The panel noted that this target was challenging and observed that:

- In Year 3 Writing in 2016, 90% of students achieved results in the top three bands. This was an increase of more than 10% from 2014
- In Year 3 Reading, in 2014, 2015 and 2016, the outcome was consistently above 80% although an increase by 10% was not achieved.
- In Numeracy, in both year 3 the percentage increased by 9% between 2014 and 2016;
- In year 5, the percentages were consistent between 2014 and 2016 and the increase was below 10%

Percentage of students in the top 3 bands in NAPLAN						
Area	2014		2015		2016	
	Year 3	Year 5	Year 3	Year 5	Year 3	Year 5
Reading	83%	73%	87%	64%	87%	71%
Writing	77%	56%	86%	61%	90%	58%
Numeracy	70%	65%	67%	71%	79%	65%

The panel concluded that the target was partly met. The panel further noted that writing was an area where particular improvement has occurred at year 3.

### **NAPLAN Growth**

The panel considered other areas of Student Learning, including NAPLAN low growth and high growth.

#### **Low Growth in NAPLAN 2016 Year 3 – 5**

Area	2014	2015	2016
Reading	34%	36%	23%
Writing	18%	40%	19%
Numeracy	27%	26%	36%
Spelling	23%	22%	23%
Grammar	20%	29%	30%

outcomes to improve student outcomes further;

- A focus on students who require extra support and more able students;
- A continued focus on improving the accuracy of teacher judgements in all curriculum areas and particularly in Science.

### **High Growth in NAPLAN 2016 Year 3 – 5**

Area	2014	2015	2016
Reading	20%	20%	26%
Writing	27%	20%	25%
Numeracy	18%	22%	27%
Spelling	10%	31%	27%
Grammar	32%	31%	23%

The panel observed that there was variation in the growth data and noted that the expected results statewide were that:

- The percentage of students with low growth in each area of NAPLAN was 25%
- The percentage of students with high growth in each area of NAPLAN was 25%.

The panel noted that low growth data in Reading, Writing and Spelling in 2016 was below 25% whilst low growth in Numeracy and Grammar and Punctuation was 30% or above.

The panel further observed that in four NAPLAN areas in 2016, high growth was 25% or above whilst the result for Grammar and Punctuation was 23%, just below the state mean of 25%. The panel further noted an increase in the percentage of high growth from 2015 to 2016.

Staff explained to the panel that variation was, at times, due to variation in the cohort of students.

### **Assessment Methods**

The panel noted the use of a variety of assessment methods which had been used to triangulate data in order to reach accurate teacher judgements. The panel discussed the use of a number of assessment resources in reading, writing, spelling, grammar and numeracy. The testing schedule was observed and the panel was informed that there was consistency across each year level in the assessment schedule.

Staff informed panel members in focus groups that moderation was used, but due to time constraints, it was not used as widely as possible. The panel noted that staff believed that they were confident with their teacher judgements being accurate although there was discussion regarding a level of teacher conservatism when it came to giving A or B outcomes.

Staff members also provided the panel with evidence of pre-testing and post-testing which were used regularly. Pre-and post-testing supported triangulation of data.

### **Professional Learning**

The panel noted that professional learning has been delivered to staff in the areas of:

- assessment processes;
- strategies for teaching Mathematics and numeracy.

The panel heard from staff members that the numeracy professional learning was useful and that it had built teachers' confidence to try new techniques, particularly with hands-on approaches.

Students informed panel members that they enjoyed it when staff used mathematics games, had outdoor activities or hands-on activities. These, the panel noted, were a result of the professional learning.

### **Instructional Model**

The panel noted that evidence was provided from students and staff that differentiation of curriculum and differentiation of teaching and learning strategies were a major element of classroom practice. The panel also saw evidence of the use of an instructional model based on the use of learning intentions and success criteria.

Students commented to panel members in focus groups that some students in the class completed different work or were taught in different ways. Students also stated that group work was used alongside explicit teaching and open ended questions.

Staff informed panel members that differentiation was expected by the school leaders and also by the students.

Classroom observations were a part of the Viewbank Primary School instructional model. Staff indicated to panel members that they wanted more opportunities to observe other teachers. Similarly, the panel heard that moderation of student work was used and was useful but lack of time prevented as much moderation as teachers wanted.

### **Literacy Intervention**

The panel noted that the school has used a variety of literacy intervention program for students who were experiencing difficulties in reading. The panel noted that Reading outcomes had improved over recent years.

	<p><b><u>Data</u></b></p> <p>The panel noted that data was used effectively at the school. Staff members indicated that they were aware of the school’s data and that the use of data influenced their teaching. Staff were also aware of the range of testing tools that were available to them and stated that they used data from pre-testing and post-testing.</p> <p>The panel was informed that, in mathematics, data was presented to staff regularly. NAPLAN, online mathematics testing and teacher assessment of student work were regularly used to triangulate the data, which led to more accurate assessments.</p> <p><b><u>Science Education</u></b></p> <p>The panel noted the data for teacher judgements in Science, and that all students in years 4, 5 and 6, obtained a C result in 2016. The panel noted that the overall school result was significantly above the state and regional averages as a result.</p> <p><b><u>Enablers and Barriers</u></b></p> <p>The panel believed that the use of the instructional model, which included moderation, differentiation, success criteria and learning intentions, was an enabler for improving student outcomes.</p> <p>Barriers to achieving targets were:</p> <ul style="list-style-type: none"><li>a) Some conservatism that existed in determination of teacher judgements of student outcomes;</li><li>b) Insufficient time for moderation of outcomes.</li></ul>													
<p><b><u>Student Engagement and Wellbeing</u></b></p> <p><b><u>Goal</u></b></p> <p>To provide an authentic student centred learning environment that engages students in their learning and builds student morale.</p>	<p>The panel noted that there were several challenging targets for the Student Engagement and Wellbeing goal.</p> <p><b><u>Student Attitudes to School Survey Targets</u></b></p> <p>The panel noted that the SATS survey results in the targeted areas had;</p> <ul style="list-style-type: none"><li>• decreased between 2014 and 2015;</li><li>• increased between 2015 and 2016;</li><li>• in 2016, decreased to slightly below the level at the start of the Strategic Plan period.</li></ul> <p>The panel believed that the targets for the SATS survey were challenging.</p> <table><tr><th>Area of SATS survey</th><th>Start</th><th>2014</th><th>2015</th><th>2016</th><th>Target</th></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>	Area of SATS survey	Start	2014	2015	2016	Target							<p>The panel noted that:</p> <ul style="list-style-type: none"><li>• The target related to the Student Attitudes to School Survey was not fully met;</li><li>• The target related to the Staff Survey was fully met.</li></ul> <p>The panel also noted that the school had focused on the area of student wellbeing and engagement in the areas of:</p>
Area of SATS survey	Start	2014	2015	2016	Target									



