



Department of Education and  
Early Childhood Development

# Peer Review Report

Essex Heights Primary School

North Eastern Victoria Region



MONASH University

School number:	4903
Principal:	Andrew Crossett
School Council President:	Trevor Sharrock
Review Company:	Monash University
Accredited School Reviewer:	Tony Ross
Peers:	Jason Walker and Sally Kennedy
Regional Representative	Stuart Edwards
Date of Review Meeting:	October 28, 2014

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## 1. Executive Summary and Context

Essex Heights Primary School (Essex Heights PS) is situated in the eastern suburbs of Melbourne within the municipal boundaries of the City of Monash and is positioned in an open-spaced, picturesque enclave in Mt Waverley. The school reflects a diverse student population, which is enriched culturally and linguistically and caters for a significant number of students funded under the Program for Students with Disabilities (PSD) program. Essex Heights PS community supports and encourages individuality and independent learning within supportive and secure classroom environments. It encourages high expectations and promotes innovative and contemporary curriculum that facilitates lifelong learning. The school is committed to meeting the needs of all students by catering for their large range of interests and capabilities with a differentiated approach.

The school Values of Friendliness, Honesty, Inclusiveness, Persistence and Respect were agreed by the community at the beginning of this strategic period and form the foundation for all school interactions.

Throughout the previous School Strategic Plan (SSP), the school underwent a major facilities upgrade funded through the Building Futures and Building the Education Revolution Program (BER Program). The State Government funded \$7.2 million to demolish the old 1960's Light Timber Construction (LTC) buildings and rebuild 21st century learning spaces. This work was undertaken in two stages, throughout 2011 and 2012, necessitating the establishment of portable classrooms on the oval as a temporary school. Whilst this was a disruptive time for the students and staff, the outcome has been enthusiastically embraced by the entire community and the school has now been operating in the new school since the beginning of 2013. At the same time the Federal Government provided the school stadium through the BER Program and this now operates as a specialist program hub and canteen. This total expenditure of just over \$10 million has transformed the facilities and physical environment of Essex Heights PS, setting the school up for many years into the future.

The completion of these works has seen the community interest in Essex Heights PS grow with a significant surge in enrolment interest. The result was that Prep enrolments rose from the average of 60 to 70 students in the years 2008 to 2012 to just over 100 in 2013. Consequently, a ceiling and enrolment zone now applies as the school does not have the capacity to sustain those levels into the future. It now takes 80 Prep enrolments and declines many more applications outside of the zone.

Since the completion of the building works the school has begun the development of its Learnscapes program to enhance and develop the grounds as both a recreational and learning space. This includes a sustainability initiative, playgrounds, seating and passive areas, many of which will be completed as working bees and community projects.

Essex Heights PS is recognised as a dynamic learning community, committed to educational excellence, personal learning and agreed values. The excellent classroom Music and extensive Instrumental Music program, comprehensive Physical Education (PE) and engaging Visual Arts program support the individual interests and needs of students. Additionally, a languages program was introduced in 2014 with the establishment of Language Other Than English (LOTE) Indonesian as a fourth, weekly specialist program for all year levels.

Additional activities such as an excursions and camping program, swimming program, after school chess, sustainability initiatives including bike and scooter riding incentives, Buddy and Playground Pals, lunchtime and after school dance, Kelly Sports, maths problem solving are some of the extra-curricular offerings. The school also conducts its own outstanding Before and After School Care and Holiday Program that is widely utilised and greatly appreciated by many families in the community.

The Student Family Occupation (SFO) Index of 0.24 indicates a medium to high socio-economic demographic with close to 50% of children from Asian cultural backgrounds (20% Chinese) and this percentage is rising. The school has a current enrolment of 543 students.

Positive community interaction is encouraged on many levels including active involvement through School Council and Committees, Parents and Friends Association (PFA), Parents as Classroom Helpers program, Junior School Council and Social Service initiatives, Parent Classroom representatives with a myriad of other volunteer support in the canteen, grounds and resource maintenance, sports coaching and excursion support.

