

PRSE Overall -

Bourchier Street Primary School
Shepparton (4742)



PRSE School Overview

Bourchier Street Primary School Shepparton
(4742)

Principal	School enrollment	Local government authority
Denise HOWLEY	636	Greater Shepparton (C)
Address	Gender	Region
Cnr Bourchier St & Balaclava R, Shepparton 3630	Co-Ed	
Phone	Accepts international students	Melways/Vic Roads reference
03 5821 3488	No	Unspecified
Fax	International Baccalaureate	Compulsory uniform
00 0000 0000	No	Yes
Email	Languages offered	
bourchier.street.ps.shepparton@education.vic.gov.au	Japanese	

School Quick facts

Bourchier Street Primary School Shepparton
(4742)

53.95%

are male

45.72%

are female

0.82%

are non
english
speakers

7.24%

are at risk

2.47%

have a
disability

0.99%

are refugees

Student Family Occupation Education (SFOE)

Bourchier Street Primary School Shepparton
(4742)

0

PRSE School Profile

Bourchier Street Primary School Shepparton
(4742)

Geographical Context

Bourchier Street Primary School was established in the 1950s and is the largest primary school in the area. It has a current enrolment of 610 students in the rural city of Shepparton. The school is situated to the north of the center of town and is surrounded by residential area. There are two close neighbourhood schools. Verney Road School which shares a portion of our eastern perimeter and Shepparton High School which is less than one kilometer from the school. Several preschools and daycare centres are near by.

Infrastructure (Buildings and Grounds)

The school is composed of five distinct building areas. We have two older long rectangular buildings, a seven year old Senior Learning Center (BER building), a cluster of four relocatable buildings and a multi purpose Hall/Canteen building. The age and condition of the physical buildings provides maintenance challenges. In 2017 government funding allowed the development of a four stage Master Plan and the first stage of this master plan, which includes demolition of four existing classrooms and the construction of a modern flexible learning center is due to commence in the later half of 2018. The school has a large area designated for children to play and includes two separate playground 'zones'. A junior playground for F-Year 1 students and the main playground area, comprising of two ovals and some asphalt surface, accommodates all children.

Facilities

The school has a variety of learning spaces within its buildings. A combination of single classrooms, adjoining rooms and more open flexible spaces. Other spaces in the school include a large purpose built Art/Language room, a Library, a multi media room, a performing arts space, a multi purpose hall, a student kitchen, a canteen and a band room.

Student and Community Demographics

Bourchier Street Primary School has a diverse student and community population. The community comprises many different cultures and has students from a variety of social and economic backgrounds. This is reflective of the demographics of the Shepparton area. Despite a relatively stable Student Family Occupation (SFO) index score of around .055, in recent years the school's population of EAL students has slightly decreased and there has been an increase in the population of socially and economically disadvantaged students. A significant number of families access the governments camps, sports and education fund (CSEF), centre pay option and the Smith family scholarship scheme. There is a mixture of 'new to the community' families and families that have been involved in the school for a number of generations.

Enrolment Trends

Our enrolment trend has been relatively stable fluctuating between 600 and 630.

Staffing and Leadership Profiles

The school currently has the equivalent of 28 full time classroom teachers and 3.6 Specialist Teachers. All classes are structured in straight year levels and a Year One class has a shared teaching arrangement with two teachers both employed for three days a week. A Co-Teaching arrangement exists in two Year Three classes with three teachers sharing the equivalent teaching load of two full time teachers. The school has 3.6 specialist teachers, 2.5 Reading recovery teachers and 3 Education Support staff who are directly involved in learning programs in the school.

The school adopts a Distributed Leadership model. The Principal is supported by two Assistant Principals and the School Improvement Team is comprised of the following;

- Literacy Improvement Leader
- Numeracy Improvement Leader
- Digital Learning Improvement Leader
- Wellbeing Improvement Leader (Assistant Principal)
- F-2 Improvement Leader
- 3-4 Improvement Leader
- 5-6 Improvement Leader

The School Improvement Team meets weekly.

Curriculum Content & Programs.

The school curriculum content is guided by the Victorian Curriculum (E-5). Literacy and Numeracy instruction remains at the core of the work that is done at the scho

PRSE School Profile and Methodology-

Bourchier Street Primary School Shepparton
(4742)

Date	Activity	Outcome	Leads
01-February-2018	During term one of this final year of the school's current strategic plan, the leadership team including the Principal and Assistant Principals, consulted with the wider community about the school's progress and what vision and values should underpin practices in our new strategic plan.	<p>Communication involved the sharing of important data sets and discussion of the current levels of performance. During discussions successes were acknowledged, challenges recognised, and future direction, ideas and aspirations were identified. Several forums were conducted with members of our school community. Meetings were held with randomly selected student and parent groups, depicting a cross section of the school's community. Other forums included school council members and playgroup mothers. Interviews were conducted with secondary college principals of schools that accept students from this school. Teaching staff discussed data and assessed progress against the FISO continua, noting areas of concern and future focuses. An online survey was also distributed to the school community.</p> <p>A summary of the conversations and feedback gathered throughout this process is available in the appendix.</p> <p>Appendix 2: Summary of Parent Feedback (E-6) Appendix 3: Summary of Student Feedback (E-7) Appendix 4: Summary of Staff Feedback (E-8)</p>	Principal and Assistant Principals

PRSE Highlights Summary -

Bourchier Street Primary School Shepparton
(4742)

	Title	Description
1	The 'Meteorite'.	Staff, Parents and students all identified the 'Meteorite' landing in the playground (E-8) as a highlight. The staged event gained attention, not only from across our community but also internationally. It was a memorable event that was used as a stimulus for a writing task. Teachers arranged for the landing of a huge rock in the playground. Its early morning arrival was greeted by families as they arrived at school. The police surveillance of the rock added authenticity to the event. All were in disbelief and amazement. This writing hook generated rich discussion, new vocabulary and the writing of texts that were both factual and imaginative across the school. The students not only demonstrated increased engagement in writing but also in oral language. There was increased classroom, playground and family discussions throughout the day, and days that followed, debating the authenticity of the event and the "how and why" about meteorites. This event was identified in both staff, parent and student forums (E-6&7) as a significant highlight of the last three years. The 'Meteorite' is seen a good example of how the school works hard to make school an engaging and exciting place to be and builds memorable learning experiences (Parent Comment, E-6)
2	Learning to collaborate, collaborating to learn.	The school has encouraged collaborative teaching and learning environments. In recent years the school has increased efforts of teachers and student to work together. Team teaching and an increase in collective responsibility has emerged. Collaborative teaching practices have supported increased student agency in learning. Learning-centred environments in which students and educators actively and intentionally construct knowledge together have become evident. To grow this collaborative approach to teaching and learning, several teachers have collaborated in a shared space to co-teach their students. Flexible seating and table arrangements have been purchased to allow for varied learning styles. Feedback from both students and parents has been positive (E-7, E-8). They mentioned that learning was enhanced due to availability of choice around "where" they learn and "who" they learn with. Teachers indicated that their co-teaching was more exciting and rewarding. The next step is to allow student agency in the "how and what" they learn.
3	Buongiorno Art!	The school has endeavoured, over several, years to include a language program in the school's curriculum. After discussions with the school community, Italian was selected as a language to pursue. A decision was made to take on the CLIL (Content

		<p>and Language Integrated Learning) philosophy and teach Italian through our already existing Visual Arts program. Initially a shared teacher arrangement with other schools was adopted for Foundation, Year One and Two students. In order for the whole school to experience the learning of Italian it was decided to leave the shared arrangement and pursue the school's own Italian/Visual Arts CLIL program and the school sponsored an international teacher. An immersive Italian Language and Arts program has been developed with a vibrant teacher from Italy giving all our students the opportunity to be immersed in some Italian language and develop as artists at the same time. Feedback has been positive and students display an engagement with the Italian language through songs, words, phrases and greetings.</p>
4	Curious Minds.	<p>Inquiry learning philosophy has gradually developed. The focus has been on linking learning to the real world in all subjects and creating student agency in their learning. Active and social learning has been emphasised, collaboration between teachers and students has been heightened. It has had an engaging capacity that has allowed children to be inquisitive and investigate, problem solve and acquire knowledge and understandings. The school has adopted Play-based, Project based and STEAM approaches. Various units of work have culminated in the sharing of learnings with the school community where children have prepared, presented and evaluated their own, or group's, research. These 'Learning Expos' have been identified by some of our parent community as highlights. Genuine curiosity, wonderment and questioning have developed. Community engagement has been most positive. Moving out to learn in the local community is slowly emerging. An example of the impact this type of learning has had is with a quite vulnerable student who was enrolled at the school after an extended period of disengagement from his previous school. The child had experienced significant trauma resulting in him being placed in out of home care. When he first came to the school he was anxious and reluctant to engage in any learning activities. During an Inquiry based mathematics project he became fully immersed in the project and was incredibly proud of his achievement. He was able to articulate his reasoning, the learning and the where to next. For the staff who knew this student this was definitely a highlight (E-93)</p>

PRSE Practice & Performance -

Bourchier Street Primary School Shepparton
(4742)

Goal 1

To continue to improve student outcomes across all dimensions of learning.

Target 1.1

Naplan data evidences that no more than 10% achieving below standard; up to 60% of students achieving at standard; and a minimum of 30% of students achieving above standard at each year level each year

with the objective of skewing the bell curve to the right

Year	Percentage of Students		
	Low	medium	high
School relative growth 2014 numeracy	35.1%	52.6%	12.3%
School relative growth 2018 numeracy target	20%	50%	30%
School relative growth 2014 reading	21.7%	45.0%	33.3%
School relative growth 2018 reading	20%	50%	30%
School relative growth 2014 writing	37.3%	50.8%	11.9%
School relative growth 2018 writing	20%	50%	30%
School relative growth 2014 spelling	15.5%	46.6%	39.7%
School relative growth 2018 spelling	12%	48%	40%
School relative growth 2014 Grammar & punctuation	22.4%	37.9%	39.7%
School relative growth 2018 grammar & punctuation	12%	48%	40%

AUSVELs data evidences that relative school growth of at least 1 AUSVELS for semester 2 to semester 2

AUSVELS

Semester 2 to semester 2 prep to 1	Reading	Writing	Number
School Growth 2014	0.15	1.09	1.04
Target growth 2018	.17	1.10	1.10

AUSVELS

Semester 2 to semester 2 1to 2	Reading	Writing	Number
School Growth 2014	0.10	-0.04	0.03

Target growth 2018	0.15	0.05	0.10
AUSVELS			
Semester 2 to semester 2 2 to 3	Reading	Writing	Number
School Growth 2014	0.02	0.08	0-.04
Target growth 2018	0.05	0.12	0.05
AUSVELS			
Semester 2 to semester 2 3 to 4	Reading	Writing	Number
School Growth 2014	0.05	0.14	0.02
Target growth 2018	0.10	0.20	0.10
AUSVELS			
Semester 2 to semester 2 4 to 5	Reading	Writing	Number
School Growth 2014	-0.15	0.01	-0.10
Target growth 2018	0.05	0.05	0.05
AUSVELS			
Semester 2 to semester 2 5 to 6	Reading	Writing	Number
School Growth 2014	0.14	0.15	0.17
Target growth 2018	0.20	0.20	0.20

Building practice excellence

Level of achievement : Partially Met

Outcome

When looking at NAPLAN data over the last four years it is evident that for reading, the school has at least partially met targets every year except for the the Year Five cohort in 2016 when 21% of students were in the bottom two bands (more than 10%) and 23% in the top two bands (less than 30%).

In Writing, the Year Threes achieved the target every year, while the Year Fives did not meet the target in any year. In all three years a large percentage of students were in the middle two bands and there were not enough students achieving in the top two bands.

In Spelling, the Year Threes partially met the target every year. In all years targets for the top two bands were exceeded. In 2015 and 2016 the number of students achieving in the bottom two bands was only marginally over our target.

The Year Fives partially met the target in 2015, but in both 2016 and 2017 not enough students were in the top bands and there was too many in the bottom two bands.

The Grammar & Punctuation targets for Year Three were met in both 2015 and 2016 and in 2017 there were too many students achieving in the bottom two bands. Therefore the school only partially met its target. The Year Five group didn't meet the target at all during the three year period.

The Year Three cohort of 2015 met the numeracy target, but in 2016 and 2017 there were too many students in the bottom two bands and not enough students in the top two bands. In Numeracy, the Year Fives did not meet their target in any of the years. With averages across the three years of 17% in the bottom two bands, 63% in the middle two bands and 19% in the top two bands.