## Targets

- (a) By 2016 the following combined years 5 and 6 means to improve in the Student Attitudes to School Survey (SATS):
- teacher effectiveness to 4.60 (current 4.38);
  - teacher empathy to 4.60 (current 4.36);
  - stimulating learning to 4.40 (current 3.94);
  - student motivation to 4.70 (current 4.49);
  - learning confidence to 4.60 (current 4.19).
- (b) By 2016, improve all teaching and learning variables of the staff opinion (or similar school based) survey to be above the 70<sup>th</sup> percentile.

<b>Teacher Effectiveness</b>	<b>4.38</b>	4.35	4.17	4.20	<b>4.60</b>
<b>Teacher Empathy</b>	<b>4.36</b>	4.33	4.08	4.17	<b>4.60</b>
<b>Stimulating Learning</b>	<b>3.94</b>	3.90	3.68	3.80	<b>4.40</b>
<b>Student Motivation</b>	<b>4.49</b>	4.50	4.38	4.46	<b>4.70</b>
<b>Learning Confidence</b>	<b>4.19</b>	4.04	3.98	4.09	<b>4.60</b>

The panel noted that the outcomes in 2016 were, in all areas, slightly below the target and below the outcomes at the start of the Strategic Plan period. The panel determined that the target had been partly met through the increase from 2015 to 2016, overall the targets had not been met.

Students indicated to the panel that they enjoyed school and that there were positive relationships between students and teachers. Staff indicated to the panel that classroom activities using learning technologies activities had enriched the curriculum, whilst hands-on activities were appreciated by the students. Student focus groups confirmed this for panel members. However, the panel noted that these activities had not improved SATS results enough for the targets to be met.

### Staff Opinion Survey Target

The panel studied the School Staff Opinion Survey which changed since the target was determined. The panel felt, however, that the target was met based on the outcomes of the new survey.

The panel noted that the Staff Survey data for 2015 included the following teaching and learning variables:

Area	2016 Result	Target
Academic Emphasis	76 <sup>th</sup> percentile	70 <sup>th</sup> percentile
Staff Trust in Colleagues	83 <sup>rd</sup> percentile	70 <sup>th</sup> percentile
Teacher Collaboration	75 <sup>th</sup> percentile	70 <sup>th</sup> percentile
Focus on Teaching and Learning	84 <sup>th</sup> percentile	70 <sup>th</sup> percentile
Guaranteed and Viable Curriculum	81 <sup>st</sup> percentile	70 <sup>th</sup> percentile
Professional Learning	78 <sup>th</sup> percentile	70 <sup>th</sup> percentile

In all areas, the panel noted that the school results were above the target of the 70<sup>th</sup>

- Understanding the school values;
- Implementing strategies related to student safety and bullying;
- Developing curriculum related to wellbeing and the building of resilience;
- Implementing classroom activities related to student wellbeing.

The panel suggested that possible further work in this area could include:

- Continuation of the focus on improving student survey outcomes in all areas of student wellbeing;
- Conduct regular focus groups for in relation to student wellbeing, in order to fully understand the responses of students in SATS survey;
- Implement a school based Student Attitudes to School Survey for year 3 and 4 students.

percentile. The panel concluded that the target was fully met.

### **Student Absence Data**

The panel considered the student absence data. Across the whole school, the absence rate was marginally above the state mean (15.1 days per year compared with the state average of 14.7 days per year).

The panel noted that absence rates at Foundation and year 1 were significantly below the state mean whilst between year 2 and year 6, absence rates were above the state mean. The panel further noted that family holidays accounted for 2.3 days per student on average and parent choice approved absences amounted to 0.9 days per student.

### **Student Wellbeing**

The panel was informed that wellbeing was an area that the school focused on throughout the last Strategic Plan period.

The panel noted that:

- a) the school values of Respect, Responsibility for Self, Doing Your Best and Honesty and Trustworthiness were understood by staff, students and parents;
- b) the school had a buddy program for students;
- c) peer mediation training had been provided for students;
- d) a Citizen of the Month award was presented regularly to students who displayed positive behaviours;
- e) many wellbeing programs were implemented throughout the school;
- f) regular lessons relating to student wellbeing and the school values were conducted at all year levels;

The panel also noted that significant work supporting students with additional needs, including English as an Additional Language (EAL) students, students with disabilities and students with significant wellbeing issues, had been implemented.

Students informed panel members in focus groups that they felt safe at school, and that bullying was not evident at the school. Panel members observed students during the lunch break and noted the friendly, positive climate that existed.

What the panel saw and heard were inconsistent with the Student Safety scale in the SATS survey where the outcome has decreased over the last three years from 4.25 in 2014 to 4.10 in 2016 against a state mean of 4.35.