Essex Heights PS presents as a high performing multicultural school.

Under the skilled leadership and experienced teaching team, this school continues to go from strength to strength in Student Performance, Student Engagement and Student Wellbeing. This educational institution is a school of first choice for many parents. There is a feeling of dedication and passion pervading the Teaching and Learning environment at the school.

Revising the School Mission Statement and engaging all stakeholders will underpin the new SSP.

The review panel were highly impressed by the tone, teaching quality and grounds and buildings and Information and Communication Technology (ICT) enhancements now operating at the school.

Student Performance levels are high. Learning Growth in Literacy and Numeracy are strong based on National Assessment Program – Literacy and Numeracy (NAPLAN) and the teacher assessments of Australian Curriculum and Victorian Essential Learning Standards (AusVELS) in English and Mathematics. Fewer than 3% of students are registered at being below indicative levels in English and Mathematics.

Learning Growth for most students exceeds 12 months annually based on the AusVELS. High Learning Growth levels are evident in most of the NAPLAN data. Performance in English Writing is a little lower.

Staff believe an ongoing focus on Mathematics particularly the explicit teaching of Number should be an integral part of the new SSP.

The Student Engagement domain has been effectively conducted throughout the period of the last SSP. School transitions are comprehensively implemented by a proficient teaching and non-teaching staff.

Initial work on a new Instructional Framework is to be commended but will need to be linked to the new SSP.

Parent Opinion Survey (PO Survey) data at the school fluctuates and seems to contradict anecdotal evidence which suggests that this school delivers quality based programs in order to maximise levels of engagement and connectedness. A focus on improved communications will also be considered in the new SSP.

Ongoing staff professional development, coaching and mentoring and leadership development linked to the instructional model and school Mission Statement will be a future focus.

Student Wellbeing is also most positive at this school. The school creed 'Putting the child in the centre of everything we do' is apparent in all aspects of school life. Attendance rates are generally high. PO Survey opinion is also positive but student opinion particularly at Year 5 and for girls requires further deeper analysis.

The School Tier One and Tier Two (students with an educational risk) programming is also most effective.

The Productivity goal areas at the school are well managed and administered under the direction of the leadership and ably supported by a most competent school office team and dedicated staff.

'Putting the child in the centre of everything we do' has been the consistent theme at Essex Heights PS. As a result, resources have been strategically targeted across the Student Performance, Student Engagement and Student Wellbeing areas.

In summary, Essex Heights PS is a much admired, high achieving school of first choice. This reputation is warranted.

Student Performance goal:

- To maximise student performance across all curriculum areas but specifically higher levels of growth in Literacy and Numeracy Prep to Year 6.

Student Engagement goal:

- To maximise levels of Student Engagement and Connectedness to the school for all students Prep to Year 6.
- To ensure a seamless student transition program for students from enrolment to exit at all year levels.

Student Wellbeing Goal:

- To improve student health, safety and wellbeing in order to maximise student learning experiences.

Productivity goal:

- To ensure that all school resources are targeted in order to improve overall student learning, teacher effectiveness and community engagement with the school.

## 2. Terms of Reference

### Aim/Purpose

Peer review involves leaders from Victorian schools working together to assess school performance and making recommendations for improvement. The peer review addressed the school's performance against state-wide measures relating to Student Achievement, Engagement, Wellbeing and Productivity.

Factors contributing to school performance were analysed by asking the inquiry questions:

- If students have not achieved a year's growth, do we know who they are and why?
- How do we know if students are happy, feel safe and are engaged in their learning?
- We will also address the questions; What do we do well at Essex Heights PS? – Keep doing.
- What are the opportunities for improvement? – Start doing.

