



Department of Education and
Early Childhood Development

Peer Review Report

Brunswick South-West Primary School
North Western Victoria Region

School number:	4304
Principal:	Louise Chocholis
School Council President:	Ray McKenzie
Review Company:	National Curriculum Services
Accredited School Reviewer:	John Marks
Peers:	Rochelle Cukier Janet Ringrose
Date of Review Meeting:	14 August, 2014
Date of this Report:	15 August, 2014

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2. Executive Summary

The staff at Brunswick South-West Primary School (BSWPS) strives to develop a love of learning by providing an effective and engaging learning community, which promotes individual excellence and develops social competencies. The school celebrates successes and teachers think creatively about the future possibilities and opportunities to improve student learning outcomes and they celebrate success. Students experience shared and collaborative teaching - two adjoining classrooms come together and model sharing knowledge, skills and ideas - a true model of the contemporary classroom.

The school has embraced this review, seeing it as an invaluable professional learning tool. The reviewer was able to develop an understanding of the school culture, hold conversations with school leaders about student performance and school improvement, and spend time in classrooms observing.

Louise Chocholis has been Principal of BSWPS for 20 years. Throughout that time, the school has demonstrated a clear vision of how to develop an effective learning community. Louise is a passionate and wise leader, respected by all in the school community. She is a lifelong learner and an excellent communicator. Her philosophy is based on the premise that *an outstanding school is one that addresses the needs of the individual*. Leadership has been strengthened through the development of a leadership and curriculum team where diverse talents and capabilities are complementary and where consultation informs decision-making. The school promotes the values of *learning, respect, fairness, communication* and *courage*. The school vision is characterised by high expectations of all members of the school community, professional growth, positive teams and collegiate support. The whole staff is supportive of the vision.

Teachers are expected to cater for individual differences and different learning styles. The results and insights generated from school data are shared with relevant parties. BSWPS enjoys continued improvement in academic performance. Year 5 NAPLAN results are generally above state and similar school benchmarks, particularly in Literacy, and there is a healthy percentage of students assessed in the top two bands in all strands. In addition, there is a decreasing percentage of students assessed in the bottom three bands.

The staff nurtures a genuine enthusiasm for learning. A consistent and coherent teaching and learning approach is now in place due to a dedicated and professional core teaching team. The team plans and teaches collaboratively. Since 2012, team teaching across two classrooms has been common practice. Knowledge, skills and ideas are shared and modelled. Teaching sessions are explicit. Rubrics, web quests and specific criteria give students the opportunity to self-direct activities. Multimodal information is incorporated into task delivery. Digital learning journals are being introduced across the school. There is a common language at BSWPS. Teaching and learning is differentiated by the use of a wide range and fluid learning group styles - ability, interest, expert, pace of thinking and cross-age. Students are encouraged to formally reflect on and discuss their learning. The school is looking to increase opportunities for broadening student perceptions and expanding student voice and feedback.

Teachers at BSWPS have high expectations of the students in their care. All data about student learning progress is available to stakeholders on call. Teachers are responsible for monitoring and reporting on student progress. Teachers work in teams with peers to moderate student learning at various levels through the school. They meet to review the learning progress of all students. The school has introduced peer observation for self-reflection and feedback.

The school has a make-it-happen culture. A strong culture of teamwork exists within the staff team. Teachers share knowledge and expertise and provide support and feedback to one another. Teachers share a commitment to agreed values and beliefs and they are becoming increasingly confident to take informed risks by trialing new initiatives and strategies. The various professional learning initiatives undertaken by the school – explicit teaching, assessment, feedback and differentiated learning tasks - are having a positive impact on teacher practice and student engagement. There are opportunities for staff to explore best practice from other schools. BSWPS is committed to providing rich learning experiences allowing all students to realise their potential.

On the wellbeing front, the school embeds understandings, skills and attitudes that promote positive, lifelong learning and resilience. Practices and values relating to building resilience and a strong self-image are prevalent. The students' rights, responsibilities and values are woven throughout the curriculum ensuring that learning tasks are essentially meaningful and relevant. Classroom Circle Time impacts positively. Junior school classes are paired with senior school classes. An annual Year 3-6 camp ensures the middle and senior school students are connected.

The leadership team is delighted by the improvement in student attitudes in 2014, particularly in the areas of *classroom behaviour, learning confidence, stimulating learning, student motivation, peer connectedness* and *school connectedness*. Staff perceptions of the school are very positive. Parent survey responses in 2013 highlighted *approachability, stimulating learning, learning focus* and *transitions* as areas for improvement. Leadership knows that, while the community spirit – the relationship between students, teachers and parents - is strong, teachers need to find more effective ways of connecting with those families less familiar with learning programs. Leadership views the partnership between home and school as vital for student learning success.

