<table>
<thead>
<tr>
<th>School number:</th>
<th>5281</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal:</td>
<td>David Mann</td>
</tr>
<tr>
<td>School Council President:</td>
<td>Mrs Jenny Phillips</td>
</tr>
<tr>
<td>Review Company:</td>
<td>Valad Solutions Pty Ltd</td>
</tr>
<tr>
<td>Accredited School Reviewer:</td>
<td>Emma Richardson</td>
</tr>
<tr>
<td>Peers:</td>
<td></td>
</tr>
<tr>
<td>Debbie Locco (Senior Advisor)</td>
<td></td>
</tr>
<tr>
<td>Tina Clydesdale (Lysterfield PS)</td>
<td></td>
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<tr>
<td>David Rose (Heany Park PS)</td>
<td></td>
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<tr>
<td>Jim Harry</td>
<td></td>
</tr>
<tr>
<td>Date of Review Meeting:</td>
<td>Monday 23 June 2014</td>
</tr>
</tbody>
</table>
## 1. Contents

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6. Registration Requirements: Summary Statement 11
2. Executive Summary

Performance over the review period (2010 – 2013)

Students’ achievement

The 2009-12 Strategic Plan (the Plan) set goals for improvements in VELS levels and the reduction to 0% of students below the national minimum standard in reading and number. Generally the school performance over the period was very strong with improvements in all areas, although the review has identified that student growth in the upper primary levels was not consistent with state and national measures, particularly in reading and numeracy. In comparison with the girls at the school, boys are underachieving.

Engagement and wellbeing

The Plan set goals to improve levels of student motivation and engagement in learning, with a focus on student resilience, connectedness, improvements to student absence rates, extending community links and empowerment of students through increased opportunities for student “voice”. Transition was also a focus of the Plan. Parent and student opinion data showed improvements in most areas over the period, particularly in learning focus, stimulating learning and connectedness.

Assessment of school’s operation and preparation for its next stage

The school has shown strong and consistent improvement in performance in NAPLAN data over the review period and has identified continued success particularly in writing. Data from parents and students indicates a strong sense of connectedness to school and a positive learning environment which promotes student health and wellbeing. Parents report a strong relationship with teachers and the school that supports the learning of their children.

The school is well resourced and efficiently utilises ICT in learning programs and in daily operations. More recent initiatives include a ‘Positive Education’ program which supports social and emotional development and building resilience in students.

Summary of key recommendations

The following summarises the detailed recommendations which were the outcome of panel discussions which are fully reported in section five of this report.

Achievement: Specific recommendations relate to:

- Investigate student achievement by focusing on curriculum framework (i.e. AusVELS) and measures of performance (e.g. NAPLAN, OnDemand et cetera.)
- Develop teacher capacity in differentiation and implement consistent approaches to moderation ensuring reliable teacher judgements.

Engagement: Specific recommendations relate to:

- Develop an evaluation tool to measure student engagement and the effectiveness of school initiatives designed to engage students, and to inform new approaches, particularly in reading for boys.
- Develop and implement additional strategies to improve communication with parents.

Wellbeing: Specific recommendations relate to:

- Develop a method to interrogate what “safe” looks like and means to the students, and to evaluate the ‘Positive Education’ initiative.
- Inclusion of engagement and wellbeing goals for year level teams.

Productivity: Specific recommendations relate to:

- Review leadership roles (including role descriptions and time allocation) and staffing structure including succession planning, and develop and implement strategies for leadership capacity development.
- Identify the key focus for professional learning for staff (e.g. positive education, ICT, peer coaching, differentiation) and ensure the model flexibly caters for the needs of all teachers.
3. Context

Park Ridge Primary School is located on a 3.6 ha site on the south-eastern border of the City of Knox within the suburb of Rowville. The school shares links with neighbouring primary schools, Lysterfield, Heany Park and Karoo and also works closely with the eastern campus of Rowville Secondary College, which is located on the school’s southern boundary. Currently the school comprises 16 permanent and eight portable classrooms to cater for its current enrolment of 585 students. In addition, the school has a gymnasium, library, Computer room, Art room and Music room. The “Building the Education Revolution” capital works grant has provided a multi-purpose centre which is used during school hours for assemblies, incursions and specialist classes and the building houses a before and after school care program.