The areas identified by the school for in-depth discussion, focus on building 'whole school' practices and procedures in:

- The planning, teaching and assessment of Literacy with a particular focus on Writing (begun in 2014), Reading and Speaking and Listening.
- Developing teacher capacity through an agreed Teaching and Learning Framework and common pedagogy.
- Extending student data management to better monitor and track student achievement and wellbeing over time. This will also enable improved reporting to parents.
- Reviewing the Student Engagement and Wellbeing Policy with a view to more effectively aligning Essex Heights PS Values to student Behaviours and Expectations, and building the positive culture and sense of community that is highly valued.

### Panel Members

Reviewer, Monash University	Tony Ross
DEECD, North East Victoria Region	Stuart Edwards
Principal, Blackburn Lake Primary School	Jason Walker
Principal, Wheelers Hill Primary School	Sally Kennedy
Assistant Principal	Ina Kuehlich
Assistant Principal	Joan Scott
Leadership team	Linda Fisher
Leadership team	Carolyn Wilson
School Council President	Trevor Sharrock

**Table 1: Timeline for the review**

Date	Activity	Action officer
July 24, 2014	Briefing to leadership team on upcoming review.	Principal
August 11, 2014	Pupil Free Day – all staff involved in reflection	Leadership team

	and data analysis.	
August 18 to 22, 2014	Discussions with children in each class.	Class teachers
August 19 and 20, 2014	Parent forums.	Principal
August 25, 2014	Report and reflection on parent and student feedback.	Staff meeting
August 20 and September 3, 2014	Review and discussion from forums and student feedback.	Leadership team
October 13, 2014	Staff review & endorsement of draft School Self Evaluation (SSE).	Staff meeting
October 16, 2014	Council review & endorsement of draft SSE.	School Council
October 28, 2014	Panel day.	Principal and reviewer
TBC	Presentation to staff.	Principal
November 13, 2014	Presentation to School Council.	Principal
TBC	Submission of report.	Reviewer

**Accredited School Reviewer:**

Tony Ross, Monash University      Signature: \_\_\_\_\_      Date: \_\_\_\_\_

**School Principal:**

Andrew Crosset      Signature: \_\_\_\_\_      Date: \_\_\_\_\_

**School Council President:**

Trevor Sharrock      Signature: \_\_\_\_\_      Date: \_\_\_\_\_

### 3. Evaluation of Performance

	Panel view of school performance	Panel Recommendations for improvement
<p><b>Achievement</b></p> <p>The overall goal from the previous SSP was:</p> <ul style="list-style-type: none"> <li>To improve English and Mathematics outcomes for every student across the school.</li> </ul> <p>Targets:</p> <ul style="list-style-type: none"> <li>50% of students from Prep to Year 6 to achieve A and B scores in English and Mathematics by 2014.</li> <li>Reduce the percentage of students deemed capable below National Mean Standards (NMS) to nil.</li> <li>NAPLAN results show 70% of students in Year 3 and Year 5 'at or above' the top two bands of achievement.</li> <li>NAPLAN Matched Cohort to reflect at least a 10% growth each year.</li> </ul>	<p>Student achievement levels in English and Mathematics at Essex Heights PS are excellent.</p> <p>The panel were highly impressed with the quality of overall student outcomes despite the ever changing demographic situation at this school. With a clientele of nearly 50% Asian students including 20% Chinese and the significant PSD component, this is a high performing school and school of first choice for many families.</p> <p>From 2011 to 2013, 50% of students achieved level A or B against the relative AusVELS benchmarks, 40% in Writing and 40% or fewer overall in Speaking and Listening. The highest level of performance is at Year 6. Year 2 results are lower each year. Writing is the weakest link according to the teacher judgements. Literacy scores against the NAPLAN support this contention.</p> <p>Year 3, 2014 data shows of 40% of students well above the expected band in Grammar, Reading and Spelling but fewer than 20% in Writing. Year 5 results are better but lower in Writing.</p> <p>Fewer than three students are rated below the national mean score in Literacy.</p> <p>Growth in Writing is less apparent in Year 3 to Year 5 than in other domains which generally indicates High Growth levels far in excess of NMS score levels.</p>	<p>The panel discussed a possible Student Performance goal that might be:</p> <ul style="list-style-type: none"> <li>To maximise student performance across all curriculum areas but specifically higher levels of growth in Literacy and Numeracy Prep to Year 6.</li> </ul> <p>Possible related targets might include:</p> <ul style="list-style-type: none"> <li>Student achievement in Writing, particularly in Year 2 to Year 4 indicates more than 14 months growth annually.</li> <li>Overall student learning growth based on NAPLAN and AusVELS shows 60% of students showing High Growth annually.</li> <li>PO Survey of the Teaching and Learning domain exceeds State means and improve annually.</li> <li>Student opinion of the Teaching and Learning programs, based on the new student ATS Survey exceeds the State means in Year 5 and Year 6 and improves annually.</li> </ul> <p>Strategies to achieve the Student Performance goals and targets might include the following:</p> <ul style="list-style-type: none"> <li>Define and document an agreed Essex Heights PS Instructional Framework.</li> <li>Undertake an Essex Heights PS Future Search project in order to establish a new school Mission Statement which will form the basis of the new SSP.</li> </ul>



