

School Review Report 2019 – 2023 Cycle



Coolaroo South Primary School

5554

North Western Victoria

Validation Day: 8-08-2019

Fieldwork Day/s: 20-08-2019

Final Panel Day: 29-08-2019

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1. Public section

1.1 SCHOOL CONTEXT

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|-------------------------------|---|
| Location and history | Coolaroo South Primary School is located in the City of Hume in the northern suburbs of Melbourne approximately 21 kilometres from the Melbourne Central Business District. The school was established in 1967 and merged with Dallas North Primary School in 2013. The school structure comprises a four year old funded kindergarten program along with foundation through to year six. |
| School facilities | The school grounds include two main buildings and a multi-purpose hall which is currently under construction. The grounds include two separate basketball and netball courts and an oval. |
| Enrolments | Enrolments at the time of review were approximately 259 students, with 54, four-year-old children in the kindergarten program. |
| SFO and SFOE | The SFOE index was 0.85 in 2018-2019. |
| Staff profile | The staffing profile consists of 2 Principal Class officers, 18 EFT teachers and 13 EFT Education Support staff. |
| Curriculum | The school provides an approved curriculum framework based on the Victorian Curriculum differentiated to meet student needs. Arabic and Samoan are also provided for all children for whom Arabic or Samoan is their mother tongue language. Classroom teaching and learning is also supported by a language support program, a speech therapy assistance program (STA) and a reading intervention program. |
| Additional information | Coolaroo South Primary School is an accredited Kids Matter school. The school has a therapy dog who works across the school providing social and emotional support to the school community. The school also employs the equivalent of 1.2 EFT speech therapists who provide phonological work alongside teachers as well as individual clinical work for PSD students. |

1.2 SCHOOL HIGHLIGHTS

Highlight 1

| | | |
|-----------------------------|--|---|
| Title: Community Hub | FISO Priority: Community engagement in learning | Dimension: Parents and Careers as partners |
|-----------------------------|--|---|

The panel found that a key school highlight was that Coolaroo South Primary School functions as the hub of the community.

The school is set up to be a welcoming place where families (particularly migrant, refugee families and mothers with young children) can come to connect, share and learn. The school employs two community liaison staff members who work with and alongside teachers, parents, children and other agencies. The engagement of families is strengthened, as evidenced at this year's Harmony Day, when families catered lunch for the entire school. Feedback from the parent focus group to the panel included comments such as "it was a true celebration of our multi-cultural community".

In 2018, there were more than 9,000 attendances of adults and children at school organised programs such as children's language and literacy sessions, adult English classes, citizenship classes, health, formal and informal training sessions. There were over 2,000 attendances accessing playgroups, early language and literacy sessions. The school is looking forward to offering parents further vocational training courses, further employment and volunteer opportunities. The school has also hosted family excursions, weekend family holidays and days out.

The establishment of the community hub has strengthened the school's links with external agencies. The school made over 290 referrals for additional family support, maternal health, pre-school and community health services.

Highlight 2

| | | |
|--|---|--|
| Title: <i>Writers' Festival</i> | FISO Priority: <i>Community engagement in learning</i> | Dimension: <i>Parents and Careers as partners</i> |
|--|---|--|

The panel found that a second key school highlight was the celebration of learning with an annual writers' festival. The festival uses a current school focus as its theme and each year a different writing genre. This has included stories related to the development of Sprites created in Coding, Poetry, Narratives based on play, Memoirs - Snapshot of Life, celebrating the school's 50th anniversary and for the tenth and final festival "The Last Tale", stories of fantasy and imagination.

To build the field for each focus, children were immersed in rich literature, supported and encouraged by their teachers. Staff were involved in extensive professional learning and mentoring, each year building on their skills and knowledge of different genres and publishing styles.

The students became authors, they shared their drafts, read, talked and published their work at a gala opening where the entire community and special guests attended. Staff and families were invited to join in and publish their own writing alongside that of the children. Special guest authors, illustrators and artists provided guidance and tuition to all along the journey.

Feedback from a staff focus group the panel included, "the annual Writers' Festival was a perfect way to engage our community in learning, build school pride and demonstrate excellence in teaching and learning".

Highlight 3

| | | |
|--|---|--|
| Title: <i>School musical production</i> | FISO Priority: <i>Community engagement in learning</i> | Dimension: <i>Parents and Careers as partners</i> |
|--|---|--|

The panel found that a third key school highlight was ICT development at Coolaroo South Primary School.

The use of ICT has continuously evolved over the period of the strategic plan. The employment of an 0.8 ICT technician has supported the investment of a 3D printer, school-based iPads, notebooks and Macs along with associated storage and charging trolleys, throughout the school. These classroom-based devices have provided all children with access and skill development in a range of devices. As a result, students are more familiar with the use of devices for online assessments.

Since 2017 the school has introduced and promoted Coding into the curriculum, Kindergarten through to Year 6. This program has seen the development of the children's understanding in design and 3D printing with two groups of year 6 students being finalists in the Print a Car challenge organised through Quantum Victoria. (Quantum Victoria is one of six Specialist Science and Mathematics Centres established by the Victorian Department of Education and Training)

1.3 SUMMARY OF KEY REVIEW FINDINGS

Performance against the SSP goals

SSP Goal 1:

The 2016–2019 School Strategic Plan for Coolaroo South Primary School set a goal to improve the growth of every student in Literacy and Numeracy. The panel found that the school partially met this goal, with one of the six targets met.

SSP Goal 2:

The second goal was to develop a positive climate for learning, improve student voice and attendance through enhanced respectful relationships. The Panel found the school partially met this goal, with two of the seven targets achieved.

SSP Goal 3:

The third goal was to build positive mental health and wellbeing by enhancing the resilience and safety of every member of the school community. The panel found that the school partially met this goal, one target was achieved, one target was partially achieved, and two targets were not achieved.

Findings against the Terms of Reference Focus Questions

Terms of Reference Focus Question 1: To what extent do we understand underlying factors that impact on student attendance at Coolaroo South Primary School?

The Panel found through discussion with parent focus groups that the school had undertaken a considerable amount of work building positive relationships with families. A significant amount of time and effort had been spent by the school establishing, unpacking and forming the Community Code of Practice. The school had employed community liaison staff to support parents and had established a Community Hub. Whole school professional development had been undertaken and a school therapy dog has been introduced to work with children and families. The panel formed the view that more work could be performed determining the reasons for unexplained absences and ensuring the accuracy of absence data.

Terms of Reference Focus Question 2: How well is data identified, analysed and used to inform teaching and learning at Coolaroo South Primary School?

The panel found through teacher focus group discussion and observation of teacher planning that the school had initiated a range of evidence-based teaching and learning practices. An assessment schedule was in place, pre and post testing was an established practice with mathematics teaching and the panel observed instances of instant feedback being given to students on their learning. The panel formed the view that the school could consider further exploring formative assessment as most of the assessment the panel observed was summative. Consistency in administering assessment was another area the panel believed the school could pursue.

Terms of Reference Focus Question 3: To what extent does the school develop and integrate student and community agency into learning at Coolaroo South Primary School?

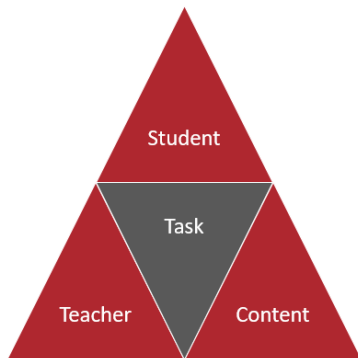
The Panel found through student focus group discussions that students had leadership opportunities that enabled them to build self-confidence, take responsibility for the organisation of events and to develop a greater understanding of their roles as leaders. The Panel found through parent focus group discussion that parents valued celebration of student achievement through regular opportunities at school events such as the writer's festival. These opportunities enabled recognition of student talents and built student pride in their learning achievements; outcomes confirmed by students in student focus group discussions. The panel formed the view that whilst students were provided with many opportunities to express their opinions and voice, that there was a limited understanding amongst the student body about the rationale behind student agency and the mechanisms by which it could be activated. The panel found through discussions with parent groups that the school had built positive relationships with families, parents commented that there many opportunities to become involved in activities outside the classroom. The panel was informed through discussions with leadership and staff that the school was wanting to take the next step and consider means by which to increase parental involvement in the classroom. The panel formed the view that further work should be undertaken in the area of student and community agency.

1.4 SUMMARY OF KEY DIRECTIONS FOR THE NEXT SSP

The School Review Panel recommends the following key directions for the next School Strategic Plan:

- Literacy and Numeracy
- Student voice, agency and leadership
- Attendance

2. Confidential section



This section of the report remains confidential to meet privacy legislation requirements.

Student voice, agency and leadership; curriculum content; and teacher practice are critical areas of focus when gathering evidence to support performance and practice outcomes.

This symbol denotes areas in the report where specific focus on gathering evidence to support performance and practice outcomes for the instructional core should be made. This includes when identifying enablers and barriers to the achievement of goals and targets in the school strategic plan (SSP), and when providing evidence that supports the school's self-evaluation against the 16 dimensions in the FISO *Continua of Practice for School Improvement* (FISO Continua). The Evidence of the Instructional Core section of the School

Review Guidelines provides further information on the importance of a student – content – teacher focus.