Core values of the school are expressed in the school motto of “Strive Learn Excel” and the 2010-2013 School Strategic Plan articulates the school purpose as “providing the students enrolled at this institution with the best opportunities possible to become a life-long learner with the confidence and skills to meet the challenges that lie ahead in the twenty first century.”

Over the past two years the school has experienced an annual increase of 15 per cent in enrolments at Prep (Foundation). The school maintains the designated average class size of 1:21 at Years F-2 and, with flexible workforce planning, is able to maintain an average class size in Years 3-6 under 25 students per class.

All teachers at the school, including the Principal Class members, have timetabled teaching commitments. Workforce planning focuses on providing a spread of teaching experience and varied expertise. Currently two Leading Teacher positions exist designated Student Wellbeing and Learning Manager.

The Senior Management Team consisting of the Principal, Assistant Principals and Leading Teachers set the agenda for the school’s education program and oversee its implementation. Each year level plans curriculum as a weekly basis. Convened by the Learning Manager, Team and Curriculum leaders form the Learning Leaders’ team which has responsibility for planning and organising staff Professional Learning and Planning, and overseeing curriculum implementation and content.

In addition to the classroom program, the school provides specialist lessons in Indonesian, Art, Music and Physical Education. Support is made available to low achieving students in Literacy, and extension programs are provided in Mathematics in Years 3-6. Extra-curricular activities include Science Club, Environment Group, Choir, Dance Group, participation in Wakakirri Song and Dance, the Dance Fair, Victoria program at Fairhills High School and Maths Olympiad. Use is made of the DEECD personnel to provide speech pathology and psychology services. In addition to these provisions, the school employs a private speech pathologist to broaden the base of students in receipt of this service.

The diverse population of the school has a current SFO coefficient of 0.44 having risen from 0.36 in 2009. Approximately 75 per cent of LBOTE students are of Asian extraction.
4. Terms of Reference

Aim / purpose

The review of Park Ridge Primary School on 23 June 2014 aims to investigate school performance for the period 2010-2013. The review will identify strengths of the school performance and areas for improvement to be included in the 2014-2017 Strategic Plan.

The School Self Evaluation has identified the following as the focus areas of the review;

*Infrastructure*
- Maintaining optimum class sizes with increasing enrolments
- Changes to student demographic

*Pedagogy*
- Increasing use of technologies, influence and measurement
- Effective differentiation of the curriculum and student learning tasks

*Achievement*
- Differences in achievement between gender
- Teacher judgement of achievement levels
- Numeracy achievement.

Methodology

The review will occur in line with the guidelines established by DEECD, with two Peer Principals invited to attend the round table discussion led by the Principal and Accredited Reviewer. Prior to this discussion the school has engaged in reflecting on, and documenting, school performance using the School Self Assessment. The Terms of Reference and Agenda will guide and focus the Peer Review Panel discussion. The responsibility for managing the review will be with school leadership and the Accredited Reviewer.

How the school community (staff, students, school council and parents) will be engaged

- The review will take the form of a round table discussion with two DEECD local Principals, an ex-DEECD Principal, Accredited Reviewer, school assistant principals, School Council President, curriculum leaders in maths English, ICT, Student Reporting and Integrated Studies. The Senior Advisor NEVR will also be present for the morning session.

The role of the participants including the type of expertise required and professional expectations

- Professional conversations will focus on academic rigour, engagement, wellbeing and productivity over the period of the Strategic Plan. All Principals will conduct a Learning Walk through the school before the Review Day. Notes and recommendations will be recorded by the Business Manager.

