

School Review Report 2020–2023 Cycle



Rosamond School

School Number 4792

South Western Victoria Region

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Strategic Plan 2021–2024

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1. Public section

1.1 SCHOOL CONTEXT

Location and history	Rosamond School is a co-educational specialist school for primary and secondary aged students that has operated since 1943 for young people with a clinically diagnosed mild or mild/moderate intellectual disability who live in the inner west of Melbourne. The school moved to its present site in 2013. Students who live in the designated transport area are eligible for free and supervised bus transport while others travel to and from school independently or with family assistance.
School facilities	The school facilities positioned around the “Town Centre” are the specialist subjects: food, physical education, music, drama, art and environmental science. The general classrooms are designed in four areas to cater for the different sections of the school. These are the early years, primary, secondary and post-compulsory years. A key element of the facilities is the individual play areas provided for each section.
Enrolments	In 2020, the total number of students enrolled was 133.2, with dual enrolments of three early years’ students and two primary years’ students.
SFO and SFOE	The SFOE (Student Family Occupation and Education) Index in 2017 was 0.5550; in 2018 it was 0.5505 and in 2019 it was 0.5257.
Staff profile	The school employed 61 full time equivalent (FTE) staff—2.0 principal class officers, 21.8 teachers and 37 Education Support (ES) staff which included two learning specialists, one for numeracy and one for literacy.
Curriculum	The school provides an approved curriculum framework differentiated to meet student needs. Students are grouped into four sections—early years, primary, secondary and post-compulsory. Students have Individual Learning Plans (ILPs) concentrating on building literacy, numeracy, social and communication skills. Specialist programs include visual and performing arts, environmental science, physical education, food and nutrition, horticulture and information and communications technology.
Additional information	Parent involvement is strongly encouraged and the school has community volunteers who assist at the school. The School Council is active and productive and understands the focus of the school. Allied health services available to support students (and their families), in 2019, include speech pathology, occupational therapy, and a psychologist consultant—as well as access to the visiting teacher service and Student Support Services (SSS).

1.2 SCHOOL & COMMUNITY HIGHLIGHTS

Highlight 1

Title: Inclusive Leadership

Framework for Improving Student Outcomes (FISO) dimension: Building leadership teams

The Panel noted the leadership team (operational leadership) made up of the Principal, Assistant Principal, five section leaders and two learning specialists (literacy and numeracy) met weekly, to monitor the School Strategic Plan (SSP) and the Annual Implementation Plans (AIPs). The structure allowed for a distributive leadership model to form the basis of work with all staff. The section leaders led their section and Professional Learning Team (PLT) meetings weekly and were guided and supported by the principal class.

The vision of the school, SSP, AIP and FISO determined the focus of the meetings, professional learning, professional practice days and/or curriculum days throughout the year. All Performance Development Plans (PDPs) were aligned with the SSP/AIP and the process for review was a structured and supportive one. Communication was open and authentic and ensured that all leadership were approachable, informed and mindful.

Roles and responsibilities were developed to promote leadership opportunities and best practice. Some strategic staffing decisions were implemented to promote teaching and learning and to enhance the outcomes for all, such as the appointment of a full-time occupational therapist (OT) to work with the allied health team, students and staff. The school included the allied health team in classrooms and section meetings, to work with students and staff, rather than withdrawing individuals for 1:1 therapy. The inclusion of an activities co-ordinator to facilitate activities and events held throughout the year, such as family picnics and end of year activities promoted parent and community involvement as well.

Highlight 2

Title: Support for students

FISO dimension: Health and wellbeing

The Panel confirmed through parent, staff and student interviews the school promoted knowledge of students as 'ours' by introducing 'Student Snapshots' at weekly professional learning. This increased understanding to support behaviour management and enhance staff and student relationships across the school. Student Support Plans evolved, particularly for students who demonstrated challenging behaviours and/or were more 'sensory'. These were used to complement the transition process, as more information was passed on to relevant staff from year to year. Communication slips were introduced to formally connect the bus crew with classroom teachers, providing timely information to relevant staff to reduce risk factors/triggers for specific students and improve transition from the bus to and from the classroom.

The inclusion of the OT and two speech pathologists in classrooms was a strategy to promote the school as a Professional Learning Community (PLC) and the philosophy of 'our' students. It enhanced staff knowledge and understanding of student engagement and capacity, particularly for students with speech, language and communication difficulties and/or sensory processing disorders. The development of an indoor sensory space to further support the students with such needs as a regulatory/intervention resource/strategy. In 2019, allied health team members were included in section meetings with more collaborative responses to supporting/managing students with higher needs. The Transition program also developed over time: for Foundation students; Year 6 to Year 7 and across sections.

Highlight 3

Title: Activities beyond the classroom.

FISO dimension: Building communities

The Panel found another highlight, confirmed through discussion with stakeholders, was that in all sections of the school, specific programs, camps, incursions and excursions, were offered to promote engagement in learning and independence. Programs such as Canine Comprehension, Blueearth, swimming and bike education became part of regular curriculum practice. Café, work placement and community programs such as SBAT (School Based Apprenticeship Training) and mentoring continued to provide ongoing opportunities and experiences for students in realistic settings. Interschool sports and the end of year activity program provided student opportunities to engage in the community and promote both gross motor skill development and communication, as did the provision of a commercial program which focused on building independence in students. These opportunities also enhanced student awareness in relation to life skills and were transferable beyond the school.

1.3 SUMMARY OF KEY REVIEW FINDINGS

Performance against the SSP goals and targets

SSP Goal 1:

The 2017–20 SSP for Rosamond School set a goal to develop and implement a purposeful curriculum for all students in the school. The Panel found that the school partially met this goal with two targets met and one target not met.

SSP Goal 2:

The second goal was to increase the use of evidence-based instructional practices that maximise engagement for all students in learning. The Panel found the school partially met this goal, with one target met, one partially met, one not met.

Findings against the Terms of Reference (ToR) focus questions

ToR Focus Question 1: What is the evidence of staff capability to collect, analyse and reflect on data to influence student learning?

The Panel found that the school had a focus on data use, and had increased the capability of staff to analyse data in order to direct the teaching at the student's point of need. This was an area that the Panel noted the school wished to further develop, so that all practice was evidence based.

ToR Focus Question 2: What is the evidence of understanding and effective practice of staff around curriculum and pedagogy? The Panel concluded that curriculum had been developed throughout the school and was being consistently implemented within the classrooms. The Panel noted that a whole-school instructional framework was in place and that progress was made in using evidence-based teaching and learning approaches, particularly through a Professional Learning Team (PLT) approach. They found there was a focus on explicit teaching within the instructional model, but that opportunities for feedback on practice were not consistently embedded.

ToR Focus Question 3: How is student agency in the classroom evident and encouraged? (feedback, learning goals, input into learning activities, demonstration of learning)

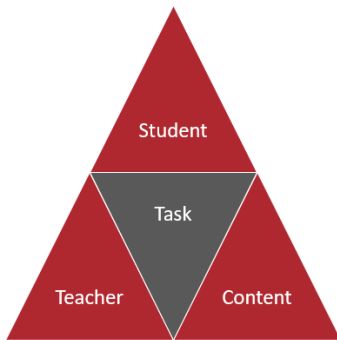
The Panel found that the school had student voice opportunities in place and some avenues for students to follow their interests within the curriculum. The Panel noted while there were learning goals set for students through the ILPs, there was opportunity for more effective feedback between students and teachers to support student learning.

1.4 SUMMARY OF KEY DIRECTIONS FOR THE NEXT SCHOOL STRATEGIC PLAN

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

- literacy and numeracy, particularly improving oral language and number
- data literacy
- embedding of the instructional framework
- student voice and agency—feedback
- pathways for students into, through and beyond the school

2. Confidential section



This section of the report remains confidential to meet privacy and other 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 (left) denotes areas in the report where specific focus on gathering evidence to support performance and practice outcomes 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 Framework for Improving Student Outcomes (FISO) *Continua of Practice* (FISO Continua).

