Priority Review Report—2016 Cycle
Warburton Primary School
North Eastern Victoria Region

School number:	1485
Principal:	Damian Marley
School Council President	Robert Hay
Senior Education Improvement Leader:	Phillip White
Review Company:	Monash University
Accredited School Reviewer/s:	Zenda Clark
Date/s of Review:	Friday 26 August 2016
	Monday 29 August 2016
	Thursday 1 September 2016
	Friday 2 September 2016

Framework for Improving Student Outcomes

Contents

1. Priority Review Report Executive Summary (published on school's website)

2.1 School Context

Warburton Primary School (Warburton PS) is situated in the semi–rural township of Warburton, 76 kilometres east of the Melbourne central business district in the foothills of Mount Donna Buang. The school initially opened in 1875 and moved to the current site in 1953. The school occupies over three hectares of parkland and contained extensive play equipment, a large oval, an athletics track, a kitchen garden, a frog bog and areas of native vegetation.

Over the review period school buildings underwent a number of refurbishments. The school now consists of three major areas. The main building houses four classrooms, the staffroom and an open–learning space. A timber wing contains the Library, the Art Room, a fully equipped kitchen and a Multipurpose room. A recently added building consists of two learning spaces and a central open–learning area. Over the past four years the Information and Communication Technologies (ICT) infrastructure was renewed. All school buildings and facilities were well maintained.

The school has an enrolment of 53 students from a broad range of socio–economic backgrounds.

The school operated with composite classes for a number of years. In 2016 three classes were formed; a Foundation and Year 1 class, a Year 2–3 class and a Year 4–6 class.

In addition to English and Mathematics, the school provides a diverse range of learning programs including Art, Physical Education, a Kitchen Garden Program, Music and Digital Technologies along with weekly instruction in Personal and Intercultural Capabilities. Additional support was provided by Education Support (ES) staff for students funded by the Program for Students with Disabilities (PSD).

Including the Principal, the school had an Effective Full Time (EFT) staff of 4.8 teachers and three ES staff.

1.2 Summary of the School's Performance

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

The current School Strategic Plan (SSP) for Warburton PS began implementation in 2015. A goal in the plan aimed to develop self–motivated learners who achieved strong learning growth in literacy and numeracy. Teacher assessments and the National Assessment Program–Literacy and Numeracy (NAPLAN) did not show clear evidence an improvement in outcomes had been achieved. The NAPLAN results fluctuated and showed an improvement in Reading and Spelling in 2015 but declined in 2016. In both Year 3 and Year 5 the spread of achievement was broad with some students assessed below the National Minimum Standards (NMS) and others above the expected level.

In 2016, the school was successful in reducing the percentage of students who achieved a low learning growth for Grammar and Punctuation, Numeracy and Spelling. However, there was an increase in the percentage of students assessed as achieving a low learning growth for Reading and Spelling. The percentage of students who achieved a high learning growth equalled the State benchmarks for Reading and Numeracy and exceeded the benchmarks for Grammar and Punctuation.

The use of digital technologies was integrated with reading and writing and other areas of the curriculum which encouraged more students to be engaged with their learning and to develop their literacy abilities.

A further goal in the SSP aimed to improve student engagement by strengthening their confidence in themselves as learners. The data available did not provide evidence the school had been successful in achieving the goal however interviews with students in Years 3–6 indicated most students viewed themselves as confident learners.

A Junior School Council was formed to provide opportunities for students to be involved in school decisions. The school arranged opportunities for students to participate in community events and as a result students gained confidence and developed pride in the school.

The school made progress toward the goal to enhance student wellbeing and resilience built on respectful relationships, agreed values and high expectations. Interviews with members of staff, students and their families provided evidence student behaviour and wellbeing improved. The results of the 2016 student Attitude to School Survey (ATS Survey) showed improvement in the level of satisfaction with the areas relating to behaviour and wellbeing. The implementation of clearer behavioural expectations was considered the key factor in achieving improvement.

Within the constraints of the school's budget resources were effectively managed. The staff survey data indicated a school where members of staff demonstrated trust and staff who viewed the success of students as a shared responsibility.

2.2.2 Summary of the review findings against the Terms of Reference

1. To what extent has the school been aligned with Framework for Improving Student Outcomes (FISO)? What evidence of implementation and impact is emerging?