How resources will be allocated to support the review including time, people and budget

- All teaching staff will be released by CRTs for the entire day. The staffroom will be used for the day and staff will use the library for morning tea and lunch. Morning tea and lunch will be supplied for the participants by the school. The sessions times for the review are as follows Session 1 9:00 – 10:30, Morning Tea – 10:30 – 11:00, Session 2 11:00 – 12:30, Lunch 12:30 – 1:00, Session 3 1:00 – 3:00, Afternoon Break 3:00 – 3:30, Session 4 3:30 – 4:30
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<th>Date</th>
<th>Activity</th>
<th>Resources</th>
<th>Action officer</th>
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<tr>
<td>May 2014</td>
<td>Briefing to staff on upcoming review</td>
<td>Principal, leadership team</td>
<td>Principal</td>
</tr>
<tr>
<td>17 June</td>
<td>Finalisation of School Self Assessment</td>
<td>Principal, school leadership team</td>
<td>Principal</td>
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<td>17-20 June</td>
<td>Development of Terms of Reference and Agenda</td>
<td>Principal, leadership team, Reviewer</td>
<td>Principal/Reviewer</td>
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<td>Pre-review meeting</td>
<td>Principal, leadership team, Reviewer</td>
<td>Principal/Reviewer</td>
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<tr>
<td>20 June</td>
<td>Finalisation of Terms of Reference and Agenda</td>
<td>Principal, leadership team, Reviewer</td>
<td>Principal/Reviewer</td>
</tr>
<tr>
<td>23 June</td>
<td>Panel day</td>
<td>Principal, Peers, leadership team, Reviewer</td>
<td>Principal/Reviewer</td>
</tr>
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<td>4 August</td>
<td>Presentation to staff</td>
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<td>21 August</td>
<td>Presentation to school council</td>
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<tr>
<td>21 July</td>
<td>Submission of report</td>
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</table>
5. Evaluation of Performance

**Panel view of school performance**

The school has consistently performed above state and national means in all areas of NAPLAN, with particularly good results in writing, which has been a hallmark of the school for some time. Data in Numeracy and Reading does not illustrate the same growth from Year 3 to Year 5 students when students with the same starting score are compared. Five year trend data indicates that Numeracy and Reading continue to be areas for focus for the school and boys are generally underperforming in comparison to girls, particularly in the upper primary years.

**The panel discussed:**

- When considering the relative growth of student cohorts in NAPLAN data, generally the percentage of high growth declines
- There are increases in Ds and Es as students progress through the school
- That it would be beneficial to see year 7 data to further understand the growth of students from year 5 moving to year 7.
- When compared with similar schools, students at Park Ridge 2011 started at a higher level in reading but by year 5 similar schools had the same level (i.e. less growth than similar schools).
- Boys are disengaged with reading, even though books have been targeted
- Do teachers have a clear understanding and clarity around what is expected when teaching reading? Is there enough dialogue about reading?
- Children are being celebrated for their writing successes; there is a passion for writing in the school. There is a need to transfer this into reading.
- In 2013 NAPLAN, numeracy high and medium growth decreased.
- Learning activities in numeracy need to be more open ended, teaching students to be “thinking mathematically”.
- Grade 6s are being extended vertically in maths but the focus should be on extending their thinking and understanding.
- Consideration of the Michael Ymer approach for maths.
- There are not consistent approaches to moderating student work throughout the school, an issue with reading in particular.
- Whether the differentiation of teaching and learning activities and particularly whether students who are performing well are being catered for.
- ILPs for students – students who are deemed “at risk” should include those requiring extension as well as those needing support.
- Whether teachers refer to the scope and sequence documentation regularly.
- AusVELS in the upper primary years has not been sufficiently examined