Enablers and Barriers

Enablers that supported the achievement of this goal

Literacy and Numeracy Focus

There has been an ongoing commitment to the teaching and learning of Literacy and Numeracy during the past three years. The Staff understand the importance of literate and numerate students and the majority of time spent on professional learning activities are dedicated to building capacity of teachers to address this belief. There is an expectation that literacy and numeracy are taught every day. (one hour of reading, one hour of writing and one hour or numeracy) (See timetables, E-30-36). Meeting schedules (E-43-50) demonstrate a commitment to our ongoing learning about best practice for Literacy and Numeracy. Professional Learning Teams (PLT's) meet regularly to plan and deliver whole school professional learning sessions at staff meetings regularly throughout each term. (See PL blog at bpsstaff.global2.vic.edu.au) Literacy and numeracy PLTs have experienced Professional Learning through a consultant over three days in each of the three years. There has been an expectation that at section meetings and weekly planning meetings that discussions regarding literacy and numeracy occur to allow for clarification of best practice and planning for student engagement in meaningful tasks linked to needs. The school celebrates with whole school events in Literacy with Book Week and in Numeracy with events such as Touch Down Tuesday. Books are given as a student award at assembly to nurture a love of books. Reading is conducted by students across the school every morning in every classroom for ten minutes and families encouraged to join in. There has been an emphasis placed on fluency tasks in the numeracy hour. At times throughout the three years the school has engaged both literacy and numeracy coaches.

Shared understanding of Instructional Model

The school has worked towards common understandings and practices. The school's Instructional Model is explicit about how we teach and based on the visible learning concept where learning intentions, success criteria and student goals all are obvious and provide teachers and learners with clear pathways. This model is revisited regularly. It includes a lesson structure that is expected in every lesson across all levels (See [Instructional model, E-10](#)) It includes teaching approaches and physical aspects of classrooms. The school's values permeate it along with expectations of inquiry and wellbeing. In an endeavour to create classroom and teaching practices where the difference between classrooms is minimal, walkthroughs and classroom observations have been implemented. Focussed Classroom observations have allowed for a two way feedback system to occur between teams.(See E12-20) Peer observation (E21-24) and video viewing (E25-E27) with a trusted colleague have allowed for personal feedback. Walkthroughs and student conversations have allowed the leadership team to make recommendations.

Collaborative practice

Over the past three years the school has made a concerted effort to increase the amount of collaborative practices at the school. The aim has been to work together, share knowledge, skills and experience to improve student achievement, and the well-being of both students and staff. Dedicated staff professional learning sessions have occurred and many follow up conversations both formal and informal about how staff can work together to develop an increased sense of collective responsibility for student achievement and a sense that everyone 'owns all students (and their data)'. To enable this collective responsibility the timetable was developed to maximise collaboration (E-29). Teaching teams are organised into year level teams and all year levels have specialist classes at the same time, meaning that all year levels have a minimum of three hours without teaching responsibilities per week to plan together. This timetabling factor also allows for all classes in a year level to be able to have identical timetables, facilitating the opportunity for team teaching and collaborative (across classes) learning opportunities. During a Pre-Review Staff forum some staff made the comment that this collaboration made it easier to differentiate and allowed grouping of students with common needs across classes (E-7) The use of common planning documents including curriculum plans (E54-E74) and lesson planning templates (E-51-53) also reduced the chance of variance between classrooms.

Distributed Leadership

The Distributive Leadership Model that has been adopted within the school encourages a collective responsibility towards the education of all staff, children and families. It allows for a more collaborative distribution of roles and it encourages a sense of belonging to a team throughout the school. Teams exist with designated leaders and work together to create a learning environment that is both focussed on engagement and improvement. There exists class level teams, section teams, Professional Learning Teams (Literacy, Numeracy, Digital Learning, Community and Wellbeing) (E-28) and there is a leadership team (Principal and Assistant Principals). All lead the school and work collaboratively to ultimately improve

outcomes. The school improvement team (PLT leaders, Section leaders, and the leadership team) is the driving team that meets weekly to clarify information and determine focuses for both teacher and student improvement.

Data informed practice

During an analysis of progress towards this goal staff identified data driven teaching as an enabler (E-7). The comment was “we are now using data more to drive our teaching”. The emphasis towards a more data driven approach can be demonstrated by the weekly year level planning meetings that begin with a collegiate discussion about data. This data could come from a variety of sources, including any scheduled assessment, a work sample, cross checks or anecdotal observations. After a collegiate discussion about data year level teams aim to set learning goals that match the needs of the learners and planning teaching and learning activities that give the best chance of meeting those goals follows (E-37). Every year level has engaged in writing moderation collaboratively which allows for consistency of teacher judgements across year levels (E-40-42). Co-designed rubrics have also been developed and student work assessed against agreed upon criteria (E78-79). This has allowed for further discussion about student needs and has helped set the agenda in planning. In 2016 a student information system (Compass School Manager) was implemented with an aim to centralise assessment data into a place that was easy for teachers to access and allow teams to look at data as a whole, rather than an individual class perspective. There has also been an increased focus on diagnostic testing before a particular cycle of learning, in particular with teaching mathematical topics. All staff were given Professional Learning in 2015 on the use of spreadsheets to help calculate the ‘Zone of Proximal Development’ for learners and help calculate ‘Effect Size’ (E76). This training allowed teams to develop a series of ‘pre-tests’ that aimed to diagnose what learners already knew and assist in the designing of learning experiences that were particularly tailored to a learners needs.

Student Centered Learning

Over the last three years the school has embraced ‘student centered’ approaches to learning. This student centered approach is demonstrated in students taking increased responsibility over their own learning and more open ended learning tasks. Staff hinted at the shift towards a student centered approach by listing ‘Student focussed and driven goals’ as an enabler for the school achieving its student achievement targets (See E-7). Professional Learning on

Visible Learning in 2014 (E-80) paved the way for student centered approaches across the school. During the last three years the school has continued to refine this focus. There have been annual targets that have included individualised learning goals for every student in reading, writing and mathematics. Ideally students have ownership of these goals and have responsibility for monitoring their progress towards achievement. Classroom observations and walkthroughs over the last three years have demonstrated progress in this area (E15-20).

The open ended nature could also be classified as an Inquiry approach to learning. The school wants students to be curious about the world and through providing open ended learning experiences they encourage curiosity and engage students in learning experiences which should, at least in theory, increase student achievement outcomes. Both the staff and students mentioned this. The staff characterised this by claiming that open ended learning particularly in Mathematics enabled student achievement goals (E-7) and the students suggesting that they enjoyed that way of learning ‘I loved completing my Theme Park as I feel I was learning mathematical skills in a real and practical way’ (E-8).

Early Intervention

To assist and complement classroom teaching, Reading Recovery and other intervention programs have been adopted. The school is committed to the reading recovery Program. Over the past three years the school has employed 2.5 reading recovery teachers and invested in the specialist training of reading recovery teachers. The Reading Recovery program has allowed children in Year One, who have not progressed at the expected rate, to make significant reading improvement. A literacy support teacher has worked with some Foundation students over the past three years during terms three and four. These students benefited from one on one explicit teaching in reading and writing. The LLI Fountas and Pinnell classroom intervention program has provided a resource for classroom teachers. Education support staff have supported individual students at various levels with individual programs (Toe to Toe program, Speech and Occupational Therapy techniques)

Building Teaching Capacity

In every year there has been a focus on building teaching capacity. At the beginning of 2016 the school created a full time curriculum coaching position with the aim of building teacher capacity in Literacy and Numeracy across the school. We were also a part of the Maths Science Specialists Initiative, which saw a 0.5 EFT position in numeracy and a .05 EFT position in science created with the aim of building teacher capacity in those particular learning areas. The curriculum coach spent time working with teachers attending year level planning sessions. The coach also observed and modelled lessons and developed resources that were aimed at improving our whole school approach to Literacy instruction. The Maths/Science coaches played a similar role to the curriculum coach but had much more of an emphasis on Mathematics

and Science instruction at the school. The Science coach helped initiate a STEAM program labelled the 'Maker Hour'. Ultimately, evaluation of these programs would be informed by both student engagement levels and student achievement data.

Barriers that prevented the achievement of this goal

Perception of being too busy

A common staff comment when discussing potential barriers to the school meeting its student achievement goals was around the perception of being too busy to focus on the core components of our curriculum. This perception of doing too much is typified by comments such as "It's busy, with heaps happening all the time" and "Tasks that provide life experiences to our students such as extra-curricular activities are also creating difficulties in terms of the rest of the timetable" (See E-7). Comments such as these lead to a belief that there are some things that the staff also find valuable are at times taking the focus away from core classroom activities* (*note: These comments were made at a particularly busy time of the term one with swimming, camps and special events such as the Commonwealth Games Baton Relay happening at the time). It is also acknowledged that some of these events were seen by the parent community as a highlight of the school and at times were even at least part of the reason why they choose to send their children to the school.

Consistency of practice

During the last three years the school has continued to refine its commitment to an instructional model based on best practice. Despite this, there have been some classroom walkthroughs and observations that have indicated that perhaps there has been a variance between actual practice and our agreed upon instructional model. Learning Intentions, success criteria, feedback and individual goals have been a consistent feature of our instructional model in recent years and observations have generally reflected a consistency with these components being present in lessons across the school. The consistency of this practice was brought into question with one comment that was made by staff during a PRSE staff forum. The comment hinted that there was an element of 'staging' observations to a degree and that as a group the staff could get better at 'walking the talk' at all times not just when there are observers present in classrooms (E-7).

Critical Feedback

As a collective the school is unsure whether its observations have led to an improvement of practice. All staff participated in observations, focussed, peer and video, experiencing both being observed and being an observer (E12 & E13). Observations in the past have had a wide focus and it is suspected that feedback has been of a general nature and more 'praise' level feedback than more meaningful critical forms of feedback. Walk Throughs have given significant data to the leadership team, however perhaps this data could have been used more effectively and feedback more directed.

Staff attrition

Staff attrition over the past three years may well be a barrier. Several experienced staff retired, several staff took family leave and several young staff left for travel or another setting (metropolitan). Leadership positions and compositions of teams were consequently forced to regularly change. Many young graduate teachers have taken up positions at the school and may well be unfamiliar with the school's instructional practice and teaching in general. Whilst a mentor program has been implemented, experience takes time to acquire.

Assessment Overload?

Despite students telling the school that they 'really enjoy essential assessment and On Demand', some staff have expressed that they feel as if they are performing too many formal assessments particularly at the start of the year where it is taking them away from meaningful teaching and learning. Upon reflection one potential reason for this could be that teachers are not utilising data from previous years. Compass School Manager stores important assessment information but since its implementation staff levels of confidence in using Compass to access and analyse data varies significantly. The school has had staff training in the 'analytics' function of compass but without consistent use and practice, staff capacity to use Compass to store, access and analyse data has plateaued and consequently as yet the school is not using Compass to its full capacity.

Family Involvement

Both Staff and families commented on the input into the learning process. It is known that for students to have the best chance of being successful in their learning all three, teachers, students and families, need to work together. Families perceived that they were not welcome to stay beyond the ten minute family reading time each morning in classrooms (E-6). It was stated that teachers indicated that it was time to leave. Families have been given many opportunities to attend presentation days , expos, whole school events, assist with the Kitchen garden program and the clubs program but not necessarily in the the core classroom literacy and numeracy programs.

Professional Learning

Some staff have indicated that some Professional Learning that the school has been involved in has suffered from a lack of follow up. The staff comment was made around the 'Big Write' and VCOP training. We have had training for the Big Write and VCOP delivered to staff but there is, at least a perception that there has not been adequate follow up to this professional learning. All significant Professional Learning activities are recorded on a staff blog, but perhaps there are staff that are not accessing this resource.

Goal 2

For students to become engaged, curious, independent learners.

Target 2.1

Maintain or improve in all variables of student, staff, and parent opinion data each year

Attitude to schools: trend analysis and targets 2014 to 2018

The table below comes directly from our Strategic Plan

		2014	2018
Student relationships	Connectedness to peers	4.43	5.00
	Student safety	4.51	5.00
Wellbeing	Student morale	5.97	6.00
Teaching and learning	Learning confidence	4.35	5.00
	Stimulating learning	4.29	5.00
	Student motivation	4.70	5.00

This table outlines our progress on a year to year basis and also outlines our targets in relation to the Attitude to School Survey

Attitudes to School Survey (Targets in red)								
	2012	2013	2014	2015	2016	2017 Targets	2017 Actual	2018 Targets
Student Safety	44%	55%	71%	48%	53%	75%	97%	95%
Student Morale	47%	56%	63%	48%	64%	75%	96%	95%
School Connectedness	53%	70%	70%	56%	82%	85%	96%	95%
Stimulating Learning	60%	62%	54%	73%	82%	85%	97%	95%

Building practice excellence

Level of achievement : Met

Outcome

The 2017 ATOS indicated that 96% of students responded positively in terms of student connectdness. 2% of responses were netural and 2% were negative.

The 2017 ATOS indicated that 97% of students reposnded positively in terms of school safety. 1% of responses were netural and 2% were negative.

The 2017 ATOS indicated that 95% of students reposnded positively in terms of student confidence. 2% of responses were netural and 3% were negative

The 2017 ATOS indicated that 97 % of students reposnded positively in terms of Stimulating learning. 2% of responses were netural and 1% were negative

The Staff Opinion Survey indicated that in 2017 we had 80% positive responses for school climate. This 80% mark was the same level as in 2016. Down slightly from 82% in 2015.