Information gained from members of staff and School Council members indicated an awareness of the FISO but showed there was not an in–depth understanding of the Priority areas, Dimensions and Initiatives and how they linked to improving students.

The school implemented changes in practices with the intent these changes would lead to improved student outcomes. Meeting times were structured to address areas of the curriculum, initially the Mathematics curriculum, and for professional learning. Peer observations were introduced and teachers shared their feedback with other members of staff.

The school used the FISO data source tool to identify where the school was placed on the Continua for School Improvement. The self–evaluation placed the school as either emerging or evolving on the continuum status.

2. To what extent has the school provided effective and differentiated approaches to planning and teaching and learning, and what effect have these approaches had on student outcomes in Literacy and Numeracy?

The review process indicated the school does not have effective and differentiated approaches to planning and teaching and learning. Weekly planning documents for literacy did not provide detail how learning for literacy and numeracy was differentiated in the classroom. There was no evidence about what students would be involved in individual or small group instruction and what explicit

teaching would be given. The school's curriculum documentation, whilst meeting the minimum requirements of the Victorian Registration and Qualifications Authority (VRQA) did not show how the learning needs of students with a broad range of abilities would be addressed.

All classes were multi–aged and NAPLAN assessments and comments from teachers indicated the range of abilities within a class was very broad. The lack of detail in planning about how the learning of individuals and or groups would be extended or supported resulted in lessons being targeted to the mid–range of ability resulting in some students not understanding the learning task and others not being challenged.

3. To what extent has student assessment data been used to inform point of need teaching and tracking of student progress?

Interviews with members of staff and an examination of the way in which student assessment data was gathered and used revealed the school was at the emerging stage in the use of student assessments to inform what individual students needed to be taught next and how students were progressing along the continuum of learning.

Recently the school began collecting data from several sources to track student progress on the continuum of learning. Several tools for assessment were trialled with agreement reached on tools for the assessment of Reading and Mathematics. The intention of the school was to use the information gained from these assessments to better inform planning and to monitor student progress.

4. To what extent has the school had a consistent approach to the management and promotion of student wellbeing and to what extent has this had an impact on student attendance and student connectedness to school?

The general consensus from members of staff, students and parents and the results of student, staff and parent surveys indicated an improvement in student behaviour was achieved. Student connectedness to school was positive in the lower year levels and varied in the upper year levels. Student absenteeism was high across all year levels.

Over the past two years the school placed an emphasis on the development of higher expectations of student behaviour. Documents were developed and circulated to members of staff and families which outlined the school's approach to the management of student wellbeing. Management strategies relied on positive strategies which were developed within each classroom and negative consequences which included time out of the classroom either within sight of the teacher or if the behaviour continued time with the Principal or another teachers.

2.2.3 Key findings: areas for improvement

1. The effective use of students' assessments, teacher moderation and data literacy to inform planning and teaching to each student's point of need was not established.

2. The curriculum and weekly planning documents did not show how learning was differentiated for the broad range of student abilities.

3. The school does not have a clearly defined whole school approach to the management of student wellbeing.

4.   High levels of absenteeism has been indicative that students were disengaged in learning and lack learning confidence.

5.   Partnerships have not been fully developed between the school and both the local secondary college and the local preschool.

2.2.4 Next steps

Warburton PS is prepared for the next stage of school improvement. The Principal and members of staff demonstrated a readiness to accept change and a willingness to reflect and evaluate current practices. There is the intention to build a school that is known for achieving positive student outcomes and is an integral part of the Warburton community.

Priority Review – Focus of the Review: Rationale, Terms of Reference and Methodology
Warburton Primary School

Principal Name:	Damian Marley
Region:	North Eastern Victoria Region
Year/semester of review:	2016 Semester 2
Review report due date:	17 October 2016

Accredited School Reviewer/s

Zenda Clark—Monash University

1 Focus of the Review

1.1 Rationale for Allocation of Priority Review

The school has not met several of the threshold standards related to learning achievement, wellbeing and especially in engagement. The region identified complex circumstances impacting on the school.

1.2 Theory of Action (optional—if requested by the Region)

If teaching and learning become the core focus with the support of the Warburton community then all students will experience powerful, progressive and targeted learning to achieve their full potential.