Student leadership is strong. The students embrace opportunities to lead. As early as Year 2, students are presented with a responsibility to take care of another student - buddy system with Preps. Each year, the Student Representative Council supports the whole school to assist Indigenous literacy, the State School Relief Fund, the Asylum Seekers Resource Centre and one other cause.

There was clear evidence of strategic decision-making and resource allocation during the review period. Careful financial management and a comprehensive workforce plan have facilitated opportunities for staff professional learning. There has been substantial investment in technology with classrooms equipped with electronic whiteboards and a netbook program. BSWPS presents as a well-organised school focused on its core, active and engaged learners who feel a sense of belonging to the school.

The review confirmed a culture of strong and respected leadership, effective strategic planning and reflection, and sharing a commitment to agreed values and beliefs focussed on helping students to improve their learning. Individual differences are catered for through effective intervention and enrichment programs. The school is aware that students are looking for their learning to be purposeful and stimulating and this remains a challenge for every teacher. The leadership team will continue to build teacher capacity within the context of the individual, team and whole school. Emphasis will be placed on ensuring that the teaching of a rich and rigorous curriculum is apparent in every classroom. BSWPS is determined to become a great school, one where each student is motivated to strive for “personal bests” in intellectual, physical, social, and cultural pursuits.

3. Context

Situated 6 kilometres north of the CBD, Brunswick South-West Primary School is a strong child centred learning community. The 340 enrolled students (slightly higher number of girls) are supported and empowered to achieve their personal best, to *accept themselves, value others, celebrate diversity, confidently share their ideas and have the courage to grow, contribute and engage with the world*. The school lives by its values of *Learning, Respect, Fairness, Communication and Courage*. It offers programs in English, Maths and other academic pursuits which complement the AusVELS based curriculum.

The school has an SFO rating of 0.2286 which is well below the State median of 0.5186. 26% of students attending BSWPS are from a language background other than English.

BSWPS has 22.1 full-time staff (the Principal, Acting Assistant Principal, 16.6 FTE teachers including one Leading Teacher and 2.5 Education Support staff). The leadership team comprises the Principal, the Acting Assistant Principal, a Leading Teacher responsible for English and Coordinators for Maths and Engagement and Wellbeing. The school offers a high quality specialist program which includes Italian, Physical Education, Visual and Performing Arts, Reading Recovery and Library. Students have the opportunity to be involved in Active Travel to School, interschool sport, Bike Ed, Clubs, Gateways, an intensive swimming program, Family Life, chess, gardening and camps. An After School Performing Arts program offers instrumental music and circus/drama classes. The Out of School Care program is well patronised, along with an attractive holiday program.

Extra curricula activities, events and celebrations promote student learning. There is a strong partnership between an active parent community and staff. Parents support the school in classroom activities, they organise fundraising and they run social and cultural events. Highlights on the events calendar include the annual Twilight Fete, Family Breakfast, North Western Region Garden Award, the Art Show and the Kindergarten Discovery program.

The school's facilities include the refurbished 1927 three-storey building which houses the senior school. The junior school complex is well designed. There is a large assembly/recreation hall, an excellent library, designated specialist rooms and networked computers and interactive whiteboards in every classroom. Year 3-6 students benefit from the 1-to-1 netbook program. The school grounds, generous in size and attractive, include passive and active play areas, a vegie garden and orchard, a large playing field, two adventure playgrounds and netball, basketball, volleyball and tennis courts.

BSWPS values its positive relationship with the local community. Students patronise local libraries, galleries, sporting facilities and neighbouring schools. The school enjoys strong ties with Brunswick Secondary College. BSWPS is affiliated with Waratah Special Development School.

4. Terms of Reference

The Peer Review Panel:

- probed the school's performance against statewide measures relating to student achievement, engagement and wellbeing.
- explored the proposed strategic direction in the school's self-evaluation.
- provided advice to the school to achieve the best possible outcomes from its next strategic plan.

Brunswick South-West Primary School's particularly foci are:

- classroom practice generally, and in literacy, (especially writing), and numeracy, (especially number).
- professional learning teams & professional development.
- student engagement & wellbeing, especially girls.