2.1 SUMMARY OF PERFORMANCE AGAINST THE SCHOOL STRATEGIC PLAN

PERFORMANCE GROUP: INFLUENCE

Goals and evidence		Status (as agreed by Panel)									
Goal 1	To develop and implement a purposeful curriculum for all students in the school.	Partially met									
Targets	Target 1: All students to show growth over a two year period in all areas of the curriculum taught.	Not met									
	Target 2: 90 per cent of the responses to the School Staff Survey (SSS) indicate that there is support in the areas of: instructional leadership, teacher collaboration, parent and community involvement.	Partially met									
	Target 3: All staff demonstrate evidence of effective use of the curriculum documentation by attaining at least "evolving" on a continuum in a school-developed rubric by the end of 2018 and to "embedding" in 2020, within the Performance and Development Plan (PDP) process.	Met									
Evidence	<p>The Panel agreed that the goal was in fact a Key Improvement Strategy (KIS) to support a goal of improving student learning outcomes. The Panel understood the complexity of the goal and the timeframe required to achieve the targets. The Panel agreed that the intent of the goal had been reached. The Panel noted a shift in culture that enabled the progress towards the goal.</p> <p>Target 1: The Panel noted that growth figures across literacy demonstrated a 73 per cent growth rate for students between 2017 Semester 1 and 2019 Semester 1. Also noted was a 27 per cent contraction of students' growth over this period in literacy. The numeracy results displayed a 65 per cent growth rate with 35 per cent contraction over this period. The Panel was informed that recording of data against the Victorian Curriculum Pre-Foundation and Foundation-Year 10 (F-10) commenced into CASES21 Semester 2 2016 and since this date there were a number of strategies put into place to increase teacher judgement accuracy, assessment and classroom instruction practices. Growth calculation for other areas of the Victorian Curriculum could not be completed until a full two years of results are collected to reflect both the level of achievement and the level of support required by the student. The Panel discussed what constituted growth in this sense whether or not this included reduced support provided to the student during that time.</p> <p>Target 2: SSS</p> <table border="1"> <thead> <tr> <th>Area of survey</th> <th>% positive response</th> <th>Target met—90%</th> </tr> </thead> <tbody> <tr> <td>Instructional Leadership</td> <td>84%</td> <td>No</td> </tr> <tr> <td>Teacher Collaboration</td> <td>78%</td> <td>No</td> </tr> </tbody> </table>		Area of survey	% positive response	Target met—90%	Instructional Leadership	84%	No	Teacher Collaboration	78%	No
	Area of survey	% positive response	Target met—90%								
Instructional Leadership	84%	No									
Teacher Collaboration	78%	No									

	Parent and Community involvement	73%	No		
	<p>The Panel noted from the data that there were no outcomes from the staff survey that reached 90 per cent positive endorsement. However, there were low levels of negative responses, with the balance being neutral. The outcome for school climate was well above the per cent positive response for specialist schools.</p> <p>Staff survey results show increased positive response in the areas of instructional leadership and teacher collaboration. Parent and community involvement as responded by the staff is an area where further development is necessary. There was an increase in the staff response rate over this period from 67 per cent to 90 per cent which indicated the increase in a positive school climate.</p> <p>The Panel found there was evidence that positive improvement had been made in this area.</p> <p>Target 3:</p> <p>The Panel noted that the staff survey results concerning effective use of curriculum documentation indicated that the school was at evolving level for: Curriculum plan was developed and documented along with Curriculum monitored and evaluated and at embedding level for: Holistic approach to curriculum, pedagogy and assessment.</p>				
Goals and evidence—continued		Status (as agreed by Panel)			
Goal 2	To increase the use of evidence-based instructional practices that maximise engagement for all students in learning.		Partially met		
Targets	Target 1: Reduce the unapproved absences to be no more than five per cent of all absences.		Not met		
	<p>Target 2: Document and implement a comprehensive instructional model that is evidenced by:</p> <ul style="list-style-type: none"> 90% positive responses on the SSS in the areas of collective efficacy, guaranteed and viable curriculum and academic emphasis. 85% of students have positive responses to relevant dimensions of the student Attitudes To School Survey (AToSS). 		Partially met		
	Target 3: Documented annual professional learning plan for teachers.		Met		
Evidence	<p>The Panel agreed that the goal incorporated a Key Improvement Strategy (KIS), as did two of the targets.</p> <p>The Panel felt that although the targets had not been reached, the intent of the goal was achieved.</p> <p>Target 1: The table shows the total absence and the unapproved absence:</p>				
		2016	2017	2018	Target met
	Year level all absence types	29.6	25.2	23.8	
	Unapproved absence	19.3—66%	2.6—10%	4.1—17%	No—5%
<p>The Panel noted that while the target was not reached there had been a significant reduction in non-approved absence over the past two years. This was in addition to the increase in student numbers.</p>					

Target 2: SSS:

Area of survey	% positive response	Target met
Collective efficacy	63%	No
Guaranteed and viable curriculum	84%	No
Academic emphasis	67%	No

The Panel noted from the data that there were no outcomes from the staff survey that reached 90 per cent positive endorsement. However, there were low levels of negative responses, with the balance being neutral. The outcome for school climate was well above the per cent positive response for specialist schools.

Target 2: AToSS:


Area of survey	% positive response	Target met
My teacher makes learning fun	85 %	Yes
My teacher makes sure I join in class activities	93 %	Yes
My teacher thinks my ideas are good	88 %	Yes
I want to learn new things	92%	Yes
My teacher helps me do my best	92%	Yes

The Panel noted there were consistent results for the past two years of AToSS that reached the set targets. All students in the school were surveyed for these results.

Target 3: Documented PDPs for teachers.


The Panel noted that staff included curriculum documentation and completion of peer observations as part of their PDPs. This enabled staff to reflect on their practice and discuss strategies with other staff to improve student outcomes.

2.2 KEY ACHIEVEMENTS AGAINST SSP GOALS AND TARGETS

Key achievements (max 3)	Enablers 	FISO dimension:
<p>Goal 1: To develop and implement a purposeful curriculum for all students in the school.</p> <p>Target 3: All staff demonstrate evidence of effective use of the curriculum documentation by attaining at least “evolving” on a continuum in a school–developed rubric by the end of 2018 and to “embedding” in 2020, within the PDP process.</p>	<p>The Panel found through evidence presented in the Pre–Review Self Evaluation (PRSE), and discussions with stakeholders that there were factors that enabled the achievement of the target. These included:</p> <ul style="list-style-type: none"> • provision of Professional Learning Team (PLT) time and section meeting time to focus on curriculum development, sharing of resources and teaching ideas • development of a curriculum template to record the information and resources in a shared location • inclusion of curriculum development in PDPs that focussed teacher work • provision of resources to enable curriculum development—time release, professional learning and resources • implementation of the changes based on the assessment results with staff developing an understanding of how to enhance their planning and practice • appointment of two learning specialists to work with staff and lead curriculum and build pedagogy capacity • cohesive leadership team focused on the development of pedagogy and curriculum knowledge in all staff • consistent use of the planning documentation and consistent expectations of what should be included in the class documentation with documents completed for English, mathematics and personal and social capabilities curriculum and progress in specialist areas • Victorian Certificate of Applied Learning (VCAL) & a commercial skills based program have continued to be reviewed and updated. VCAL Personal Development was submitted to Quality Assurance and received positive feedback. The school implemented the new VCAL Numeracy template. <p>The Panel noted that this was a significant body of work that had been done to enable the development of the curriculum in the school.</p>	<p>FISO dimension:</p> <p>Curriculum planning and assessment</p>
<p>Goal 2: To increase the use of evidence–based instructional practices that maximise engagement for all students in learning.</p> <p>Target 2: Document and implement a comprehensive instructional model that is evidenced by:</p> <ul style="list-style-type: none"> • 90% positive responses on the SSS in the areas of collective efficacy, guaranteed and 	<p>The Panel agreed that although the goal was only partially met there were factors that enabled the achievement of the target. These included:</p> <ul style="list-style-type: none"> • focus on what strategies would engage the students, with trialling of various approaches • the school built staff capability and consistency of practice utilising the positive staff culture and readiness for change • staff PDP had a focus on the instructional model, peer observations and curriculum documentation • the school allocated sufficient time and budget with access to resources/programs (i.e. High Impact Teaching Strategies [HITS], PLTs, targeted funding, research based instructional models) 	<p>FISO dimension:</p> <p>Building practice excellence</p>