2.1 SUMMARY OF PERFORMANCE AGAINST THE SSP

PERFORMANCE GROUP: (INSERT HERE)

| Goals and evidence | | Status (as agreed by Panel) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--------------------|---|-----------------------------|------|------|------|------|------|---------|-----|----|-----|-----|-----|----------|-----|-----|-----|-----|-----|--|------|------|------|------|------|---------|-----|-----|-----|-----|-----|----------|-----|-----|-----|-----|-----|--|
| Goal 1 | To improve the growth of every student in Literacy and Numeracy. | <i>Partially met</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Targets | Target 1: In Reading, the percentage of students by relative growth (NAPLAN) in the high band will increase from 10% to 25% | Met | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Target 2: In Reading, the percentage of students in the bottom two bands (NAPLAN) in year 3 will decrease from 46% to 10% | Not met | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Target 3: In Reading, the percentage of students in the bottom two bands (NAPLAN) in year 5 will decrease from 46% to 10% | Not met | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Target 4: In Numeracy, the percentage of students by relative growth in the high band will increase from 15% to 25%. | Not met | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Target 5: In Numeracy, the percentage of students in the bottom two bands (NAPLAN) in year 3 will decrease from 34% to 10% | Not met | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Target 6: In Numeracy, the percentage of students in the bottom two bands (NAPLAN) in year 5 will decrease from 58% to 20% | Not met | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Evidence | <p>The Panel found that the goal was partially met, agreeing that target 1 was met and that the other 5 targets were not met.</p> <p>The evidence set out in table 1 below shows that the percentage of students demonstrating high relative growth in Reading increased over the review period and in 2017 and 2018, surpassing the target of 25%. The Panel noted that Relative growth data across Years 3 to 5 as measured by NAPLAN in Reading, showed that in 2018, the percentage of students with high relative gain (36%) was well above similar schools (22%).</p> <p>Table 1. NAPLAN High Relative Growth</p> <table border="1"> <thead> <tr> <th></th> <th>2014</th> <th>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>14%</td> <td>0%</td> <td>11%</td> <td>34%</td> <td>36%</td> </tr> <tr> <td>Numeracy</td> <td>16%</td> <td>15%</td> <td>16%</td> <td>10%</td> <td>20%</td> </tr> </tbody> </table> <p>Table 2 below sets out the percentage of students in the bottom two bands as measured by NAPLAN in Reading and Numeracy in year 3. The panel noted that whilst the second target, in Reading to reduce the percentage of students in the bottom two bands (NAPLAN) in year 3 from 46% to 10%, had not been attained, over the course of the review period the percentage of students in the bottom two bands of Reading at year 3 had decreased from 46%(2015) to 14%(2018). The panel further noted that the 2018 result was lower than that for similar schools (20%).</p> <p>Table 2. NAPLAN Year 3 Bottom 2 Bands</p> <table border="1"> <thead> <tr> <th></th> <th>2014</th> <th>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>52%</td> <td>46%</td> <td>57%</td> <td>18%</td> <td>14%</td> </tr> <tr> <td>Numeracy</td> <td>54%</td> <td>43%</td> <td>37%</td> <td>22%</td> <td>20%</td> </tr> </tbody> </table> <p>Table 3 below sets out the percentage of students in the bottom two bands as measured by NAPLAN in Reading and Numeracy in year 5.</p> | | 2014 | 2015 | 2016 | 2017 | 2018 | Reading | 14% | 0% | 11% | 34% | 36% | Numeracy | 16% | 15% | 16% | 10% | 20% | | 2014 | 2015 | 2016 | 2017 | 2018 | Reading | 52% | 46% | 57% | 18% | 14% | Numeracy | 54% | 43% | 37% | 22% | 20% | |
| | 2014 | 2015 | 2016 | 2017 | 2018 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading | 14% | 0% | 11% | 34% | 36% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Numeracy | 16% | 15% | 16% | 10% | 20% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 2014 | 2015 | 2016 | 2017 | 2018 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading | 52% | 46% | 57% | 18% | 14% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Numeracy | 54% | 43% | 37% | 22% | 20% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | <p>The panel agreed that the third target, to decrease the percentage of students in the bottom two bands (NAPLAN) in year 5 from 46% to 10% in Reading, had not been achieved.</p> <p>Table 3. NAPLAN Year 5 Bottom 2 Bands</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>2014</th> <th>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>49%</td> <td>67%</td> <td>58%</td> <td>28%</td> <td>39%</td> </tr> <tr> <td>Numeracy</td> <td>46%</td> <td>43%</td> <td>60%</td> <td>38%</td> <td>44%</td> </tr> </tbody> </table> <p>Using the evidence provided in Table 1 (above), the Panel determined that the fourth target, to increase the percentage of students by relative growth in the high band in Numeracy from 15% to 25% had not been met. In 2018 the percentage of students achieving high growth in Numeracy from years 3 to 5 was 20%.</p> <p>Table 2 (above) shows that the percentage of year 3 students in the bottom two Numeracy bands (NAPLAN) was 20% in 2018. The panel concluded that the target of reducing this to 10% was not met.</p> <p>Using the evidence provided in table 3 (above), the Panel determined that target 6, to reduce the percentage of year 5 students in the bottom two Numeracy bands (NAPLAN), to 20% was not met. In 2018 the percentage of year 5 students in the bottom two Numeracy bands was 44%.</p> | | 2014 | 2015 | 2016 | 2017 | 2018 | Reading | 49% | 67% | 58% | 28% | 39% | Numeracy | 46% | 43% | 60% | 38% | 44% | |
|----------|---|------|------|------|------|------|------|---------|-----|-----|-----|-----|-----|----------|-----|-----|-----|-----|-----|--|
| | 2014 | 2015 | 2016 | 2017 | 2018 | | | | | | | | | | | | | | | |
| Reading | 49% | 67% | 58% | 28% | 39% | | | | | | | | | | | | | | | |
| Numeracy | 46% | 43% | 60% | 38% | 44% | | | | | | | | | | | | | | | |

| Goals and evidence- <i>continued</i> | | Status (as agreed by Panel) |
|--------------------------------------|---|-----------------------------|
| Goal 2 | To develop a positive climate for learning, improve student voice and attendance through enhanced respectful relationships. | <i>Partially met</i> |
| Targets | Target 1: Reduce the percentage of students with 20 or more absences by 3%. | Not met |
| | Target 2: Reduce the overall average absence days per child from 26 to 18. | Not met |
| | Target 3: Improve student attitude to attendance in attitude to school survey to 90%. | Met |
| | Target 4: Improve student voice and agency in attitude to school survey to 90%. | Not met |
| | Target 5: Improve staff opinion of the school climate to 80%. | Not met |
| | Target 6: Improve staff collective efficacy to 70%. | Not met |
| | Target 7: Improve overall parent satisfaction with the school to 90%. | Met |
| Evidence | <p>The Panel determined that the second goal was partially met, agreeing that targets three and seven were met and that the other five targets were not met.</p> <p>The panel found that target 1 relating to the reduction of the percentage of students with 20 or more absences by 3% was not met. The School Summary Report indicated that between 2016 and 2018 that the percentage of students with 20 or more absence days was 38%, an increase of 5 % during the review period.</p> <p>The 2018 School Summary Report indicated that between 2016 and 2018 the average absence days for the school was 24. The panel agreed that target 2, to reduce the overall average absence days per child from 26 to 18, was not met.</p> | |

| | <p>The 2018 Student Attitudes to School Survey showed that the percentage of positive responses to the Attitudes to School factor was 90%. The panel agreed that the third target, to improve student attitude to attendance in attitude to school survey to 90% was met.</p> <p>The panel agreed that the fourth target, to improve student voice and agency in attitude to school survey to 90% was not met. The 2018 Student Attitudes to School Survey indicated a positive response of 68% to the factor. The panel did note that there was a significant (22%), percentage of neutral responses to this factor.</p> <p>The panel agreed that the fifth target, to improve staff opinion of the school climate to 80%, was not met. The 2018 Staff Opinion Survey indicated that 69% of staff were positive about school climate.</p> <p>The panel determined that the sixth target, to improve staff collective efficacy to 70%, was not met. The 2018 Staff Opinion Survey indicated that 49% of staff were positive about collective efficacy.</p> <p>The panel agreed that the seventh target, to improve overall parent satisfaction with the school to 90%, was met. The 2018 Supplementary school level report indicated that 95% of parents were satisfied with the school overall.</p> | | | | | | | | | | | | | | | | | | | | | | |
|-----------------------|--|------|---------------|---------|------|------|------|--------------------|-----|-----|-----|-------------------|-----|-----|-----|-----------------------|-----|-----|-----|---------|------|------|------|
| Goal 3 | To build positive mental health and wellbeing by enhancing the resilience and safety of every member of the school community. | | Partially met | | | | | | | | | | | | | | | | | | | | |
| Targets | Target 1: Improve the safety component of the student attitude to school survey to 70%. | | Met | | | | | | | | | | | | | | | | | | | | |
| | Target 2: Improve the safety component of the parent opinion survey to improve parent's perception of bullying at school by 20%. | | Partially met | | | | | | | | | | | | | | | | | | | | |
| | Target 3: Improve the results of surveys and interviews conducted through the Building Resilience (4R's program). | | Not met | | | | | | | | | | | | | | | | | | | | |
| | Target 4: Improve the sense of student connectedness to 95%. | | Not met | | | | | | | | | | | | | | | | | | | | |
| Evidence | <p>The panel agreed that the third goal, to build positive mental health and wellbeing by enhancing the resilience and safety of every member of the school community, was partially met, agreeing that target one was met and that the other three targets were not met.</p> <p>Despite the school's pre review self-evaluation report indicating that target one had not been met, the panel considered the evidence provide in table 4 (below). The table sets out the factors which contribute to the student school safety component. The panel noted that whilst there were two factors which were below 70% at year 4, the averages for all year levels were 70% or more and hence the panel agreed that the first target, to improve the safety component of the student attitude to school survey to 70%, was met.</p> <p>Table 4: 2018 Student School Safety</p> <table border="1" data-bbox="276 1630 967 1962"> <thead> <tr> <th>Factors</th> <th>Gr 4</th> <th>Gr 5</th> <th>Gr 6</th> </tr> </thead> <tbody> <tr> <td>Advocate at School</td> <td>81%</td> <td>90%</td> <td>88%</td> </tr> <tr> <td>Managing Bullying</td> <td>65%</td> <td>70%</td> <td>82%</td> </tr> <tr> <td>Respect for Diversity</td> <td>64%</td> <td>79%</td> <td>76%</td> </tr> <tr> <td>Average</td> <td>70 %</td> <td>80 %</td> <td>82 %</td> </tr> </tbody> </table> | | | Factors | Gr 4 | Gr 5 | Gr 6 | Advocate at School | 81% | 90% | 88% | Managing Bullying | 65% | 70% | 82% | Respect for Diversity | 64% | 79% | 76% | Average | 70 % | 80 % | 82 % |
| Factors | Gr 4 | Gr 5 | Gr 6 | | | | | | | | | | | | | | | | | | | | |
| Advocate at School | 81% | 90% | 88% | | | | | | | | | | | | | | | | | | | | |
| Managing Bullying | 65% | 70% | 82% | | | | | | | | | | | | | | | | | | | | |
| Respect for Diversity | 64% | 79% | 76% | | | | | | | | | | | | | | | | | | | | |
| Average | 70 % | 80 % | 82 % | | | | | | | | | | | | | | | | | | | | |