	<p><b><u>Enablers and Barriers</u></b></p> <p>The panel believed that the Student Attitudes to School Survey data did not reflect what was apparent from observations at the school. The student in their focus groups were positive about student safety and engagement.</p> <p>The enabler for this goal was seen by the panel as the positive climate for learning that was observed in classrooms at the school and the main barrier was the inconsistent outcomes from the Student Attitudes to School Survey.</p>																
<p><b>Student Pathways and Transitions</b></p> <p><b><u>Goal</u></b></p> <p>Student outcomes to have improved in relation to the various forms of transitions and pathways that students experienced into, through and beyond Primary School.</p> <p><b><u>Targets</u></b></p> <p>(a) Improved parent opinion of the transition processes as measured by the DET and school based opinion surveys.</p> <p>(b) Improved staff and student opinion of internal transition processes as</p>	<p><b><u>Student Transitions</u></b></p> <p>The panel noted in the Pre-Review Self Evaluation that transition was an important area of focus during the last Strategic Plan period. The panel further noted that the relationship with local kindergartens was strong and the transition programs involving the local secondary college were occurring although the school felt that they wanted stronger links.</p> <p>The panel was informed that transition between grade levels was effective and worked well for all students. The panel noted that data was tracked between grades and this data was stored electronically. This ensured that data was transferred between teachers effectively. Parents informed panel members that transition strategies were effective and that their children felt supported by the transition processes.</p> <p><b><u>Parent Opinion Survey Target</u></b></p> <p>The panel noted that the data for the Student Transitions scale of the Parent Opinion Survey increased from 2013 to 2015 and then decreased in 2016. This decrease was apparent across all areas of the Parent Opinion Survey and the panel noted the smaller response rate of 46% in 2016, compared with a response rate of more than 60% in 2014.</p> <table><tr><th colspan="5">Parent Opinion Survey – Student Transitions</th></tr><tr><th>Year</th><td>2013</td><td>2014</td><td>2015</td><td>2016</td></tr><tr><th>Scale Score</th><td>5.69</td><td>5.85</td><td>6.09</td><td>5.63</td></tr></table> <p>The panel noted that the 2016 result was below the 2013 result and also below the state average for primary schools which was 5.88. Given the fact that the result had increased between 2013 and 2015, the panel concluded that this target was partially</p>	Parent Opinion Survey – Student Transitions					Year	2013	2014	2015	2016	Scale Score	5.69	5.85	6.09	5.63	<p>The panel noted that transitions between classes were effective and that improvement had occurred in the Parent Opinion Survey between 2013 and 2015.</p> <p>The panel noted the data had decreased in 2016 and consequently the Parent Opinion Survey target had been partially met.</p> <p>The panel also noted that the target related to the Staff Survey and Student Attitudes to School Survey was not able to be met due to the new surveys not including transition.</p> <p>The panel suggested that possible future work related to this goal could be:</p> <p>a) A continued focus on transition particularly between the school and the secondary college;</p>
Parent Opinion Survey – Student Transitions																	
Year	2013	2014	2015	2016													
Scale Score	5.69	5.85	6.09	5.63													

measured by school based opinion surveys.	<p>met.</p> <p><b><u>Staff and Student Opinions Target</u></b></p> <p>The panel noted that the Staff Survey changed in 2013 and that transitions was not a part of the survey. Similarly, there was no scale in the SATS survey that focused specifically on student transitions.</p> <p><b><u>Enablers and Barriers</u></b></p> <p>The barrier to the achievement of this goal was the lack of data from the Student Attitudes to Schools Survey and the Staff Survey that related to student transitions.</p> <p>The key enabler was the use of data to track students and the provision of this data to teachers as part of the transition process.</p>	b) Conducting of student focus groups related to transition.
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## 1.2 Other significant findings

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

## 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>Terms of Reference 1:</b></p> <p>To what extent has the school been aligned with FISO? What evidence of implementation and impact is emerging?</p> <p><b>Evidence of Implementation</b></p> <p>The panel noted that the school had used the Framework for Improving Student Outcomes (FISO) in several ways, including:</p> <ul style="list-style-type: none"> <li>a) The staff and school council had received a presentation related to FISO and how it impacted on discussions about school improvement;</li> <li>b) The FISO chart was placed on the noticeboard in the staff room and referred to at times;</li> <li>c) The FISO priorities and initiatives had been worked through with the staff;</li> <li>d) The Annual Implementation Plan for 2016 was completed using FISO as a framework and included the priorities of Excellence in Teaching and Learning and Building Leadership Teams.</li> <li>e) The Pre-Review Self Evaluation was completed on the new template which included the FISO areas.</li> </ul> <p>The panel noted that, in the Pre-Review Self Evaluation, the school had completed the self-evaluation based on all areas of FISO.</p> <p>In staff focus groups during the review, staff members informed panel members that they had received some initial information about FISO but that it had not been a major focus at this stage.</p> <p>In discussions with panel members in focus groups, staff members saw that FISO could be used as a common language and as a framework for improvement.</p>	<p>The panel suggested a goal that combined an understanding and use of the Framework for Improving Student Outcomes (FISO) and the school's improvement agenda.</p> <p><b><u>Possible Goal:</u></b></p> <p>To articulate Viewbank Primary School's improvement strategy in terms of the priorities and initiatives of FISO and to communicate this strategy to staff, parents, students and the local community.</p> <p><b><u>Rationale:</u></b></p> <p>The panel felt that if all stake-holders had a strong understanding of the school's improvement strategy in terms of statewide priorities and initiatives, then this would result in improved consistency of practice, collective understanding of the school's direction and consequently, student learning outcomes.</p>	<p>The panel believed that possible key improvement strategies and targets could be as follows.</p> <p><b><u>Possible Key Improvement Strategies</u></b></p> <ul style="list-style-type: none"> <li>a) Audit the current practice of the school in terms of FISO;</li> <li>b) Use the FISO Continua document to map the school's progress against each of the FISO priorities and initiatives;</li> <li>c) Develop a Viewbank Primary School FISO visual which shows how strategies at Viewbank Primary School fit within FISO;</li> <li>d) Consult with staff about their understanding of FISO and the school's improvement strategy and increase awareness of each person's role in the improvement strategy.</li> </ul> <p><b><u>Possible Targets</u></b></p> <ul style="list-style-type: none"> <li>a) Documentation relating to the school's improvement strategy in relation to FISO is fully developed;</li> <li>b) The FISO Continua document is completed annually and shows continual improvement of the school's maturity in relation to FISO.</li> </ul>

## **Terms of Reference 2:**

To what extent does the school have a positive climate for learning and to what degree has student voice been implemented as a part of the development of this climate?

### **Rationale:**

The panel, after consideration of the Pre-Review Self Evaluation, was looking to understand the literacy, numeracy and science outcomes of the school and the way in which connectedness to the school, learning confidence and student voice impacted on the current outcomes and how these areas could be improved to affect outcomes in the future.

### **Positive Climate for Learning**

The panel noted that Positive Climate for Learning was a FISO priority.

The panel focused on:

- student outcomes;
- student wellbeing and connectedness to school;
- the use of student voice;
- the school's instructional model.

### **Student Outcomes**

As mentioned previously, the panel noted that student outcomes had varied over time. This was particularly true with NAPLAN outcomes where high and low growth had varied considerably over the last few years.