<p>viable curriculum and academic emphasis.</p> <ul style="list-style-type: none"> 85% of students have positive responses to relevant dimensions of the student AToSS. 	<ul style="list-style-type: none"> the school allocated sufficient time to support the implementation of the KIS. 	
<p>Goal 1: To develop and implement a purposeful curriculum for all students in the school.</p> <p>Target 2: 90% of the responses to the SSS indicate that there is support in the areas of: instructional leadership, teacher collaboration, parent and community involvement.</p>	<p>The Panel agreed that although the goal and the target were only partially met there were factors that enabled the school to make some progress towards the achievement of the target. These included:</p> <ul style="list-style-type: none"> improvement efforts were well focused with the school prioritising its work effectively modelling and alignment by the leadership and use of consistent language and expectations to all staff and students the introduction of the peer observation process with feedback provided and modifications to the documentation further improved the process staff buy in into the model, observations, planning, research and construction of the documents through the PLT meetings 	<p>FISO dimension: Building practice excellence</p>

2.3 KEY CHALLENGES AGAINST SSP AND AIP TARGETS

Key challenges (max 3)	Barriers 	FISO dimension:
<p>Goal 2: To increase the use of evidence-based instructional practices that maximise engagement for all students in learning.</p> <p>Target 3: Reduce the unapproved absences to be no more than five per cent of all absences.</p>	<p>The Panel found that whilst unapproved absences did not reach the target they dropped due to the inclusion of the short messaging service (SMS) facility from CASES21 to seek explanation instantly of the reason for a student's absence. Follow up in the form of letters home requesting information on absence(s) was used to ensure that as many as possible unexplained absences had an explanation.</p> <p>Contact details were found to be inaccurate in some instances, with some phones blocked from receiving SMS information. With the letters sent home a barrier was reluctance of some families to return information, and a lack of understanding of families in some instances to the information sent home.</p> <p>The reasons for absence in the majority of instances were in areas that were out of the control of the school to impact, so this was a barrier to achieving the target, though students were evidenced to be engaged and with learning confidence when at school.</p>	<p>FISO dimension:</p> <p>Empowering students and building school pride</p>
<p>Goal 1: To develop and implement a purposeful curriculum for all students in the school.</p> <p>Target 1: All students to show growth over a two year period in all areas of the curriculum taught.</p>	<p>The Panel agreed that the goal was not met and there were factors that were barriers to achieving improvement.</p> <p>The school found that there was a need for intensive time to develop teacher understanding of judgement of student achievement level that was implemented and was an ongoing process, that had not yet been fully embedded</p> <p>The staff levels of understanding of student achievement levels as documented in the Victorian Curriculum were varied and not comprehensive, so this impacted on the assessment process.</p> <p>The level of induction required for newly appointed staff and the continuous professional learning for all staff, with the challenge of changing long standing practices and the consequent demands placed on them with this cohort was a barrier to the desired level of improvement in student outcomes.</p>	<p>FISO dimension:</p> <p>Evaluating impact on learning</p>

2.4 FIELDWORK FINDINGS AGAINST TERMS OF REFERENCE

Terms of Reference Focus Questions

Focus question 1: What is the evidence of staff capability to collect, analyse and reflect on data to influence student learning?

Evidence-based findings



The Panel considered the evidence of staff capability to collect, analyse and reflect on data to influence student learning. The Panel found that the school had identified data literacy as a focus for student outcome improvement. Over the past year the school had worked to ensure data was used to accurately determine student achievement and identification of student point of need to ensure student outcome improvement. The school had identified students' particular needs and had an expectation that all Individual Learning Plans (ILPs) were evidence-based.

The Panel was informed, through interviews with staff, that the school had not collected much historical data but understood the need to collect data on student needs and how these data sets should be used in terms of planning for instruction. They articulated the need for embedding therapeutic needs into the curriculum and how data could support the discussion on judgement and student need in both therapeutic and academic instruction.

Teacher interviews and discussion with the Panel indicated that the school collected data using assessments such as essential assessment data, reading through benchmarking programs, running records as ongoing on any text, concepts of print, Abilities Based Learning and Education Support (ABLES), play based learning, teacher judgements against the Victorian Curriculum Standards, VCAL and Award Scheme Development and Accreditation Network (ASDAN) outcomes. Formative assessment with pre-testing was used, as well as anecdotal notes and observations.

Staff were implementing the triangulation of data. Triangulation of data was problematic, however the school used various data collection processes where applicable and relevant. This data was used to inform the classroom strategies and data was used to personalise the learning for each student through their ILP, and also to inform lesson planning. Teachers used data to assess against individual learning goals, modify teaching practices, as well as inform parents of where students were achieving. Curriculum was organised to reflect the data achieved. The data was used to inform the selection from the goal banks to inform the development of the ILPs for students.

All PLT meetings had a data section in order to incorporate the data into the planning work, and this raised the level of understanding of the staff. The Panel noted that staff expressed a range of ability to analyse the data and that there was targeted professional learning provided in this area.

The Assistant Principal and learning specialists worked with staff to develop their capacity in data use and develop consistency across the school. The Panel noted from interviews with staff that this had been a very steep learning curve for staff and was a work in progress, making the link between data collection and influence on practice. Data analysis had improved, and there were opportunities for regular moderation to improve teacher accuracy in assessing student progress against the curriculum and student learning growth over time. The Panel was informed by staff that the use of data was variable and needed developing, with more done in team meetings. There was inconsistency between sections in data analysis and use, and planning was inconsistent across the sections.

In the early years there was a focus in how to connect teaching practice with data, particularly in maths with essential assessments and also for English. Staff expressed that a difficulty was in speaking and listening as they found it hard to get the data around this and create appropriate teaching strategies. In primary and secondary the staff looked at essential assessment data, though this was still at the early stage of this.

Staff were working on the reflection on the data to influence their teaching. In the Exit section the curriculum was outcome based so moderation revolved around achievement of outcomes, and staff looked at the activities that enabled the outcomes and increased engagement and integration of the units. Discussion with students indicated there was an opportunity for them to be further extended in some aspects of their work. Moderation was used within the team and there was a school wide moderation practice in place.

The Panel found that the school had documented its assessment policy and practice. The assessment schedule facilitated more consistency and a continuum for student development. It was expected that there were ongoing regular observations and monitoring of student growth used to inform teaching, and tracking occurred within teams. The use of the assessment schedule was mandatory for all teachers. Teams were encouraged to implement a program of pre- and post-testing for units of learning. Assessment occurred informally through class discussions, one on one conferencing and observation. Assessment data was entered electronically onto a central database and was able to be accessed by all staff. Learning progressions were evident in some classrooms to inform other

teachers of students' progress, with the opportunity to use this to enable students to track their own learning.