The panel found that drawing an absolute conclusion about whether target 2 was met or not was difficult because a base line figure was not stated in the target. The panel considered the 2018 School Summary Report, which provided the following evidence.

- Parent opinion of the school's management of bullying is 89% positive
- 84% of parents believe that their children feel safe at school
- 97% of parents believe that the school promotes positive behaviour
- 100% of parents believe that the school has respect for diversity

The panel found that the school had undertaken considerable work in the area of community engagement. Considerable professional development had been undertaken by staff and community liaison staff had been employed by the school to assist in parents feeling supported and safe. The panel agreed that the third target, to improve the safety component of the parent opinion survey to improve parent's perception of bullying at school by 20%, was partially met.

The panel was informed that the program specified in the fourth target had been discontinued and replaced with another to elicit student feedback on areas primarily concerned with student agency. Results obtained from the new survey indicated the following:

Areas for Improvement:

- Classes are well behaved
- I don't get bored
- We don't waste time


Strengths:

- Teacher treats me with respect
- Teachers are knowledgeable about the topics taught
- Teachers explain why we are learning what we are learning
- The teacher wants me to correct my mistakes


The panel agreed that since the program specified in the target had been discontinued that the target was not met.

The 2018 School Summary Report indicated that 80% of students were positive about their connectedness towards the school (15% of students had a neutral opinion). The panel agreed that the fourth target, to improve the sense of student connectedness to 95% was not met.

2.2 KEY ACHIEVEMENTS AGAINST SSP AND AIP TARGETS

| Key achievements (max 3) | Enablers  |
|---|--|
| <p>Goal 1: To improve the growth of every student in Literacy and Numeracy.</p> <p>Target 1: In Reading, the percentage of students by relative growth (NAPLAN) in the high band will increase from 10% to 25%. (Target was met)</p> | <p>The panel observed that the school was very strategic in its approach to its 2016-2019 strategic plan. The panel heard from leadership and staff on Validation day that the school decided to focus primarily on Reading. The panel was informed that the school chose Reading as its main area of improvement, believing that if undertaken well, that it would lead to improvement in all student learning outcomes.</p> <p>The school engaged a Literacy coach to model and support improved instructional practice. A needs analysis of reading at the school was undertaken to examine teacher understanding and capacity, professional development requirements and assessment practices. Having undertaken this preparatory work, the school set short- and long-term goals which set the school's direction for two years. The panel determined that this resulted in a consistent whole school approach to reading.</p> <p>The panel concluded that the range of supports including activities in the form of dedicated curriculum days and targeted professional learning on consistency of implementation of the Reading program at the school led to improved outcomes of high growth for reading.</p> |
| <p>Goal 2: To develop a positive climate for learning, improve student voice and attendance through enhanced respectful relationships.</p> <p>Target 3: Improve student attitude to attendance in attitude to school survey to 90%. (Target was met)</p> | <p>The panel heard that the school embarked on a process to implement several strategies to improve student engagement in their learning. Through classroom observations the panel observed evidence of learning intentions and success criteria in all classrooms. The panel heard through student and staff focus groups that student self-reflection on learning that has taken place occurs at the end of each semester. The panel heard through student focus group discussion that student leadership opportunities have increased as a result of the school changing its structure from School Captains and Junior School Council to the Student Leadership Teams. The panel heard from parents that staff are following up student absences and community liaison staff assist with families who do not speak English. More families now let the school know that the children are absent.</p> <p>The panel heard from student focus groups that the Buddy program promotes and develops a sense of belonging.</p> <p>The panel found that these strategies were enablers supporting progress on enhancing student's social, emotional and wellbeing outcomes and further developing the school's positive climate for learning.</p> |
| <p>Goal 3: To build positive mental health and wellbeing by enhancing the resilience and safety of every member of the school community.</p> <p>Target 2: Improve the safety component of the parent opinion survey to improve parent's perception of bullying at school by 20%. (Target was partially met)</p> | <p>The panel were informed that the school had undertaken a significant amount of work in developing the school values. The panel heard through staff and parent forums that the school had established, unpacked and developed the community Code of practice. The panel heard through parent forums that the employment of community liaison staff had resulted in them feeling safe and supported. The introduction of a school therapy dog to work alongside children and families was a positive innovation that was communicated to the panel via parent, student and staff focus groups. Parents commented on the welcoming appearance and feeling of the school entrance and in particular the community hub. The panel heard from parents and staff that positive relationships had been formed between school and home, the timely follow up of telephone calls and the checking in process, being key to this.</p> <p>The panel found that these communication processes with parent/carers were an enabler for enhancing the resilience and safety of every member of the community.</p> |

2.3 KEY CHALLENGES AGAINST SSP AND AIP TARGETS

| Key challenges (max 3) | Barriers  |
|--|---|
| <p>Goal 1: To improve the growth of every student in Literacy and Numeracy.</p> <p>Target 4: In Numeracy, the percentage of students by relative growth in the high band will increase from 15% to 25%.</p> <p>(Target not met)</p> | <p>The panel heard from staff in focus groups that prior to the current review period, that there was an inconsistent approach to teaching and learning across the school. The panel heard that teaching varied significantly from classroom to classroom. Teams divided up the planning rather than planned together and there was inconsistency in the planning documents used. There were no real whole school programs or models that catered for Literacy and Numeracy. There was a range of professional learning implemented trying to cover all areas of the curriculum without embedding any skills or knowledge. The panel heard from leadership and staff that these issues were addressed in the current strategic plan, having a primary focus on reading provided the school with the consistency to teaching and learning that had been lacking in the past. As a result, Numeracy was not the main focus of the current strategic plan, the focus on Numeracy having commenced in 2018 after the school wide focus on Reading had been embedded.</p> <p>The panel considered the lack of focus on numeracy in the current strategic plan as a barrier to the increase in high growth in numeracy.</p> |
| <p>Goal 2: To develop a positive climate for learning, improve student voice and attendance through enhanced respectful relationships.</p> <p>Target 1: Reduce the percentage of students with 20 or more absences by 3%.</p> <p>(Target not met)</p> | <p>The findings of the review indicated to the panel that the school had begun to implement several strategies to raise levels of student voice and learner agency in order to enhance the school's climate for positive learning. For instance, the introduction of the Social and Emotional Learning Program - Rights, Resilience and Respectful Relationships (RRRR) from the Kindergarten through to Year 6 provides opportunities for consistent language across the school and the opportunity to address a range of relevant issues. However, interviews with staff and students indicated to the panel that the following were barriers to raising levels of student engagement and learner agency.</p> <ul style="list-style-type: none"> • families understanding of the impact that not attending school, coming to school late or leaving school early has on their children's learning. • students requiring greater feedback on their learning in order to know what they needed to learn next. • differentiation embedded into planning so that all children's learning needs are being met. |

2.4 FIELDWORK FINDINGS

Terms of Reference Focus Questions

Focus question 1: To what extent do we understand underlying factors that impact on student attendance at Coolaroo South Primary School?

Evidence-based findings



The panel found through interviews with staff, parents and students that the school had identified several areas that it believed impacted on student attendance and had devoted considerable time, effort and resources to ensure that its practices and procedures were consistent and appropriate.

- The panel found that the school had a very clear attendance policy. The school had undertaken a significant amount of work with its community developing the school values which culminated in the formation of the Community Code of Practice. To assist the community and to enhance their contributions, community liaison staff were employed.
- The panel found through staff, student and parent focus groups that student behaviour management was clear and consistent. The school's expectations of students were clearly and consistently articulated at a classroom and school level. High levels of support were provided for students and the importance and the quality of student – teacher relationships was highlighted to the panel in student focus groups. “ If you come to school sad or tired, teachers make you happy, they love you...” Similar sentiments were expressed by parents in a parent focus group, “ every child is recognised, we are blessed that our children come here...”
- The panel found that the school was willing to actively engage the diverse cultures and learning needs of its students. Parent comments to the panel during focus group discussions included “you are never made to feel different”, “... there are lots of families with issues however the school supports you regardless, in a very good way...”
- The panel was informed by parents in parent forums that they found that the school effectively monitored student attendance and that the school was timely and meaningful in its response when issues arose.