1.3 Terms of Reference

The following Terms of Reference (ToR) were developed in consultation with the Principal, the School Education Improvement Leader (SEIL) and the Reviewer:

1. To what extent has the school been aligned with the Framework for Improving Student Outcomes (FISO)? What evidence of implementation and impact is emerging?

2. To what extent has the school provided effective and differentiated approaches to planning and teaching and learning, and what effect have these approaches had on student outcomes in Literacy and Numeracy?

3. To what extent has student assessment data been used to inform point of need teaching and tracking of student progress?

4. To what extent has the school had a consistent approach to the management and promotion of student wellbeing and to what extent has this had an impact on student attendance and student connectedness to school?

1.4 Methodology

Overview of Methodology

Key stages of review	Resources	Who
Telephone conversations and emails between the Principal, SEIL and Reviewer to arrange dates and times for the review process.	Emails and phone calls.	Reviewer.
During various dates in August 2016 the school briefed the school community on the forthcoming review.	Surveys/feedback collated.	Principal and SEIL.
Various dates in August the school provided the School Self Evaluation (SSE) and documentation requested by the reviewer.	SSE and documentation including the School Strategic Plan (SSP), Annual Implementation Plans (AIPs), School Summary Reports and staff, parent and student survey reports.	Principal.
Thursday 18 August Reviewer and Shadow Reviewer visited the school to informally meet members of staff and students, to tour the school buildings and grounds and establish in liaison with the Principal and the SEIL the ToR and field day activities.	Principal's office.	Principal, SEIL, Shadow Reviewer and Reviewer.

The ToR were completed and circulated to the Principal and SEIL for amendment and/or approval.		Lead Reviewer in consultation with the Principal and the SEIL.
Four field days were conducted Friday 26 August, Monday 29 August, Thursday 1 September and Friday 2 September 2016.	Details as set out in the review work plan.	Principal, SEIL, members of staff, students, parents, School Council President and the Shadow Reviewer and Reviewer.
Final panel meeting, Friday 2 September 2016.	Agenda, meeting room, SSE, 2016 AIP, notes and evidence from field days	Principal, SEIL, School Council President, Shadow Reviewer and Reviewer.
On 20 September the draft report was sent to the SEIL for quality assurance and comment.	Priority review report template.	Reviewer.
The draft report was sent to the department for quality assurance.	Draft review report.	Departmental personnel.
Following the departmental personnel quality assurance process the school was provided with a copy of the draft report for comment on the accuracy of the report.	Draft review report.	The Principal and School Council President.
Once the report was approved by the Regional Office and finalised the reviewer's findings were presented to members of staff and to the School Council.	Report to Staff and School Council.	Reviewer.

Review Work Plan

Fieldwork Day	Purpose, including Terms of Reference that are being addressed (**why** are the specific activities being undertaken and **how** do they relate to the Terms of Reference?)	Activity (**what** specific activities will be undertaken and **how** will the activities be undertaken? e.g. Analyse the curriculum design, planning and policy documents through a focus group. What is working - why? What isn't – why not? What two suggestions would improve the outcomes?)	Participants (who will be involved?)
Fieldwork Day 1 **Friday 26 August**	To gain observe the format of the school's briefing session. To provide the staff with an understanding of the fieldwork activities.	**8.30am–8.45am** Attend the Friday morning staff briefing. The reviewer will provide members of staff with an overview of the field work to be conducted.	Principal, all members of staff and the Reviewers.
	To ensure the Principal and the Reviewers have a clear understanding of the field work and how it relates to the ToR.	**8.45am–9.00am** Reviewers meet with Principal to confirm the outline of the day and the four–day work plan.	Principal and the Reviewers.
	To determine if the school meets the requirements of the Victorian Registration and Qualifications Authority (VRQA). To gain an understanding of the school's curriculum documentation.	**9.00am–11.30am** The VRQA check.	Reviewers.

	To gain an understanding the extent to which the school has adopted elements of the FISO School Improvement Model (ToR 1)
	
	To observe how literacy is taught at the school and how learning is differentiated (ToR 2)
	
	To observe the school's approach to student wellbeing (ToR 3)
		11.30am–12.30pm (Literacy)
		
		Reviewers to visit classrooms and to talk informally with students and members of staff. To be considered:
		
		• Excellence in teaching practice:
		   o Consistent practices across classrooms
		   o Differentiation in learning
		   o Setting goals
		   o Learning intentions
		   o Success criteria
		   o Giving feedback
		   o Questioning.
		