#### **Low Growth in NAPLAN 2016 Year 3 – 5**

Area	2014	2015	2016
Reading	34%	36%	23%
Writing	18%	40%	19%
Numeracy	27%	26%	36%

#### **High Growth in NAPLAN 2016 Year 3 – 5**

Area	2014	2015	2016
Reading	20%	20%	26%
Writing	27%	20%	25%
Numeracy	18%	22%	27%

In considering high and low growth in NAPLAN Reading, Writing and Numeracy, the panel noted that:

- in 2014 and 2015 Reading had high levels of low growth but the level decreased in 2016 to below 25%;

The panel suggested several versions of a possible goal focused on Student Voice.

### **Possible Goal 1**

To build authentic student voice in learning and leadership, resulting in enhanced student learning outcomes and student engagement.

### **Rationale:**

The panel felt that there was a need in the school to improve student learning outcomes, student wellbeing and student connectedness to school.

The panel believed, that if student voice was implemented, students would have an authentic voice in learning, leadership and the community and, as a result, learning confidence and independence, life-long learning and collective responsibility would increase.

### **Possible Goal 2:**

To enhance parent and wider community engagement and involvement with the school.

### **Rationale:**

The panel felt that there was a need to strengthen the ties between parents and the wider community and the school in order to create a positive, highly effective bond and to support the students on their learning journey.

The panel believed that possible key improvement strategies and targets could be as follows.

### **Possible Key Improvement Strategies**

- Gathering baseline data regarding the understanding of Student Voice;
- Implementation of student feedback procedures using the FISO Continua document as a guide;
- Conducting regular focus groups for students to ensure an accurate understanding of student perceptions of the school;
- Involvement of year 3 and 4 students in a local Student Attitudes to School Survey, in order to assess their perceptions and to educate and prepare students for the formal SATS survey in year 5 and 6;
- Development of protocols for parent and community involvement in the school;
- Development of a communication strategy related to regular, accurate and informative communication to parents and the wider community.

### **Possible Targets:**

- Viewbank Primary School Student Voice Strategy is developed and implemented at all year levels and involving all teachers and students;
- A parent and community engagement strategy is developed using collaborative processes and accepted across the school community and local community;
- Continual annual improvement in the:
  - Staff Survey;
  - Parent Opinion Survey;
  - Student Attitudes to School Survey, using the 2016 outcomes as a baseline.

### **Terms of Reference 3:**

What strategies has the school used to build teacher capacity, and to what extent have these strategies impacted on the growth of learning outcomes for all students?

#### **Rationale:**

The school has provided significant professional learning for its staff. The panel aimed to understand how effective the professional learning has been and how it has impacted on student learning. Further, the panel was looking to determine what strategies to build staff capacity should be implemented in the next Strategic Plan period in order to maximise the effect on student learning outcomes.

#### **Excellence in Teaching and Learning**

The panel was keen to determine what strategies the school had used to build teacher capacity and how this had impacted on student learning outcomes.

The areas considered by the panel were:

- a) Professional learning including:
- b) The instructional model;
- c) Teacher teams;
- d) Curiosity and powerful learning;
- e) Peer observation;
- f) Team planning.

#### **Professional Learning**

In staff focus groups, panel members looked for evidence about professional learning that had occurred, and possible professional learning that staff members wanted for the future.

The panel noted that most professional learning had been on a whole school basis, although at times staff were able to access subject based professional learning activities.

The panel heard from different focus groups, and from the school leadership team, that professional learning activities were provided in the areas of mathematics and English. Staff members informed the panel members that the mathematics sessions which had been held regularly were very useful. Staff

The panel suggested the following goal could be a possibility.

#### **Possible Goal**

To develop the teaching and learning capacity of teachers across the school with a focus on:

- a) Literacy and numeracy;
- b) Curiosity, creativity and critical thinking;
- c) Inquiry learning;
- d) Student engagement in learning.

#### **Rationale:**

If teacher capacity was improved in the area of the development of teaching strategies that enhance student learning through deeper understanding and increased student engagement with their learning, then student outcomes would improve.

The panel believed that possible key improvement strategies and targets could be as follows.

#### **Possible Key Improvement Strategies**

- a) Continuation of the literacy and numeracy strategies from the last Strategic Plan, focusing of activities that build teacher capacity to provide engaging classrooms for students;
- b) Development of a framework of professional learning focusing on:
  - Literacy and Numeracy;
  - Curiosity, creativity and critical thinking;
  - Inquiry learning;
- c) Further development and enhancement of the current instructional model, focusing on all areas of the model, including:
  - The process of teaching and learning and how it works best for students;
  - Learning intentions;
  - Team planning;
  - Peer observation;
  - Differentiation;
  - Success criteria;
  - Moderation.

#### **Possible Targets**

- a) Improved outcomes each year in all areas of literacy and numeracy, based on:
  - NAPLAN raw scores increasing over the Strategic Plan period;
  - NAPLAN low growth being less than 25% in all areas of NAPLAN by 2019;
  - NAPLAN high growth being greater than 25% in all areas of NAPLAN by

<p>members informed panel members that the mathematics professional learning:</p> <ol style="list-style-type: none"> <li>Built the capacity of teachers to implement hands-on activities effectively in the classroom;</li> <li>Built the confidence of teachers for whom mathematics was not their area of strength;</li> <li>Provided opportunities for teachers to make their classes more motivational for students;</li> <li>Generally improved outcomes.</li> </ol> <p>Students informed panel members that teachers used more hands-on activities and that mathematics classes were interesting.</p> <p>Staff members indicated to panel members that professional learning ideas for the future were:</p> <ol style="list-style-type: none"> <li>Embedding strategies used so far;</li> <li>Matching the current curriculum to the Victorian Curriculum;</li> <li>Further work of data;</li> <li>Student Voice activities;</li> <li>Strategies for differentiation;</li> <li>Curiosity and powerful learning strategies.</li> </ol> <p>The panel also noted that time was an issue for staff and the implementation of many new initiatives required significant time. Staff believed that this was not possible in 2017 as the Victorian Curriculum needed to be implemented in 2017.</p> <p><b><u>The Instructional Model and Teacher Teams</u></b></p> <p>The panel noted that the instructional model had been implemented at Viewbank Primary School and that this had involved a lot of work by everyone at the school.</p> <p>The panel also noted that much of the work on the instructional model has been done by staff and members of the leadership team from the school, working in teams. Teacher teams have been effective in the development of a culture of consistent practice in each year level across the school.</p> <p>Teacher teams were effective in developing strategies for:</p> <ol style="list-style-type: none"> <li>Common planning;</li> <li>Developing rubrics for success criteria;</li> <li>Having learning intentions that were common across the</li> </ol>		<p>2019;</p> <ul style="list-style-type: none"> <li>Teacher judgements data showing continual improvement and 25% of students at each year level achieving an A or B by 2019;</li> </ul> <ol style="list-style-type: none"> <li>Teacher judgements in Science improve continually at year 4, 5 and 6 and 20% of students at each year level achieve an A or B result by 2019;</li> <li>Student Attitudes to School Survey results for Stimulating Learning and Teacher Effectiveness improve each year and reach the third quartile by 2019.</li> </ol>
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<p>year level;</p> <ul style="list-style-type: none"> <li>d) Moderation of student outcomes (although staff believed that moderation should be more regular);</li> <li>e) Development of classroom activities;</li> <li>f) Understanding of new ideas in education;</li> <li>g) Induction of new staff members into the team.</li> </ul> <p><b><u>Peer Observation</u></b></p> <p>The panel noted that peer observation was a part of the instructional model. Staff indicated to the panel that they appreciated the opportunity to visit other classrooms and that they learned a great deal from the process.</p> <p>The panel also noted that staff found that the peer observation process was time consuming and, for that reason, the process did not occur often enough.</p>		
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## 2. Peer Review Report Executive Summary (published on school's website)