Leaders and teachers informed the panel that further work may need to be undertaken in identifying the families who do not send their students to school due to underlying factors such as not having enough food for lunch/snacks. Leaders and teachers believed that a clearer understanding of why students were absent needed to be reached. The panel was informed through parent focus group discussion that some parents may not feel comfortable in informing teachers about why their child is absent due to factors such as anxiety and embarrassment. Leaders and teachers also discussed with the panel the need for student absence data to be accurate and that staff need to understand the imperative of accurate recording of student absence.

The panel concluded that with a greater understanding of the specific circumstances around the families who struggle to send their children to school regularly and improved accuracy of absence data collection that further improvement could be made to student attendance.

Focus question 2: How well is data identified, analysed and used to inform teaching and learning at Coolaroo South Primary School?

Evidence-based findings



The panel found through interviews with staff and observations of team planning sessions that a range of data was being collected by the school. The panel heard in interviews with teachers that a regularly reviewed assessment schedule was in place which guided the consistent collection of a range of data to evidence student achievement.

The panel was informed through interviews with leaders and teachers that teachers and teams worked hard to document curriculum and develop scope and sequence which informed their planning and improved their understanding of the curriculum standards and learning continuum.

The panel was informed through interviews with teachers that whilst an assessment schedule was in place, staff proficiency in the analysis of data to inform teaching and the next steps of learning could be enhanced. Teachers reported that the majority of assessments were summative and indicated to the panel that the extent to which evidence and data was being analysed fully and utilised consistently by all teachers and teams to plan differentiated curriculum

and teaching and learning approaches to cater for each student's point of learning need and to monitor the learning growth of students and cohorts, was variable and still a work in progress. A considerable amount of work had been undertaken by the school in the area of reading. Teacher collaboration had been enhanced through the processes introduced to embed this focus area. The PRSE reported and leaders and teachers indicated in interviews with the panel that through shared planning time that progress was being made in using evidence-based teaching and learning approaches and collaborative differentiated curriculum planning. The teacher collaboration variable in the School Staff Survey supported this view, increasing from 63% in 2016 to 85% in 2018. The panel concluded that if teachers and teams were able to more precisely and explicitly differentiate curriculum and target teaching and learning to each students' point of need based on data and evidence that it would be likely that further improvement could be made to school's student outcomes.

Focus question 3: To what extent does the school develop and integrate student and community agency into learning at Coolaroo South Primary School?

Evidence-based findings



The panel determined through interviews with staff, students and parents and fieldwork activities including classroom visits that the school had established a positive climate for learning. The panel heard through interviews with parents and staff that the school had put considerable effort into establishing the school as a welcoming place where all families can come to connect, share and learn.

The panel heard through staff interviews that over the review period, several opportunities to enable student engagement and learner agency were implemented. The panel was informed through interviews with students and staff that student leadership opportunities were being enhanced through a revision of the existing structure. The panel heard from staff that student led conferences were introduced to allow students to showcase their learning successes and provide an opportunity for students to discuss their goals as well as areas for improvement. However, the panel found through the fieldwork activities that a full understanding of, and a common and shared language around the meaning of student voice and learner agency, was not established. There were some inconsistencies about what student voice and learner agency might look like and how it might be implemented across the school. The panel heard from staff that at present many students do not have the knowledge or the know how to express their opinions and voice. The panel heard from students that they have limited opportunities to input into planning and classroom observations led the panel to form the view that future learning is not always visible to students, that is students were unable to consistently articulate the next steps required to improve their learning. Interviews with students informed the panel that goals tended to be set by the teacher. Students also indicated that they were sometimes unsure of how they knew they were successful in achieving their goals. As a result, the panel formed the view that student understanding of student voice and learner agency and an explicit understanding of developing skills to become more self-directed and independent learners was underdeveloped. The level of student voice and agency in the school was developing and at this stage only had a minor impact on student learning outcomes.

The panel heard through staff and parent interviews that the school had built positive relationships with families. The panel heard from parents that the school provided many opportunities for them to be involved outside the classroom. The panel heard leaders and staff express a view that the school needed to take the next step and involve families in the classroom. The panel concluded that building the capacity of parents was a possible area for the school to explore.

2.5 OTHER SIGNIFICANT FINDINGS AND CONSIDERATIONS

There were no other significant findings.

2.6 ASSESSMENT AGAINST THE FISO CONTINUA OF PRACTICE FOR SCHOOL IMPROVEMENT

Drafting notes (to be deleted when template is completed):

Please complete the table below, providing the assessment from the school's Pre-review Self-evaluation (PRSE) Report and the final School Review Panel assessment.

| FISO priority/dimension | | PRSE Report assessment | Validation Day Review Panel assessment | Final Day Review Panel assessment |
|-------------------------------------|--|------------------------|--|-----------------------------------|
| Excellence in teaching and learning | Curriculum planning and assessment | <i>Evolving</i> | <i>Evolving</i> | <i>Evolving</i> |
| | Building practice excellence | <i>Evolving</i> | <i>Evolving</i> | <i>Evolving</i> |
| | Evaluating impact on learning | <i>Evolving</i> | <i>Evolving</i> | <i>Evolving</i> |
| | Evidence-based high impact teaching strategies | <i>Evolving</i> | <i>Evolving</i> | <i>Evolving</i> |
| Professional leadership | Building leadership teams | <i>Evolving</i> | <i>Evolving</i> | <i>Evolving</i> |
| | Instructional and shared leadership | <i>Embedding</i> | <i>Embedding</i> | <i>Embedding</i> |
| | Strategic resource management | <i>Embedding</i> | <i>Embedding</i> | <i>Embedding</i> |
| | Vision values and culture | <i>Excelling</i> | <i>Excelling</i> | <i>Excelling</i> |
| Positive climate for learning | Empowering students and building school pride | <i>Emerging</i> | <i>Emerging</i> | <i>Emerging</i> |
| | Setting expectations and promoting inclusion | <i>Embedding</i> | <i>Embedding</i> | <i>Embedding</i> |
| | Health and wellbeing | <i>Embedding</i> | <i>Embedding</i> | <i>Embedding</i> |
| | Intellectual engagement and self awareness | <i>Evolving</i> | <i>Evolving</i> | <i>Evolving</i> |
| Community engagement in learning | Building communities | <i>Embedding</i> | <i>Embedding</i> | <i>Embedding</i> |
| | Parents and carers as partners | <i>Embedding</i> | <i>Embedding</i> | <i>Embedding</i> |
| | Global citizenship | <i>Emerging</i> | <i>Emerging</i> | <i>Emerging</i> |
| | Networks with schools, services and agencies | <i>Embedding</i> | <i>Embedding</i> | <i>Embedding</i> |

ADDITIONAL FIELDWORK DAYS

| List the number of additional fieldwork days the school is eligible for based on the criteria | List the number of additional fieldwork days the school is eligible for based on the criteria | Number of additional fieldwork days taken | If full number of additional fieldwork days the school was eligible for were <u>not</u> taken, include the rationale for not taking the day/s |
|--|---|---|---|
| 1. Priority area: e.g. Excellence in Teaching and Learning: <i>Eligible for 1 day</i> | <i>One day</i> | <i>Zero days</i> | The Panel determined that the allocation of one field day was enough to explore Excellence in Teaching and Learning. Several Panel members were able to participate in the fieldwork and the panel believed that the terms of reference could be adequately interrogated within the time frame. |
| 2. Panel's assessment against the Continua's 6 High impact initiatives/dimensions: e.g. Eligible for 2 days (<i>Building Communities and Setting Expectations and Promoting Inclusion</i>) | <i>Not eligible</i> | <i>Zero days</i> | |
| 3. Total of eligible days: e.g. 3 | <i>One day</i> | <i>Zero days</i> | |

2.7 KEY DIRECTIONS FOR THE NEXT SSP – GOALS, TARGETS AND KIS



PROPOSED GOALS, TARGETS AND KEY IMPROVEMENT STRATEGIES (KIS) FOR NEXT SSP

| |
|--|
| Goal 1 |
| To improve the learning growth of all students with a particular focus on the EAL cohort. |
| Suggested FISO dimensions (in order of priority) |
| Priority Area: Excellence in teaching and learning Dimension/s: 1. Building Practice Excellence (BPE) 2. Evaluating impact on learning (EIL) |
| Goal 1 rationale |
| Analysis of the school's NAPLAN data indicated that whilst the percentage of students with high or medium relative learning gain in Reading and Numeracy had increased their current levels were medium and low respectively. The panel agreed that improved levels of student agency in their learning and staff use of achievement data to better target teaching to students' interest and point of need would support improved outcomes for all students in literacy and numeracy. |
| Targets |
| 1.1 Increase the percentage of students with high or medium relative gain in reading from x% to y%. (To be finalised) |
| 1.2 Increase the percentage of students with high or medium relative gain in numeracy from x% to y%. (To be finalised) |
| 1.3 All students to progress at least one level each year on the F-10 Victorian Curriculum / EAL in each of the three modes of Reading, Writing, Speaking, Listening and Numeracy. (To be finalised) |
| 1.4 To increase the percentage of positive endorsement in collective efficacy variable in the Staff Opinion Survey from x% to y% and academic emphasis variable in the Staff Opinion Survey from x% to y%. (To be finalised) |
| Key Improvement Strategies (KIS) |
| 1a Build teacher capability to utilise data and a range of assessment strategies to teach to a student's point of learning. (CPA) 1b Students to be developed as leaders in the classroom, school and community. (ES) 1c Deepen teacher curriculum and assessment knowledge in EAL. (CPA) 1d To further develop teacher capacity to use HITS with a focus on student feedback and questioning. (ESBSP) |