		• Positive Climate for Learning:
		   o Clear behavioural expectations
		   o Tone of the classroom.
			Teachers, Education Support (ES) staff, students and the Reviewers.
			
			• Foundation/Year 1 class
			
			• Year 2/3 class
			
			• Year 4/5/6 class.

	To determine if the findings of the Reviewers are aligned.	**12.30pm–1.00pm** Reviewers to discuss the morning findings.	Reviewers.
	To gain an understanding:	**1.00pm–3.10pm** Review school documents (where available):	Principal, SEIL and the Reviewers.

	• of how the school's curriculum is used to inform Yearly, Term and Weekly planning (ToR 2) • to what degree planning is differentiated (ToR 2) • school student assessment requirements (ToR 3) • how student assessment information is used in planning and teaching (ToR 3) • of the way in which the school communicates information to members of staff (ToR 1 Professional Leadership)	• School Curriculum. Specific attention to the documentation of the Literacy and Numeracy curriculum. • Teacher Yearly, Term and Weekly planning • School assessment protocols and schedule • Data tracking tools • Student assessment information other than National Assessment Program–Literacy and Numeracy (NAPLAN) and Teacher Judgements • Individual Learning Plans (ILPs) • Individual Behaviour Management Plans • Statements of roles and responsibilities. • Teaching and Learning protocols • Induction processes/documentation • Professional Learning Plan.	
	The purpose of the meeting is to: • Reflect on and check the validity of the field work findings • Consider if additional fieldwork or investigation is necessary.	**3.10pm–4.00pm** Meet with the Principal and SEIL.	Principal, SEIL and the Reviewers

Fieldwork days	Purpose, including Terms of Reference that are being addressed (why are the specific activities being undertaken and how do they relate to the Terms of Reference?)	Activity (what specific activities will be undertaken and how will the activities be undertaken? e.g. Analyse the curriculum design, planning and policy documents through a focus group. What is working - why? What isn't – why not? What two suggestions would improve the outcomes?)	Participants (who will be involved?)
Fieldwork Day 2 **Monday 29 August 2016**	To gain information about the forthcoming weeks events. Provide staff with information about the Field Work for Day 2.	**8.30am–8.45am** Attend the Monday morning staff briefing.	Principal, members of staff and the Reviewers.
	To ensure the Principal and the Reviewers have a clear understanding of the field work for Day 2 and how it relates to the ToR.	**8.45am–9.00am** Reviewers meet with Principal to confirm the outline of the day.	Principal and the Reviewers.
	To observe the format of the School Assembly with regard to content, student participation and community attendance.	**9.00am–9.30am** Attend the School Assembly.	School community and the Reviewers.
	To gain the perspective of parents in relation to the four ToRs covering: • Knowledge/understanding of FISO School improvement (ToR 1) • Student outcomes/progress (ToR 2 and 3)	**9.30am–10.30am** Focus group of parents/carers to discuss what is working well at the school and what are the areas of improvement.	Parents/carers and the Reviewers.

	• School/home communication (ToR 4) • Student wellbeing (ToR 4)		
	To ensure the School Council President has an understanding of the Priority Review Process and of the Field Day activities. To gain the School Council President's understanding and perspective of: • The Framework for School Improvement (FISO ToR 1) • School improvements achieved? (ToR 2) • What is yet to be achieved? • School Council's knowledge and understanding of whole school data (parent, staff and student surveys) and student achievement data. (ToR 3) • How the school is perceived in the community (ToR 4).	**10.30am–11.00am** Meet with the School Council President.	School Council President and the Reviewers.
	To gain a perspective of how students interact with each other during school break times. (ToR 4)	**11.00am–11.30am** Informally observe students during break time.	Students and the Reviewers.
	To gain the opinion of students with regard to:	**11.30am–12.00pm**	Reviewers and students from Prep/Year 1.

	• Their connectedness to school (ToR 4) • Enjoyment of learning and learning confidence (ToR 2) • The management and understanding of student wellbeing/behaviour management processes. (ToR 4)	Focus group of students from Prep/Year 1 class.	
		12.00pm–12.30pm Focus group of students from the Year 2/3 class.	Reviewers and students from Years 2/3.