The student cognitive engagement is an appropriate measure of this goal. In 2017 the school had 86% positive responses for this module. Due to changes in factors for the 2017 survey only one year of data is available, but this response is generally regarded as a positive response.

Enablers and Barriers

Enablers that supported the achievement of this goal

NPDL Partnership

At the beginning of the strategic plan period Bouchier Street Primary School became involved in the New Pedagogies for Deep Learning (NPDL) project (E-89). The international partnership of schools, researchers and education systems has helped inform the work of our school in allowing teachers to be activators of learning who design learning experiences that build on learner strengths and needs, create new knowledge using real-life problem solving and help all students identify their talents, purpose and passion. The Professional Learning opportunities that came about as a result of the program have helped establish a student centered approach to teaching and learning at the school, with the intention of achieving strong levels of student engagement and improved learning outcomes.

Inquiry Learning

Inquiry Learning was first initiated with a Professional Learning session delivered over one day to all staff. Staff initially engaged in shared inquiries and later allowed student choice through personal inquiries. Play based learning was already in place and was reaffirmed as a most engaging model of inquiry. Inquiry was linked to open end tasks across several learning areas. In Mathematics, children were engaged in inquiry mathematical projects linked to real life where they were able to create their own challenges to solve while learning new skills. Inquiry units culminated in sharing learning with the community where students and community members conveyed a sense of achievement

Most Likely to Succeed.

In line with our Inquiry approach to learning in 2016 all staff attended a special screening of the film 'Most Likely to Succeed' at the Goulburn Ovens Institute of TAFE's Harder Auditorium. This film was well received among staff and other community members and helped us begin conversations about our approach to education and allowed our staff and wider community to reimagine what students and teachers are capable of doing. The screening was followed up by a panel conversation attended by staff, students and educational leaders in our community which allowed the conversation to continue (E-90).

Technology Integration

Another enabler that has been identified during this pre review process is that of the integration of technology into the learning programs at the school. It is well known that leveraging digital technology to improve learning outcomes is vitally important in the context of rapidly changing emerging technologies. The school has invested heavily in the integration of technology into its teaching and learning. Student and class blogs were implemented in 2015 and have become a tool for learning about the world of online communication and curation of content. Our BYOD program has also been introduced in the last four years and has grown ever since its inception. This program which has now evolved to a point where we have almost all Year Five and Six student with their own device at school and student in many other year levels also a part of the program has helped to harness technology to ensure that learning is timely and easily transferable between school and home (E-91).

Student Leadership

The Student Leadership program at Bourchier Street Primary School has undergone significant changes in the last three years. The school has moved from a model that had existed for many years with student leadership generally following a traditional format of school captains and vice captains. This model essentially included four students directly involved in school leadership. The school saw the need for a more distributed student leadership model and now have a student leadership team who has the responsibility for representing the student population at the school and ensuring that student voice is prominent in school decisions. This student leadership team also oversees a student leadership program that aims to give all Year Six students an opportunity to lead the school in various initiatives and programs. Student Leadership Committees include, Community, Canteen and Health Promotion, Environmental protection group, Junior Mentors, sport and recreation and an E-Smart & Technology team (E-92).

Professional Learning

The school has also invested in Professional Learning for teachers to make learning engaging. We have conducted Professional Learning facilitated by an external consultant (Andrea Hillbrick) on using hooks to engage learners and 'invite' them into the intentions of the lesson (E-94). Stemming from this background of why lesson hooks are effective the school now has explicit planners that outline a 'hook' for every lesson (E-51).

Specialists Program

The Specialists program that is offered including Visual Arts/Italian, Performing Arts and Physical Education are all programs that engage students and develop their various talents in these different areas. Students have been exposed to various sporting challenges in the PE area (E-116) and live productions have been performed by Years Five and Six students (2015 & 2017) and Foundation, Year one and YearTwo (2015) students. In Visual Arts students experience many forms of media and learn many Italian responses. Their creations are displayed proudly around the school. Students indicated that they like these subject and that they like learning when its fun.

Building Classroom Communities

At the beginning of each year classes spend time on a unit of work dubbed 'Launching into Learning'. The focus of this unit is building relationships between students and teachers together along with building each individual's identity. Talents, behaviours and expectations are all explored in an effort to build a classroom community of learners ready to embark on challenges and successes together. The Camps program is also conducted during term one as another positive step towards building relationships. An important aspect of student learning is having strong links with families. A welcome night is conducted early in term one providing a meet and greet opportunity between teachers and families. Student learning conferences are also held in term ones where families can engage with teachers to share learning and future aspirations. Various other opportunities exist where families are welcome - whole school assemblies, celebrations at the end of work units, reading time in every classroom every morning, fun and color runs, athletic and swimming sports,

Mothers' and Fathers' day breakfasts and a book week parade to name a few. All have created opportunities for positive family and school relationships to foster.

Barriers that prevented the achievement of this goal

A crowded curriculum

When teachers were asked about the barriers to achieving the school's student engagement goal, one thing that was mentioned, was that it was too busy. It became apparent that there was, at least with some staff, a perception of a crowded curriculum. The move to the Victorian Curriculum in 2016 became a reason that some staff did not fully embrace the Inquiry approach. Rather than thinking of Inquiry as a way to organically cover many of the Victorian Curriculum components, some staff reverted back to attempting to cover all of the Victorian Curriculum areas in a linear and sequential fashion. That organic and less lineal nature of a student centered inquiry approach to learning became more difficult to gain traction.

Change Management

Whilst much professional Learning has occurred, in some instances there may have been an inability to apply knowledge gained. Resistance to change has been evident. In the case of inquiry learning, with the concept of learning together and giving student choice, some teachers have found it a challenge. The method has not been trusted above the teachers own control of learning situations. In the case of Play

based learning some teachers have found it difficult to justify the learning that is taking place. Reluctance to 'let go' of traditional teaching and learning methods has been obvious. Not enough professional Learning around the one topic (inquiry) may well be a barrier also. Teachers who have been reluctant to change have also commented that they need more professional learning in order to implement the new approach (inquiry).

PRSE Practice & Performance -

Bourchier Street Primary School Shepparton
(4742)

Panorama Supplementary School Report	
School Performance Data Report	
Additional supporting documents	1. Bourchier Street Primary School - PRSE.docx (1.22 MB)

PRSE Self-evaluation Summary -

Bourchier Street Primary School Shepparton
(4742)

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level	Evidence and Analysis
--	---	------------------------------	------------------------------

Excellence in teaching and learning

Building practice excellence	Evolving	The School's Professional Learning Blog (it is available at http://bspsstaff.global2.vic.edu.au) chronicles important evidence of our whole school professional Learning Program. There exists Professional Learning Schedules for each term of 2017 that outlines information on the professional Learning activities that have been undertaken. (E43-50)
Curriculum planning and assessment	Evolving	Several planning templates that have been used are evidence that standardised templates for planning are in use. Curriculum Plans and other templates are also available (E-5) (E54-74)
Evidence-based high-impact teaching strategies	Evolving	<p>At Bouchier Primary School the staff regularly communicate the importance of having high expectations and the building of positive relationships. We have conducted professional learning sessions on the importance of expectations and relationships. Every classroom community has developed a classroom behaviour agreement with high levels of student input that helps develop a common understanding of the expectations of learning progress.</p> <p>The release of the HITS publication in 2017 allowed staff to evaluate the school's instructional practice model in relation to the strategies. Each Learning Area studied the research of each strategy and completed a self evaluation of their own practice against the HITS. The results of this evaluation are available (E95-99)</p> <p>The school has a clear instructional practice model (E-10) and this underpins evaluation processes like classroom observations and walkthroughs. Each Year level works in teams and meets every week with a defined structure that is based on a PLC approach. There is a need to work on ensuring that the Inquiry Cycle component to the PLC structure is maintained.</p> <p>It is evident that there is a need to improve on how to evaluate the school's own practice. While there is a clear structure that is followed the school could probably dive deeper once a unit, program or process is completed to evaluate how it has gone. This will form part of the work in the near future.</p>

	Evaluating impact on learning	Evolving	<p>Each week each year level team plans together. Each meeting follows a planning agenda template that includes a discussion around data and or successes that have been experienced in our classrooms. There is regular professional conversations around the use of data. (E-37)</p> <p>The school has a Literacy and Numeracy Assessment schedule (E38 & E39) that outlines a range of formative and summarise assessment practices. Writing moderation is regularly conducted both within and across year levels. Providing timely feedback is an important part of our assessment practices. Feedback is listed in all observation documents (Peer, Classroom and Self reflection) (E12-E27) and all staff have been involved in professional Learning in providing timely and accurate feedback of learning progress.</p>
--	-------------------------------	----------	---

Professional leadership	Building leadership teams	Evolving	Documents used during our induction process are available. (E100-E102) This dimension also refers to professional learning programs. Schedules have been attached in previous dimensions evidence (E43-E50)
	Instructional and shared leadership	Embedding	<p>The formal leadership responsibilities of curriculum leaders in the school include the responsibility of Professional Learning. Literacy, Numeracy, Wellbeing and Digital Learning Leaders all lead professional learning initiatives. Whole staff workshops, weekly small group meetings, and other initiatives are all designed to be focused on learning and curriculum leaders play a pivotal role in leading learning across the school.</p> <p>Our Professional Learning blog is an example of some of the whole staff PL that has been conducted (E-9). There is an instructional practice improvement program that includes different forms of observations and practice reflection. Observation schedules ensure that every teaching staff member is a part of peer observations and focused classroom observations throughout the year. All staff also participated in a reflection of a video of their own practice.</p> <p>There exists a constant referral to data in Performance and Development team meetings and year level planning meetings. There are some draft and sample plans that teams created that align with our strategic and annual improvement plans attached. Also attached are meeting notes from our Performance and Development cycle. (E-103-107)</p> <p>In the future, it is planned to further solifiy our coaching and mentoring programs and ensure there is extensive evaluation of these programs.</p>

	Strategic resource management	Embedding	<p>The Leadership team takes a consultative approach to all strategic resource decisions. Any important purchases are in consultation with the distributed Leadership team and an assessment is made as to whether these resources are helping us achieve our goals (outlined in SSP and AIP) (E1-E4). Evidence of this consultative process exists in minutes of weekly School Improvement meeting. (Example at E-161)</p> <p>In terms of new and beginning teachers, there is a process of support and our induction program includes components of feedback so that practices can be improved.</p>
	Vision, values and culture	Evolving	<p>The school staff is most aware of and had input into the school's vision and values and how the SSP and AIP align with these vision and values. These Values are referenced in all of our planning documents so that from an individual planning perspective the school's values are always present in the minds of staff when making decisions. This allows student learning to always be the central consideration. The school values have been unpacked into a rubric (E-110)) so that every stakeholder, staff, student and parents understand practical examples of the school's values.</p> <p>The staff, students and parents have been engaged when designing AIP goals and have worked hard to identify any barriers that may exist to achieving these goals. The annual goals have been monitored during both the performance and development and school leadership processes. This has allowed active evaluation of current strategies and adjustments to the course of action throughout the year if need be.</p>

Positive climate for learning

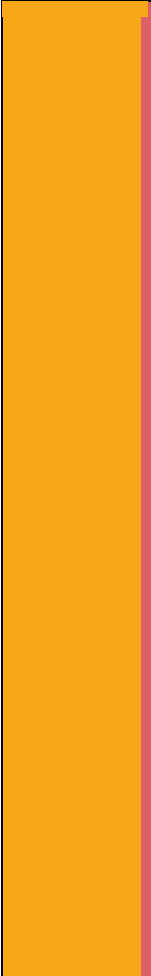
Empowering students and building school pride

Evolving

As a school, the importance of student voice is understood and it has been made a priority to increase the amount of student voice that is present in daily activities. From play-based Inquiry in Junior School to Action based Inquiries with older students, there have been attempts to develop a student-centered curriculum. Inquiry planning at the school stems from a starting point of students interests and abilities and planning documents reflect this.

A Student Representative Council (SRC) was established in 2017. The team met often to discuss events and initiatives in the school (see example minutes attached, E-92) and were also able to raise any issues that existed from the eyes of the students. The team designed a presentation for all other students where they could explain the SRC what their role was and how everyone in the school could have a voice in important decisions that happen in the school. This team created an extensive survey for students from across our Year 5 and 6 group and analysed results to explore school improvement projects (Please see survey link: https://drive.google.com/open?id=1-izzjPrx0ThJBy5WKzpiEeaik0jx_8Z090Z_hdTGK2w). The SRC implemented numerous school improvement projects throughout the year. The school is now looking to expand the involvement the SRC has had on curriculum decisions. Other roles the SRC will also take on will involve the organisation of fund-raising and student events in 2018.