Agenda

Time	Activities	Attendees
9:00 – 9:20am	<ul style="list-style-type: none"> • Introduction and overview for the day 	<ul style="list-style-type: none"> • Louise Chocholis, Principal
9.20/30-10.15	<ul style="list-style-type: none"> • Classroom visits 	<ul style="list-style-type: none"> • Judy Harrington, Acting Assistant Principal • English Leading Teacher - Chris Goss
10.15-11.05	Student Achievement <ul style="list-style-type: none"> • Student achievement data • Discussion of self-evaluation findings • Teaching & learning practice 	<ul style="list-style-type: none"> • Maths Coordinator - Maurice Ryan • Classroom Teacher - Meg Densley • Classroom Teacher - Sharon Goldfinch • Ray McKenzie, School Council President • Rochelle Cukier. Principal Armadale Primary School • Janet Ringrose, Principal Heidelberg Primary School • John Marks, Accredited reviewer
11:15 -11:45	Morning Tea	
11:45am - 1.15pm	Student Achievement <ul style="list-style-type: none"> • Professional learning • Resources (staff, funds, time, ICT) <ul style="list-style-type: none"> ○ Recommendations for improvement 	<ul style="list-style-type: none"> • as above
1:15 -1.45pm	Lunch	
1.45 – 3:20pm	Student Engagement and Wellbeing <ul style="list-style-type: none"> • Student engagement data • Student wellbeing data • Discussion of self-evaluation findings • School practice Productivity <ul style="list-style-type: none"> ○ Recommendations for improvement 	<ul style="list-style-type: none"> • Louise Chocholis, Principal • Judy Harrington, Acting Assistant Principal • English Leading Teacher - Chris Goss • Coordinator Engagement and Wellbeing - Barb Smith • Maths Coordinator - Maurice Ryan • Classroom Teacher - Meg Densley • Classroom Teacher - Sharon Goldfinch • Ray McKenzie, School Council President • Rochelle Cukier. Principal Armadale Primary School • Janet Ringrose, Principal Heidelberg Primary School • John Marks, Accredited reviewer
3:30pm	Close	

5. Evaluation of Performance

	Panel view of school performance	Panel Recommendations for improvement
<p>Achievement:</p> <p>Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support.</p> <p>While recognising that literacy and numeracy are essential foundations for students' success, achievement outcomes encompass a broader view of learning - spanning the full range of curriculum domains in addition to students' co-curricular achievements.</p>	<p>The leadership team is determined to build an outstanding school with each student motivated to strive for "personal bests" physically, socially, emotionally, intellectually and creatively, and in terms of student achievement, engagement & wellbeing data.</p> <p>The panel endorsed the school's performance as described in the review documentation made available.</p> <p>For the life of the past Strategic Plan, BSWPS has looked to develop curious learners who are literate, numerate and creative. It is well on the journey to meeting its goal</p> <p>The panel endorses the school's evaluation of student performance at BSWPS. Over the past 4 years, Year 3 students have generally performed above the State means in Reading, Spelling and Numeracy and considerably above the State mean in Year 5 Reading, Writing, Grammar and Punctuation, Spelling and Numeracy. This performance is in line with similar schools.</p> <p>In Year 3, consistently every student has achieved the NMS or over in Reading, Writing and Numeracy. In Year 5, consistently every student achieved the NMS or over in Writing and generally every student achieved the NMS in Reading and Numeracy.</p> <p>In Reading, Levels 3 and 4 and 7 and above showed significant growth. In Numeracy, results indicate a high rate of growth in Levels 3-4 with tapering growth to the top levels. In Maths, relative growth Prep to Year 3 and Year 3 to 5 exceeded State growth.</p> <p>Intake adjusted scores reflect the school's positive Year 3 NAPLAN results are not matched by the Year 5 results. The</p>	<p>Possible Goal:</p> <ul style="list-style-type: none"> Each student is encouraged to strive for excellence across all learning domains. <p>Key foci might be to:</p> <ul style="list-style-type: none"> Provide professional development to improve Literacy teaching and learning with a particular focus on Writing. Provide professional development to improve Numeracy teaching and learning with a particular focus on Number. Develop common schoolwide practices around differentiation. Enable Professional Learning Teams to meet the goals of the school and the professional needs of the teachers. Embed the protocols of Professional Learning Teams. Continue to reflect and evaluate learning practices in relation to our school goals. Expand the use of Student Performance Analyser to record all relevant assessment data. Develop a schoolwide program of observation feedback to further develop common schoolwide instructional practices. Participate on ResourceSmart AuSSI Vic to improve the school's sustainability practices - from curriculum and operations to infrastructure. Further develop parent involvement in and understanding teaching and learning at BSWPS.