**Panel Recommendations for improvement**

- Interrogate student responses to individual questions in NAPLAN data.
- Develop teacher capacity in curriculum planning and documentation, particularly in differentiation of tasks.
- Develop and implement a Numeracy Scope and Sequence, with a focus on breadth, “thinking mathematically” and provide greater opportunity for open ended tasks and teaching approaches.
- Implement Individual Learning Plans for students which include tasks for both support and extension, ensuring students are being challenged.
- Improve moderation approaches, whole school understanding and consistent teacher judgments.
- Develop and implement consistent assessment schedules.
- Recommendations specific to reading:
  - Interrogate year 5 NAPLAN data in reading.
  - Increase understanding of AusVELS reading.
  - Audit ALVIC reading strategies.
  - Investigate and implement new approaches to engaging boys in reading.
  - Increase opportunities for parent involvement in reading 3-6.
  - Focus on creating good questions when discussing text...
  - Investigate what makes the school’s approach to writing successful and transfer into teaching reading

Review team structure and expertise within teams to ensure that the strengths of teachers are shared (e.g. in numeracy, sharing expertise in open ended tasks and extending the high achievers).
Engagement:

Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community. Engagement spans students’ motivation to learn, as well as their active involvement in learning. Engagement also refers to students’ active involvement in learning. This was often illustrated by a lack of capacity of students to develop an understanding of their learning and with the school.

The school has traditionally had very supportive attitudinal data. Parents’ perspectives remain very favourable with increases in most areas of the parent opinion survey particularly in learning focus, transition and stimulating learning.

The panel discussed key areas of transition and engagement as it related to students’ active involvement in learning.

Transition from year 2 into years 3 and 4 was identified as difficult for some students. This is evident in their achievement and particularly in comprehension. The panel discussed the impact of students’ “life experience” on coping with the transition.

An ongoing challenge identified for Park Ridge Primary School was getting students to engage and be actively involved in their learning. This was often illustrated by a lack of capacity of students to develop and ask their own questions.

Extracurricular activities were discussed as a measure of engagement and as a method of engaging in and with learning. Issues raised included:
- Sustaining extracurricular activities which were gender specific (e.g. maths and sport) was expensive, and
- Clubs such as Lego, wooden planks and running were identified as successful although the panel questioned how this was measured and whether the practices were being evaluated.

Note: In the self evaluation the school also identified future efforts should also include greater communication and consultation with pre-school institutions to better understand catering for Foundation transition, and improved methods for sharing student data to assist the transition between years. These matters were not addressed fully in panel discussion and recommendations for improvement should be given further consideration in the development of the strategic plan.

Wellbeing:

Students’ health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment and the link with NAPLAN could be investigated further

- Strengths of the two hour planning block and how to continue to improve how time is used efficiently
- Working with “ALVIC” consultants - the panel felt that literacy strategies were being implemented throughout the school and were positive – teachers’ confidence is higher and the use of vocabulary is consistent. Do graduate teachers need to have coaches?

Consider opportunities for greater movement of teachers both within the school and externally.

Development of leadership capacity and succession planning.

Review role of ICT in teaching and learning programs.

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As noted previously, parent opinion survey data is consistently above state means. However, the data has indicated lower levels of satisfaction with student safety and classroom behavior in comparison to overall responses and state means. Student opinion data is also very high, with all areas except classroom behavior and student safety in the fourth quartile of the state. In particular the data highlights a decline in positivity from year 6 boys.

Continue to monitor parent and student perception of safety.

Develop an evaluation tool to measure what “safe” looks like and means to the students, particularly interrogating the differences in gender and year levels.
**Discussion:**

Students at the school are generally very well behaved and there are high expectations of good behavior, especially from the parents. The panel questioned the parent data, particularly the perception of parents about safety.

It was noted that student peers could be “hard” on each other and that student perception of negative behavior was in the context of a compliant student population. However, an issue with play fighting, pushing and pulling was identified by the teachers on the panel.

A successful “bully ballot” was conducted at the school recently, with the outcome of one student being identified.

The extracurricular offerings of the school (e.g., opportunities through music and drama) contribute positively to student wellbeing.

Particularly in the senior primary years, boys were less engaged in their learning and the links with their health, safety and wellbeing were considered by the panel with particular focus on distress and connectedness.

The school’s focus on positive education and awareness of the students as “good citizens” was already impacting on the school environment although linking the message with home could be stronger. Questions raised about whether the ‘Positive Education’ program would impact on resilience were unresolved.