Teachers used data to modify teaching practices, as well as to inform parents of where students were achieving. Parents interviewed indicated that the ILP goals were beneficial to them to understand their child's level of understanding of work, and felt included in this process through the Student Support Group (SSG) process.

The Panel observed differentiated teaching tasks being set in classes in reading, spelling, writing and in maths. Students indicated that if the work was too easy, they could approach the teacher to get more appropriate work. If the work was too difficult, students explained that they would approach the teacher, Education Support (ES) staff and their peers for assistance.

The Panel was informed that staff felt within literacy and numeracy there were varied levels of confidence in use of the data, and there was a need to build the capacity of staff to assess students' needs. The staff saw the need for accurate data to inform the most appropriate strategies for students with particular needs. Data was not used consistently at a class, cohort or whole school level to determine the effectiveness of teaching strategies or programs.

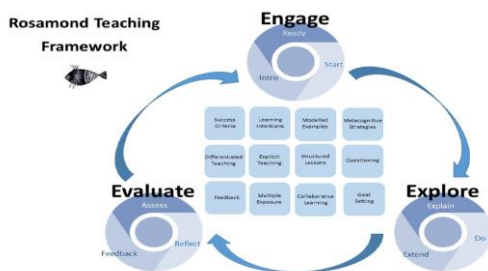
Focus question 2: What is the evidence of understanding and effective practice of staff around curriculum and pedagogy?

Evidence-based findings



The Panel explored the extent to which there was evidence of understanding and effective practice of staff around curriculum and pedagogy. The Panel determined that teaching and learning at Rosamond School was personalised for each individual student using a developed ILP. There was a common instructional framework for teaching and learning at Rosamond School. This framework had been designed and implemented over the past two years. The instructional framework was designed and adapted by the staff. Clear documentation had been made available for all staff to use.

The Rosamond School Instructional Framework was the process of thinking/learning/planning/evaluating that was utilised:



The Panel determined through staff interviews and analysis of school based data that the instructional framework was understood and implemented across the school. In relation to the development of curriculum, the model provided the architecture and the next work identified was to implement this within the classroom to influence the practice. Staff interviewed indicated that the use of weekly planners incorporated the framework and influenced the teaching of the lessons. The framework was developed in response to situations that were relevant in the school.

Teachers used the instructional framework to deliver curriculum with a set of learning continua that targeted abilities over seven levels, each of which corresponded to the Victorian Curriculum (Levels A–D, F, 1, 2). The school had worked to develop whole school literacy and numeracy scope and sequence, though this was not yet complete. Panel discussion with staff in focus groups indicated there had been an early years' focus on comprehension and fine motor skills to lead into writing. Staff worked with speech therapists to develop the use of available resources to support consistency across the school. Differentiation was developed within and across the sections, with staff feeling this was more developed in literacy than in numeracy. Specialist teachers and speech therapists attended section meetings also to develop their understandings. Peer observation assisted in staff development.

Assessments were created that related to the Rosamond content, curriculum and continuum to track student progress. The ILPs included learning outcomes and learning activities to achieve outcomes. Formative assessment procedures were used to highlight next steps and acknowledge growth and areas for improvement with students.

At the Exit section of the school some students participated in the VCAL curriculum using the outcomes set, and all students followed a vocational pathways program that tailored subject material to prepare students for post-school options. The school highlighted negotiation with students, social skill development, continuous development of employability skills and independent learning as foci in these programs. Other Exit students undertook a program

based around a commercial, generalist program that provided students with the opportunity to participate in Work Skills, including a structured workplace learning placement as well as individual learning activities.

The Panel found, through discussions with staff and students, that the structured curriculum and associated tools enabled students to succeed in learning. The broad range of levels within the curriculum allowed the school to work across the wide range of student abilities and the detail within these levels supported effective scaffolding of learning over time. Assessments enabled the school to track progress at individual and cohort level, and assisted students and teachers to target learning. At the senior levels with students who undertook VCAL and aspects of Vocational Education and Training (VET), the assessments were in line with the requirements of Victorian Certificate and Assessment Authority (VCAA). The curriculum to be taught was very structured at the Exit section.

Literacy, numeracy, social skills, independence and pathways formed the core of Rosamond School's curriculum. There was an integrated approach used in classrooms. In addition the school offered visual and performing arts, physical education, sport and fitness, food and nutrition, horticulture, environmental science as specialist programs. These subjects had a learning continuum and were personalised and at times, there were group or communal activities for students. The Panel noted through discussion with staff that there was less opportunity for specialist staff to develop strong relationships with students, due to time restrictions.

Although the curriculum was structured, its implementation was strongly personalised. The school developed both its curriculum and its teaching and assessment practices to engage students' interest, to ensure that learning was tailored to challenge and extend students' level of capability, to assist students to understand the content that they were learning, and to support learning over time. Learning intentions and success criteria were used throughout the school.

Teachers and parents developed an ILP in conjunction with assessments of student skills, needs and academic levels. Discussion with parents indicated that there was variation in the specificity of the ILP goals, and strategies that parents could use to support the achievement of these goals, and insight into the curriculum content would be useful and appreciated.

Discussion with students revealed to the Panel that they were engaged with their learning. Students enjoyed English, maths, food technology, gardening, physical education, art. Students felt they were able to understand the work and make progress in their learning. They understood the learning goals that they had and engaged in the assessment of these goals. Students expressed high levels of learning confidence and motivation to learn.

The Panel considered the extent to which staff used the pedagogical model to deliver the curriculum in an effective manner. The Panel found through interrogation of the data, discussions with staff and classroom observations that staff had a sound understanding of the model. Staff were able to articulate the strategies and described how they used them within their teaching practice.

The school utilised a PLT approach with regular meetings that focused on professional learning and collaboration in pedagogy. This created a culture of trust amongst staff to implement Victorian Curriculum, VCAL and share focus areas across classrooms. The FISO was introduced to illustrate how work was aligned to the Continua of Practice. Staff could understand what they were doing was aligned with improved outcomes for students and supported staff cohesion and consistency. There were also section meetings held for planning, although some staff indicated that there were varied levels of administrative tasks undertaken during this time.

Observation of classes and examination of the curriculum documentation confirmed that there was consistent planning and some consistency in teaching strategies applied throughout the school. Whilst there was opportunity for staff to receive feedback from each other and the ES staff, the Panel felt that feedback, both self-reflection and peer observation needed to be continued and extended.

Observations by Panel members of classes showed clear understanding of the scaffolding of material, and encouragement of independent learning before support was provided. There were many supports in place to encourage listening and focus in the classroom. Students were encouraged to self-regulate to enable access to the curriculum. Staff showed strong understanding of the capacities and behaviours of the children, responding to their needs, and planning for intellectual support.

The structure of the lesson was evident though the last section of the lesson was sometimes left out. There were different levels of referral to learning intentions in classes. Use of the HITS was evident throughout the observations. Staff had conversations on timing of lesson, but more individual conversations than in meetings, there was scope for this to occur. There was variation in the implementation of the framework by staff through the use of the lesson planners. Staff indicated that there was still a need to have fidelity to the framework and needed to work on grade share in terms of fidelity to the model and planning. Communication issues in this area were being addressed.

Focus question 3: How is student agency in the classroom evident and encouraged? (feedback, learning goals, input into learning activities, demonstration of learning)



The Panel considered the extent to which student agency in the classroom was evident and encouraged. Observations in classrooms and conversations with staff indicated that there were aspects of student agency and voice in various classrooms that involved students in goal setting, participation in student/parent/teacher conferences on their outcomes, feedback to and from teachers and students in classes, input into the curriculum in terms of student choice in topics and activities. Within the SSG process students were encouraged to participate in goal setting with their teacher and parent. Parent interviews indicated that parents would like some work sent home to support the learning including take home books. Writing tasks would also be good. They expressed a wish to have curriculum information set out each term to support the education of the students and wanted more consistency in this area. The Panel noted that conversations with parents around their needs was an area to be developed. The Panel was aware that due to the small size of the parent focus group, the view may not be a broad one.