| |
|--|
| Goal 2 |
| To empower all students to be engaged learners and leaders. |
| Suggested FISO dimensions (in order of priority) |
| Priority Area: Positive climate for learning Dimension/s: 1. Empowering students and building school Pride (ESBSP) 2. Intellectual engagement and self-awareness (ISEA) |
| Goal 2 rationale |
| A review of the school's student opinion data together with student interviews conducted by the panel through the review process showed that developing a shared and consistent understanding and approach to how student voice and learner agency could enhance student outcomes was not yet fully established. The panel decided that this should be a focus in the next schools' next strategic plan. |
| Targets |
| 2.1 By 2023 improve the percentage of positive responses in the Student Attitudes to School Survey in the following areas. |

| |
|--|
| <ul style="list-style-type: none"> • Stimulated Learning from x% to y% (To be finalised) • Sense of Confidence from x% to y% (To be finalised) • Self-regulation and goal setting from x% to y% (To be finalised) • Motivation and interest from x% to y% (To be finalised) |
| <p>2.2 By 2023 improve the percentage of positive responses in the Parent Opinion Survey in the following areas.</p> <ul style="list-style-type: none"> • Student motivation and support from x% to y% (To be finalised) • Student agency and voice from x% to y% (To be finalised) |
| <p>2.3 By 2023 improve the percentage of positive responses in the Staff Survey in the following areas.</p> <ul style="list-style-type: none"> • Academic emphasis from x% to y% (To be finalised) • Collective focus on student learning from x% to y% (To be finalised) |
| <p>Key Improvement Strategies (KIS)</p> |
| <p>2a To develop an authentic student agency (academic, social and emotional), strategy to empower students to be more motivated and engaged in learning. (ES)</p> <p>2b To develop students to be leaders in the classroom, school and community (BLT)</p> <p>2c Build teacher knowledge and practice excellence in the use of learner centered teaching that enables the consistent use of student voice and learner agency in all classrooms. (BPE)</p> |

| |
|--|
| <p>Goal 3</p> |
| <p>To improve student attendance.</p> |
| <p>Suggested FISO dimensions (in order of priority)</p> |
| <p>Priority Area: Positive climate for learning and Community engagement in learning.</p> |
| <p>Dimension/s:</p> <ol style="list-style-type: none"> 1. Setting expectations and promoting inclusion (SEPI) 2. Parents and carers as partners (PCP) |
| <p>Goal 3 rationale</p> |
| <p>The panel heard through staff forums that the school needed to engage with families further to convey the importance of student attendance and of the importance of students participating in excursions and school events. Feedback from interviews with students and parents during the review and a consideration of the attendance data informed the panel enhancing student attendance was likely to support growth in student outcomes.</p> |
| <p>Targets</p> |
| <p>3.1 By 2023 to reduce the average absent days from 24 to 18 (similar schools). (To be finalised)</p> |
| <p>3.2 By 20123 reduce the percentage of students with 20 or more absence days from 38% to 31% (similar schools). (To be finalised)</p> |
| <p>3.3 To reduce the percentage of unapproved absences from x% to y% (similar schools). (To be finalised)</p> |
| <p>Key Improvement Strategies (KIS)</p> |
| <p>3a To review, strengthen and implement the school attendance strategy. (SEPI)</p> <p>3b To develop a fuller understanding of the reasons for student absence. (HWB)</p> <p>3c To develop a strategy for high expectations and protocols for communication with parents and carers (PCP)</p> |

Appendix 1: Terms of Reference and Methodology

Introduction

Following the Review Panel's testing and validation of the school's performance against its four-year goals and targets, the Review Panel developed the following focus questions to guide and scope the review process. The focus questions aim to capture those areas of the school's practice and performance that require a more detailed investigation. The methodology outlines how the review will be undertaken.

The Panel confirms that each review's focus questions, and methodology have been developed in collaboration.

| TERMS OF REFERENCE | | |
|--------------------|---|---|
| | Terms of Reference Focus Questions | Rationale |
| 1. | To what extent do we understand underlying factors that impact on student attendance at Coolaroo South Primary School? | The panel considered the data provided in the Supplementary School Level Report regarding student absence. In 2018 the percentage of students with 20 or more absence days was 41% compared to 31% for similar schools. During the review period the average percentage of students with 20 or more absence days was 38% compared to 31% for similar schools. During the review period the average absence days was 24 compared to 18 for similar schools. The previous strategic plan had a target to reduce to percentage of students with 20 or more absences by 3 %, during the review period this increased by 5%. The panel therefore wished to enquire about the extent to which the school understood the underlying factors which impact on student attendance at the school. |
| 2. | How well is data identified, analysed and used to inform teaching and learning at Coolaroo South Primary School? | The panel heard from leadership and staff on Validation day that during the review period that the school had reviewed the types of assessments administered, the processes by which they were delivered and the school assessment schedule had been revised, with an emphasis on consistent data analysis. Regarding the school's numeracy strategy, the panel was informed by staff that the school had introduced measures by which to triangulate data sets and professional learning teams were established to moderate and analyse these data sets. The panel decided it wished to determine how well data was identified, analysed and used to inform teaching. |
| 3. | To what extent does the school develop and integrate student and community agency into learning at Coolaroo South Primary School? | During Validation day the panel had the opportunity to reflect on and determine the extent to which the school had met the goals and targets in its previous strategic plan. During its deliberations the panel noted that "limited empowerment of student voice and agency", and inconsistent understanding of student voice and agency", had been mentioned by leaders and staff as barriers to attaining the first three goals. The panel also noted that the 2018 Attitudes to School Survey indicated that the percentage of positive responses relating to student voice and agency was at 68%, one of the factors which was rated at lower levels. The panel decided to enquire into the extent to which the school empowers student and community agency into learning at the school. |

2. METHODOLOGY

2.1 Timeline for the review

| Timeline for the Review | | |
|-------------------------|--|---|
| Date | Activity and Resources | Action Officer (title only) |
| Term 2 | Briefings and meetings with staff on the upcoming review Phone and email correspondence with the Principal and Senior Education Improvement Leader to set up dates and expectations for the review. Principal emails Pre-Review Self Evaluation and VRQA information to Reviewer. | Principal, leadership team, |
| 14-05-19 | Student Interviews | Leadership team |
| 5-06-19 | Data analysis to date presented to school council | Principal |
| 12-06-19 | Open morning for parents | Principal, leadership team, community liaison team |
| 19-06-19 | Preparation meeting at the school. <ul style="list-style-type: none"> •Confirm the Challenge Partners and identify other Panel members including students, the School Improvement Team and any other school community members and discuss their roles, responsibilities and the points at which they will participate in the review. •Book tentative dates for the known review days (a base number will be known although the number of days will not be finalised until the Validation Day) •Co-develop an agenda for the Validation Day based on the agenda template, clearly indicating the points at which the Panel members will be in attendance. •Co-develop a schedule for the classroom observations/focus groups on Validation Day and collaboratively develop draft focus questions that will be presented at the Validation day meeting for final endorsement •Discuss the approach to the Minimum Standards & CSS assessment | Principal. SEIL, Reviewer |
| 8-08-19 | Validation Day – see agenda below | Core panel and Challenge Partners |
| 20-08-19 | Field day – see agenda below | Challenge Partners, SEIL, Reviewer with selected parents, staff and students. |
| 29-08-19 | Panel day- see agenda below | Core panel and Challenge Partners |
| 1-10-19 | Submission of report | |
| TBA | Presentation to staff | |
| TBA | Presentation to school council | |

2.2 Validation Day agenda and class observation schedule

Coolaroo South PS Validation Day agenda and class observation schedule

Thursday August 8, 2019

| VALIDATION DAY AGENDA | | | |
|-----------------------|--|---|--|
| Time | Activity | Lead | In attendance |
| 8:30 | Welcome <ul style="list-style-type: none"> Welcome the School Review Panel Facilitate introductions | Principal | School Review Panel - Core members and challenge partners School Improvement Team (SIT) |
| 8:45 | Purpose of review (to all staff) <ul style="list-style-type: none"> Outline purpose of the review Discuss roles and responsibilities of core panel (school council president, principal, SEIL, reviewer) | Reviewer | School Review Panel - Core members and challenge partners SIT All staff |
| 9:05 | School Tour | Principal Student Leaders | School Review Panel – core members and challenge partners |
| 9.30 | Performance against previous School Strategic Plan <ul style="list-style-type: none"> Short overview of PRSE process Reviewer facilitation: <ul style="list-style-type: none"> performance against the goals and targets of its School Strategic Plan (SSP) enablers and barriers to success key achievements and challenges | SIT Reviewer | School Review Panel – Core members challenge partners SIT |
| 10.45 | Parameters of classroom observations/focus groups: <ul style="list-style-type: none"> Use resources (checklists/questions) to determine the parameters for the classroom observations/focus groups; what is being observed and why; what questions will be asked. Ensure focus is on student voice, agency and leadership; curriculum content; and teacher practice: knowledge and skills of teachers Who will be observing/leading what Introduce resources (checklists/questions) | Reviewer | School Review Panel – Core members and challenge partners SIT |
| 11.00 | Morning Tea | | |
| 11.30 | Classroom observations/student focus groups <ul style="list-style-type: none"> According to methodology developed in the preparation meeting Core members of the School Review Panel likely to each lead a classroom observation/focus group Each team to have one classroom observation and one student focus group | Core School Review Panel members and challenge partners | School Review Panel – core members and challenge partners SIT |
| 12:30 | Report back <ul style="list-style-type: none"> Share and synthesise observations and findings from the classroom observations/ focus groups | Reviewer | School Review Panel – Core members and challenge partners SIT |
| 1.00 | Lunch | | |
| 1:30 | Continua and additional review days <ul style="list-style-type: none"> Validate school's proficiency status against FISO <i>Continua for School Improvement</i>, focusing on the six High-impact Improvement Initiatives Determine any additional fieldwork days for the review based on validation Ensure there is a rationale for why the additional fieldwork days will or will not be utilised | Core School Review Panel members | School Review Panel – core members and challenge partners SIT |
| 2:30 | Terms of reference for the review Develop focus questions and methodology for the review | Reviewer | School Review Panel – core members and challenge partners SIT |
| 4:00 | Close | | |