A similar pattern exists in Mathematics where 38% of students achieved Band 6 levels in Number at Year 3 in 2014, 28% at Year 5 (which is a decline since 2012). Year 5 results for 2014 place around 6 students in Year 5 below NMS scores in Number and none in Year 3.

Teacher judgements in AusVELS Number placed over 50% of students at levels A and B in Number and Algebra. NAPLAN matched cohort data indicates very high levels of student results in Number.

Student ATS Survey data is varied although the student leadership presentation to the review panel was full of praise with promising suggestions for school improvement being put forward. Year 5 and Year 6 data for 2014 in the student ATS Survey in Teaching and Learning were better in Learning Confidence, Student Learning and Student Motivation than in Teacher Empathy. The school will further analyse this data through follow-up focus groups and Year 4 analysis.

A decline in the attitudinal data occurred from 2013 to 2015.

Again PO Survey results are also low despite the immense enrolment and strong reputation of this school. Stimulating Learning and Teacher Morale were below the 1st quartile with other areas being close to the 2nd quartile. Some ambivalence with the responses is evident. The school is disappointed with this feedback.

However, despite these issues this is a high performing school in the Student Performance domain.

- Review school Literacy and Numeracy programs with an emphasis on Writing and implement a new Essex Heights PS Literacy and Numeracy Continuum.
- Implement and enhance the 7 Steps of Writing program and Comprehension, Accuracy, Fluency and Expansion of Vocabulary (CAFE) Reading on a consistent whole school basis.
- Refine student tracking from Kindergarten entry to Year 7, transition focusses, targeted AusVELS growth and personalised learning at all year levels.
- Review all school learning spaces in order to maximise ICT-based inquiry learning across the school.
- Develop a whole school professional development program focussing on Number, Measurement and Writing teaching with a focus on Assessment and Reporting and teacher moderation.

**Engagement**

The overall goal from the previous SSP was:

- To improve student connectedness to their learning.

Targets:

- By 2014 the following combined Year 5 and Year 6 means to improve: Teacher Effectiveness to 4.8 (current 4.25), Teacher Empathy to 4.6 (current 4.24), Stimulating Learning to 4.32 (current 4.01), School Connectedness to 4.53 (current 4.29), and Student Motivation to 4.69 (current 4.49) and Learning Confidence to 4.25 (current 4.06) in the student Attitude to School Survey (ATS Survey).
- Improve the Learning Confidence of girls in Year 5 to be equal to that of boys by 2014.

This stimulating educational provider delivers Teaching and Learning programs that maximise student levels of connectedness and engagement.

As students transition to, within and from the school the staff works effectively to ensure that the transitions are seamless. This is a significant achievement considering the 10% transience rate and the variety of cultures now at the school.

A Key Improvement Strategy (KIS) focus was transition. Significant endeavours for 'at risk' students and Kinder to Prep level, together with a range of family orientation initiatives have occurred.

A comprehensive intra-school transition program has also begun to be delivered by staff.