### 2.1 School Context

#### **Physical, Environmental and Geographic Context**

Viewbank Primary School was founded in 1966. The school is located in the north-east hills of Melbourne, in a mainly residential area of the City of Banyule.

#### **Student and Community Demographic profile**

Viewbank is bounded by Lower Plenty Road, the Plenty River, Yarra River and Banyule Creek. Students at Viewbank Primary School come from the local areas of Viewbank, Macleod, Rosanna and Heidelberg. Five percent of the students are the children of parents working in the Defence Forces.

#### **Student Family Occupation (SFO) and Education Index (SFOE)**

In 2016, the Student Family Occupation (SFO) Index is 0.3005 and the Student Family Occupation and Education (SFOE) index is 0.2426, which indicates that the socio-economic status of the student cohort is in the high range. The state median SFO is 0.5166 and the state median SFOE is 0.4543.

#### **Community**

Parents and community members can be involved in a range of activities including, membership of School Council and sub-committees, the Parents and Friends Association, classroom support, sport, camps, excursions, working bees, fundraising and school community social events.

#### **Enrolment Trends**

Over the past 15 years the school has seen substantial growth. Since 2011, enrolments have increased from 504 in 2011 to 643 in 2016. The projected enrolment for 2019 is 741. Viewbank Primary School has 52% boys and 48% girls. There are 31% of Languages Other Than English students and 12% of English as an Additional Language (EAL) students. One percent of students are indigenous.

The feeder pre-schools are Viewbank Pre-school, Winston Hills Pre-school and Kindergarten, Yallambie Park Pre-school and the Viewbank Child Care Centre. The majority of Year 6 students transition to Viewbank Secondary College.

#### **Staffing and Leadership Profile**

In 2016, 43.7 staff were employed at the school (37.7 teaching and 6.0 non-teaching). The school employs a Defence School Transition Aide (DSTA) to ease students into school and assist with issues associated with transition.

The leadership team includes a Principal, two Assistant Principals and two Leading Teachers who have Foundation to Year 6 responsibilities in the areas of Assessment and Reporting, Numeracy, Welfare and Literacy.

#### **Teaching and Learning**

Viewbank Primary School delivers a comprehensive curriculum, based on the Victorian Curriculum. Support and extension programs are provided for students at all year levels. Specialist curriculum activities include Japanese, Music, Physical Education, Visual Arts, Sport, Performing Arts, eLearning, Science and Library. Extra-curricular activities available to students include the Stephanie Alexander Kitchen Garden Program, the Years 3 to 6 Camping Program and a Chess Group.

#### **Infrastructure**

A Grounds Master Plan was developed by the School Council to ensure any future grounds development are part of a well thought out blueprint.

The school has 28 classrooms, a gymnasium, a computer lab and a school hall. In addition, there is a music room, an art room and a library. The provision of further relocatables is

Updated 14/07/2016



scheduled for completion in late 2016.  
Out of School Hours operates at the school.

## 2.2 Summary of the School's Performance

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

This section focuses on the progress the school made against the 2013 – 2016 Strategic Plan.

#### **Student Learning**

The goals set by the school were:

1. To improve individual learning outcomes for all students with a focus on Literacy and Numeracy.
2. To enhance quality teaching and learning for all with a focus on challenging students to become curious, innovative, globally aware contributing citizens.

The targets set were:

- (a) 60% of students from prep to year 6 achieving A or B scores in English and mathematics by 2016;
- (b) Reduction of the percentage of students below the National Minimum Standard;
- (c) Increasing by 10% the number of students achieving the top 3 Bands for their Year level in NAPLAN (National Assessment Program – Literacy and Numeracy) in Reading, Writing and Numeracy.

The review panel found that target (b) was met fully and that targets (a) and (c) were partly met. The review panel observed that the school was on an improvement journey which saw the school fall short of these challenging, aspirational targets. The school, has worked to improve the areas of literacy and numeracy, and most students have experienced sound outcomes.

#### **Student Engagement and Wellbeing**

The goal set by the school was:

1. To provide an authentic student centred learning environment that engaged students in their learning and build student morale.

The targets set were:

- (a) Improved outcomes in the Student Attitudes to School Survey (SATS) in:
  - i) teacher effectiveness;
  - ii) teacher empathy;
  - iii) stimulating learning;
  - iv) student motivation;
  - v) learning confidence.

- (b) By 2016, all teaching and learning variables of the staff opinion survey would be



above the 70<sup>th</sup> percentile.

Target (a) was a challenging and the school did not fully meet all of the areas. The review panel determined that the targets were partially met.

Target (b) was fully met.

The school's wellbeing and engagement programs were appreciated by students and parents. Student safety and connectedness to school were both considered by students to be positive.

### **Student Pathways and Transitions**

The goal set by the school was:

To improve student outcomes relating to the various forms of transitions and pathways that students experience into, through and beyond Primary School.

The targets set by the school were:

- (a) Improved parent opinion of the transition processes measured by the Department of Education and Training and school based opinion surveys.
- (b) Improved staff and student opinion of internal transition processes as measured by school based opinion surveys.