Another positive experience was involving students in the planning of an upcoming Capital Works Project. A student focus group was established involving a diverse group of students. As insight was gained into what they saw as priorities for our school. It was a valuable experience and something that has spurred the school leadership on to look for more ways to initiate student focus groups. The notes from the student focus group have been provided (E-111)

 <p>Setting expectations and promoting inclusion</p>	<p>Emerging</p>	<p>Bourchier Street Primary School is an inclusive school. The student population is made up of a variety of different backgrounds, cultures and social and economic circumstances and is reflective of the wider community. Consequently, policies and procedures are responsive to the varying needs of the groups that make up our community.</p> <p>There is a comprehensive social and emotional learning program and a wellbeing and engagement program that has an unrelenting focus on building quality relationships. Helen McGrath and Toni Noble's 'Bounce Back' program is an important part of our curriculum plan and deals with bullying prevention, conflict resolution and pro-social behaviours. One of the ways our focus on relationships manifests itself is in the restorative practices approach that the school takes to behavioral incidents (E-114)</p> <p>One of the fundamental beliefs that the school has is that all students can make progress given sufficient time and the right support. Our meetings are all focused on learning about The student-centered approach that has been adopted in the school allows students to understand what they are learning and they become actively involved in setting their own learning goals and monitoring and assessing their own progress toward these goals. The Staff are constantly trying to develop students independence in their learning and would like student-led conferences to be a component of our 2018 program.</p>
--	-----------------	--

	Health and wellbeing	Evolving	<p>In 2017 Bouchier Street Primary School increased its commitment to the physical health of the students, staff and community. The school has two full-time Physical Education teachers and offer before school free fitness sessions for students and their families. The response from these sessions was very positive. The school understands the important role that parents play when trying to develop healthy and active lifestyles in students so the school expanded on the morning fitness sessions to offer parents the ability to attend personal training/fitness sessions after they had dropped their children off at school. This, combined with after school staff fitness sessions, encouraged our whole community to embrace healthy and active lifestyles and allow the adults in our school to become role models for the students. The school would like to continue to expand this program in 2018.</p> <p>In addition to our physical fitness sessions the school also used Inclusion online to assist staff to be more aware of some of the student needs that may exist in the school. The school now has staff trained in Dyslexia and reading difficulties, Speech and Hearing and Autism Spectrum Disorder.</p>
	Intellectual engagement and self-awareness	Evolving	<p>Every staff member in the school has been trained in the use of spreadsheets that determine the Zone of Proximal Development for students (E-76). The school has used these spreadsheets in a variety of contexts, in both Literacy and Numeracy assessments. The information gained from the use of these tools has proven invaluable for student grouping, lesson planning and goal setting. (E75 & E77)</p> <p>It is common practice to share assessment information with students so that students can be active participants in the goal-setting process. One example of goal setting is when year levels have used the Numeracy Fluency Assessment package to determine students ZPD and to set learning goals with the student. Please see the attached document for an example of this (E77). Also available are some photographs of the visual nature of students goals at BSPS.</p> <p>The collaborative nature of work at the school allows for the collection of evidence of student learning and to tailor instruction to respond to the needs and interests of the students. All staff have received explicit professional learning in the effective use of feedback in the classroom. A synopsis of one session is available at this link http://bspsstaff.global2.vic.edu.au/2013/09/23/understanding-the-4-levels-of-feedback/</p>

Building communities

Evolving

The school is always looking for ways that parents and community can be involved in the learning that happens at the school. There are many ways that Parents actively contribute to the school including reading, classroom support, helping out in our Kitchen/Garden program, attending learning expos and student-led conferences, attending camps, excursions, sporting events, performances, and assemblies are just a sample of the many ways that parents can be involved.

There have been times when the school has sought parent and community opinion about what is happening in the school. The school was very pleased with some of the data that came back in our Parent Opinion Survey (See POS report) The school has also conducted its own internal surveys to collect community views about topics such as online safety and facilities and maintenance priorities (Please see attached summary of data)

The school also understands the importance of including the wider community in the learning programs offered at the school. At every opportunity, the school encourages the community to become learning partners. Inquiry planners make specific reference to any community link that can be made and through action based inquiries students are encouraged to reach out to the community and make a positive difference (E-52). Examples of community members being brought into the school recently included sporting athletes, emergency service professionals, refugees, local environmental organisations and health professionals. Students' projects have also sought out the assistance of the wider community. At one stage a Year one class couldn't identify a bug that was in our playground and managed to take a photo of it, send it out and got a response from an entomologist in the United States who answered their questions!

In terms of the collaboration with external community organisations to provide support to students who need it the school has connections with a number of health and children support se

	Global citizenship	Evolving	<p>Every year 3-6 student at the school has their own online learning portfolio that can be used to share their learning with not only each other but also anyone around the world. The global2 blogging platform has been used to provide an avenue for students to learn about the responsible use of internet technology and to connect with others from across the globe.</p> <p>Many of the action based inquiries, that the students have undertaken, have projects that aim to have an impact to problems that are experienced globally. Environmental issues such as recycling, deforestation, and overpopulation have been explored and humanity issues such as migration and refugees, bullying, mental health and war have also been studied by students at the school. The curriculum program explicitly tackles relevant issues and the student-centered approach to the curriculum sees them taking a proactive approach to dealing with global issues.</p> <p>Despite only being held on one day of the school year the school's Harmony Day celebrations are indicative of our whole school approach to diversity and inclusiveness that exists in the school.</p>
--	--------------------	----------	--

	<p>Networks with schools, services and agencies</p>	<p>Evolving</p>	<p>In 2017 the school applied to be a part of DET's Professional Learning Communities initiative in an attempt to widen our networked learning community. In addition to this, the school has taken pro-active steps in creating a learning network. The Leadership team visited several schools who have been renown for innovative pedagogical approaches and whose approaches aligned with our own vision. The school has also connected a team of our own teachers with schools in Melbournes who completed a Skype sessions and emails to create learning opportunities and partnerships.</p> <p>The school has also connected with many external child support services to ensure that all students are receiving all possible support that will help them succeed.</p>
	<p>Parents and carers as partners</p>	<p>Evolving</p>	<p>At the school, parental involvemen is welcomed. Many opportunities for parent involvement exist and all staff have received professional learning about how to connect with families. Teachers attempt to, as regularly as possible, to inform parents of learning successes and have adopted an open door policy to classrooms to ensure that parents and families feel welcome.</p>

PRSE VRQA Checklist -

Bourchier Street Primary School Shepparton
(4742)

Minimum Standards for School Registration 2019

Please complete this table by indicating whether your school meets the minimum standards and provide evidence demonstrating your school's compliance (such as policies or procedures). If your school does not currently comply please write what your school is doing to ensure it will meet the minimum standards.

Minimum standards to be met by all government schools	Does the school meet the minimum standard?	If the requirement is not met, my school will do the following to meet the minimum standard	Supporting documentation Individual documents are limited to 25MB maximum size. DOC, DOCX, XLS, XLSX file types are supported
1 School governance			
<p>1.1 Democratic Principles</p> <p>The school affirms democratic principles through a statement affirming the school's adherence to the democratic principles in the school's vision and values, prospectus, handbook or local school policy (e.g. in the Statement of Values and School Philosophy).</p> <p>The statement includes the democratic principles listed in the <i>Education and Training Reform Act 2006</i>: elected Government; the rule of law; equal rights for all before the law; freedom of</p>			

<p>religion; freedom of speech and association; and the values of openness and tolerance.</p>			
<p>1.2 Philosophy</p> <p>The school has a statement (e.g. Statement of Values and School Philosophy) that includes:</p> <ul style="list-style-type: none"> • the school's vision, values and objectives • a description of how the school enacts its philosophy • an outline of where the school has published its policy. 			
<p>1.3 Enrolment policy</p> <p>SPECIALIST AND SPECIFIC PURPOSE SCHOOLS ONLY</p> <ul style="list-style-type: none"> • Our school has an enrolment policy which is consistent with all legal requirements • Our school can demonstrate 			

<p>how our enrolment policy is implemented.</p>			
<p>2 Curriculum and Student Learning</p>			
<p>2.1 Curriculum framework - Language Program</p> <ul style="list-style-type: none"> • Language education is provided by a registered teacher(s) or staff with Permission to Teach (PTT), across all year levels; <u>or</u> • The school has been granted an exemption by the VRQA under regulation 61. 			
<p>2.2 Curriculum Framework</p> <p>Our school has:</p> <ul style="list-style-type: none"> • A curriculum plan showing how the learning areas will be substantially addressed and how the curriculum 			

<p>will be organised and implemented</p> <ul style="list-style-type: none"> • An explanation of how and when the curriculum and teaching practice will be reviewed • An outline of how the school will deliver its curriculum. 			
<p>2.3 Student Learning Outcomes</p> <p>The school has submitted its 2018 annual report to the school community.</p>			
<p>3 Care, Safety and Welfare of Students</p>			
<p>3.1 Duty of Care</p> <p>The school has policies and procedures for the duty of care owed to students (e.g. Duty of Care Policy) including:</p> <ul style="list-style-type: none"> • that it owes all students a duty of care to take reasonable measures to protect them from reasonably 			

<p>foreseeable risks of injury</p> <ul style="list-style-type: none"> • that it owes a duty to take reasonable care that any student (and other persons) on the premises will not be injured or damaged because of the state of the premises, including things done or omitted to be done to the premises • that it owes a duty to take reasonable precautions to prevent the abuse of a child by an individual associated with the organisation while the child is under the care, supervision or authority of the organisation • that different and sometimes greater measures may need to be taken for younger students or students with disabilities to discharge 			
--	--	--	--

<p>this duty of care.</p>			
<p>3.2 Managing Student Wellbeing</p> <p>The school has policies and procedures for:</p> <ul style="list-style-type: none"> • anti-bullying and harassment, including cyber bullying • appropriate arrangements for on-site supervision of students (e.g. Yard Duty and Supervision Policy) • appropriate arrangements for supervision of students when engaged in off-site activities and which include consideration of the risk of bushfire in the activity location (e.g. Camps and Excursions policy) • ensuring the safety and welfare of students learning with another 			

<p>provider (when the school contracts with another school, a registered training organisation or an organisation not registered as an education or training provider) (e.g. covered in your Duty of Care policy)</p> <ul style="list-style-type: none"> • arrangements for ill students (e.g. First Aid Policy) • accident and incident register • first aid (e.g. First Aid Policy) • distributing medicine (e.g. Administration of Medication Policy, Log and Authority Form) • internet use (e.g. Digital Technologies Policy and Acceptable Use Agreements). 			
--	--	--	--

3.3 Emergency Management

The school:

- has a current register of staff trained in first aid
- holds records of student medical conditions and management
- has an emergency management plan which is reviewed at least annually and immediately after any significant incident (this plan must be site specific and include local threats, hazards and corresponding response procedures)
- communicates policies and procedures on the care, safety and welfare of students to staff, students, parents, guardians and the school community.

<p>3.4 Child Safety</p> <p>A school's policies and procedures (e.g. Child Safety Responding and Reporting Policy and Procedures) for ensuring all staff understand:</p> <ul style="list-style-type: none"> • mandatory reporting • the failure to disclose offence • the failure to protect offence. 			
<p>3.5 Child Safe Standards</p> <p>The school complies with the Child Safe Standards, as set out in Ministerial Order 870.</p> <p><i><u>NOTE: Before answering this question you must complete the 'Child Safe Standards Checklist' towards the end of this Tab.</u></i></p>			
<p>3.6 Anaphylaxis Management Policy</p> <p>The school has developed a policy and has procedures in place for any student at risk of anaphylaxis (e.g. Anaphylaxis Policy).</p>			

<p>The policy and procedures are in accordance with Ministerial Order 706.</p>			
<p>3.7 Emergency Bushfire Management</p> <ul style="list-style-type: none"> • A schedule for monitoring and removal of materials that may be easily ignited including branches overhanging buildings, debris and rubbish around and under buildings, including gutters, and dry grass and vegetation. • Procedures to ensure the safe storage of flammable materials. • A schedule for regularly monitoring emergency access to buildings and grounds. • Evidence that: <ul style="list-style-type: none"> ○ the building exits will continue 			

<p>usually be kept clear of obstructions</p> <ul style="list-style-type: none"> ○ assembly points are designated and have appropriate access to emergency equipment ○ there is access to facilities and grounds for emergency vehicles. 			
<p>3.8 Emergency bushfire management (for BARR schools only)</p> <p>The school is compliant with all relevant Guidelines (2.2 to 2.9). Please refer to the VRQA Guidelines for Bushfire Preparedness -</p>			

Registered Schools,
including:

- **2.2** an Emergency Management Plan that details the school's response to managing bushfire risk
- **2.3** the school informs students, staff and parents/guardians about their specific bushfire preparedness arrangements and train relevant staff in their bushfire preparedness roles
- **2.4** the school maintains a register updated at least once per school term during the October–April bushfire season of bushfire emergency equipment and ensures it is in working order
- **2.5** the school maintains notices of

<p>bushfire evacuation procedures and bushfire emergency contact numbers and locates them appropriately around the school</p> <ul style="list-style-type: none"> • 2.6 the school regularly manages materials that may easily be ignited around buildings and facilities • 2.7 the school regularly monitors emergency access to buildings and grounds • 2.8 the school consults local agencies, where relevant, (the Country Fire Authority, Metropolitan Fire and Emergency Services Board, local Council) on their bushfire preparedness and compliance with local bushfire regulation of buildings, 			
---	--	--	--