The Panel found that the approach to this area of agency was teacher dependent in the primary area with different ways of getting feedback from the students undertaken. Visuals were used as a strategy to assess levels of understanding. Rotations involved a choice of activity decided by the students. Play based learning was evaluated with the students and the activities were then built into the curriculum. Goal setting was not necessarily consistently approached. Demonstration of learning was done, the idea of where to next needed significant teacher input. Staff gave certificates of the week for social and personal learning. Building independence skills was a focus throughout the school, following the scaffolds provided. In the secondary area electives were run, with student choice. Assemblies were also negotiated with and led by the students. At the Exit unit, students were focused on the development of life and employability skills, and inputted into their program in these areas. The Panel felt students had a strong focus on their future goals, driving and getting a job as well as their learning goals.

The school set out to have high expectations for all students through ownership of their learning in regular cycles of goal setting and review, through 1:1 conferencing. These goals were set in conjunction with their teacher, or in some areas, by their teacher. Students would conference with their teacher to determine when they had achieved their goal. There was variance in staff enabling students to effectively understand and track their own learning growth, contribute ideas about student-led learning and make decisions about what and how they learned. The Panel noted this was an area for further development.

Feedback in the forms of student to student feedback, teacher to student, student to teacher was inconsistent. Feedback appeared to be more in the area of acknowledgement rather than the particulars of their learning. Teachers in their interviews indicated that they believed that students had a range of opportunities to contribute to their learning particularly at the secondary and Exit sections of the school. VCAL students had booklets with required outcomes and students provided input into their outcomes as they achieved them. Students provided informal feedback during specialist classes and input into the activities undertaken in sport and in the cafe program that then influenced the curriculum content and structure.

Students reported that they generally felt challenged in their learning and were provided with appropriate material during activities. They indicated that they used peer support and feedback during their classes, and felt comfortable to indicate if they were having issues with their learning to the teacher and the ES staff. They indicated that they set learning goals with their teachers and their parents. The Panel was informed that all the students in the school had the opportunity to provide feedback through a student AToSS, and that the outcomes of this survey were used by staff to make appropriate changes and additions to the program. Staff indicated that there was variability with student confidence in feedback, with some students providing input, others disengaged. The staff articulated the importance of developing strong relationships with students to enable them to feel confident to ask. Students interviewed indicated to the Panel that they received feedback that the teachers let them know what they had done well and what else they could do to further improve. Students interviewed expressed very positive views about their teachers and ES staff, describing them in such terms as "great teachers, help us to do our work, and are nice to us. Teachers believe we can learn." Several students expressed that their previous mainstream school teachers had not believed they could learn, and "they were wrong".

Discussion with teachers on their beliefs and understandings of current practice in embedding student voice and agency in the curriculum confirmed the PRSE that empowering students and building school pride was at an evolving level in the areas of student leadership and student agency. Individual teachers sought feedback regarding teaching and learning in classrooms, though this was not a consistent practice. Students were encouraged to take control of learning through setting goals, though again this was not consistent across the school. The Panel discussions indicated that there was not any formal student leadership model in place. The school used student forums and surveys for student voice in terms of facilities, uniform, assemblies, excursions, end of year activities and selection of activity. In the Exit section, students plan for school activities, work experience.

2.5 OTHER SIGNIFICANT FINDINGS AND CONSIDERATIONS

Findings	Considerations for next steps
<p>Marrung Aboriginal Education Plan: The Panel found that some students received funding under the Koorie Literacy and Numeracy funding. There was not a staff member specifically tagged to this funding. There were no attendance issues with students that affected the social emotional skills of the students. All students had ILPs to support their learning. Academic planning was in place for the students. The school was in touch with the appropriate agencies to support Koorie students, both at home and those in out of home care. The school had completed the cultural checklist to identify the areas of strength and for improvement.</p> <p>The Panel noted that the school introduced strategies to incorporate Koorie culture into the school including NAIDOC (National Aborigines and Islanders Day Observance) week, activities integrated into the curriculum. The school built in cultural elements within the incursion program.</p>	<p>Continue to develop relationships with the Koorie Education Support Officer (KESO) and relevant Aboriginal Cooperatives Victorian Aboriginal Child Care Association (VACCA) to work with the school.</p> <p>More detailed examination of the Marrung Aboriginal Educational Plan to develop strategies for implementation.</p>
<p>Other Priority/Cohort Group/s Please include any data/findings</p>	
<p>Flexible Learning Options (FLO): Please include information on FLO Programs or a FLO campus, where an additional day was provided.</p>	
<p>Any other fieldwork findings that arose during the review, outside ToR focus questions</p>	

2.6 ASSESSMENT AGAINST THE FISO CONTINUA OF PRACTICE FOR SCHOOL IMPROVEMENT

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

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 not taken, include the rationale for not taking the day/s
1. Priority area: e.g. Excellence in Teaching and Learning: Eligible for 1 day	One day	Choose a number of day(s)	All areas were in evolving moving to embedding and there was an additional day for specialism so the Panel felt there were enough days already.
2. Panel's assessment against the Continua's 6 High impact initiatives/dimensions: e.g. Eligible for 2 days (Building Communities and Setting Expectations and Promoting Inclusion)	Not eligible	Choose a number of day(s)	
3. Total of eligible days: e.g. 3	One day	Choose a number of day(s)	

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



Goal 1	
To ensure learning growth for each student with a focus on literacy and numeracy.	
Rationale	
The school is keen to develop the independent learning skills in students, and to deliver a curriculum in an effective manner that enables students to achieve their potential. The school understands that progress for their students involves an emphasis on development of skills and preparation for life beyond school. Staff need to develop their skills in data collection and analysis. There is an instructional framework in the school that needs to be further embedded.	
Targets	
1.1: Speaking and reading elements of teacher judgement data to be at or above 80% (73% positive effect in student growth in Victorian Curriculum, 2019)	
1.2: Number elements of teacher judgement data to be at or above 70% (60% positive effect in student growth in Victorian Curriculum 2019).	
1.3: SSS outcomes: To achieve 10% improvement on the baseline data in the following areas:	
<ul style="list-style-type: none"> • Academic emphasis (2019 75%) • Teacher collaboration (2019 78%) • Understanding how to analyse data (2019 72%) • Professional learning to improve practice (2019 80%) • Teaching and learning—use pedagogical model (2019 80%) 	
Key Improvement Strategies (KIS)	FISO dimension
1a. Improve staff capabilities in data collection, analysis and use to inform teaching practice and track student growth.	Evaluating impact on learning
1b. Further develop fidelity to, and consistency of practice in relation to the Instructional Framework.	Building practice excellence
1c. Further develop staff understanding and implementation of the curriculum and continuum of learning to inform planning and delivery at student 'point of need'.	Curriculum planning and assessment
Goal 2	
To develop students who are independent and engaged citizens.	
Rationale	
The Panel identified the need to give students more voice and agency in their learning. Students had limited input into the curriculum. There is a need to develop teacher capacity to empower all students to reach their full potential. Students needed more exposure to the world beyond their homes and families, and to gain understanding of social justice, inclusion, environmental issues and how to engage with society in an effective way.	
Targets	
2.1: AToSS: To achieve 10% improvement on the baseline data in the following areas:	
<ul style="list-style-type: none"> • My teacher thinks my ideas are good (2019 87%) • I want to learn new things (2019 84%) • I try my best (2019 88%) 	