Teachers’ relationships with students was becoming part of the curriculum in the upper primary levels and students were accessing leadership roles to support their health and wellbeing, and personal development.

**Establish some baseline data to measure the effectiveness of the ‘Positive Education’ initiative and systematically evaluate the program as it is implemented.**

**Develop and implement additional strategies to improve involvement of parents in the ‘Positive Education’ program.**

**Consider inclusion of wellbeing goals for year level teams.**

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**Productivity:**

Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school.

Successful productivity outcomes exist when a school uses its resources – people, time, space, funding, facilities, community expertise, professional

**Discussion:**

ICT has an approximate $100,000 budget and includes provision for the school database (GenEd), student programs such as Mathletics, a PC platform for students after iPads, opportunities such as students to hold Skype conversations with Singapore, and general researching capabilities.

Parent representatives expressed satisfaction with current provision of access to ICT for students.

The panel identified the need for constant up skilling of teachers with ICT tools, and questioned the most effective methods to extend staff.

**Develop and implement an ICT plan, with consideration of curriculum, pedagogy and teacher competencies in ICT.**

**Monitor the implementation of ‘Gen Ed’ with consideration of productivity.**

**Review leadership roles (including role descriptions and time allocation) and staffing structure with consideration of future retirements and changes to the staff profile.**
<table>
<thead>
<tr>
<th>Learning, class structures, timetables, individual learning plans and facilities – to the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets.</th>
</tr>
</thead>
</table>
| Small class sizes are important to maintain for student achievement and are attractive to parents.  
Reading support was costing approximately $90,000 but has been restructured so that aides are now working with small groups and are able to reach more children. No evaluation of the new approach has been undertaken.  
The staffing profile of the school may be “top heavy” and issues identifying teachers for the middle management roles was problematic. Experienced teachers do not want to take on these roles but experienced teachers are needed in these positions.  
There is a need for some future planning with regard to the staff profile, consideration of what percentage of staff will be retiring and potential impact on increasing numbers of early career teachers who require mentoring and support to develop leadership capacity.  
The present timetable allows for students to have 4.0 hours of specialist classes and teachers are allocated 4.0 hours of APT. These are structured in facilities teams but the panel questioned what accountability there was for this time and whether the model is sustainable.  
The cost of CRTs is approximately $55K / year but the Principal contends that this is genuine sickness and need for teachers to care for family members.  
New classroom space was created for increased enrolments, but there are limited options for an upward trend without compromising the present environment.  
Note: In the self evaluation the school also identified future efforts should also include expanding the maths extension program to years 3 and 4 and some additional resourcing of ICT facilities. These matters were not addressed fully in panel discussion and recommendations for improvement should be given further consideration in the development of the Strategic Plan. |
| Develop and implement strategies for leadership capacity development.  
Identify key focus for professional learning for staff (e.g. positive education, ICT, peer coaching, differentiation) and ensure the model flexibly caters for needs of all teachers. |
6. Registration Requirements: Summary Statement
Park Ridge Primary School

Signature of Reviewer: [Signature]
Name of Reviewer: Emma Richardson
Date: 23 / 06 / 2014