<p>facilities and grounds</p> <ul style="list-style-type: none"> • 2.9 a school with an on-site 'shelter in place' must consult with the relevant agency on the building's compliance with relevant regulations. 			
<p>3.9 Student Behaviour Management (discipline)</p> <p>Our school has:</p> <ul style="list-style-type: none"> • a policy that explicitly prohibits corporal punishment (e.g. a statement in the Student Wellbeing and Engagement Policy) • a behaviour management policy and procedures which include: <ul style="list-style-type: none"> ○ an explanation of the school's approach to behaviour management 			

<p>gement and how it affords procedural fairness to students (e.g. Student Wellbeing and Engagement Policy)</p> <ul style="list-style-type: none"> ○ a commitment to follow the DET guidance on suspensions and expulsions in compliance with Ministerial Order No. 1125 [note: the commitment can be in 			
---	--	--	--

<p>a school policy, or if not, the principal can provide verbal assurance at review]</p> <ul style="list-style-type: none"> ○ procedures for maintaining a register of suspensions and expulsions ○ an outline of how the school communicates these policies and procedures to the school 			
---	--	--	--

<p>community.</p>			
<p>4 Staff Employment</p>			
<p>4.1 Teachers requirements</p> <p>Our school maintains a register of teachers which includes</p> <ul style="list-style-type: none"> • each teacher's name • their Victorian Institute of Teaching (VIT) registration number • the expiry and renewal of their registration • their VIT category of registration (i.e. <i>provisional registration, full registration, permission to teach.</i>) 			
<p>4.2 Compliance with Working with Children Act 2005</p> <p>Our school has:</p> <ul style="list-style-type: none"> • procedures to ensure that all employees 			

<p>and volunteers required to do so by the Working with Children Act 2005, have a current Working with Children Check (WWCC) (e.g. Visitors Policy Volunteers Policy and following DET policy in relation to all employee checks)</p> <ul style="list-style-type: none"> • A register of employees and volunteers with a WWCC which includes each employee's: name, card number and expiry date • Procedures for maintaining the register. 			
5 School Infrastructure			
<p>5.1 School Infrastructure</p> <p>Our school has a plan showing the location of facilities available for each program offered</p>			

<p>across the school day (e.g. School plan with mark up of facilities that are used).</p>			
<p>Minimum standards to be met by Senior Secondary providers only</p>	<p>Does the school meet the minimum standard?</p>	<p>If the requirement is not met, my school will do the following to meet the minimum standard</p>	<p>Supporting documentation Individual documents are limited to 25MB maximum size. DOC, DOCX, XLS, XLSX file types are supported</p>
<p>1</p>			
<p>1.1 Student Learning Outcomes</p> <p>The school has:</p> <ul style="list-style-type: none"> • course curriculum and assessment documentation, and student attainment and administration documentation in accordance with the requirements of the awarding body • documentation to demonstrate that the school provides staff and students with current and accurate information 			

<p>about the awarding bodies' requirements including course standards, timelines and qualification requirements</p>			
<p>1.2 Student Records and Results</p> <p>The school has policies and procedures (e.g. <i>Student VCE/VCAL handbooks, Staff handbook, Student Records and Results policy</i>) to ensure the:</p> <ul style="list-style-type: none"> • integrity of assessment • accuracy of records • monitoring of student participation, completion rates and student outcomes. 			
<p>1.3 Student Welfare</p> <p>Policies and procedures for:</p> <ul style="list-style-type: none"> • how attendance is monitored for students participating in courses provided by 			

<p>another senior secondary course provider</p> <ul style="list-style-type: none"> • supervision of students outside scheduled classes. 			
<p>1.4 Teaching and Learning</p> <ul style="list-style-type: none"> • Teaching resources and facilities meet the current requirements of the awarding body. <p>Policies and procedures:</p> <ul style="list-style-type: none"> • to ensure the assessment of senior secondary courses is fair, valid and reliable • to oversee the conduct of assessments including: <ul style="list-style-type: none"> ○ addressing cheating, including plagiarism 			

<ul style="list-style-type: none"> ○ conducting investigations and hearings and if necessary, amending or cancelling assessments ● a student handbook and resources which address the senior secondary course rules and procedures for assessment. 			
--	--	--	--

Child Safe Standards Checklist

The Minimum Standards audit assesses your school’s compliance with the Child Safe Standards. In preparation for the review, your school must self-assess your compliance with the Child Safe Standards using the table below. To do this, indicate whether your school meets the Minimum Standards and what your school is doing to meet the Minimum Standards if it does not currently comply, and uploading a copy of documents that demonstrate your school’s compliance (such as policies or procedures).

Child Safe Standards	Does the school meet the minimum standard?	If the requirement is not met, my school will do the following to meet the minimum standard	Supporting documentation Individual documents are limited to 25MB maximum size. DOC, DOCX, XLS, XLSX file types are supported
----------------------	--	---	---

Principle of Inclusion

6(a) In implementing the minimum child safety standards, the school governing authorities must:

- take account of the diversity of all children, including (but not limited to) the needs of Aboriginal and Torres Strait Islander children, children from culturally and linguistically diverse backgrounds, children with disabilities, and children who are vulnerable; and
- make reasonable efforts to accommodate the matters referred to in clause 6(a).

**Child Safe Standard 1:
Strategies to embed an organisational culture of child safety**

7(1) (d) The school governing authority must put the strategies [to embed an organisational culture of child

<p>safety] into practice, and inform the school community about these practices.</p>			
<p>Child Safe Standard 2: A child safety policy or statement of commitment to child safety</p>			
<p>8 (1) The school governing authority must ensure that the school has a child safety policy or statement of commitment to child safety that details: (b) the actions the school proposes to take to (iii) support or assist children who disclose child abuse, or are otherwise linked to suspected child abuse. (e.g. Example Statement of Commitment to Child Safety).</p>			
<p>Child Safe Standard 3: A child safety code of conduct</p>			
<p>9 (1) The school governing authority must develop, endorse, and make publicly available a code of conduct that: (b) sets standards about the ways in which school staff are expected to behave with children (e.g. Child Safety Code of Conduct – exemplar).</p>			

Child Safe Standard 5: Procedures for responding to and reporting allegations of suspected child abuse			
<p>11(1) The school governing authority must have a clear procedure or set of procedures for responding to allegations of suspected child abuse in accordance with this clause and other legal obligations. (e.g. Child Safety Responding and Reporting Policy and Procedures).</p>			
Child Safe Standard 6: Strategies to identify and reduce or remove risks of child abuse			
<p>12 (4) As part of its risk management strategy and practices, the school governing authority must monitor and evaluate the effectiveness of the implementation of its risk controls.</p>			
<p>12 (5) At least annually, the school governing authority must ensure that appropriate guidance and training is provided to the individual members of the school governing authority and school</p>			

<p>staff about: (a) individual and collective obligations and responsibilities for managing the risk of child abuse.</p>			
<p>Child Safe Standard 7: Strategies to promote child participation and empowerment</p>			
<p>13 (1) The school governing authority must develop strategies to deliver appropriate education about: (d) child abuse awareness and prevention.</p>			
<p>The school governing authority must promote the child safety standards required by this Order in ways that are readily accessible, easy to understand, and user-friendly to children.</p>			

Validated panel assessment against the FISO Continua -

Bourchier Street Primary School Shepparton (4742)

Priority	Excellence in teaching and learning in teaching and learning		
Dimension	Building practice excellence		
Score	The current Self-evaluation score is:		Evolving
	The reviewed Self-evaluation score is:		Evolving
Emerging 0 out of 5 continua selected	Evolving 5 out of 5 continua selected	Embedding 0 out of 5 continua selected	Excelling 0 out of 5 continua selected
Professional learning is focused on student outcomes			
Teachers are aware of the FISO priorities and initiatives. They are beginning to explore what the initiatives might mean for their professional practice. Professional learning activities are usually based on teacher choice and interest, focusing on individual teacher needs rather than identified school goals and priorities.	The school has clear goals and targets that support agreed FISO priorities. The school develops professional learning aligned with their FISO improvement strategies. Teachers have a shared focus for improvement in student outcomes.	The school's professional learning has well-articulated purposes that are focused on student outcomes, derived from the analysis of student data. Teachers' individual plans have strong line of sight to the school's goals and targets. Teachers make links between students' progress data and their own professional learning needs.	A whole-school professional learning plan supports the school's identified improvement strategies. It is developed, implemented, monitored and evaluated in light of student achievement data.
Professional learning is collaborative, involving reflection and feedback			
Teachers work together in stages of learning and learning area groups to plan and review teaching and learning programs. The school encourages teachers to seek support from experienced colleagues. Teachers occasionally give and receive	Professional learning teams are formalised and teachers work collaboratively to review and develop their practice. Teams monitor the impact of teaching strategies on student learning and adapt teaching to advance student progress.	The school has explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback. Teaching teams regularly observe and provide feedback on teaching, with support and input from leaders and input from students.	The school has established teaching teams dedicated to challenging and improving each other's practice. Student feedback is routinely sought and informs school improvement. The school's Professional Learning Plan is developmentally-focused, and designed to enable both individual and

<p>feedback with a focus on improving practice. The school encourages teachers to seek support from experienced colleagues. Teachers occasionally give and receive feedback with a focus on improving practice.</p>	<p>Teachers provide, seek out and receive feedback from peers and school leaders to improve teaching practice.</p>	<p>Structured mentoring and coaching programs are established.</p>	<p>collective responsibility and accountability. The plan supports collaborative professional learning to build collective responsibility for improved student outcomes.</p>
<p>Professional learning is informed by the collection, analysis and evaluation of student data</p>			
<p>Teachers access professional learning to build their skills in the analysis, interpretation and use of student performance data to improve classroom teaching practice.</p>	<p>Teachers work in teams, across year levels and learning areas, to implement documented and agreed approaches to data collection, analysis and evaluation.</p>	<p>Teachers routinely use student learning data to diagnose their own development priorities. They review actual changes in practice following formal professional learning programs, document the impact of new approaches and plan further improvements.</p>	<p>Continuous improvement in teaching practice is sustained by systematically collecting, analysing and evaluating teaching practices and student achievement data. The school and its community incorporates evaluative practices and continuous improvement into its improvement cycle.</p>
<p>Professional learning is evidence-based and modelled on recognised best practice</p>			
<p>Teachers use assessment data and other evidence to evaluate student progress and identify gaps in student learning. Teachers share experiences about teaching practices and occasionally reference data.</p>	<p>Teachers demonstrate understanding of the link between their practice and student learning. They use student achievement data to identify their professional learning needs aligned with FISO priorities. The school periodically reviews the effectiveness of teaching and learning programs and uses this information to plan appropriate individual and whole-school professional learning.</p>	<p>Teachers routinely use evidence of student learning progress to diagnose their own development priorities. Individually and collectively, they engage in a cycle of inquiry to evaluate the effectiveness of their current teaching practices. The school routinely reviews its impact on students' progress and development, and incorporates findings into whole-school professional learning and school improvement plans. Exploring models of best practice from local and international contexts informs the school's professional learning.</p>	<p>The school routinely integrates student learning data with teacher professional development and strategic planning. The school uses its data to align teachers' individual learning needs with school priorities, goals for student learning and Annual Implementation Plans (AIP). The school trials and evaluates professional learning practices from international and local contexts which are known to have an impact.</p>

Professional learning is ongoing, supported and fully integrated into the culture of the school			
A school-based professional learning program is documented and implemented. The school supports teachers to develop evaluative and assessment skills, and provides opportunities for teachers to practise these capabilities.	The school fosters a culture that values and supports ongoing professional learning to evaluate and improve teaching practice. Teachers are collectively responsible for improving instructional practices to achieve progress in learning for all students and reduce variations in learning outcomes between classes.	The school systematically builds teaching capabilities with sufficient time and incentives for continued enhancement of teacher expertise. School leaders facilitate opportunities for staff to learn from each other and model continuous learning in their own practice.	The school fosters an environment that values collaboration, trust, risk-taking, experimentation, collaborative inquiry and self-assessment. The school embeds a continuous focus on teaching and learning in its culture. School leaders support and provide ongoing opportunities for all staff to progressively reach higher levels of performance.