<ul style="list-style-type: none"> • My teacher helps me understand things (2019 89%) • I am good at learning (2019 89%) 	
<p>2.2: FISO Continuum:</p> <ul style="list-style-type: none"> • To achieve a level of embedding on the FISO continuum in the areas of student agency and voice as determined by staff. • To achieve a level of embedding in the global citizenship area on the FISO continuum as determined by staff. 	
<p>2.3: SSS: To achieve 10% improvement on the baseline data in the following areas:</p> <ul style="list-style-type: none"> • Promote student ownership of learning goals (2019 78%) • Focus learning on real life problems (2019 84%) • Believe student engagement is the key to learning (2019 85%) • Use student feedback to improve practice (2019 72%) 	
Key Improvement Strategies (KIS)	FISO dimension
2a. To enhance student voice and agency for all students.	Empowering students and building school pride
2b. To develop student capabilities in global citizenship.	Global citizenship
Goal 3	
To optimise student wellbeing.	
Rationale	
Students need to develop their ability to self-regulate their learning in order to focus and to actively challenge themselves. The school wished to strengthen the partnerships between home, school and the community. The school wished to improve the communication between home and school to ensure the learning partnerships were as effective as possible.	
Targets	
<p>3.1: AToSS: To achieve 10% improvement on the baseline data in the following areas:</p> <ul style="list-style-type: none"> • I feel like I belong at this school (2019 86%) • I am happy to be at this school (2019 80%) • I try again when I don't get things right (2019 85%) • I know where to get help if someone hurts me or I feel upset (2019 88%) • I feel safe at this school (2019 86%) 	
<p>3.2: SSS: To achieve 10% improvement on the baseline data in the following areas:</p> <ul style="list-style-type: none"> • Trust in students and parents (2019 75%) • Parent and community involvement (2019 77%) • Support learning and growth of whole student (2019 80%) 	
<p>3.3: POS: To maintain or achieve 5% improvement on the baseline data in the following areas:</p> <ul style="list-style-type: none"> • Confidence and resilience skills (2019 100%) • Parent partnership and involvement (2019 83%) • My child feels confident about the skills and strategies they have learnt at school to address bullying behaviours (2019 83%) 	

3.4: VCAL/ASDAN outcomes: Have students achieve 100% completion of learning outcomes.	
Key Improvement Strategies (KIS)	FISO dimension
3a. Develop students' ability to self-regulate and engage with their community	Setting expectations and promoting inclusion
3b. Further develop pathways for students in, through and beyond the school	Health and wellbeing
3c. Further develop and embed a whole school approach to communication, collaboration and partnerships.	Building communities

Appendix 1: Terms of Reference and Methodology

Introduction

The Panel having read the Pre–Review Self–Evaluation (PRSE) and examined the relevant data, discussed the outcomes of the previous School Strategic Plan (SSP) on the Validation Day. The Panel then worked together to use this information to develop three Terms of Reference (ToR) questions that they wish to use to further test the initial findings and build deeper knowledge of the school’s performance outcomes.

The Panel has agreed that they will run further focus groups and classroom observations with staff, students and parents to investigate the ToR, using the bank of questions provided by the Department of Education and Training (DET).

TERMS OF REFERENCE		
	Terms of Reference Focus Questions	Rationale
1.	What is the evidence of staff capability to collect, analyse and reflect on data to influence student learning?	The Panel wished to understand how confident staff were in the collection and use of data to ensure that curriculum was being delivered at the point of need of the students.
2.	What is the evidence of understanding and effective practice of staff around curriculum and pedagogy?	The Panel wished to investigate how well the instructional framework had been embedded into school practice, and whether teachers approached lessons in a consistent manner and the extent to which this was being followed in classrooms.
3.	How is student agency in the classroom evident and encouraged? (feedback, learning goals, input into learning activities, demonstration of learning)	The Panel wished to explore the level of student involvement in the construction of class topics, the extent of feedback evident in the classroom, and the level of student voice in the school.

METHODOLOGY

Methodology: The Panel had a collaborative conversation about the consultation that occurred prior to the Validation Day and was informed that there had been surveys run with parents to gauge their satisfaction levels. There had been collaboration with staff regarding an analysis of the school's current achievements and areas for future improvement. Professional learning regarding the Framework for Improving Student Outcomes (FISO) and a practical activity, involving all staff, were held to consider activities and practices that were aligned with the FISO areas. At School Council there was dissemination of information regarding the school review and the expectations of the DET. Consideration and confirmation of Review Panel members for 2020 were held.

The Panel then determined that the review process would involve parent, student and staff forums to gauge views on ToR areas along with classroom observations. This will then lead to the development of suggested goals, key improvement strategies (KIS) and targets for the next SSP.

2.2 Validation Day, Fieldwork and Final Panel agenda

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 Learning specialists—literacy and numeracy.
8:35	Purpose of review <ul style="list-style-type: none"> - Outline purpose of the review - Discuss roles and responsibilities of core Panel (School Council President, Principal, Senior Education Improvement Leader [SEIL], Reviewer) 	Reviewer	School Review Panel—core members and Challenge Partners Learning specialists—literacy and numeracy.
8:45	Performance against previous SSP <ul style="list-style-type: none"> - Short overview of PRSE process - Reviewer facilitation: <ul style="list-style-type: none"> o performance against the goals and targets of its SSP o enablers and barriers to success o key achievements and challenges 	Principal Reviewer	School Review Panel—core members Challenge Partners Learning specialists—literacy and numeracy.
10.15	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	
10:45	Parameters of classroom observations: <ul style="list-style-type: none"> - focus is on student voice, agency and leadership; curriculum content; and teacher practice: knowledge and skills of teachers - Who will be observing/leading what 	Reviewer	School Review Panel—core members and Challenge Partners Learning specialists—literacy and numeracy.
11.00	Morning tea		
11.40	Classroom observations <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 	Core School Review Panel members and challenge partners	School Review Panel—core members and Challenge Partners Learning specialists—literacy and numeracy.
11.40	Staff interviews <ul style="list-style-type: none"> - According to methodology developed in the preparation meeting 	SEIL	SEIL and staff
12.40	Report back <ul style="list-style-type: none"> - Share and synthesise observations and findings from the classroom observations/ interviews 	Reviewer	School Review Panel—core members and Challenge Partners, Learning specialists—literacy and numeracy.
1.10	Lunch		

1.45	ToR for the review Develop focus questions and methodology for the review	Reviewer	School Review Panel—core members and Challenge Partners Learning specialists—literacy and numeracy.
3.30	Leadership team meeting To discuss the ToR from a leadership/whole school perspective	Reviewer	Reviewer, SEIL, Challenge Partners and leadership team.
4.00	Victorian Registration and Qualifications Authority (VRQA) check		

FIELDWORK AGENDA			
Time	Activity	Lead	In attendance
9.15	Student focus group secondary school Meet with student focus group to determine their views on: <ul style="list-style-type: none"> positives in the school areas to improve student voice and agency teacher practice 	Challenge Partner (JOC)	Challenge Partners, students
9:45	Student focus groups <ul style="list-style-type: none"> Exit students Primary School students As above for purpose	Reviewer, Challenge Partner (JOC)	Reviewer, students Challenge Partners, students
10.15	Classroom observations Observe classroom practice to investigate: <ul style="list-style-type: none"> range of teaching strategies being used feedback to and from the students differentiation of tasks use of student learning goals the extent of student engagement in activities 	Challenge Partners	Challenge Partners, classes
11.00	Morning tea and debrief focus groups	Reviewer	Reviewer, Challenge Partners, Assistant Principal, Principal
11.40	Classroom observations	Challenge Partners	Challenge Partners, classes
12.40	Lunch with debrief from morning findings		
1.40	Examination of planning documents, curriculum documents	Reviewer	Reviewer, Challenge Partners, Assistant Principal, Principal
2.30	Parent focus group: Meet with parents to determine their views on: <ul style="list-style-type: none"> knowledge and understanding of the learning program of the school knowledge and understanding of the way their children are taught and how their learning is assessed and reported to the parents opportunity to discuss what is working well and what issues or concerns they have with the school and their child's learning 	Reviewer	Reviewer, School Council President, Challenge Partners, parents