Coolaroo South PS Validation Day CLASSROOM OBSERVATION SCHEDULE

| Duration | Activity | Lead | Participants |
|---------------|--------------------------------|----------|-------------------------------|
| 11.30 -12.00 | Student Leadership Group A | Reviewer | Year 4-6 Students |
| 11.30 -12.00 | Year 2/3 Classroom observation | SEIL | Teacher and class in Year 2/3 |
| 12.00 – 12.30 | Student Leadership Group A | SEIL | Year 4-6 Students |
| 12.00 – 12.30 | Year 5 Classroom observation | Reviewer | Teacher and class in Year 5 |

Coolaroo South PS Review Fieldwork Tuesday Aug 20th, 2019

| Time | Who | Where | Review Panel Member |
|---|-----------------|-----------------|---------------------|
| 11am – 11.45 | Student Group 1 | Conference Room | Reviewer |
| | Student Group 2 | Library | SEIL |
| Midday – 12.45 | Parent Group 1 | Conference Room | Reviewer |
| | Parent Group 2 | Library | SEIL |
| Lunch: Provided by our parents (Conference Room) | | | |
| 2.15 – 3pm | Staff Group 1 | Conference Room | Reviewer |
| | Staff Group 2 | Library | SEIL |
| | Staff Group 3 | Staffroom | Challenge Partner |
| 3.30 – 4.30 | PLT – F / 1 | Room 11 | Challenge Partner |
| | PLT – 2 / 3 | Room 4 | SEIL |
| | PLT – 4 / 5 / 6 | Room 1 | Reviewer |

**Coolaroo Park Primary School
Final Panel Meeting Agenda – Thursday 29th August 2019**

FINAL PANEL MEETING AGENDA

| Time | Activity | Lead | |
|-------------|---|------------------------|---|
| 8:30 | Welcome Agenda and context for the day provided | Reviewer | School Review Panel – core members and challenge partners |
| 8:40 | Report back on fieldwork outcomes <ul style="list-style-type: none"> Reviewer informs Panel members of fieldwork outcomes, sharing and synthesising observations and findings. | Reviewer | School Review Panel – core members and challenge partners |
| 9:00 | Focus questions <ul style="list-style-type: none"> Using all available evidence (including PRSE and other data, Validation Day discussions, fieldwork outcomes), the Panel comes to an agreed set of findings for each of the ToR focus questions | Reviewer | School Review Panel – core members and challenge partners |
| 9.45 | School highlights Using all available evidence (PRSE and other data, Validation Day discussions, fieldwork outcomes etc.), the Panel agrees on a maximum of three particular school achievement highlights from the past four years for inclusion in the Review Report | Principal and Reviewer | School Review Panel – core members and challenge partners |
| 10.15-10.45 | Morning tea | | |
| 10.45 | Assessment against the FISO Continua <ul style="list-style-type: none"> Final assessment of the school's proficiency status against the Continua for the FISO dimensions, based on the evidence gathered and tested throughout the review | Principal and Reviewer | School Review Panel – core members and challenge partners |
| 11.30 | Key directions for the next SSP – goals, targets and KIS <ul style="list-style-type: none"> The Panel articulates goals, targets and KIS for the next SSP, drawing on all aspects of the review process. <p>The Panel outlines an evidence-based rationale for each goal.</p> | Principal and Reviewer | School Review Panel – core members and challenge partners |
| 12:30-1.15 | Lunch | | |
| 1.15 | Key directions for the next SSP – goals, targets and KIS <ul style="list-style-type: none"> continued | Principal and Reviewer | School Review Panel – core members and challenge partners |
| 3.00 | Panel Meeting Close | | |
| 4:00 | Close | | |

2.3 Review work plan

| REVIEW DAY 1 | Purpose, including Terms of Reference that are being addressed | Activity | Participants |
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| Validation Day Thursday 8 th August 2019 | See Validation Day Agenda above | See Validation Day Agenda above Discussion of school's performance against previous strategic plan, classroom observations, development of terms of reference and VRQA check. | Review Panel |

| REVIEW DAY 2 | Purpose, including Terms of Reference that are being addressed | Activity | Participants |
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| Tuesday 20 th August 2019 | ToR: 1,2 and 3 Purpose: Through interviews, focus group discussions, classroom visits and observations of teacher planning to gather evidence related to ToR questions 1,2, and 3. | (What specific activities will be undertaken and how 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?) | (Who will be involved? Use titles only, no names) |
| | 10.00am -11.00am Meet with Principal to discuss the day's aims and activities. | SEIL and Reviewer met with the Principal to discuss the day's aims and activities. | Principal, SEIL, Reviewer |
| | 11am- 12.00pm SEIL and reviewer have a focussed discussion with students | Activities aim to gather feedback and evidence related to all 3 ToRs. What makes a good school? What happens in the classroom? What do you like most about your school? How do you know if you are learning? What makes this school special? What is one thing you would like to see improved? | SEIL and Reviewer |

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| | | <p>How do you talk about your learning and progress with your teacher? What choices do you get to make about what you want to learn about? E.g. Do you get to choose your own projects? How do student leaders learn about good leadership? How do you know you're improving or have been successful? How does your teacher make learning interesting and challenging for you? Tell us how you contribute to making decisions about what and how you learn. Do you believe that your ideas and thoughts about your learning are valued by your teachers? How do you know? Has your learning in this class been easy, hard or just right? Do you work with your teacher to set your learning goals? How does that happen? How do you know that you are achieving your learning goals? How do you know you have been successful? What choices do you get to make about what you want to learn? Do you get to choose your own projects?</p> | |
| | <p>12.00pm – 12.45 pm SEIL and Reviewer facilitate Parent Forum</p> | <p>Activities aim to gather feedback and evidence related to all 3 ToRs.</p> <p>What opportunities does the school give you to participate in your child's learning? To what extent do you feel that the school values parent's contributions? How comfortable do you feel approaching the school with any concerns you might have?</p> | <p>SEIL and Reviewer</p> |

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| | | <p>Do you feel the school takes parent's concerns seriously?</p> <p>How effective are the school's regular communication channels?</p> <p>To what extent do you feel teachers encourage students to take responsibility for their learning and give opportunities to make decisions and solve problems?</p> <p>Highlights, what is working well?</p> <p>Challenges, what would you like to see improved?</p> <p>As a parent what are some of the challenges you are facing with your child/children? e.g.: multiple jobs, babysitting, interpreting, transport?</p> <p>Are there any areas that you think the school could support you with?</p> | |
| | <p>2.15pm – 3pm Challenge Partner, SEIL and Reviewer have a focused discussion with three groups of staff.</p> | <p>Activities aim to gather feedback and evidence related to all 3 ToRs.</p> <p>Tell us what student voice looks like in your classroom?</p> <p>What process do you use to get student feedback on a lesson or unit?</p> <p>In terms of student agency, what can we expect to see in this classroom?</p> <p>What is working well?</p> <p>What are the challenges?</p> <p>What are the enablers/supports/blockers?</p> <p>What does good teaching look like at the school?</p> <p>What further support can the school offer you to improve?</p> | <p>SEIL, Challenge Partner and Reviewer</p> |

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| | | <p>To what extent is there a team ethos at the school?</p> <p>Articulate student support in learning / behaviour</p> <p>Describe the interactions / partnerships with parents in student learning.</p> <p>To what extent do teachers in this school use student learning data to inform planning?</p> <p>To what extent do teachers in this school promote student ownership of learning goals and learning progress?</p> <p>What process do you use to get student feedback on a lesson or unit?</p> <p>How much ownership of their learning do your students have? What decisions do they make about their learning?</p> <p>What does student leadership look like in your classroom?</p> <p>Can you give some examples of how you provide regular feedback to students on their learning against their individual learning goals curriculum standards?</p> <p>To what extent are parents encouraged to participate in their children's learning?</p> <p>The following are some of the school factors identified by the department that influence student attendance, how do you feel the school deals with these?</p> <ul style="list-style-type: none"> • Inconsistent or unclear attendance policies. • Student behaviour management; school's expectations of students (e.g. workload, testing, performance); levels of support for students and relationships with teachers; attitudes of teachers, students and administrators. | |
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| | | <ul style="list-style-type: none"> • Ability and willingness to engage the diverse cultures and learning needs/styles of students. • Effective monitoring by schools of attendance and a timely and meaningful response when issues arise for a student is critical to ensuring attendance rates remain high. • Learning needs that are not being addressed in the classroom or unidentified learning difficulties. • Lack of timely and appropriate intervention. | |
| | <p>3.30 – 4.00 Challenge Partner, SEIL and reviewer observe 3 Professional Learning Teams meetings.</p> | <p>Activities aim to gather feedback and evidence related to all 3 ToRs.</p> <ul style="list-style-type: none"> • To what extent do teachers in this school use student learning data to inform planning? • What are the key elements of the instructional model? • To what extent do teachers in this school promote student ownership of learning goals and learning progress? • To what extent are parents encouraged to participate in their children’s learning? <p>Curriculum documents are sampled and discussed.</p> | |