Self-evaluation evidence	The School's Professional Learning Blog (it is available at http://bspsstaff.global2.vic.edu.au) chronicles important evidence of our whole school professional Learning Program. There exists Professional Learning Schedules for each term of 2017 that outlines information on the professional Learning activities that have been undertaken. (E43-50)
Uploaded documents	

Priority	Excellence in teaching and learning in teaching and learning		
Dimension	Curriculum planning and assessment		
Score	The current Self-evaluation score is:	Evolving	
	The reviewed Self-evaluation score is:	Evolving	
Emerging 0 out of 3 continua selected	Evolving 3 out of 3 continua selected	Embedding 0 out of 3 continua selected	Excelling 0 out of 3 continua selected
The curriculum plan is developed and documented			
Teachers are familiar with the school's School Strategic Plan (SSP) and	The school has identified FISO priority areas for focus and these are clearly	The school has audited the current curriculum plan and identified areas	The leadership team has led a whole-school audit of the current curriculum

<p>Annual Implementation Plan (AIP) and identified areas for improvement. Student achievement data informs curriculum planning. Curriculum plans are usually designed by individual teachers based on the year level and curriculum area using the Victorian Curriculum and senior secondary curriculum. Teachers collaborate informally to develop and review teaching and assessment strategies and to share what they have learned. The school provides some opportunities for students to engage in the curriculum planning process.</p>	<p>identified in the SSP and AIP. School-wide achievement data is analysed. Student backgrounds and the needs of particular cohorts of students inform curriculum planning. Teachers plan together in stages of learning and curriculum area teams against the Victorian Curriculum and senior secondary curriculum. The school schedules opportunities for teachers to work in teams which develop consistency in teaching and learning strategies and moderate student assessment. The school actively seeks the views of students about curriculum content, delivery and assessment.</p>	<p>that need to be reviewed to align to the SSP, AIP and identified FISO priority areas. A comprehensive analysis of student achievement data provides an accurate picture of student achievement across the whole school, within learning areas and the capabilities, within year levels and for student cohorts and individual students. This informs the development of a sequential curriculum plan. Curriculum planning reflects the achievements of students against the standards for curriculum areas, stages of learning and student backgrounds and needs. A professional learning community approach to whole-school curriculum planning and assessment is implemented to build the commitment, skills and capability of staff, reflective of school priorities. Planning units and assessment in teams, and in collaboration with students, is fundamental to the implementation of the school's curriculum plan.</p>	<p>plan, analysis of student data and identified priority areas, aligned to the SSP and AIP. The plan is well established across each curriculum area and year level/cohort. A rigorous analysis of student achievement informs a sequential curriculum plan. Curriculum planning analyses and addresses the full range of learning needs of individual students providing coherence and continuity across all learning areas, and capabilities and stages of learning. Formal avenues exist for students to give voice to their interests and needs, and to regularly have input into curriculum planning, teaching and assessment. A Community of Practice approach across a group of schools brings expertise, innovation and professional challenge to the curriculum planning process.</p>
<p>There is a holistic approach to curriculum, pedagogy and assessment</p>			
<p>The school's curriculum plan identifies curriculum, pedagogy and assessment largely as separate inputs. Pedagogical practice is usually selected by the teacher based on their current knowledge, teaching experience and teaching style. They are aware that personalised learning can increase engagement and support</p>	<p>The school's curriculum plan begins to integrate learning areas and capabilities, pedagogy and assessment into a documented program of teaching and learning. Documented whole-school pedagogical practice is evidence based. There is an expectation that student needs and interests inform curriculum planning</p>	<p>The school's curriculum plan integrates learning areas and capabilities, pedagogy and assessment into a sequential program of learning. Documented whole-school pedagogical practice is evidence based with high impact teaching strategies embedded in the teaching and learning program. These strategies integrate with a</p>	<p>The school's curriculum plan fully integrates learning areas and capabilities, pedagogy and assessment into a coherent, sequential and developmental program of learning. A quality assurance process ensures that high impact, evidence-based pedagogical and assessment practices are enacted by all teachers. Teachers</p>

learning. A school assessment plan is developed, predominantly driven by summative assessment and reporting expectations.	and teaching. A school assessment plan includes assessment of and for learning, while moderation of student work develops consistency of teacher judgement.	detailed, sequential curriculum plan to ensure personalised teaching and learning. Accurate assessment of and for learning is characterised by teacher collaboration around processes such as assessment mapping and moderation, enabling greater consistency of teacher judgements of student learning.	pinpoint and build from point of need for individuals, student cohorts and groups of students. There is a clear relationship between the curriculum standards, learning goals, learning activities and assessment strategies. This enables teachers to capture students' knowledge and skills to quantify learning progress and to identify next steps.
--	--	---	--

The curriculum is monitored and evaluated			
---	--	--	--

The school has a formal process for reviewing the curriculum plan. This is informed by student achievement data and is mainly conducted by the leadership team.	Teacher teams use student achievement to effectively monitor and review the curriculum plan, teaching and learning and assessment strategies. Standardised unit and lesson planning templates are periodically refined.	Programs are regularly monitored and evaluated by professional learning teams to ensure that the curriculum plan, teaching and learning and assessment strategies are consistent across all areas. Consistent processes are in place to monitor the effectiveness of programs in meeting the student's learning goals and needs, based on a range of evidence.	The school has established processes for ongoing evaluation and modification of its curriculum plan based on a cycle of review and comprehensive stakeholder feedback. A detailed analysis of outcomes data significantly informs this process.
---	--	---	--

Self-evaluation evidence	Several planning templates that have been used are evidence that standardised templates for planning are in use. Curriculum Plans and other templates are also available (E-5) (E54-74)
Uploaded documents	

Priority	Excellence in teaching and learning in teaching and learning
-----------------	--

Dimension	Evidence-based high-impact teaching strategies		
Score	The current Self-evaluation score is:	Evolving	
	The reviewed Self-evaluation score is:	Evolving	
Emerging 0 out of 4 continua selected	Evolving 4 out of 4 continua selected	Embedding 0 out of 4 continua selected	Excelling 0 out of 4 continua selected
The school has high expectations for learning progress			
Teachers recognise that students of the same age will be at different points in their learning and may progress at different rates. The leadership team supports raised consciousness of how teaching practice impacts the learning of individual students.	Teachers know that every learner is capable of making progress and clearly communicate this to all students. Teachers set challenging tasks and encourage students to engage with them. Teaching is designed to scaffold student learning accordingly.	Teachers have a collective belief that strong learning growth for all students is enabled by evidence-based pedagogical practice. Teachers enhance students' self-efficacy and self-esteem as learners by tailoring challenges to meet the learning stage and readiness of each student.	The school has a clear focus on excellence in teaching with high expectations that students can meet appropriate challenges. All teachers expect that every student will make at least 12 month's growth in a school year, regardless of their starting point. Teachers engage students in learning and develop students' self-regulation, enhanced self-efficacy and self-esteem as learners.
The school develops teacher knowledge of high-impact teaching strategies			
Professional learning addresses teacher knowledge of evidence-based high-impact teaching strategies.	The school provides opportunities for teachers to observe and discuss best practice teaching. There is a shared language to describe agreed high-impact teaching strategies. Teachers select and trial agreed new strategies in their own classrooms. Teachers identify high-impact teaching strategies as a focus for learning and development in Performance and Development Plans.	Teachers have opportunities to observe skilled colleagues, trial and review new strategies, receive feedback and focused coaching to support changes to their practice. Teachers continue to expand and refine a repertoire of high-impact teaching strategies that are integrated into their daily practice, and these are shared with colleagues. Building knowledge and skills in the use of agreed high-impact teaching strategies is referenced in teacher	Teachers demonstrate and apply current pedagogical knowledge which develops high-order thinking and metacognition to extend all learners. Teachers have a deep understanding of their teaching and the effect it has on student learning. The school has internal capacity to update understanding and practice of high-impact teaching strategies and identifies and seeks external expertise when required.

		Performance and Development Plans.	
The school implements consistent and sustained high-impact teaching strategies			
<p>Teachers understand the rationale for consistent, high-quality teaching strategies across the school. Teachers are encouraged to use the FISO Improvement Cycle to improve practice and drive whole-school improvement. Working collaboratively in Professional Learning Communities, teachers begin to investigate alternative teaching models, pedagogical strategies and experiment with new practices.</p>	<p>Teachers can identify their own pedagogy. They share challenges reflect on practice and share self-assessment and feedback with some trusted colleagues. Teachers are committed to improving their practice and actively seek feedback and support from each other. Professional Learning Communities support individuals in making incremental changes to their practice. Teachers challenge and support each other in building and refining skills so there is less variation in quality and greater consistency, ensuring improved learning outcomes for all students.</p>	<p>The school has a clear instructional model that is based on research relating to high-impact teaching strategies. All teachers follow the model which informs the work of Professional Learning Communities. The leadership team allocates time and resources to support teachers in implementing consistent strategies at all levels. Teachers demonstrate the confidence and skills to talk about quality teaching. They question their impact through analysing various data, are open to having their teaching reviewed, and are welcoming and responsive to thoughtful and constructive feedback.</p>	<p>In Professional Learning Communities, teachers engage in challenging and supportive conversations that stretch their learning and build professional resilience and confidence. The leadership team builds a culture that supports improving the quality of teaching across the school and maintains an inquiry cycle. Individuals and teams are open to critically evaluating their practice in a culture of trust and with a strong sense of collective efficacy – a belief that teachers are jointly responsible for ensuring the success of all students.</p>
The school monitors and evaluates its practice			
<p>Teachers rely on summative assessment data to evaluate student progress and identify gaps in student learning. Teachers plan to address some student misunderstandings and persistent challenges. The leadership team challenges and supports teachers to reflect on and evaluate the impact of their teaching on student learning.</p>	<p>Supported by the leadership team, teachers use formative and summative assessment to evaluate the impact they are having on student outcomes and to self-assess the effectiveness of their teaching. Teachers respond to formative and summative assessment by trialling some high-impact teaching strategies.</p>	<p>Teachers use student data to tailor their teaching and preference appropriate high- impact teaching strategies. They work through the FISO Improvement Cycle to evaluate the effectiveness of teaching informed by student learning growth and student feedback. The leadership team works through the FISO Improvement Cycle to evaluate the effectiveness of high-impact teaching strategies on school improvement.</p>	<p>Teachers use multiple sources of data to compare growth rates and evaluate the effectiveness of different teaching strategies. The FISO Improvement Cycle is used to ensure early intervention, scaffolding and extension is accurately targeted and delivered. School leaders work with teachers to evaluate the effectiveness of high-impact teaching strategies to refine curriculum, pedagogy and programs, and plan for further improvement.</p>

Self-evaluation evidence	<p>At Bourchier Primary School the staff regularly communicate the importance of having high expectations and the building of positive relationships. We have conducted professional learning sessions on the importance of expectations and relationships. Every classroom community has developed a classroom behaviour agreement with high levels of student input that helps develop a common understanding of the expectations of learning progress.</p> <p>The release of the HITS publication in 2017 allowed staff to evaluate the school's instructional practice model in relation to the strategies. Each Learning Area studied the research of each strategy and completed a self evaluation of their own practice against the HITS. The results of this evaluation are available (E95-99)</p> <p>The school has a clear instructional practice model (E-10) and this underpins evaluation processes like classroom observations and walkthroughs. Each Year level works in teams and meets every week with a defined structure that is based on a PLC approach. There is a need to work on ensuring that the Inquiry Cycle component to the PLC structure is maintained.</p> <p>It is evident that there is a need to improve on how to evaluate the school's own practice. While there is a clear structure that is followed the school could probably dive deeper once a unit, program or process is completed to evaluate how it has gone. This will form part of the work in the near future.</p>
Uploaded documents	

Priority	Excellence in teaching and learning in teaching and learning		
Dimension	Evaluating impact on learning		
Score	The current Self-evaluation score is:		Evolving
	The reviewed Self-evaluation score is:		Evolving
Emerging 0 out of 3 continua selected	Evolving 3 out of 3 continua selected	Embedding 0 out of 3 continua selected	Excelling 0 out of 3 continua selected
The school builds assessment literacy			
Student work is formally assessed by teachers at the end of a cycle of learning where it sums up student	Teachers use a range of formative and summative assessments to monitor student learning, identify point of need	Teachers collaborate to design high-quality summative and formative assessments. Teaching and learning is	All teachers demonstrate a deep understanding of the uses and purposes of assessment which informs