	To gain an understanding the extent to which the school has adopted elements of the FISO School Improvement Model (ToR 1)
	
	 To observe literacy and numeracy is taught at the school and how learning is differentiated. (ToR 2)
	
	 To observe the school's approach to student wellbeing (ToR 3)
		12.30pm–1.00pm (Numeracy)
		
		 Reviewers to visit classrooms and to talk informally with students and members of staff. To be considered:
		
		 • Excellence in teaching practice:
		     o Consistent practices across classrooms
		     o Differentiation in learning
		     o Setting goals
		     o Learning intentions
		     o Success criteria
		     o Giving feedback
		     o Questioning.
		
		 • Positive Climate for Learning:
		     o Clear behavioural expectations
			Year 2/3 class and the Reviewers.

		o Tone of the classroom.	
	Discuss the findings of the morning's activities.	**1.40pm–2.10pm** Reviewers lunch meeting.	Reviewers.
	To gain the perspective of teaching staff with regard to the four ToRs specifically: • Knowledge and understanding of FISO (ToR 1) • Changes and effectiveness of literacy and numeracy teaching practices (ToR 2)	**2.10pm–3.00pm** Teacher interview.	Reviewers and the Year 4/5/6 Classroom Teacher.
	• How learning is differentiated in the classroom (ToR 2) • Use of student assessment data (ToR 3) • Management of student wellbeing (ToR 4)	**3.00pm–3.40pm** Teacher interview.	Reviewers and the Art/Kitchen Garden/Year 2/3 teacher (Wed).
	To gain an understanding of how the school is addressing improving student outcomes in Numeracy.	**3.40pm–4.30pm** Attend a curriculum meeting.	Principal, members of staff and the Reviewers.
	To provide feedback about the findings from Day 2.	**4.30pm** Reviewer provides feedback to SEIL.	SEIL and the Lead Reviewer.

Fieldwork days	Purpose, including Terms of Reference that are being addressed (**why** are the specific activities being undertaken and **how** do they relate to the Terms of Reference?)	Activity (**what** specific activities will be undertaken and **how** will the activities be undertaken? e.g. Analyse the curriculum design, planning and policy documents through a focus group. What is working - why? What isn't – why not? What two suggestions would improve the outcomes?)	Participants (who will be involved?)
Fieldwork Day 3 **Thursday 1 September 2016**	To ensure the Principal and the Reviewers have a clear understanding of the field work for Day 3 and how activities relate to the ToR.	**8.30am–8.45am** Reviewers meet with Principal to confirm the outline of the day.	Principal and the Reviewers
	To gain the perspective of teaching staff with regard to the four ToRs specifically: • Knowledge and understanding of FISO (ToR 1) • Changes and effectiveness of literacy and numeracy teaching practices (ToR 2) • How learning is differentiated in the classroom (ToR 2) • Use of student assessment data (ToR 3) • Management of student wellbeing (ToR 4)	**8.45am–9.30am** Teacher interview.	Foundation/Year 1 Classroom Teacher and the Reviewers.
		9.30am–10.15am Teacher interview.	Year 2/3 Classroom Teacher Wellbeing Leader, SEIL and the Reviewer.
		10.15am–11.00am Teacher interview.	Year 4/5/6 Classroom Teacher and the Reviewers.
	To gain an understanding to what extent the school has a consistent approach to the management and promotion of student	**11.00am–12.00pm**	Principal, SEIL and the Reviewers.

	wellbeing and the impact this has had on attendance and connectedness to school (ToR 4).	Examine the school's documentation pertaining to student engagement and wellbeing. Consider: • how is the information communicated to students, members of staff and families • clarity, ease of use and content • the impact the school's policies and procedures have had on student engagement and wellbeing.	
	To gain an understanding of: • the processes for establishing program budgets • the processes for workforce planning • the challenges the school faces in managing the school budget.	**12.00pm–12.30pm** Interview with Principal and Business Manager.	Principal, Business Manager and the Reviewers.
	To gain the perspective of the Principal with regard to the four ToRs specifically: • Knowledge and understanding of FISO (ToR 1) • Changes and effectiveness of literacy and numeracy teaching practices (ToR 2) • How learning is differentiated in the classroom (Tor 2)	**12.30pm–1.00pm** Interview with the Principal.	Principal and the Reviewers.