The school met the targets of this goal although, in some areas, data was not available due to the change of surveys.

The school has developed positive relationships with local kindergartens and secondary schools and has made these relationships stronger over recent years.

The school has made progress in terms of:

- a) Student induction processes at each year level;
- b) The transfer of data from one year level to the next year level;
- c) Provision of a safe and orderly learning environment for students.

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

The review panel considered a range of data from the Pre-Review Self Evaluation and the school's data. The panel also conducted a number of student, staff and parent focus groups.

After discussion of the information gathered, the review panel determined four key goals that it believed would allow the school to move forwards on its improvement journey.

The goals which the review panel suggested would be possible goals for the next Strategic Plan were:

- a) To articulate Viewbank Primary School's improvement strategy in terms of the priorities and initiatives of the Framework for Improving Student Outcomes (FISO) and to communicate this strategy to staff, parents, students and the local community.
- b) To build authentic student voice in learning and leadership, resulting in enhanced student learning outcomes and student engagement
- c) To enhance parent and wider community engagement and involvement with the school.
- d) To develop the teaching and learning capacity of teachers across the school with a focus on:



- Literacy and numeracy;
- Curiosity, creativity and critical thinking;
- Inquiry learning;
- Student engagement in learning.

The review panel suggested the following possible Key Improvement Strategies as part of the new Strategic Plan:

1. The implementation of regular focus groups for students to ensure an accurate understanding of student perceptions of the school;
2. Involvement of year 3 and year 4 students in a local Student Attitudes to School Survey (SATS) in order to assess their perceptions of the school and to prepare students for the formal SATS survey in years 5 and 6;
3. Development of protocols for parent and community involvement in the school;
4. Development of a communication strategy related to regular, accurate and informative communication to parents and the wider community.
5. Continuation of the literacy and numeracy strategies from the last Strategic Plan, focusing of activities that build teacher confidence and capacity to provide engaging classrooms for students;
6. Development of a framework of professional learning for staff that focuses on:
  - ✓ Literacy and Numeracy;
  - ✓ Curiosity, creativity and critical thinking;
  - ✓ Inquiry learning;
7. Further development and enhancement of the current instructional model, focusing on all areas of the model, including:
  - a) The process of teaching and learning and how it works best for students;
  - b) Learning intentions;
  - c) Team planning;
  - d) Peer observation;
  - e) Differentiation;
  - f) Success criteria;
  - g) Moderation.

Throughout the review, students, staff and parents were supportive of the school and the directions that it has been taking. Students have enjoyed school and appreciate the work of their teachers. Staff have worked to support students in their learning journey and parents are supportive of the work that the school is doing to improve student learning and student wellbeing and engagement.

### 2.2.3 Next steps

The panel believes that the school is ready, and has the capacity to develop and implement a new Strategic Plan that will be focus on student learning and student engagement and wellbeing.



## Appendix 1: Focus for the Peer Review

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

## Viewbank Primary School

## North Western Victoria Region

School number:	4892
Principal:	Bill Kersing
Year/semester of review:	2016 Semester 2
Review report due date:	23 November 2016
Review report author:	Robert Stephens

### Accredited School Reviewer

Robert Stephens (Monash University)



## Focus for the Peer Review

### 1.1 Terms of Reference

The Terms of Reference questions and the review methodology have been co-constructed by the principal, reviewer, SEIL, challenge partners and panel members following the school's self-evaluation. The Terms of Reference questions further inquire into aspects of the school's performance and practice coming from the school's self-evaluation, data and discussion of these on Day 1 of the review by the panel.

#### **Mandatory FISO Terms of Reference 1:**

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

#### **Terms of Reference 2:**

*To what extent does the school have a positive climate for learning and to what degree has student voice been implemented as a part of the development of this climate?*

#### **Rationale:**

The panel, after consideration of the Pre-Review Self Evaluation is looking to understand the literacy, numeracy and science outcomes of the school and the way in which connectedness to the school, learning confidence and student voice impact on the current outcomes and how these areas can be improved to affect outcomes in the future.

#### **Terms of Reference 3:**

*What strategies has the school used to build teacher capacity, and to what extent have these strategies impacted on the growth of learning outcomes for all students?*

#### **Rationale:**

The school has provided significant professional learning for its staff. The panel is looking to understand how effective the professional learning has been and how it has impacted on student learning. Further, the panel is looking to determine what strategies to build staff capacity should be implemented in the next Strategic Plan period in order to maximise the effect on student learning outcomes.



## 1.2 Methodology

### Timeline for the Peer Review

Date	Activity and Resources	Action Officer
Term 3	Briefing to staff and school council on upcoming review	Principal
Term 3	Data provided to reviewer and review panel along with Strategic Plan, Annual Implementation Plan and Self Evaluation.	Principal
Term 4	Panel members examined documentation.	Panel
October 25	Tour of the school by SEIL and reviewer as part of preparation for the review	SEIL, reviewer, principal
November 8 (morning)	Panel Day 1 <ul style="list-style-type: none"> <li>• Discussion of data</li> <li>• Discussion of Strategic Plan and Self-Evaluation</li> <li>• Development of Terms of Reference areas</li> <li>• Development of the plan for Panel Day 2 – which activities were needed to fully explore the terms of reference</li> </ul>	Panel
November 8 (afternoon)	VRQA Checklist	Principal and reviewer
November 18	Panel day 2 – see outline below	
TBA	Presentation to staff	
TBA	Presentation to school council	
December 2	Submission of report	

### Panel Day Plan

Time	Purpose, including Terms of Reference that are being addressed	Activity	Participants
8.45 am	Welcome Review of the Terms of Reference	Discussion regarding the day's activities and the terms of reference.	All panel members
9.05 am	Context Statements	Literacy and Numeracy Managers discuss with panel their area of work	All panel members
9.30 – 11.00 am	Staff focus questions on each of the terms of reference, related to: <ul style="list-style-type: none"> <li>• What is good about Viewbank PS</li> <li>• The instructional model</li> <li>• Feedback</li> </ul>	Panel members discuss key questions with staff members	All panel members will be a part of one discussion group