<p>achievement at a particular point in time against goals and standards. Teachers collaborate to create and share assessment tasks mapped to the standards. Teachers provide students with feedback on strengths and areas for improvement to progress learning.</p>	<p>and comply with curriculum standards. Teaching teams establish processes such as using assessment maps, moderation and protocols to enable greater consistency of their judgements on student learning. Teachers provide students with targeted feedback based on informed and timely judgements of each student's achievement relative to their learning goals and their needs, in order to progress learning.</p>	<p>routinely adjusted to cater for individual needs. The school prioritises assessment literacy and teachers have dedicated time to collaboratively build their capabilities. Teacher judgements are consistent across the school and validated by formal processes such as peer observations, moderation and cross marking. Teachers and students feedback to each other about student progress. Teachers use formative and summative assessment strategies, identify, articulate and explicitly teach the skills required for each student to improve.</p>	<p>planning for student learning. Consistency of teacher judgement is validated by rigorous data analysis by skilled teacher teams using rigorous methodology. Annotation of student work samples supports moderation and ensures assessment is accurate and supportive of learning growth. A range of comprehensive formative and summative assessment data provides the basis of regular feedback and reporting to students and parents who are engaged as partners in improving student outcomes. The school documents the processes which enable students to feedback to teachers and parents on their learning progress and next steps for improvement.</p>
<p>The school connects student assessment with learning</p>			
<p>The school encourages teaching teams to work together to identify and use different assessment strategies appropriate to learning.</p>	<p>Teachers work in teams to analyse assessment data and monitor students' learning as part of regular lesson planning and review. They identify implications for future lesson planning including curriculum content and pedagogical approaches.</p>	<p>Documented whole-school assessment strategies develop teachers' capabilities to use a range of assessment data to diagnose learning needs and inform planning for student learning.</p>	<p>Analysis of student assessment is used explicitly by teacher teams to inform curriculum development and teaching practice. There is a reflective cycle of planning, teaching and assessment using evidence-based strategies.</p>
<p>Teachers evaluate and modify their teaching practice</p>			
<p>Teachers analyse student assessment data to identify the knowledge and skills students need to meet the expected standards. Teachers identify appropriate focus areas for their own professional learning and look for opportunities to build new knowledge and skills</p>	<p>Teachers work in teams to analyse student learning data and reflect on the effectiveness of their own teaching. Teachers identify appropriate professional learning to build their knowledge and skills including research, evidence-based strategies, observation, and feedback and</p>	<p>Teacher teams respond to the student data analysis by adapting their pedagogical practice and refining assessment and curriculum delivery. Team planning and professional learning time prioritises assessment data analysis. Teachers evaluate the effectiveness of</p>	<p>A whole-school approach to developing evaluative practice prioritises time and resources for teams to scrutinise their impact on students' progress. Teachers are skilled in monitoring the impact of their practice and are able to take control of their own learning. The school uses student learning data</p>

including peer observation, feedback and coaching.	coaching.	their practice, trial new practices, monitor student learning and seek feedback from colleagues and students to gauge the impact of changed practices.	for strategic planning of teacher individual and collective professional learning.
--	-----------	--	--

Self-evaluation evidence	<p>Each week each year level team plans together. Each meeting follows a planning agenda template that includes a discussion around data and or successes that have been experienced in our classrooms. There is regular professional conversations around the use of data. (E-37)</p> <p>The school has a Literacy and Numeracy Assessment schedule (E38 & E39) that outlines a range of formative and summarise assessment practices. Writing moderation is regularly conducted both within and across year levels. Providing timely feedback is an important part of our assessment practices. Feedback is listed in all observation documents (Peer, Classroom and Self reflection) (E12-E27) and all staff have been involved in professional Learning in providing timely and accurate feedback of learning progress.</p>
Uploaded documents	

Priority	Professional leadership		
Dimension	Building leadership teams		
Score	The current Self-evaluation score is:	Evolving	
	The reviewed Self-evaluation score is:	Evolving	
Emerging 0 out of 3 continua selected	Evolving 3 out of 3 continua selected	Embedding 0 out of 3 continua selected	Excelling 0 out of 3 continua selected
The leadership team leads school improvement			
Quality conversations are led by the principal class. The leadership team develops a basic	The leadership team applies their understanding of current research and student data to plan and implement	The leadership team has a shared understanding of why and how FISO initiatives for improvement will be	The school community has a clear understanding of the school's vision, values and culture and the priorities

<p>understanding of current research and uses student data to influence the school's choice of FISO priorities for school improvement.</p> <p>The leadership team supports the development and actions of a School Improvement Team.</p> <p>The leadership team engages and encourages staff to commit to evidence-based improvement, using FISO to underpin the school improvement journey.</p> <p>Professional learning to develop leadership capacity for school improvement is promoted.</p>	<p>school improvement.</p> <p>The leadership team provides clear and explicit direction and support for the School Improvement Team's activities, including raising awareness across the school community of its improvement goals and targets identified in the AIP.</p> <p>The school's selected FISO initiatives are aligned with the SSP and AIP.</p> <p>Leadership roles are aligned with the SSP and AIP priorities.</p> <p>The school provides opportunities for aspirant leaders to build their capabilities in school improvement.</p>	<p>implemented and how these will support the school's vision, values and culture.</p> <p>The leadership team develops capability among teachers to implement and monitor the actions of the School Improvement Team, fostering a culture of improvement across the school.</p> <p>Whole-school curriculum planning and practice demonstrates the interconnectedness between the SSP, the AIP, FISO initiatives and school improvement.</p> <p>The principal implements succession planning and develops the capabilities of leadership teams to build a culture that is focused on improvement.</p>	<p>driving the school improvement agenda.</p> <p>The leadership team, School Improvement Team, teachers and school council work in concert to drive a relentless focus on improvement across the school, linking the goals of the AIP to those of the SSP.</p> <p>There is a culture of review, responsibility and shared accountability for school improvement.</p> <p>Succession planning is in place to build staff capabilities and recruit staff with particular expertise to deliver school improvement targets.</p>
<p>The leadership team leads professional learning</p>			
<p>Leaders participate in professional and community networks and forums to broaden their knowledge and practice.</p> <p>A whole-school professional learning program is developed and documented. An induction program for new teachers introduces them to the professional learning culture of the school.</p> <p>The leadership team identifies and provides access to appropriate professional learning for teachers.</p>	<p>The leadership team is regularly involved in professional learning with their staff. They do so in formal, structured professional learning teams and also in informal discussions, coaching and mentoring.</p> <p>A whole-school professional learning strategy aligns individual learning plans with school goals and supports the school's identified FISO improvement strategies.</p> <p>Leading teacher and experienced teachers' roles and responsibilities include facilitating the school professional learning program.</p>	<p>Leaders engage in the Communities of Practice.</p> <p>The leadership team participates in and leads Professional Learning Teams. Informed by current research, they continually challenge each other to improve each other's practice.</p> <p>Leaders provide time and resources for teachers to research and implement new approaches where impact is measured and findings are integrated into school improvement plans and processes.</p> <p>Leaders delegate authority to others to undertake specific activities. They design strategies and processes that support leadership development and recognise a variety of leadership roles</p>	<p>Leaders participate and actively lead Communities of Practice to share knowledge and maximise access for all staff to quality professional learning.</p> <p>Informed by current research they provide effective feedback for system improvement.</p> <p>The leadership team leads teachers in a cycle of improvement to continuously monitor and evaluate the impact of teacher professional learning and improved practice on the school's identified FISO improvement strategies.</p> <p>Career pathways clearly identify opportunities for staff to progress. Staff are provided with feedback to support on-going improvement and</p>

		within the school.	progression.
The leadership team ensures a safe environment			
The leadership team shares expectations for respectful behaviour and communication between all members of the school community. Leaders support the development of a common language around the school's values and vision and encourage others to act in accordance with them.	The leadership team sets expectations and models respectful engagement throughout the school community. They promote the importance of making the school a safe and positive place to learn. Leaders and teachers purposefully engage in activities to build relationships and trust. Protocols for input and feedback are developed to reflect the school's values and achievement of the vision.	The leadership team builds a safe, purposeful and inclusive learning environment by fostering constructive and respectful relationships among all members of the school community. Leaders encourage inquiry, creativity and innovation in a safe environment. Teachers collaborate, challenge, and support each other and are provided with appropriate and timely feedback.	The leadership team employs a range of strategies to develop and nurture mutually supportive relationships to build trust and cooperation within the school and wider community. Responsive communication and collaboration occurs across the whole school community. Considered risk taking occurs in a culture with documented and agreed protocols and behaviours, resulting in innovation and improvement.

Self-evaluation evidence	Documents used during our induction process are available. (E100-E102) This dimension also refers to professional learning programs. Schedules have been attached in previous dimensions evidence (E43-E50)
Uploaded documents	

Priority	Professional leadership		
Dimension	Instructional and shared leadership		
Score	The current Self-evaluation score is:	Embedding	
	The reviewed Self-evaluation score is:	Embedding	
Emerging 0 out of 3 continua selected	Evolving 0 out of 3 continua selected	Embedding 3 out of 3 continua selected	Excelling 0 out of 3 continua selected

School leaders lead teaching and learning			
<p>Leaders periodically update their own knowledge of effective pedagogical practices and share new research with staff.</p> <p>Leaders encourage staff to work together to develop curriculum, teaching and assessment strategies.</p>	<p>Leaders lead and participate in professional learning with staff, including curriculum planning, instructional methods, assessment strategies and student achievement data.</p> <p>Leaders work with staff to review and improve their teaching, including using observation, feedback and coaching.</p>	<p>Leaders use their expertise to guide the instructional program of the school. They prioritise evidence-based, high-impact strategies and support staff to use them consistently.</p> <p>Leaders are seen by staff as instructional experts who use their pedagogical knowledge and skills to coach and develop others.</p>	<p>Leaders model and demonstrate high levels of pedagogical knowledge and skill, including expert knowledge of evidence-based teaching strategies. Leaders align instructional and curriculum planning with the goals of the school. They integrate continuous evaluation and improvement of practice with performance and development processes.</p>
School leaders lead whole-school improvement			
<p>Leaders encourage teachers to collaborate and review the impact of their teaching on student learning. The principal identifies priority areas for improvement consistent with the school's AIP.</p> <p>All teachers have a Performance and Development Plan with alignment to AIP goals.</p>	<p>Leaders periodically review student data and guide and drive professional learning in data analysis to support teachers to assess the effectiveness of their instructional practices.</p> <p>The School Improvement Team oversees and evaluates the effectiveness and impact of the AIP. All staff engage in annual performance and development processes with regular opportunities to share progress towards improving student learning and gain critical feedback from school leaders.</p>	<p>Leaders drive school-based professional learning that enables teacher teams to respond effectively to the analysis of student data which measures the impact of teaching programs.</p> <p>The leadership team monitors the impact of school improvement strategies and trajectories towards AIP goals.</p> <p>School leaders lead staff teams to share progress and challenges of Performance and Development Plans. Staff provide critical peer feedback on progress and problems of practice. Leaders monitor the extent to which feedback informs professional learning.</p>	<p>Teachers work collaboratively, using data to reflect on the impact of their teaching. Informed by peer review systems, with coaching and mentoring, a reflective culture is built and sustained across all levels of the school.</p> <p>The school engages with its community to share and gain feedback on its improvement journey and AIP goal achievement.</p> <p>The principal's Performance and Development Plan and the AIP establish the school improvement goals in staff Performance and Development Plans. Staff engage in goal setting and reflective practice through a structured annual performance and development process. The leadership team is individually and collectively accountable for leading improvement in learning and teaching.</p>
School leadership is shared			

<p>The principal provides some opportunities for teachers to take on leadership roles outside the classroom. Leaders consider input from teachers at the school when making decisions. Students' views on school organisational matters are considered.</p>	<p>The principal team delegates authority to others to undertake specific activities and implements processes that support leadership development. The principal team actively canvasses the views of leaders and teachers in the school when formulating decisions. The school has formal and informal processes for students to contribute their views on school organisation and some elements of teaching and learning.</p>	<p>The principal team creates challenging roles, responsibilities and opportunities for leaders that leverage and grow their talents. The leadership team models distributed leadership through clear individual and collective roles and responsibilities. The leadership team develops whole-school responsibility for improving student outcomes. The school has formal and informal processes for students to represent student views on school organisation and teaching and learning initiatives.</p>	<p>The principal team builds leadership capacity by creating a culture of empowerment, responsibility and opportunities for growth at all levels of experience. Leadership is distributed and centred around developing the capabilities of all members of the school community, including students. A shared focus on improving student outcomes drives inquiry and an innovative school culture. The practice of teachers and the school's improvement agenda is directly influenced by systemic student input.</p>
---	---	---	---

<p>Self-evaluation evidence</p>	<p>The formal leadership responsibilities of curriculum leaders in the school include the responsibility of Professional Learning. Literacy, Numeracy, Wellbeing and Digital Learning Leaders all lead professional learning initiatives. Whole staff workshops, weekly small group meetings, and other initiatives are all designed to be focused on learning and curriculum leaders play a pivotal role in leading learning across the school.</p> <p>Our Professional Learning blog is an example of some of the whole staff PL that has been conducted (E-9). There is an instructional practice improvement program that includes different forms of observations and practice reflection. Observation schedules ensure that every teaching staff member is a part of peer observations and focused classroom observations throughout the year. All staff also participated in a reflection of a video of their own practice.</p> <p>There exists a constant referral to data in Performance and Development team meetings and year level planning meetings. There are some draft and sample plans that teams created that align with our strategic and annual improvement plans attached. Also attached are meeting notes from our Performance and Development cycle. (E-103-107)</p> <p>In the future, it is planned to further solify our coaching and mentoring programs and ensure there is extensive evaluation of these programs.</p>
<p>Uploaded documents</p>	