| REVIEW DAY3 | Purpose, including Terms of Reference that are being addressed | Activity | Participants |
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| <p>Panel day</p> <p>Tuesday 25th June</p> | <p>ToR: ToR: 1,2,3 and 4</p> <p>Purpose: The Panel continues to gather feedback and evidence related to ToR 1,2,3 and 4 and come to an agreed set of findings for each ToR focus question. The panel agrees on 3 school achievement highlights and confirms their FISO Continua assessment. The panel articulates goals, targets and key improvement strategies for the next strategic plan. The Principal, SEIL and reviewer confirm the VRQA.</p> <p>(Why are the specific activities being undertaken and how do they relate to the Terms of Reference?)</p> | <p>(What specific activities will be undertaken and how 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?)</p> | <p>(Who will be involved? Use titles only, no names)</p> |
| | <p>8.30 – 9.00</p> <p>The Panel convenes and shares its findings from the two fieldwork days.</p> | <p>The Panel convenes and shares its findings from the two fieldwork days.</p> | <p>Review Panel</p> |
| | <p>9.00-9.45</p> <p>The Panel comes to an agreed set of findings for each of the ToR focus questions</p> | <p>The Panel comes to an agreed set of findings for each of the ToR focus questions</p> | <p>Review Panel</p> |
| | <p>9.45-10.15</p> <p>The Panel agrees on three school achievement highlights from the past four years for inclusion in the Review Report.</p> | <p>The Panel agrees on three school achievement highlights from the past four years for inclusion in the Review Report.</p> | <p><i>Review Panel</i></p> |
| | <p>10.45-11.30</p> <p>The Panel confirms their FISO Continua assessment.</p> | <p>The Panel confirms their FISO Continua assessment.</p> | <p><i>Review Panel</i></p> |
| | <p>11.30-3.30</p> <p>The panel articulates goals, targets and key improvement strategies for the next strategic plan.</p> | <p>The panel articulates goals, targets and key improvement strategies for the next strategic plan.</p> | <p><i>Review Panel</i></p> |

2.4 Review Panel Members

Please list the name, job title and email address of each member of the Review Panel. This does not include additional school staff/community members who were involved for a short period i.e. focus groups, or by providing specialist input to the Panel. Email addresses will be used for the purpose of a follow-up evaluation survey only and will remain strictly confidential.

| Name | Title | Email address |
|--------------------|--------------------------|---|
| Karen Nicholls | Principal | nicholls.karen.k@edumail.vic.gov.au |
| Jason Coningsby | SEIL | coningsby.jason.a@edumail.vic.gov.au |
| Branko Lukic | Reviewer | Lukic.branko.b@gmail.com |
| Nicola Mundt | School Council President | |
| Vivienne Tellefson | Challenge Partner | tellefson.vivienne.a@edumail.vic.gov.au |
| Sharon Butler | Challenge Partner | sbutler@silentpartners.com.au |

Signatures

School Principal:

Name (print): _____

Date: _____

Signature: _____

SEIL:

Name (print): _____

Date: _____

Signature: _____

School Council President:

Name (print): _____

Date: _____

Signature: _____

School Reviewer:

Name (print): Branko Lukic Date: 1-10-2019

Company: Branko Lukic

Signature: 

**Minimum Standards for School Registration, including Child Safe Standards:
Reviewer Assessment Report**

North Western Victoria 5554

Coolaroo South Primary School

Dates of review: 8-8-2019, 20-8-2019, 29-8-2019

Strategic Plan 2016-2019



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|--|------------------------------|
| School Principal | Name: Karen Nicholls |
| School Council President | Name: Nicola Mundt |
| Senior Education Improvement Leader | Name: Jason Coningsby |
| Accredited School Reviewer | Name: Branko Lukic |
| Review Company | Name: Branko Lukic |

Name of Reviewer(s): Branko Lukic

Signature of Reviewer:



| Administration | Response | Comment |
|---|---|-----------------|
| School pre-review self-assessment checklists * Provided to reviewer before review? | Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> If No please specify | |
| Part 1: Minimum standards to be met by all government schools | | Comments |
| 1. School governance | | |
| 1.1 Democratic principles * The school affirms democratic principles through a statement affirming the school's adherence to the democratic principles in the school's vision and values, prospectus, handbook or local school policy. | Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> If No please specify | |
| 1.2 Philosophy * The school has a statement (e.g. <i>School Philosophy Policy, School Strategic Plan, Annual Implementation Plan</i>) that includes: <ul style="list-style-type: none"> the school's vision, values and objectives an outline of where the school has published its policy. | Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> If No please specify | |
| SPECIALIST AND SPECIFIC PURPOSE SCHOOLS ONLY | | |
| 1.3 Enrolment policy * The school has an enrolment policy which is consistent with all legal requirements. * The school can demonstrate how their school policies are implemented. | Yes <input type="checkbox"/> No <input type="checkbox"/> N/A <input checked="" type="checkbox"/> If No please specify | |
| 2. Effective curriculum | | |
| 2.1(a) Curriculum framework—language program * The school has: <ul style="list-style-type: none"> a language program delivered across all year levels by a (qualified) language teacher (<i>NOTE: students enrolled at the Victorian School of Languages, distance education or community language schools are not considered a school language program</i>) | Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A <input type="checkbox"/> If No please specify | |
| 2.1(b) Curriculum framework * The school has: <ul style="list-style-type: none"> an explanation of how and when curriculum and teaching practice is reviewed (e.g. <i>School Strategic Plan, Annual Implementation Plan, Curriculum</i>) | Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> If No please specify | |

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| <p><i>Statement, Staff Professional Development Statement, Curriculum Framework Policy)</i></p> <ul style="list-style-type: none"> • an explanation of how appropriate time is allocated across the 8 learning areas (e.g. <i>timetable, time allocation per learning area</i>) • an outline of how the school delivers its curriculum, whether through Australian Curriculum, Victorian Curriculum, other approved curriculum programs, integrated programs or online learning (e.g. <i>Curriculum Framework –policy or statement)</i>) • a whole-school curriculum plan showing how curriculum is organised (e.g. <i>Curriculum Framework policy, scope and sequence, whole-school Curriculum Plan)</i>) | | |
| <p>2.2 Student learning outcomes</p> <p>* The school has a documented strategy to plan for and improve student learning outcomes including:</p> <ul style="list-style-type: none"> • what data the school collects to monitor outcomes • how the school analyses and uses this data to set goals and targets for outcomes, including for students at risk • how the data will be analysed, used and reported (e.g. <i>Curriculum Framework Policy, School Strategic Plan, Annual Implementation Plan, Student Learning Outcomes Statement)</i>) | <p>Yes <input checked="" type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p><i>If No please specify</i></p> | |
| <p>3. Student welfare</p> | | |
| <p>3.1(a)(i) Student Welfare</p> <p>* The school has:</p> <ul style="list-style-type: none"> • a policy which sets out the duty of care (e.g. <i>Duty of Care Policy)</i>: - owed to students to take reasonable measures to protect them from risks of injury that should have been reasonably foreseen - to take reasonable care any student (and other person) on the school premises will not be injured or damaged by reason of the state of the premises or of things done or should have been done to the premises - that greater measures may need to be taken for younger students or students with a disability • Student Welfare policies and procedures (e.g. <i>Student Engagement and Inclusion policy)</i> • a Bullying and Harassment policy and procedures, which includes cyber bullying (e.g. <i>Anti-bullying policy & procedures)</i>) • a Complaints and Grievances policy and procedures | <p>Yes <input checked="" type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p><i>If No please specify</i></p> | |
| <p>3.1(a)(ii) Student Safety</p> <p>* The school has:</p> | <p>Yes <input checked="" type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p><i>If No please specify</i></p> | |

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| <ul style="list-style-type: none"> • an on-site supervision of students policy and procedures (e.g. <i>Supervision and Duty of Care policies, Visitors policy</i>) • a policy which ensures the safety and welfare of students learning with an external provider (when the school contracts with another school, a registered training organisation or an organisation not registered as an education and training provider (e.g. <i>External provider policy, Excursion and camps policies</i>) • a policy which addresses the supervision of students when engaged in off-site activities, and includes the risk of bushfire in the activity location (e.g. <i>Excursion and Camps policies</i>) | | |
| <p>3.1(a)(iii) Child Safe Standards</p> <p>See Part 3 Child Safe Standards below for checklist.</p> | | |
| <p>3.1(a)(iv) Student Care</p> <p>* The school has</p> <ul style="list-style-type: none"> • a policy and procedure for managing care arrangements for students with medical conditions (e.g. <i>Care arrangements for ill students policy and procedure</i>) • a current record of students with medical conditions and how those conditions are managed • a policy and procedures for distributing medicines • a current register of staff trained in first aid • an anaphylaxis management policy which covers the matters required by Ministerial Order 706 and the DET Anaphylaxis Guidelines. | <p>Yes <input checked="" type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p><i>If No please specify</i></p> | |
| <p>3.1(a)(v) Additional Evidence</p> <p>* The school has:</p> <ul style="list-style-type: none"> • policies and procedures in place to ensure all staff understand mandatory reporting, the failure to disclose offence and the failure to protect offence (information on these reporting obligations may be included in the same policy as the procedures relating to responding to and reporting suspected child abuse under the Child Safe Standards or in separate documents) • a register of accidents and incidents • a policy and procedures for first aid • a policy and procedures for the Internet (e.g. <i>ICT Acceptable Use policy and procedures</i>) • a critical incident plan • an emergency plan which has been reviewed at least annually and immediately after any significant incident. The plan uses the current DET template, is specific to the school and includes guidelines for emergency bushfire management • documented how they communicate policies and procedures on the care, safety and welfare of students | <p>Yes <input checked="" type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p><i>If No please specify</i></p> | |