	• Use of student assessment data (ToR 3) • Management of student wellbeing (ToR 4)		
	Discuss the findings of the morning's activities.	**1.40pm–2.10pm** Reviewers lunch meeting.	Reviewers.
	To gain the opinion of students with regard to: • their connectedness to school (ToR 4) • enjoyment of learning and learning confidence (ToR 2) • the management and understanding of student wellbeing/behaviour management processes. (ToR 4).	**2.10pm–3.00pm** Focus group of students from the Year 4/5/6 class.	Year 4/5/6 students and the Reviewers.
	The purpose of the meeting is to: • reflect on and check the validity of the field work findings • consider if additional fieldwork or investigation is necessary.	**3.10pm–4.00pm** Meet with the Principal and SEIL.	Principal, SEIL and the Reviewers.

Fieldwork days	Purpose, including Terms of Reference that are being addressed (**why** are the specific activities being undertaken and **how** do they relate to the Terms of Reference?)	Activity (**what** specific activities will be undertaken and **how** will the activities be undertaken? e.g. Analyse the curriculum design, planning and policy documents through a focus group. What is working - why? What isn't – why not? What two suggestions would improve the outcomes?)	Participants (who will be involved?)
Fieldwork Day 4 **Friday 2 September 2016**	To gain an understanding of: • the way in which the school is perceived by the community • how well students from the school are prepared for Year 7 • the communication between the school and the secondary college (ToR 1)	**8.15am–8.45am** Meet with a representative from the local secondary college.	Secondary College Principal and the Reviewers.
	To gain an understanding of: • the way in which the school is perceived by the community • if families choose other schools and why they do choose another school • the communication between the school and the preschool (ToR 1)	**9.00am–9.30am** Meet with the local preschool Director.	Preschool Director and the Reviewers.
	To gain an understanding the extent to which the school has adopted elements of the FISO School Improvement Model (ToR 1)	**9.45am–10.15am (Numeracy)**	Year 4/5/6 students, teacher and the Reviewers.

	To observe literacy and numeracy is taught at the school and how learning is differentiated. (ToR 2)
	
	To observe the school's approach to student wellbeing (ToR 3)
		Reviewers to visit Year 4/5/6 classroom and to talk informally with students and members of staff. To be considered:
		
		• Excellence in teaching practice:
		    o Consistent practices across classrooms
		    o Differentiation in learning
		    o Setting goals
		    o Learning intentions
		    o Success criteria
		    o Giving feedback
		    o Questioning.
		
		• Positive Climate for Learning:
		    o Clear behavioural expectations
		    o Tone of the classroom.	

	To gain an understanding of:	**10.15am–10.45am**	ES staff members and the
	• the role of Education Support (ES) staff within the classroom	ES staff interview.	Reviewers.
	• responsibilities regarding the development, implementation and knowledge of Individual Learning Plans (ILPs) (ToR 2)		
	• involvement in assessing student progress (ToR 3)		
	• knowledge and use of the A–D standards (ToR 2 and 3)		
	• whole school practices for student wellbeing (ToR 4)		
	• What is working well		
	• What could be improved.		
		10.45am–11.15am	Reviewers.
		Time allocated for any identified follow-up work.	
	The purpose of the meeting is to have a discussion prior to the final meeting.	**12.30pm–1.00pm**	Reviewers and SEIL.
		Prepare for the final meeting.	
	The purpose of the meeting is to:	**1.00pm–3.30pm**	Principal, School Council President, Wellbeing Leader,

	• reflect on the school's progress in meeting the goals in the current SSP and the strategies implemented • identify the key enablers and the barriers to success. • deliver and discuss the findings of the four field days with a focus on the four ToR questions • to identify other issues that arose from the four field days • gather further evidence to support the findings of the review process • to identify if further fieldwork was required.	Meeting with the Principal, School Council President and SEIL to discuss: • the progress the school made in the implementation of the current SSP and the AIPs • The findings of four field days with reference to the four ToR questions • the key challenges for the school • the next steps in the Priority Review process.	SEIL, Reviewer and the Lead Reviewer.