	<ul style="list-style-type: none"> <li>Professional learning</li> <li>Improving the school</li> <li>Differentiation</li> <li>FISO implementation</li> <li></li> </ul>		
9.30 – 11.00 am	<p>Student focus questions related to Terms of Reference 1 and 2:</p> <ul style="list-style-type: none"> <li>Making Viewbank a better place</li> <li>Leadership</li> <li>Goal setting</li> <li>Teachers</li> <li></li> </ul>	Panel members discuss key questions with students	All panel members will be a part of one discussion group
9.30 – 11.00 am	<p>Parent focus group</p> <ul style="list-style-type: none"> <li>High expectations</li> <li>Level of work</li> <li>Homework</li> <li>Why send child to VPS</li> <li></li> </ul>	Panel members discuss key questions with parents	All panel members will be a part of one discussion group
11.00 – 11.30 am	Morning Tea	Panel members meet with staff over morning tea	All panel members
11.30 – 12.30	Collation of ideas from the focus groups against the terms of reference	<ul style="list-style-type: none"> <li>Panel discussion</li> <li>Analysis of outcomes from focus groups</li> </ul>	All panel members
12.30 pm	Context Statements	Assessment and Reporting and Welfare Managers discuss their work with panel	All panel members
1.00 pm	Final Comments	Related to morning session	All panel members
1.15 – 1.45 pm	Lunch		All panel members
1.45 – 3.15 pm	<p>The panel will be divided into 'pairs' or 'threes'. Panel members, in groups, undertake an activity to reflect on the findings from Day 1 and Day 2 and consider their recommendations for the college to consider as it develops new SSP.</p>	<p>With reference to the school's SSE, data, Day 1 and Day 2 activities, each pair or three:</p> <ul style="list-style-type: none"> <li>provides recommendations for improvement,</li> <li>the reasons why these recommendations are important</li> <li>some examples of goals, targets, key improvement strategies and/or actions that the school might consider as next steps in writing the new SSP?</li> </ul>	All panel members
3.15 – 3.35 pm	Bringing the ideas of the groups together	Plenary	All panel members
3.35– 4.00 pm	Finalisation of VRQA Check	Complete items not accounted for on day 1	Principal, Assistant Principal, SEIL and reviewer



## Panel Participants

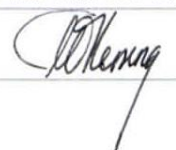
Name	Job title	Email Address
Bill Kersing	Principal	<a href="mailto:kersing.bill.a@edumail.vic.gov.au">kersing.bill.a@edumail.vic.gov.au</a>
Suzanne Kot	Assistant Principal	<a href="mailto:kot.suzanne.f@edumail.vic.gov.au">kot.suzanne.f@edumail.vic.gov.au</a>
Gillian Nicholls	Assistant Principal	<a href="mailto:nicholls.gillian.f@edumail.vic.gov.au">nicholls.gillian.f@edumail.vic.gov.au</a>
Janet Ringrose	Principal – Heidelberg PS	<a href="mailto:ringrose.janet.j@edumail.vic.gov.au">ringrose.janet.j@edumail.vic.gov.au</a>
Heather McIntosh	Principal – Rosanna PS	<a href="mailto:mcintosh.heather.h@edumail.vic.gov.au">mcintosh.heather.h@edumail.vic.gov.au</a>
Silvana Sena	SEIL	<a href="mailto:sena.silvana.s@edumail.vic.gov.au">sena.silvana.s@edumail.vic.gov.au</a>
Sandy Farley	Leading Teacher	<a href="mailto:farley.sandra.j@edumail.vic.gov.au">farley.sandra.j@edumail.vic.gov.au</a>
Kylie Kirkwood	Leading Teacher	<a href="mailto:kirkwood.kylie.l@edumail.vic.gov.au">kirkwood.kylie.l@edumail.vic.gov.au</a>
Sandra Vander Pol	School Council President	<a href="mailto:svanderpol@optusnet.com.au">svanderpol@optusnet.com.au</a>
Robert Stephens	Reviewer	<a href="mailto:stephens.robert.rj@gmail.com">stephens.robert.rj@gmail.com</a>
Rosemary Robert	EIL - Observer	<a href="mailto:roberts.rosemary.j@edumail.vic.gov.au">roberts.rosemary.j@edumail.vic.gov.au</a>

### Signatures

#### School Principal:

Name (print): BILL KERSING

Date: 18/11/16

Signature: 

#### School Council President:

Name (print): SANDRA VANDER PAL

Date: 18/11/16

Signature: 

#### School Reviewer:

Name (print): ROBERT STEPHENS

Date: 18/11/16

Company: MONASH UNIVERSITY

Signature: 



## Appendix 2: VRQA Checklist

School: Viewbank Primary School

Date: 18 November 2016

Name of Reviewer/s: Robert Stephens

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	Evidence provided to VRQA by the Department
1.2 Structure	
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 (eg. School Philosophy Policy, School Strategic Plan, Annual Implementation Plan)</li> </ul>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
1.4 Not-for-profit status	Evidence provided to VRQA by the Department
<b>2 ENROLMENT</b>	
2.1 Student enrolment numbers	Evidence provided to VRQA by the Department
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>	Yes <input type="checkbox"/> No <input type="checkbox"/>
2.3 Register of enrolments	Evidence provided to VRQA by the Department via CASES21
<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 (eg. timetable, time allocation per learning area)</li> <li>Explanation of how and when curriculum and teaching practice is reviewed (eg. School Strategic Plan, Annual Implementation Plan, Curriculum Statement, Staff Professional Development Statement, Curriculum Framework policy)</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 (eg. Curriculum Framework policy or statement)</li> <li>A whole-school curriculum plan showing how the curriculum is organised (eg. Curriculum Framework policy, scope and sequence, whole-school Curriculum Plan)</li> </ul>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
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.) (eg. Curriculum Framework Policy, School Strategic Plan, Annual Implementation Plan, Student Learning Outcomes Statement)</li> </ul>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
3.3 Monitoring and reporting on students' performance	Evidence provided to VRQA by the Department via