4-year average 2009-2012 (Year 5 was one standard deviation below the predicted score even though the Numeracy result has been improving over the past four years.

Teacher judgements have remained conservative and were lower than expected, given the NAPLAN results. Leadership is keen for teachers to develop more differentiation of outcomes. The junior school has established a more consistent moderation of written tasks. The senior school adopted the Assessment and Learning Partnerships program (making evidence-based judgements in reading assessments) three years ago.

Leadership is pleased by developments made in agreed schoolwide approaches and building teacher capacity. Junior and senior school teaching teams are organised, purposeful and result in significant sharing about what is working and what is challenging. Samples of work are referred to and data is acknowledged and actioned. The Numeracy Leader has established a consistent approach to teaching content, pedagogy and assessment and there is an extensive bank of Maths manipulatives in each classroom. An increased use of data informs teaching and learning, Munro's High Reliability Literacy Teaching Practices, the development of PLTs via the University of Melbourne's Assessment and Learning Partnerships. Teachers are better informed. The Region's AIZ Maths project has assisted in developing teaching and learning practices and protocols. Teachers plan and teach in teams. Students' needs are addressed on an individual or group basis. Points of need are established through the analysis of relevant assessment data.

There is a real sense of combined responsibility and a preparedness to share the successes and challenges that exist every day in teaching, no matter one's capacity.

Engagement:

Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community.

Engagement spans students' motivation to learn, as well as their active involvement in learning.

Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work.

The panel endorsed the school's performance as described in the review documentation made available.

The panel tackled some key questions:

How do teachers in the classroom promote effective learning for both girls and boys?

What does good teaching look like?

How are student understandings, skills and attitudes developed to promote positive lifelong learning and resilience?

The panel had a significant discussion about classroom behaviour and the high levels of engagement in classrooms. Teachers and students are working together to design, modify and develop interesting and engaging learning programs. The introduction of the 1:1 Netbook program in Years 3-6 along with multimedia, have enhanced engagement.

There is growth in the Student survey data, most pleasing in variables related to *teacher effectiveness, empathy and stimulating environment*. These results were not reflected in Parent Opinion data where *stimulating learning and learning focus* decreased.

At BSWPS, students are encouraged to assume responsibility for their behaviour, and they do. Ramon Lewis' work has played a significant role. Leaders spoke of a desire for some of the students to be more resilient. While student voice in the classroom is growing, there is room for further development. The panel discussion referred to the challenge of transition from Year 2 to 3.

Student leadership opportunities are prevalent throughout the seven years of schooling at BSWPS. Year 5-6 leadership groups have assumed responsibility for resources, assembly, ICT support visual media, active travel, visual and performing arts and the environment and are literacy tutors and journalists.

Possible Goal:

- To develop curious learners who are literate, numerate and creative.

Key foci might be to:

- Ensure seamless transition from Year 2 to 3.
- Develop a meaningful process to encourage student voice and responsibility (ie: impacting on feedback, goal setting, assessment and reporting).
- Build ICT capacity for teaching and learning.
- Increase parent connectedness and participation in school programs.

Wellbeing:

Students' health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students' positive learning experiences.

At BSWPS, Engagement and Wellbeing are intertwined. The development of student understandings, skills and attitudes that will promote lifelong learning and resilience is key to both.

The panel endorsed the school's performance as described in the review documentation made available.

Personal and interpersonal learning strands and Habits of the Mind have made a positive difference. In addition, the buddy program, busking, SRC, 'By Kids for Kids' and Reading Partners have promoted positive lifelong learning and resilience.

A significant amount of work and resources have been allocated to Student Wellbeing during the life of the Strategic Plan. A clear set of positive values and expectations are discussed and reinforced daily.

Attendance has improved across Years Prep-6, absences declining from 13.3 in 2010 to 11.15 in 2013. This is largely due to a class focus on the importance of school attendance, awarding certificates for full attendance for term, semester and whole year attendance, and a significant focus on 'It's not ok to be away'.

Possible goal:

- To develop students who are confident in their learning, self-motivated, engaged, curious and resilient.

Key foci might be to:

- Continue regular Engagement and Wellbeing professional learning.
- Formalise a home/school communication strategy so that parents better understand the school's approach to teaching and learning.
- Continue student leadership and active participation as partners in school improvement.
- Incorporate learning about sustainability into the curriculum and embed the practice into the school's operations and infrastructure.