Panel Participants

Name	Job title	Email Address
Damian Marley	Principal	marley.damian.d@edumail.vic.gov.au
Robert Hay	School Council President	Robhay812@gmail.com
Phillip White	SEIL	white.phillip.l@edu,ail.vic.gov.au
Robert Stephens	Shadow Reviewer	stephens.robert.rj@gmail.com

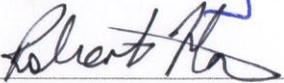| Zenda Clark | Reviewer | zclark@bigpond.net.au |

Signatures

School Principal:
Name (print):   Damian Marley
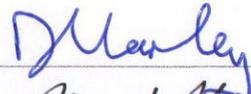
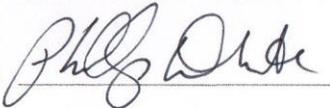Signature: _D Marley_   Date: 26.08.2016

School Council President:
Name (print):   Robert Hay

Signature: _Robert Hay_   Date: 26.08.2016

Senior Education Improvement Leader:
Name (print):   Phillip White

Signature: _Phillip White_   Date: 26.08.2016

Lead Accredited School Reviewer:
Name (print):   Zenda Clark

Signature: _Zenda Clark_   Date: 26.08.2016

For use by the School Reviewer

School: Warburton Primary School

Name of Reviewer: Zenda Clark

Date: Friday 26 August 2016

Signature of reviewer: *Zenda Clark*

Registration requirements to be met by all Government schools	Is the registration requirement met?
1 SCHOOL GOVERNANCE	
1.1 **Democratic principles** 1.2 **Structure**	*Evidence provided to VRQA by the Department*
1.3 **Philosophy** • Statement of the school's philosophy which includes the vision, mission, values and objectives of the school • Explanation of how philosophy is enacted *(eg. School Philosophy Policy, School Strategic Plan, Annual Implementation Plan)*	Yes ☒ No ☐
1.4 Not-for-profit status	*Evidence provided to VRQA by the Department*
2 ENROLMENT	
2.1 **Student enrolment numbers**	*Evidence provided to VRQA by the Department*
2.2 **Student enrolment policy** *(***Specialist and Specific Purpose Schools ONLY [see end of document for listing])* • Copy of the school's enrolment policy which is consistent with all legal requirements, and details on how it is currently implemented	Yes ☐ No ☐ N/A ☒
2.3 **Register of enrolments**	*Evidence provided to VRQA by the Department via CASES21*
3 CURRICULUM AND STUDENT LEARNING	
3.1 **Curriculum framework** • Explanation of how appropriate time is allocated across the eight learning areas *(eg. timetable, time allocation per learning area)* • Explanation of how and when curriculum and teaching practice is reviewed *(eg. School Strategic Plan, Annual Implementation Plan, Curriculum Statement, Staff Professional Development Statement, Curriculum Framework policy)* • An outline of how the school delivers its curriculum, whether through the AusVELS, Victorian Curriculum F-10 or other approved curriculum programs, integrated programs or online learning *(eg. Curriculum Framework policy or statement)* • A whole-school curriculum plan showing how the curriculum is organised *(eg. Curriculum Framework policy, scope and sequence, whole-school Curriculum Plan)*	Yes ☒ No ☐
3.2 **Student learning outcomes** • Documented strategy to plan for and improve student learning outcomes (include: what data the school collects to monitor outcomes; how the school analyses and uses data to set goals and targets for outcomes, including for students at risk; how the data is being analysed, used and reported.) *(eg. Curriculum Framework Policy, School Strategic Plan, Annual Implementation Plan, Student Learning Outcomes Statement)*	Yes ☒ No ☐
3.3 **Monitoring and reporting on students' performance**	*Evidence provided to VRQA by the Department via CASES21*

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4 **STUDENT WELFARE**	
4.1.(a) Care, safety and welfare of students	Yes ☒ No ☐

4.1.(a)   Care, safety and welfare of students   Yes ☒   No ☐

i)   **Student** Welfare

- Duty of Care owed to students
- Student Welfare policy and procedures *(eg. Student Engagement and Inclusion policy)*
- Bullying and Harassment policy and procedures, including cyber bullying. *(eg. Anti-bullying policy/procedures, Managing Complaints and Grievances policy)*

- **Complaints and Grievances policy and procedures**   *Evidence provided to VRQA by the Department*

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ii)   **Student Safety**   Yes ☒   No ☐