3.15	<p>Staff focus groups—break up into smaller groups</p> <ul style="list-style-type: none"> teacher practice—to include knowledge and skills of teachers engagement of students in learning process including goal setting, feedback, how effectively the data available is used by staff in planning, in working with students to set goals, and in differentiating the work done in classes 	Reviewer	<p>Reviewer and staff</p> <p>Challenge Partner 1 staff</p> <p>Challenge Partner 2 staff</p>
3.45	<p>Class Education Support (ES) staff to determine their views on:</p> <ul style="list-style-type: none"> extent of consistent instructional models in the school the use of data in the school to improve teacher practice. the level of student agency in classrooms professional learning opportunities available role of the ES in the class 	Reviewer	<p>Reviewer and ES staff</p> <p>Challenge Partner 1 ES staff</p> <p>Challenge Partner 2 ES staff</p>

FINAL PANEL DAY AGENDA			
Time	Activity	Lead	In attendance
8:30	Welcome	Reviewer	School Review Panel—core members and Challenge Partners Learning specialists—literacy and numeracy.
8:35	Review fieldwork: Discuss the findings of the fieldwork and the outcomes from the previous SSP to provide a basis for the work on setting the direction for the next SSP.	Reviewer	School Review Panel—core members and Challenge Partners Learning specialists—literacy and numeracy.
10.00	FISO Continua of Practice: Panel reviews the Continua of Practice having determined the outcomes from the fieldwork.	Reviewer	School Review Panel—core members and Challenge Partners Learning specialists—literacy and numeracy.
10.30–11.00	Morning tea		
11.00–12.00	Workshop on directions moving forward: Brainstorm areas of future focus as a result of the validation and fieldwork outcomes	Reviewer	School Review Panel—core members and Challenge Partners Learning specialists—literacy and numeracy.
12.00–3.00pm	Development of goals, KIS and targets for new SSP	Reviewer	School Review Panel—core members and Challenge Partners Learning specialists—literacy and numeracy.

School name: Rosamond Special School

Date: 6 March 2020

Name of Reviewer(s): Carolyn Woodhouse

Administration	Response	Comment
School pre-review self-assessment checklists * Provided to reviewer before review?	Yes <input checked="" type="checkbox"/>	
Ministerial Mobile Phone Policy The school provided evidence of the following: <ul style="list-style-type: none"> • Mobile phone policy • Secure storage • Staff awareness and understanding. 	Yes <input type="checkbox"/> No <input type="checkbox"/> <i>If No please specify</i>	NOT FOR IMMEDIATE ASSESSMENT - TO BE ADVISED
Minimum standards to be met by all government schools	Are the registration requirements met?	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. The statement includes the democratic principles listed in the ETRA: elected Government; the rule of law; equal rights for all before the law; freedom of religion; freedom of speech and association; and the values of openness and tolerance.	Yes <input checked="" type="checkbox"/>	
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 • a description of how the school enacts its philosophy. • an outline of where the school has published its policy. 	Yes <input checked="" type="checkbox"/>	
1.3 Enrolment Policy SPECIALIST AND SPECIFIC PURPOSE SCHOOLS ONLY <ul style="list-style-type: none"> • The school has an enrolment policy which is consistent with all legal requirements • The school can demonstrate how school policies are implemented. 	Yes <input checked="" type="checkbox"/>	
2 Curriculum and Student Learning		
2.1 Curriculum framework - Language Program	N/A <input checked="" type="checkbox"/>	

<ul style="list-style-type: none"> Language education is provided by a registered teacher(s) or staff with Permission to Teach (PTT), across all year levels; <u>or</u> <p>The school has been granted an exemption by the VRQA under regulation 61.</p>		
<p>2.2 Curriculum Framework</p> <p>The school has:</p> <ul style="list-style-type: none"> A curriculum plan showing how the learning areas will be substantially addressed and how the curriculum will be organised and implemented. An explanation of how and when the curriculum and teaching practice will be reviewed. An outline of how the school will deliver its curriculum. 	Yes <input checked="" type="checkbox"/>	
<p>2.3 Student Learning Outcomes</p> <ul style="list-style-type: none"> The school has submitted its 2019 Annual Report (at 30 April) and Annual Implementation Plan (AIP). 	Yes <input checked="" type="checkbox"/>	
<p>3 Care, Safety and Welfare of Students</p>		
<p>3.1 Duty of Care</p> <p>The school has policies and procedures for the duty of care owed to students including</p> <ul style="list-style-type: none"> that it owes all students a duty of care to take reasonable measures to protect them from reasonably foreseeable risks of injury that it owes a duty to take reasonable care that any student (and other persons) on the premises will not be injured or damaged because of the state of the premises, including things done or omitted to be done to the premises that it owes a duty to take reasonable precautions to prevent the abuse of a child by an individual associated with the organisation while the child is under the care, supervision or authority of the organisation that different and sometimes greater measures may need to be taken for younger students or students with disabilities to discharge this duty of care 	Yes <input checked="" type="checkbox"/>	
<p>3.2 Managing Student Wellbeing</p> <p>The school has policies and procedures for</p> <ul style="list-style-type: none"> anti-bullying and harassment, including cyber bullying appropriate arrangements for on-site supervision of students 	Yes <input checked="" type="checkbox"/>	

<ul style="list-style-type: none"> • appropriate arrangements for supervision of students when engaged in off-site activities which include consideration of the risk of bushfire in the activity location • ensuring the safety and welfare of students learning with another provider (when the school contracts with another school, a registered training organisation or an organisation not registered as an education or training provider) • arrangements for ill students • accident and incident register • first aid • distributing medicine • internet use 		
<p>3.3 Emergency Management</p> <p>The school</p> <ul style="list-style-type: none"> • has a current register of staff trained in first aid • holds records of student medical conditions and management, • has an emergency management plan which is reviewed at least annually and immediately after any significant incident (this plan must be site specific and include local threats, hazards and corresponding response procedures). • communicates policies and procedures on the care, safety and welfare of students to staff, students, parents, guardians and the school community. 	Yes <input checked="" type="checkbox"/>	
<p>3.4 Child Safety</p> <p>A school's policies and procedures for ensuring all staff understand:</p> <ul style="list-style-type: none"> • mandatory reporting • the failure to disclose offence • the failure to protect offence. 	Yes <input checked="" type="checkbox"/>	
<p>3.5 Child Safe Standards</p> <p>The school complies with the Child Safe Standards, as set out in Ministerial Order 870.</p> <p><i>NOTE: Before answering this question you must complete the Child Safe Standards Self-Assessment Checklist.</i></p>		
<p>3.6 Anaphylaxis Management Policy</p> <p>The school has developed a policy and has procedures in place for any student at risk of anaphylaxis.</p> <ul style="list-style-type: none"> • The policy and procedures are in accordance with Ministerial Order 706 	Yes <input checked="" type="checkbox"/>	