PO Survey of the school transitions in 2014 approximates the 2nd quartile of State means. Most Student Engagement means at Essex Heights PS are also close to the 2nd quartile level but Connectedness to Peers improved over the same period.

Student ATS Survey means have been within the 1st quartile in the areas of Connectedness to Peers, Teacher Effectiveness and Teacher Empathy. Year 6 satisfaction levels are higher than Year 5 and the girls' cohort is less satisfied which remains a concern. School means have declined from 2013 to 2014.

Despite the attitudinal data, the array of Teaching and Learning endeavours implemented at the school in a somewhat turbulent period of grounds and buildings enhancements have been significant.

A possible recommended Student Engagement goal could be:

- To maximise levels of Student Engagement and Connectedness to the school for all students Prep to Year 6.
- To ensure a seamless student transition program for students from enrolment to exit at all year levels.

Possible targets might focus on:

- PO Survey satisfaction levels in Stimulating Learning Environment, Teacher Morale and Transitions to exceed State means and improve annually.
- Student ATS Survey data for Year 5 and Year 6 and particularly the girls' cohort in the domains of Relationships and Teaching and Learning exceed State means and improve incrementally each year.

Possible KIS should include:

- Review the whole school transition programs for all multicultural groups in order to raise parent perceptions of the school and maximise Student Engagement and Connectedness levels.
- Review educational programs and opportunities for the girls' cohort, particularly in the Senior School.
- Investigate global educational opportunities such as Sister Schools and cultural awareness for staff and students.
- Refine teacher capacity building based professional development on the newly documented Essex Heights PS Instructional Framework with an emphasis on Inquiry Based Personalised Learning and Student Extension.

Of note, the panel were highly impressed by the school service delivery, PSD Tier One and Tier Two programs, the Leadership and Multicultural Program (LAMP), Values Education and student voice program. As well, the panel commented upon the significant groundwork in documenting and implementing the Essex Heights PS Instructional Model, LOTE Indonesian program, school performance initiatives together with the vast array of curriculum and co-curricular programs. All of the external review panel members were full of praise for the general tone and demeanour of students and staff in this much loved local school.

- Formalise and implement an Essex Heights PS Teaching, Coaching, Mentoring and Observation program consistently coordinated across the school.

**Wellbeing**

The overall goal from the previous SSP was:

- To improve the student transition process from year to year across the school.

Targets:

- Parent opinion of the transition processes measured by the Department of Education and Early Childhood Development (DEECD) and school-based PO Surveys to measure 6 on a 7 point scale.

It was apparent to the review panel that Essex Heights PS provides an inclusive, safe, orderly and stimulating learning environment and a range of positive learning experiences.

The highly respected school continues to enhance the physical, social and educational environment in an atmosphere of respect and care. Staff are to be congratulated on their passionate and effective approach to discipline, welfare and high order social skills programming.

Considering the multicultural mix and range of Tier One and Tier Two students with specific educational and wellbeing needs, Essex Heights PS continues to deliver in this domain.

The student ATS Survey data Year 5 and Year 6 improved in all Wellbeing areas from 2010 to 2014. However SSP targets were not met and school means declined in Student Safety, Student Distress and Student Morale from 2012 to 2014. Year 5 means are below Year 6 and the girls' cohort has lower satisfaction levels.

Once again, anecdotal evidence points to a much different

- The panel recommends a Student Wellbeing goal of:
- To improve student health, safety and wellbeing in order to maximise student learning experiences.
- Possible targets might include:
- To ensure that PO Survey data of the School Climate are all above State means and improve annually particularly in the domains of Social Skills and Stimulating Learning Environment.
  - To ensure that student ATS Survey means in the Wellbeing domain are all above State means and improve annually, particularly in Year 5 and for the girls cohort.
  - Student absence rates particularly in the area of extended family holidays are reduced annually and remain below State means.
- Strategies to achieve the Student Wellbeing goal area include:

picture and the student leaders and general demeanour of the student cohort seems to conflict with the attitudinal data. This requires further examination, particularly for Year 4 to Year 6.