- On-site supervision of students policy and procedures *(eg. Supervision and Duty of Care policies, Visitors policy)*
- Supervision of students when engaged in off-site activities and which includes consideration of the risk of bushfire in the activity location *(eg. Excursion and Camps policies)*
- Ensuring the safety and welfare of students learning with an external provider (when the school contracts with another school, a registered training organisation or an organisation not registered as an education and training provider) *(eg. External provider policy, Excursion and camps policies)*

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iii)   Managing the risk of child abuse *(**Not for review until 2017**)*   *Not for review until 2017*

- Policies**, procedures, measures and practices in accordance with** <u>Ministerial Order 870</u> **for managing the risk of child abuse**

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iv)   **Student Care**   Yes ☒   No ☐

- Care arrangements for ill students *(eg. Care arrangements for ill students policy)*
- Distribution of medication policy and procedures
- Register of staff trained in first aid
- Record of student medical conditions and management
- An anaphylaxis management policy containing matters required by <u>Ministerial Order 706</u> and the (associated) <u>Anaphylaxis Guidelines</u> issued by the Department of Education and Training (DET) (where a student has been diagnosed as being at risk of anaphylaxis)

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v)   **Additional Evidence**   Yes ☒   No ☐

- Mandatory reporting policy and procedures *(eg. Child protection reporting policy)*
- Accidents and incidents register
- First aid policy and procedures
- Internet use policy and procedures *(eg. ICT Acceptable Use policy and procedures)*
- Critical incident plan
- Emergency management plan which must be reviewed at least annually and immediately after any significant incident. This plan must be site specific and include guidelines for emergency bushfire management. (EMP must be on current DET template)
- Outline on how the school communicates policies and procedures on the care, safety and welfare of students to the school community *(eg. Communication Procedures and Schedule)*

4.1.(b)   Emergency bushfire management   Yes ☒   No ☐

- Schedule for monitoring and removal of materials that may be easily ignited
- Safe storage of flammable materials
- Building exits are continuously kept clear of obstructions
- Assembly points are designated and have appropriate access to emergency equipment
- Access to facilities and grounds for emergency vehicles

BARR schools need extra information that includes:

- Schools listed on the Bushfire At-Risk Register must have an Emergency Management Plan that details the school's response to managing bushfire risk.
- A record of provision of information on bushfire preparedness policy and procedures to staff (including relief staff) and parents
- The school's closure arrangements for Code Red days as per the school's Emergency Management Plan
- A record of training of staff with specific roles and responsibilities in preparing for, monitoring and executing emergency bushfire procedures including the effective operation of relevant emergency equipment
- Record of practise of evacuation procedures and drills at least once per term

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• An updated register of bushfire emergency equipment in working order • Notices of bushfire evacuation procedures and emergency contact numbers located appropriately around the school • A record of annual visitation or consultation with relevant agencies *(eg. Emergency Management Plan)*	
4.2 Discipline • Policy statement that explicitly prohibits corporal punishment • The school's behaviour management policy and procedures and how the policy and procedures ensure procedural fairness *(eg. Student Engagement and Inclusion policy, Behaviour Management policy)* • An outline of how the school communicates these policies and procedures to the school community *(eg. Communication Procedures and Schedule policy)*	Yes ☒ No ☐
4.3 Attendance monitoring	*Evidence provided to VRQA by the Department via CASES 21*
4.4 Attendance register	*Evidence provided to VRQA by the Department via CASES 21*
5 STAFF EMPLOYMENT	
5.1 Teachers' requirements • A register of teachers containing each teacher's name, their Victorian Institute of Teaching (VIT) registration number, the VIT category of registration (provisional registration, full registration, permission to teach) and the expiry and renewal date of the teacher's registration.	Yes ☒ No ☐
5.2 Compliance with *Working with Children Act 2005* • Procedures to ensure that all staff required to do so by the *Working with Children Act 2005*, have a current Working with Children Check • A register of the Working with Children Check for all non-teaching staff (a proforma is acceptable) • Procedures for maintaining the register	Yes ☒ No ☐
6 SCHOOL INFRASTRUCTURE	
6.1 Buildings, facilities and grounds	*Evidence provided to VRQA by the Department*
6.2 Educational facilities	*Evidence provided to VRQA by the Department*
7 OTHER REQUIREMENTS	
7.1 A copy of the school's annual report that contains the mandatory information	*Evidence provided to VRQA by the Department*
• An outline of how the Annual Report is distributed and promoted	Yes ☒ No ☐

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