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| <p>to the school community (e.g. <i>Communication Procedures and Schedule</i>).</p> | | |
| <p>3.1(b)(i) Emergency bushfire management</p> <p>* The school has a schedule for monitoring and removing highly flammable materials including branches overhanging buildings, debris and rubbish around and under buildings, including gutters, and dry grass and vegetation.</p> <p>* The school safely stores flammable materials.</p> <p>* The school provided evidence that:</p> <ul style="list-style-type: none"> • building exits at the school are continuously monitored and kept clear of obstructions. • assembly points are designated and there is appropriate access to emergency equipment. • emergency vehicles can easily access the facilities and grounds at the school. | <p>Yes <input checked="" type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p><i>If No please specify</i></p> | |
| <p>3.1(b)(ii) Emergency bushfire management (for BARR schools only)</p> <p>* The school's Emergency Management Plan details the school's:</p> <ul style="list-style-type: none"> • response to managing bushfire risk on non-Code Red days • closure arrangements for Code Red days. <p>The school maintains records of:</p> <ul style="list-style-type: none"> • providing information on bushfire preparedness policy and procedures to all staff (including relief staff) and parents • staff training for specific roles and responsibilities associated with preparing for, monitoring and executive emergency bushfire procedures, including the effective operating of relevant emergency equipment • practising evacuation procedures and drills at least once per term • annual visits or consultation with relevant agencies regarding local bushfire regulation of buildings, facilities and ground • compliance with any applicable on-site "shelter-in-place" minimum standards. <p>* The school maintains a current register of bushfire emergency equipment in working order.</p> <p>* Bushfire evacuation procedures and emergency contact numbers are located in appropriate locations around the school.</p> | <p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p>N/A <input checked="" type="checkbox"/></p> <p><i>If No please specify</i></p> | |
| <p>3.2 Discipline</p> <p>* The school has a policy statement which explicitly prohibits corporal punishment.</p> <p>* The school has a behaviour management policy and procedures, which includes how they address procedural</p> | <p>Yes <input checked="" type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p><i>If No please specify</i></p> | |

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| <p>fairness (e.g. <i>Student Engagement and Inclusion policy, Behaviour Management policy</i>).</p> <p>* The school has documented how discipline related policies and procedures are communicated to the school community (e.g. <i>Communication Procedures and Schedule policy</i>).</p> | | |
| 4. Effective teachers | | |
| <p>4.1 Teachers requirements</p> <p>* The school maintains a register of teachers which includes:</p> <ul style="list-style-type: none"> • each teacher's name • their Victorian Institute of Teaching (VIT) registration number • their VIT category of registration (i.e. <i>provisional registration, full registration, permission to teach</i>) • the expiry and renewal of their registration. | <p>Yes <input checked="" type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p><i>If No please specify</i></p> | |
| <p>4.2 Compliance with Working with Children Act 2005</p> <p>* The school has:</p> <ul style="list-style-type: none"> • a register of staff with a working with Children Check • procedures for maintaining the register. | <p>Yes <input checked="" type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p><i>If No please specify</i></p> | |
| 5. Other requirements | | |
| <p>5.1 Information about school performance</p> <p>* The school documentation addresses how the Annual Report is distributed and promoted (e.g. <i>school website</i>).</p> | <p>Yes <input checked="" type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p><i>If No please specify</i></p> | |
| <p>5.2 School Infrastructure</p> <p>* The school has a plan showing the location of facilities available for each program offered across the school day (e.g. <i>School plan with mark up of facilities that are used</i>).</p> | <p>Yes <input checked="" type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p><i>If No please specify</i></p> | |
| Part 2: Minimum standards to be met by Senior Secondary providers only | Are the registration requirements met? | |
| 6. Effective curriculum | | |
| <p>6.1 Student learning outcomes</p> <p>* The school has current student and staff handbooks and course outlines for accredited qualifications (e.g. <i>Student VCE/VCAL Handbooks</i>).</p> <p>* The school has sample student learning sequences of plans for accredited qualifications (e.g. <i>Student VCE/VCAL handbooks, Staff Handbooks</i>).</p> <p>* The school has policies and procedures which indicate staff and students have been provided with current and accurate information about the awarding body's requirements (e.g. <i>Student VCE/VCAL handbooks, Staff Handbook</i>).</p> <p>* If the school shares responsibility for a senior secondary course with another provider, the school has a written agreement with the other provider stating how the</p> | <p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p><i>If No please specify</i></p> | |

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| requirements of the student learning outcomes standard are met. | | |
| <p>6.2 Student records and results</p> <ul style="list-style-type: none"> * The school has policies and procedures to maintain accurate student records (e.g. <i>Student VCE/VCAL handbooks, Staff handbook, Student Records and Results policy</i>). * The school has policies and procedures to undertake an annual analysis of records and results (e.g. <i>Staff Handbook</i>). * The school has policies and procedures to monitor patterns of student participation and completion rates (e.g. <i>Student VCE/VCAL handbooks, Staff Handbook</i>). * If the school shares responsibility for a senior secondary course with another provider, there is a written agreement with the other provider stating how the requirements of the student records and results standards are met. | <p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p><i>If No please specify</i></p> | |
| 7. Effective teachers | | |
| <p>7.1 Teaching and learning</p> <ul style="list-style-type: none"> * The school has a register of teachers' qualifications. * The school has a plan of the school site which demonstrates how the facilities are suitable for the educational programs provided and the ages of the students. * The school has an overview of teaching resources that meet the current requirements of the owner of the course (e.g. <i>Teaching Resources Statement</i>). * The school policies and procedures ensure the consistent application of assessment criteria (e.g. <i>Student VCE/VCAL handbooks, Staff handbook, Senior Secondary Assessment policy</i>). * The school has processes to oversee the conduct of assessments of the course including processes to conduct investigations and hearings, and if necessary, amend or cancel assessments (e.g. <i>Student VCE/VCAL handbooks, Staff Handbook</i>). * If the school shares responsibility for a senior secondary course with another provider, there is a written agreement with the other provider stating how the requirements of the teaching and learning standard are met. | <p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p><i>If No please specify</i></p> | |
| 8. Student welfare | | |
| <p>8.1 Student welfare</p> <ul style="list-style-type: none"> * The school has an outline of how students with special needs are able to access courses (e.g. <i>Student VCE/VCAL handbooks, Staff Handbook</i>). * If the school shares responsibility for a senior secondary course with another provider, there is a written agreement with the other provider stating how each manages its legal responsibilities for students who attend the course, travel between providers or go on excursions. | <p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p><i>If No please specify</i></p> | |
| Part 3: Child Safe Standards | Are the requirements met? | |

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| Introduction: Principle of Inclusion | | |
| School's child safety standards satisfactorily take into account the diversity of all children, including the needs of Aboriginal and Torres Strait Islander children, children from culturally and linguistically diverse backgrounds, children with disabilities and vulnerable children? | Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> <i>If No please specify</i> | |
| Child Safe Standard 1 | | |
| Strategies to embed an organisation culture of child safety | | |
| <i>Min Order ref 7.1(d):</i> The school governing authority has put strategies into practices, and informed the school community about these practices. <i>Evidence:</i> ve CSS as a standing item Implementation | Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> <i>If No please specify</i> | |
| Child Safe Standard 2 | | |
| A child safety policy or statement of commitment to child safety | | |
| <i>Min Order ref 7.1(d):</i> The school governing authority has ensured the school has a child safety policy or statement of commitment to child safety that details the actions the school proposes to take to support or assist children who disclose child abuse, or are otherwise linked to suspected child abuse. <i>Evidence:</i> - Child Safety Policy or statement of commitment | Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> <i>If No please specify</i> | |
| Child Safe Standard 3 | | |
| A child safety code of conduct | | |
| <i>Min Order ref 9.1(b):</i> The school governing authority has developed, endorsed, and made publicly available a code of conduct that sets standards about the ways in which school staff are expected to behave with children. <i>Evidence:</i> - Child Safety Code of Conduct | Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> <i>If No please specify</i> | |
| Child Safe Standard 5 | | |
| Procedures for responding to and reporting allegations of suspected child abuse | | |
| <i>Min Order ref 11.1:</i> The school governing authority has a clear procedure or set of procedures for responding to allegations of suspected child abuse in accordance with this clause and other legal obligations. <i>Evidence:</i> | Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> <i>If No please specify</i> | |

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| ations of suspected child abuse | | |
| Child Safe Standard 6 | | |
| Strategies to identify and reduce or remove risks of child abuse | | |
| <p><i>Min Order ref 12.4:</i> As part of its risk management strategy and practices, the school governing authority monitors and evaluates the effectiveness of the implementation of its risk controls.</p> <p><i>Evidence:</i></p> <p>ed risks</p> | <p>Yes <input checked="" type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p><i>If No please specify</i></p> | |
| <p><i>Min Order ref 12.5(a):</i> At least annually, the school council must ensure that appropriate guidance and training is provided to the individual members of the school council and school staff about individual and collective obligations and responsibilities for managing the risk of child abuse</p> <p><i>Evidence:</i></p> | <p>Yes <input checked="" type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p><i>If No please specify</i></p> | |
| <p><i>Min Order ref 12.5(b):</i> At least annually, the school governing authority ensures appropriate guidance and training is provided to the individual members of the school governing authority and school staff about child abuse risks in the school environment.</p> <p><i>Evidence:</i></p> | <p>Yes <input checked="" type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p><i>If No please specify</i></p> | |
| Child Safe Standard 7 | | |
| Strategies to promote child participation and empowerment | | |
| <p><i>Min Order Ref 13.1(d):</i> The school governing authority has developed strategies to deliver appropriate education about child abuse awareness and prevention.</p> <p><i>Evidence:</i></p> | <p>Yes <input checked="" type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p><i>If No please specify</i></p> | |

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| <p><i>Min Order ref 13.2:</i> The school governing authority promotes the child safety standards required by Ministerial Order 870 in ways that are readily accessible, easy to understand, and user-friendly to children.</p> <p><i>Evidence:</i></p> <p>language child safety to their children use</p> | <p>Yes <input checked="" type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p><i>If No please specify</i></p> | |