Student absence rates at Essex Heights PS were 25% lower than State means in 2013 and continue to remain relatively low in 2014. This is a major improvement on previous years. Year 2 has the largest number of non-attendance children annually. Unexplained absences are extremely low (less than one day). Extended family holidays are the most significant issue of student non-attendance.

The school is very rigorous in its approach to these matters.

PO Survey of the School Behaviour and Climate has also declined over the past three years with the exception of Behaviour Management and Student Safety which were well above State means.

The LAMP has been well received by the students and parents.

Student voice and student leadership are now significant features at school. Values Education, Starting Up and Starting Out, the Essex Heights PS Learnscapes Program and extensive co-curricular initiatives have been well targeted and are the major reason why this aspect of school life is so successful.

In summary, Student Wellbeing at Essex Heights PS is most positive.

- Investigate and implement a Student Wellbeing Tracking System (such as SENTRAL) consistently across the school.
- Review the school Student Engagement and Student Wellbeing policies in line with a new School Mission Statement.
- Investigate programs such as, School Wide Positive Behaviour Support (SWPBS), Social Competencies, Kids Matter, Restorative Practices and the DEECD Resilience Education Program with a view to enhancing school delivery of Student Engagement and Student Wellbeing.
- Develop and implement a Staff and Parent Code of Conduct based on the new School Mission Statement.
- Continue to enhance student voice and leadership at the school as a basis for ongoing school improvement.

**Productivity**

There was no Productivity goal in the previous SSP. However, a related Resources goal relating to human,

- A possible Productivity goal might be:
- To ensure that all school resources are targeted in order

There was no specific Productivity goal in the last SSP.

physical, financial and community-based initiatives has supported improved student outcomes and achievement of most of the goals, strategies and targets in the previous SSP.

The school grounds and buildings have been extensively revitalised under the Building Futures and now the Learnscapes initiatives.

The annual program budgeting process has been strategically targeted to SSP and Annual Implementation Plan (AIP) initiatives in order to boost student performance, engagement and wellbeing.

Community engagement and links with groups such as Lions, Deakin University, Rotary and other schools have been effective but there is a belief that working with more multicultural focus is a priority for the new SSP.

Ongoing staff professional development has been extensive. The reformed Professional Learning Teams (PLTs) processes and leadership roles have been efficient but may require review.

In summary, the Productivity goal area has been successfully implemented over the past four years.

to improve overall student learning, teacher effectiveness and community engagement with the school.

Targets should focus on overall General Satisfaction levels in the PO Survey and baseline data established in the new Staff Opinion Survey (SO Survey).

KIS to achieve the Productivity goal might include:

- Review all aspects of the Welfare Plan and school staffing structures and role statements in order to provide a strategic human resource model which supports the SSP.
- Staff Performance and Development Plans to be targeted to achieving the SSP goals and targets and to be reviewed regularly.

## 4. Registration Requirements: Summary Statement

### Essex Heights Primary School



Signature of Reviewer:

Date: 27/10/2014

Name of Reviewer: Tony Ross, Monash University

Registration requirements to be met by all Government schools	Is the registration requirement met?
<b>SCHOOL GOVERNANCE</b>	
<ul style="list-style-type: none"> <li>Democratic principles <i>Evidence provided to VRQA by the Department</i></li> </ul>	
<ul style="list-style-type: none"> <li>Structure <i>Evidence provided to VRQA by the Department</i></li> </ul>	
<ul style="list-style-type: none"> <li>Philosophy (eg. - SSP, AIP)</li> <li>Statement of school philosophy</li> <li>Explanation of how philosophy is enacted</li> </ul>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
<ul style="list-style-type: none"> <li>Not-for-profit status <i>Evidence provided to VRQA by the Department</i></li> </ul>	
<b>ENROLMENT</b>	
<ul style="list-style-type: none"> <li>Student enrolment policy (<b>Specialist and Specific Purpose*</b> <small>[see below]</small> <b>schools ONLY</b>)</li> </ul>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A <input type="checkbox"/>
<ul style="list-style-type: none"> <li>Student enrolment numbers <i>Evidence provided to VRQA by the Department</i></li> </ul>	
<ul style="list-style-type: none"> <li>Register of enrolments <i>Evidence provided to VRQA by the Department</i></li> </ul>	
<b>CURRICULUM AND STUDENT LEARNING</b>	
<ul style="list-style-type: none"> <li>Time allocation per learning area (eg. Timetable)</li> <li>Explanation of how and when curriculum and teaching practice will be reviewed (eg. - SSP, AIP, Curriculum Committee minutes, staff Professional Development)</li> <li>Outline of how the school will deliver its curriculum (eg. Scope and sequence)</li> <li>A whole school curriculum plan (eg. Scope and sequence)</li> <li>Documented strategy to improve student learning outcomes (eg. - SSP, AIP)</li> </ul>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
<ul style="list-style-type: none"> <li>Monitoring and reporting on students' performance <i>Evidence provided to VRQA by the Department</i></li> </ul>	
<b>STUDENT WELFARE</b>	
Student welfare <ul style="list-style-type: none"> <li>Student Welfare policy and procedures</li> <li>Bullying and Harassment policy and procedures</li> </ul>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Student safety <ul style="list-style-type: none"> <li>On-site supervision policy and procedures</li> <li>Excursion policy and procedures</li> <li>Camps policy and procedures</li> <li>Ensuring safety and welfare of students with external providers policy and procedures</li> </ul>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Student care <ul style="list-style-type: none"> <li>Care arrangements for ill students</li> <li>Distribution of medication policy and procedures</li> <li>Anaphylaxis management policy and procedures</li> <li>Register of staff trained in first aid</li> <li>Record of student medical condition and management</li> </ul>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Additional evidence <ul style="list-style-type: none"> <li>Mandatory reporting policy and procedures</li> <li>Accidents and incidents register</li> <li>First aid policy and procedures</li> <li>Internet policy and procedures</li> <li>Critical incident plan</li> <li>Emergency management plan</li> </ul>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>

<ul style="list-style-type: none"> <li>An outline on how the school communicates policies and procedures on the care, safety and welfare of students to the school community</li> <li>Emergency bushfire management</li> </ul>	
<b>DISCIPLINE</b>	
<ul style="list-style-type: none"> <li>Behaviour management policy and procedures (including procedural fairness and an explicit statement prohibiting corporal punishment)</li> <li>An outline of how the school communicates these policies and procedures to the school community</li> </ul>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
<b>ATTENDANCE MONITORING</b>	
<ul style="list-style-type: none"> <li>Attendance monitoring</li> <li>Attendance register</li> </ul>	<i>Evidence provided to VRQA by the Department</i> <i>Evidence provided to VRQA by the Department</i>
<b>STAFF EMPLOYMENT</b>	
Teachers' requirements <ul style="list-style-type: none"> <li>Register of all teachers with name, VIT registration number and category</li> </ul>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Compliance with Working with Children Act 2005 <ul style="list-style-type: none"> <li>Procedures to ensure that all required staff have <i>Working with children check</i></li> <li>A <i>Working with children check</i> register</li> <li>Procedures to maintain the <i>Working with children check</i> register</li> </ul>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
<b>SCHOOL INFRASTRUCTURE</b>	
<ul style="list-style-type: none"> <li>Buildings, facilities and grounds</li> <li>Educational facilities</li> </ul>	<i>Evidence provided to VRQA by the Department</i> <i>Evidence provided to VRQA by the Department</i>
<b>OTHER REQUIREMENTS</b>	
Information about school performance	<i>Evidence provided to VRQA by the Department</i>
<ul style="list-style-type: none"> <li>Registration of an additional year level or campus</li> <li>Changing a school type or location</li> </ul>	<i>Applicable only when required</i> <i>Applicable only when required</i>