<p>3.7 Emergency Bushfire Management</p> <ul style="list-style-type: none"> • A schedule for monitoring and removal of materials that may be easily ignited including branches overhanging buildings, debris and rubbish around and under buildings, including gutters, and dry grass and vegetation. • Procedures to ensure the safe storage of flammable materials. • A schedule for regularly monitoring emergency access to buildings and grounds. • Evidence that: <ul style="list-style-type: none"> ○ the building exits will continuously be kept clear of obstructions ○ assembly points are designated and have appropriate access to emergency equipment ○ there is access to facilities and grounds for emergency vehicles 	<p>Yes <input checked="" type="checkbox"/></p>	
<p>3.8 Emergency bushfire management (for BARR schools only)</p> <p>The school is compliant with all Guidelines (2.2 to 2.9) in Please refer to the VRQA Guidelines for Bushfire Preparedness - Registered Schools, including:</p> <ul style="list-style-type: none"> • 2.2 an Emergency Management Plan that details the school's response to managing bushfire risk • 2.3 the school informs students, staff and parents/guardians about their specific bushfire preparedness arrangements and train relevant staff in their bushfire preparedness roles. • 2.4 the school maintains a register updated at least once per school term during the October–April bushfire season of bushfire emergency equipment and ensures it is in working order. • 2.5 the school maintains notices of bushfire evacuation procedures and bushfire emergency contact numbers and locates them appropriately around the school. • 2.6 The school regularly manages materials that may easily be ignited around buildings and facilities. • 2.7 The school regularly monitors emergency access to buildings and grounds. • 2.8 The school consults local agencies, where relevant, (the Country Fire Authority, Metropolitan Fire and Emergency Services Board, local Council) on their bushfire preparedness and compliance with local bushfire regulation of buildings, facilities and grounds. • 2.9 A schools with an on-site 'shelter in place' must consult with the relevant agency on the building's compliance with relevant regulations. 	<p>N/A</p>	
<p>3.9 Student Behaviour Management (discipline)</p> <p>The school has:</p> <ul style="list-style-type: none"> • a policy that explicitly prohibits corporal punishment • a behaviour management policy and procedures which include: 	<p>Yes <input checked="" type="checkbox"/></p>	

<ul style="list-style-type: none"> ○ an explanation of the school's approach to behaviour management and how it affords procedural fairness to students ○ the steps for managing suspensions and expulsions of students in compliance with Ministerial Order No. 1125— Procedures for Suspension and Expulsion of Students in Government Schools ○ procedures for maintaining a register of suspensions and expulsions ○ an outline of how the school communicates these policies and procedures to the school community. 		
Staff Employment		
<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 • the expiry and renewal of their registration • their VIT category of registration (i.e. <i>provisional registration, full registration, permission to teach</i>) 	Yes <input checked="" type="checkbox"/>	
<p>4.2 Compliance with Working with Children Act 2005</p> <p>The school has:</p> <ul style="list-style-type: none"> • procedures to ensure that all employees and volunteers required to do so by the Working with Children Act 2005, have a current Working with Children Check (WWCC). • A register of employees and volunteers with a WWCC which includes each employee's: name, card number and expiry date. • Procedures for maintaining the register. 	Yes <input checked="" type="checkbox"/>	
5.1 School Infrastructure		
<ul style="list-style-type: none"> • 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>). 	Yes <input checked="" type="checkbox"/>	
Minimum standards to be met by Senior Secondary providers only		Does the school meet the minimum standard?
<p>1.1 Student Learning Outcomes</p> <p>The school has</p> <ul style="list-style-type: none"> • course curriculum and assessment documentation, and student attainment and administration documentation in accordance with the requirements of the awarding body • documentation to demonstrate that the school provides staff and students with current and accurate information about the awarding bodies' requirements including course standards, timelines and qualification requirements. 	Yes <input checked="" type="checkbox"/>	

<p>1.2 Student Records and Results</p> <p>The school has policies and procedures (e.g. <i>Student VCE/VCAL handbooks, Staff handbook, Student Records and Results policy</i>) to ensure the:</p> <ul style="list-style-type: none"> • integrity of assessment • accuracy of records • monitoring of student participation, completion rates and student outcomes. 	<p>Yes <input checked="" type="checkbox"/></p>	
<p>1.3 Student Welfare</p> <p>Policies and procedures for</p> <ul style="list-style-type: none"> • how attendance is monitored for students participating in courses provided by another senior secondary course provider • supervision of students outside scheduled classes. 	<p>Yes <input checked="" type="checkbox"/></p>	
<p>1.4 Teaching and Learning</p> <ul style="list-style-type: none"> • Teaching resources and facilities meet the current requirements of the awarding body <p>Policies and procedures:</p> <ul style="list-style-type: none"> • to ensure the assessment of senior secondary courses is fair, valid and reliable • to oversee the conduct of assessments including: <ul style="list-style-type: none"> ○ addressing cheating, including plagiarism ○ conducting investigations and hearings and if necessary, amending or cancelling assessments ○ a student handbook and resources which address the senior secondary course rules and procedures for assessment. 	<p>Yes <input checked="" type="checkbox"/></p>	
<p>Part 3: Child Safe Standards</p>	<p>Are the requirements met?</p>	
<p>Principle of Inclusion</p>		
<p>6 (a) In implementing the minimum child safety standards, the school governing authorities must:</p> <p>(a) take account of the diversity of all children, including (but not limited to) the needs of Aboriginal and Torres Strait Islander children, children from culturally and linguistically diverse backgrounds, children with disabilities, and children who are vulnerable; and</p> <p>(b) make reasonable efforts to accommodate the matters referred to in clause 6(a).</p>	<p>Yes <input checked="" type="checkbox"/></p>	
<p>Child Safe Standard 1:</p> <p>Strategies to embed an organisational culture of child safety</p>		

<ul style="list-style-type: none"> - 7(1) (d) The school governing authority must put the strategies [to embed an organisational culture of child safety] into practice and inform the school community about these practices. 	<p>Yes <input checked="" type="checkbox"/></p>	
<p>Child Safe Standard 2: A child safety policy or statement of commitment to child safety</p>		
<ul style="list-style-type: none"> - 8 (1) The school governing authority must ensure that the school has a child safety policy or statement of commitment to child safety that details: (b) the actions the school proposes to take to (iii) support or assist children who disclose child abuse or are otherwise linked to suspected child abuse. 	<p>Yes <input checked="" type="checkbox"/></p>	
<p>Child Safe Standard 3: A child safety code of conduct</p>		
<ul style="list-style-type: none"> - 9 {1) The school governing authority must develop, endorse, and make publicly available a code of conduct that: (b) sets standards about the ways in which school staff are expected to behave with children. 	<p>Yes <input checked="" type="checkbox"/></p>	
<p>Child Safe Standard 5: Procedures for responding to and reporting allegations of suspected child abuse</p>		
<ul style="list-style-type: none"> - 11(1) The school governing authority must have a clear procedure or set of procedures for responding to allegations of suspected child abuse in accordance with this clause and other legal obligations. 	<p>Yes <input checked="" type="checkbox"/></p>	
<p>Child Safe Standard 6: Strategies to identify and reduce or remove risks of child abuse</p>		
<ul style="list-style-type: none"> - 12 (4) As part of its risk management strategy and practices, the school governing authority must monitor and evaluate the effectiveness of the implementation of its risk controls. 	<p>Yes <input checked="" type="checkbox"/></p>	
<ul style="list-style-type: none"> - 12 (5) At least annually, the school governing authority must ensure that appropriate guidance and training is provided to the individual members of the school governing authority and school staff about: (a) individual and collective obligations and responsibilities for managing the risk of child abuse. 	<p>Yes <input checked="" type="checkbox"/></p>	
<p>Child Safe Standard 7: Strategies to promote child participation and empowerment</p>		

<p>- 13 {1) The school governing authority must develop strategies to deliver appropriate education about: (d) child abuse awareness and prevention.</p>	<p>Yes <input checked="" type="checkbox"/></p>	
<p>- The school governing authority must promote the child safety standards required by this Order in ways that are readily accessible, easy to understand, and user-friendly to children.</p>	<p>Yes <input checked="" type="checkbox"/></p>	