Productivity:

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

Successful productivity outcomes exist when a school uses its resources – people, time, space, funding, facilities, community expertise, professional learning, class structures, timetables, individual learning plans and facilities – to the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets.

Leadership at BSWPS is entitled to be pleased with its financial performance.

The success of the school over the last four years has been in some measure due to the effective allocation of resources:

- Recruiting quality teachers in order to build an effective staffing profile which is able to meet the changing needs of the school community.
- Responding to an increased enrolment - from 307 students in 2012 to 342 today.
- The comprehensive curriculum is supported by parent fundraising and a high percentage of payments for books, excursions, performing arts and swimming programs, camps and the 1:1 network program.
- Introducing evidence-based programs including: Munro's 'HRLTP'; Booker, Sullivan and Williams' approaches to Maths teaching and learning; the Region's 'AIZ Maths project'; DEECD '6-18 month Literacy and Numeracy strategy'; 'Understanding by Design' builds inquiry; the University of Melbourne's 'Assessment and Learning Partnership'; the University of Melbourne's 'Online Reading Testing' and 'Maths Online Interview'; Digital Learning Journals; *and* DEECD's 'It's not ok to be away'.

Possible Goal:

- With strong allocation and use of resources, leadership seeks to foster a model of shared leadership, to build a healthy organisation in which both trust and vision are shared.

Possible foci:

- Continue to ensure the appointment of staff that can meet the vision of the school, who are reflective and who work collaboratively in teams.
- Maintain a powerful induction program for new staff and for those moving in to more senior leadership roles.
- Offer quality professional learning to all staff which leads to improved student learning outcomes.
- Maintain processes for feedback: staff to staff; staff to Leadership; students to staff; parents to staff.
- Measure extent to which new practices (and key improvement strategies) have been embedded.

6. Registration Requirements: Summary Statement

BRUNSWICK SOUTH-WEST PRIMARY SCHOOL

Signature of Reviewer: _____

Date: 14 / 8 /2014

Name of Reviewer: JOHN MARKS

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

<ul style="list-style-type: none"> An outline of how the school communicates these policies and procedures to the school community 	
ATTENDANCE MONITORING	
<ul style="list-style-type: none"> Attendance monitoring Attendance register 	<i>Evidence provided to VRQA by the Department</i> <i>Evidence provided to VRQA by the Department</i>
STAFF EMPLOYMENT	
Teachers' requirements <ul style="list-style-type: none"> Register of all teachers with name, VIT registration number and category 	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Compliance with Working with Children Act 2005 <ul style="list-style-type: none"> Procedures to ensure that all required staff have <i>Working with children check</i> A <i>Working with children check</i> register Procedures to maintain the <i>Working with children check</i> register 	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
SCHOOL INFRASTRUCTURE	
<ul style="list-style-type: none"> Buildings, facilities and grounds Educational facilities 	<i>Evidence provided to VRQA by the Department</i> <i>Evidence provided to VRQA by the Department</i>
OTHER REQUIREMENTS	
Information about school performance	<i>Evidence provided to VRQA by the Department</i>
<ul style="list-style-type: none"> Registration of an additional year level or campus Changing a school type or location 	<i>Applicable only when required</i> <i>Applicable only when required</i>
Additional registration requirements to be met by schools offering a <u>senior secondary</u> course or qualification (VCE / VCAL / IB)	
Student learning outcomes <ul style="list-style-type: none"> Current student and staff handbooks Sample student learning sequence Procedures and documentation to indicate staff have been provided with current and accurate information Policies and procedures to enable compliance with the awarding body 	Yes <input type="checkbox"/> No <input type="checkbox"/>
Student records and results <ul style="list-style-type: none"> Policies and procedures to maintain accurate student records Policies and procedures to undertake an annual analysis of records and results Policies and procedures to monitor patterns of student participation and completion rates 	Yes <input type="checkbox"/> No <input type="checkbox"/>
Student welfare <ul style="list-style-type: none"> Policies and procedures in place consistent with relevant legislation to ensure care, safety and welfare of students and provision of opportunities for students with special needs 	Yes <input type="checkbox"/> No <input type="checkbox"/>
Teaching and learning <ul style="list-style-type: none"> Qualified and competent staff to teach and assess the class Suitable teaching resources and physical facilities to provide the course Processes to ensure consistent application of assessment criteria Processes to oversee conduct of assessment, including processes to conduct investigations and hearings, and if necessary amend or cancel assessments 	Yes <input type="checkbox"/> No <input type="checkbox"/>

If you require support regarding the minimum standards:

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

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

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

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