		CASES21
<b>4 STUDENT WELFARE</b>		
<b>4.1.(a) Care, safety and welfare of students</b> i) <b>Student Welfare</b> <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 <input checked="" type="checkbox"/> No <input type="checkbox"/>
<ul style="list-style-type: none"> <li><b>Complaints and Grievances policy and procedures</b></li> </ul>		Evidence provided to VRQA by the Department
ii) <b>Student Safety</b> <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 <input checked="" type="checkbox"/> No <input type="checkbox"/>
iii) Managing the risk of child abuse (**Not for review until 2017**) <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>		Not for review until 2017
iv) <b>Student Care</b> <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 <input checked="" type="checkbox"/> No <input type="checkbox"/>
v) <b>Additional Evidence</b> <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 <input checked="" type="checkbox"/> No <input type="checkbox"/>
<b>4.1.(b) Emergency bushfire management</b> <ul style="list-style-type: none"> <li>Schedule for monitoring and removal of materials that may be easily ignited</li> <li>Safe storage of flammable materials</li> <li>Building exits are continuously kept clear of obstructions</li> <li>Assembly points are designated and have appropriate access to emergency equipment</li> <li>Access to facilities and grounds for emergency vehicles</li> </ul> BARR schools need extra information that includes: <ul style="list-style-type: none"> <li>Schools listed on the Bushfire At-Risk Register must have an Emergency Management Plan that details the school's response to managing bushfire risk.</li> <li>A record of provision of information on bushfire preparedness policy and procedures to staff (including relief staff) and parents</li> <li>The school's closure arrangements for Code Red days as per the school's Emergency Management Plan</li> <li>A record of training of staff with specific roles and responsibilities in preparing for, monitoring and</li> </ul>		Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>

<p>executing emergency bushfire procedures including the effective operation of relevant emergency equipment</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 (eg. <i>Emergency Management Plan</i>)</li> </ul>	
<p><b>4.2 Discipline</b></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. <i>Student Engagement and Inclusion policy, Behaviour Management policy</i>)</li> <li>An outline of how the school communicates these policies and procedures to the school community (eg. <i>Communication Procedures and Schedule policy</i>)</li> </ul>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
<b>4.3 Attendance monitoring</b>	<i>Evidence provided to VRQA by the Department via CASES 21</i>
<b>4.4 Attendance register</b>	<i>Evidence provided to VRQA by the Department via CASES 21</i>
<b>5 STAFF EMPLOYMENT</b>	
<p><b>5.1 Teachers' requirements</b></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 <input checked="" type="checkbox"/> No <input type="checkbox"/>
<p><b>5.2 Compliance with <i>Working with Children Act 2005</i></b></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 <input checked="" type="checkbox"/> No <input type="checkbox"/>
<b>6 SCHOOL INFRASTRUCTURE</b>	
<b>6.1 Buildings, facilities and grounds</b>	<i>Evidence provided to VRQA by the Department</i>
<b>6.2 Educational facilities</b>	<i>Evidence provided to VRQA by the Department</i>
<b>7 OTHER REQUIREMENTS</b>	
<b>7.1 A copy of the school's annual report that contains the mandatory information</b>	<i>Evidence provided to VRQA by the Department</i>
<ul style="list-style-type: none"> <li>An outline of how the Annual Report is distributed and promoted</li> </ul>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
<b>8 ADDITIONAL REGISTRATION REQUIREMENTS TO BE MET BY SCHOOLS OFFERING A SENIOR SECONDARY COURSE OR QUALIFICATION (VCE / VCAL / IB)</b>	
<p><b>8.1 Student Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>Current student and staff handbooks and course outlines for the accredited qualification (eg. <i>Student VCE/VCAL Handbooks</i>)</li> <li>Sample student learning sequences or plans for the accredited qualification (eg. <i>Student VCE/VCAL Handbooks, Staff Handbook</i>)</li> <li>Procedures and documentation to indicate that staff and students have been provided with current and accurate information about the awarding body's requirements including course standards, timelines and qualification requirements (eg. <i>Student VCE/VCAL Handbooks, Staff Handbook</i>)</li> </ul>	Yes <input type="checkbox"/> No <input type="checkbox"/>

<ul style="list-style-type: none"> <li>If the school shares responsibility for a senior secondary course with another provider, there must be evidence of a copy of a written agreement between the providers stating how the requirements of the student learning outcomes standard will be met <i>(for more information: <a href="http://www.education.vic.gov.au/school/principals/finance/pages/purchasing.aspx">http://www.education.vic.gov.au/school/principals/finance/pages/purchasing.aspx</a>)</i></li> </ul>	
<b>8.2 Student Records and Results</b> <ul style="list-style-type: none"> <li>Policies and procedures to maintain accurate student records <i>(eg. Student VCE/VCAL Handbooks, Staff Handbook, Student Records and Results policy)</i></li> <li>Policies and procedures to undertake an annual analysis of records and results <i>(eg. Staff Handbook)</i></li> <li>Policies and procedures to monitor patterns of student participation and completion rates <i>(eg. Student VCE/VCAL Handbooks, Staff Handbook)</i></li> <li>If the school shares responsibility for a senior secondary course with another provider, there must be evidence of the written agreement between the providers stating how the requirements of the student records and results standard will be met.</li> </ul>	Yes <input type="checkbox"/> No <input type="checkbox"/>
<b>8.3 Student Welfare</b> <ul style="list-style-type: none"> <li>An outline of how students with special needs will be provided with opportunities to access the course <i>(eg. Student VCE/VCAL Handbooks, Staff Handbook)</i></li> <li>If the school shares responsibility of a senior secondary course with another provider, there must be evidence of a written agreement between providers stating how each manages its legal responsibilities for students who attend the course, travel between providers or go on excursions</li> </ul>	Yes <input type="checkbox"/> No <input type="checkbox"/>
<b>8.4 Teaching and Learning</b> <ul style="list-style-type: none"> <li>A register of teachers' qualifications or the principal's attestation of teachers' qualifications</li> <li>A plan of the school showing the location of physical facilities to support the course <i>(eg. school plan with mark-up of facilities to be used)</i></li> <li>An overview of teaching resources and that they meet the current requirements of the owner of the course <i>(eg. Teaching Resources Statement)</i></li> <li>Policy and procedures to ensure the consistent application of assessment criteria <i>(eg. Student VCE/VCAL Handbooks, Staff Handbook, Senior Secondary Assessment policy)</i></li> <li>Processes to oversee conduct of assessment including processes to conduct investigations and hearings, and if necessary amend or cancel assessments <i>(eg. Student VCE/VCAL Handbooks, Staff Handbook)</i></li> <li>If the school shares responsibility for a senior secondary course with another provider, there must be evidence in the form of a copy of a written agreement between the providers stating how the requirements of the teaching and learning standard will be met.</li> </ul>	Yes <input type="checkbox"/> No <input type="checkbox"/>

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:**

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