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<th>Registration requirements to be met by all Government schools</th>
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<td>SCHOOL GOVERNANCE</td>
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<td>• Democratic principles</td>
<td>Evidence provided to VRQA by the Department</td>
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<tr>
<td>• Structure</td>
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<tr>
<td>• Philosophy (eg. - SSP, AIP)</td>
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<td>• Statement of school philosophy</td>
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<td>• Explanation of how philosophy is enacted</td>
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<tr>
<td>• Not-for-profit status</td>
<td>Evidence provided to VRQA by the Department</td>
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<td>ENROLMENT</td>
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<td>• Student enrolment policy</td>
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<tr>
<td>• Student enrolment numbers</td>
<td>Evidence provided to VRQA by the Department</td>
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<tr>
<td>• Register of enrolments</td>
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<tr>
<td>CURRICULUM AND STUDENT LEARNING</td>
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<td>• Time allocation per learning area (eg. Timetable)</td>
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<tr>
<td>• Explanation of how and when curriculum and teaching practice will be reviewed (eg. - SSP, AIP, Curriculum Committee minutes, staff Professional Development)</td>
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<tr>
<td>• Outline of how the school will deliver its curriculum (eg. Scope and sequence)</td>
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<tr>
<td>• A whole school curriculum plan (eg. Scope and sequence)</td>
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<tr>
<td>• Documented strategy to improve student learning outcomes (eg. - SSP, AIP)</td>
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<tr>
<td>• Monitoring and reporting on students’ performance</td>
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<td>STUDENT WELFARE</td>
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<td>Student safety</td>
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<td>• Excursion policy and procedures</td>
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<td>• Camps policy and procedures</td>
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<td>• Ensuring safety and welfare of students with external providers policy and procedures NOT APPLICABLE</td>
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<td>Student care</td>
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<tr>
<td>• Care arrangements for ill students</td>
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<td>• Distribution of medication policy and procedures</td>
<td>Conditional on school ensuring implementation of new anaphylaxis policy (e.g. Updated anaphylaxis plans on walls, etc)</td>
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<td>• Anaphylaxis management policy and procedures</td>
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<td>• Register of staff trained in first aid</td>
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<td>• Mandatory reporting policy and procedures</td>
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<td>• Accidents and incidents register</td>
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<td>• First aid policy and procedures</td>
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<td>• Critical incident plan</td>
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<tr>
<td>• An outline on how the school communicates policies and procedures on the care, safety and welfare of students to the school community</td>
<td></td>
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<tr>
<td>• Emergency bushfire management</td>
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</tbody>
</table>
### DISCIPLINE
- Behaviour management policy and procedures (including procedural fairness and an explicit statement prohibiting corporal punishment)
- An outline of how the school communicates these policies and procedures to the school community

| Yes ✓ |

### ATTENDANCE MONITORING
- Attendance monitoring
- Attendance register

| Evidence provided to VRQA by the Department |

### STAFF EMPLOYMENT
- Teachers’ requirements
  - Register of all teachers with name, VIT registration number and category

| Yes ✓ |

### SCHOOL INFRASTRUCTURE
- Buildings, facilities and grounds
- Educational facilities

| Evidence provided to VRQA by the Department |

### OTHER REQUIREMENTS
- Information about school performance
- Registration of an additional year level or campus
  - Applicable only when required
- Changing a school type or location
  - Applicable only when required

| Evidence provided to VRQA by the Department |

### Additional registration requirements to be met by schools offering a senior secondary course or qualification (VCE / VCAL / IB)

| NOT APPLICABLE |

**Student learning outcomes**
- Current student and staff handbooks
- Sample student learning sequence
- Procedures and documentation to indicate staff have been provided with current and accurate information
- Policies and procedures to enable compliance with the awarding body

**Student records and results**
- Policies and procedures to maintain accurate student records
- Policies and procedures to undertake an annual analysis of records and results
- Policies and procedures to monitor patterns of student participation and completion rates

**Student welfare**
- Policies and procedures in place consistent with relevant legislation to ensure care, safety and welfare of students and provision of opportunities for students with special needs

**Teaching and learning**
- Qualified and competent staff to teach and assess the class
- Suitable teaching resources and physical facilities to provide the course
- Processes to ensure consistent application of assessment criteria
- Processes to oversee conduct of assessment, including processes to conduct investigations and hearings, and if necessary amend or cancel assessments

If you require support regarding the minimum standards:

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

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

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

- Austin Hospital School
- Avenues Education
- Blackburn English Language School
- Croydon Community School
- Distance Education Centre Victoria
- John Monash Science School
- Kensington Community High School
- Lynall Hall Community School
- Noble Park English Language School
- Sovereign Hill School
- Sydney Road Community School
- The Alpine School
- Travancore School
- Victorian School of Languages
- Western English Language School