Priority	Professional leadership		
Dimension	Strategic resource management		
Score	The current Self-evaluation score is:	Embedding	
	The reviewed Self-evaluation score is:	Embedding	
Emerging 0 out of 2 continua selected	Evolving 0 out of 2 continua selected	Embedding 2 out of 2 continua selected	Excelling 0 out of 2 continua selected
The school has a culture of strategic thinking, planning and resource allocation			
<p>The principal articulates a clear direction for the school relevant to its context.</p> <p>The principal determines the allocation of school resources based on immediate school needs.</p> <p>The principal uses whole-school data to identify school improvement goals linked to the AIP.</p>	<p>The principal develops decision-making processes that recognise the school's context and uses a consultative approach to strategic planning. Change management principles are used to inform the implementation of new initiatives. These initiatives are assessed for cost benefit.</p> <p>The principal, in consultation with the business manager and School Improvement Team, ensures that the goals of the SSP and AIP are prioritised in the allocation of resources.</p> <p>The principal collects and analyses school and local data to inform direction and evaluate learning growth over time.</p>	<p>The principal demonstrates an understanding of the school's context and readiness for change to implement improvement initiatives. They use improvement strategies appropriate to the nature of change. Their work within the Community of Practice informs their thinking and planning.</p> <p>The principal, in collaboration with the business manager and school council, uses school and local data for strategic planning and accountability.</p> <p>There is a clear line of sight between annual school improvement goals, school-wide improvement strategies and resourcing. To ensure resourcing for implementation and sustainability, the principal establishes performance measures to assess the impact of resource allocation on priorities and goals.</p>	<p>The principal uses an understanding of the broader educational influences, both globally and nationally, to inform strategic thinking and planning. They are able to embrace uncertain, complex and challenging contexts and work within Communities of Practice to seek creative and innovative solutions, including the leverage of community resources and opportunities.</p> <p>Strategic planning is informed by a range of data. The FISO Improvement Cycle provides a clear path to identifying priorities, researching and trialling new strategies, resourcing and ensuring ongoing monitoring of effectiveness.</p> <p>The principal engages the business manager, leadership team and school council to ensure that long term financial planning is aligned with strategic direction.</p>
The school strategically uses human resources			

<p>The principal aims to recruit personnel who demonstrate the best fit for immediate staffing needs at the school. They make recruitment decisions by assessing personnel shortages and short-term goals of the school. The principal works with staff to identify and prioritise their professional learning needs based on gaps between the requirements of their roles and their current knowledge and skills. They ensure that beginning teachers and teachers new to the school have a thorough induction to the school.</p>	<p>The principal recruits personnel and changes roles and responsibilities of current personnel to best meet the school's objectives. They assess current and anticipated staffing needs, planned developments and short term goals of the school, to make recruitment decisions. The principal identifies and implements professional learning that is aligned with staff learning plans and school priorities. They allocate time and resources to support teacher collaboration. The principal ensures that beginning teachers and teachers new to the school have a thorough induction and are supported by experienced mentors.</p>	<p>The principal regularly reviews evidence of the school's progress towards the goals and targets of the SSP. They anticipate and prepare for changes in senior staff, and actively develop the capabilities of teachers to enhance or replace the skills and expertise required. The leadership structure ensures clear alignment of responsibilities for school improvement with leadership roles. The principal strategically invests in professional learning that supports school improvement priorities and goals. Instructional leaders connect teacher needs to school strategic planning. They monitor and evaluate the impact of professional learning on progress towards achieving school goals and priorities. Beginning and new teachers are supported to understand and contribute to the school culture of high expectations. and their feedback informs the review of the induction processes.</p>	<p>The principal integrates student achievement data into goal-setting, workforce planning, professional development and strategic resource planning processes. They recruit specific expertise that is required to meet the goals and targets of the SSP. The leadership structure and leadership roles ensure whole-school capacity for ongoing improvement. The principal creates challenging roles that encourage the development of experienced teachers and leaders. They match teacher strengths to the different needs of students in the school. They embed a culture of review, responsibility and shared accountability to achieve school goals. New and beginning teachers build their capacity to support student learning and their feedback shapes the school's induction processes.</p>
--	--	--	---

<p>Self-evaluation evidence</p>	<p>The Leadership team takes a consultative approach to all strategic resource decisions. Any important purchases are in consultation with the distributed Leadership team and an assessment is made as to whether these resources are helping us achieve our goals (outlined in SSP and AIP) (E1-E4). Evidence of this consultative process exists in minutes of weekly School Improvement meeting. (Example at E-161) In terms of new and beginning teachers, there is a process of support and our induction program includes components of feedback so that practices can be improved.</p>
<p>Uploaded documents</p>	

Priority	Professional leadership		
Dimension	Vision, values and culture		
Score	The current Self-evaluation score is:	Evolving	
	The reviewed Self-evaluation score is:	Evolving	
Emerging 0 out of 2 continua selected	Evolving 2 out of 2 continua selected	Embedding 0 out of 2 continua selected	Excelling 0 out of 2 continua selected
The school's vision, values and culture position it for student improvement			
Leaders begin to develop the school vision and values. They engage staff in discussions about the school's vision, values and goals and make links to the current work of the school. Leaders set goals for the school, specifying school improvement targets from the AIP. They set expectations that the goals should inform and impact upon teaching practice.	Leaders work with staff to refine the development of the school vision and values. They use these as a guide, together with school performance data, to develop a set of clear goals for student learning that are aligned with the AIP. Leaders engage teachers in developing a shared vision for school improvement. They work with staff to identify learning improvement goals and clarify how planning and teaching will align with the goals. They engage staff in discussions about goal achievement.	Leaders clearly articulate the school vision and values and their importance in guiding all school work. Analysis of student learning data and consultation with students and parents/carers inform the development of the school's goals for improved student learning. Leaders work with staff to design school policies, processes and instructional programs around agreed vision, values and AIP targets. They engage staff in goal monitoring and goal alignment to vision and values.	Values, informed by the school's vision, and developed collaboratively by the whole school community, are strongly embedded in everyday practices of the school. Explicit targets in student outcomes focus the whole-school's attention on core learning priorities. Leaders, staff and students co-design clear, short and long term goals for the AIP, aligned to the vision, values and culture of the school.
School leaders communicate the vision and values and engage with stakeholders			
Leaders communicate the school's vision, values and AIP goals to the staff. Leaders communicate with students, staff and parents to build alliances to support the school's vision.	Leaders communicate a vision for the school and ensure that parents/carers are informed of the AIP, school policies, programs and activities that reflect the school's vision. The school	Leaders make public and reinforce the relationship between the school's vision, values, goals and the improvement strategies articulated in the AIP.	Leaders articulate the school's vision, values and explain how these reflect the needs and aspirations of the school community. They consistently reference short and long-term school

	<p>values clearly underpin the work of the school. Leaders use a collaborative approach to develop a shared vision for the school. They provide opportunities for members of the school community to have a voice and use the school's values to enhance student connectedness to the school.</p>	<p>Leaders actively seek to engage with a range of stakeholders in the development and support of the school's vision and values. Processes are established to consult with students, parents/carers and potential barriers to engagement are identified.</p>	<p>planning and resource decisions to the school vision and goals. Leaders actively engage with the whole school community and use a range of strategies to secure commitment to the school's vision. Strategies are in place to address barriers to engagement. The school monitors how well programs and activities are aligned with the vision and goals.</p>
--	---	---	--

Self-evaluation evidence	<p>The school staff is most aware of and had input into the school's vision and values and how the SSP and AIP align with these vision and values. These Values are referenced in all of our planning documents so that from an individual planning perspective the school's values are always present in the minds of staff when making decisions. This allows student learning to always be the central consideration. The school values have been unpacked into a rubric (E-110)) so that every stakeholder, staff, student and parents understand practical examples of the school's values.</p> <p>The staff, students and parents have been engaged when designing AIP goals and have worked hard to identify any barriers that may exist to achieving these goals. The annual goals have been monitored during both the performance and development and school leadership processes. This has allowed active evaluation of current strategies and adjustments to the course of action throughout the year if need be.</p>
Uploaded documents	

Priority	Positive climate for learning		
Dimension	Empowering students and building school pride		
Score	The current Self-evaluation score is:	Evolving	
	The reviewed Self-evaluation score is:	Evolving	
Emerging	Evolving	Embedding	Excelling

0 out of 4 continua selected	4 out of 4 continua selected	0 out of 4 continua selected	0 out of 4 continua selected
The school activates student voice			
<p>A Student Representative Council (SRC) has been established. Student opinions are invited by SRC in relation to school activities such as fund-raising and student events. The school sees student voice as important in building student motivation and engagement and is developing its policies and practice. Student views are expressed through formal channels such as the SRC or student focus groups.</p>	<p>The school ensures that a broad range of students have the opportunity to provide meaningful feedback, including those students who are disengaged or struggling to succeed. Authentic student voice is sought to enhance the quality of relationships and to inform teacher practice. The school has adequate processes to respond to student voice. The knowledge, skills and attitudes required to build authentic student voice are incorporated into classroom programs and practice. Students, through a student voice team, have a role in school improvement processes, with links to the School Improvement Team and School Council.</p>	<p>The school proactively involves a student voice team and other students in decision making about planning and improvement with links to the School Improvement Team and/or School Council. The school provides professional learning for all staff to support the skills of dialogue, listening and responding to student voice. Students have meaningful input to many aspects of the school. Student surveys and other data are analysed by students and teachers to promote discussions and inform decisions. Student voice is evident in the school review improvement cycle through various touchpoints.</p>	<p>The school has highly developed informal and formal structures to engage with, listen and respond to the full range of student perspectives and feedback; the student voice team is broad and diverse. Teachers and students work collaboratively to reflect on and improve teaching and learning across the whole school. The school has deep knowledge of the levels and complexities of student voice and how it impacts on school culture. The school's improvement cycle has student voice deeply embedded in it as an integral and natural element. Schools can describe and demonstrate the impact of student voice, agency and leadership.</p>
The school activates student agency			
<p>Students have some limited opportunities to direct the path of their learning. Students set some goals in narrow aspects of their learning. They are not highly aware of their own learning progress.</p>	<p>Students have a range of opportunities to contribute to their learning. Teachers and students set individual learning goals together and teachers help students to identify their progress. Teachers provide scaffolding for students to solve their own problems. Through feedback, they provide support that enables students to develop agency by assessing their own work and solving their own problems. Some students share examples of their work through conferencing opportunities.</p>	<p>Some students and teachers have developed an authentic learning partnership and participate in three-way conferences. Examples are seen of students taking responsibility for their learning and becoming independent, self-regulating learners. Students have the opportunity to influence the curriculum. The school has implemented formal and informal processes for teachers and students to collaborate on school planning and improvement, and</p>	<p>Students and teachers have an authentic learning partnership throughout the school. Students take responsibility for their learning and are, on the whole, independent and self-regulating learners. Students can track and measure their own learning growth. They can present a sophisticated understanding of their learning and achievements through three-way conferences. Students are involved in the design and</p>

		students are included in decision-making.	implementation of school programs and policy and actively contribute ideas about student-led learning opportunities.
The school activates student leadership			
<p>The student leadership model consists of a small proportion of students who hold leadership positions. Student leaders are generally those students who are confident, articulate or recognised leaders. Opportunities exist for student leaders to have a formal presence at school events. Opinions from student leaders are invited in relation to school activities and events including student achievements, celebrations and sporting successes.</p>	<p>Students have access to a broad range of structured leadership roles in the school and training that provides them with opportunities to develop a range of skills, including communication and decision-making. The student leadership team exerts influence in the development of school rules, policies and the improvement of facilities through formal feedback processes and decision-making forums. The school demonstrates values and attitudes that support student leadership. Student leadership is included in the school's policy framework to enable young people to be active and empowered citizens who apply democratic principles and behaviours.</p>	<p>The school has a clear understanding of what student leadership involves and ensures its student representative models are inclusive. Students have access to a well-developed range of student leadership roles and forums that build their skills and capacity across the school community. Student leaders are drawn from a diverse range of student backgrounds and are not necessarily restricted to those who are articulate and high achievers. The student leadership team influences decision-making on behalf of students across wide-ranging aspects of the school.</p>	<p>The school has sophisticated opportunities and structured models that promote school-wide, leadership practice. School structures are highly developed to ensure that student leadership is enmeshed in the fabric of the school. The school actively develops leadership skills in all students, and works with a variety of community stakeholders to provide opportunities for students to practise these skills. Members of the student leadership team can confidently represent their school and its students. They generate meaningful discussions on behalf of those students whose voices are less likely to be heard, who are disengaged or who lack the skills and confidence to express views and opinions.</p>
The school builds school pride and connectedness			
<p>The school infrastructure enhances a teaching and learning environment that engenders a feeling of pride and connectedness in students. Student achievement is celebrated at a classroom level. Discussions about students' achievements with peers, parents/carers and staff are positive and designed to build self-esteem and pride.</p>	<p>Regular opportunities for sharing and celebrating student and school achievements are planned to build pride and connectedness through school assemblies, classroom presentations and newsletters. Students demonstrate a sense of enjoyment in learning. They regard their teachers positively and feel they are taught in an engaging way.</p>	<p>Students feel well connected to their peers and to the school. The pride that students and staff feel about their school is highly evident to all who visit the school. Students take responsibility for the celebration of school achievements and are actively involved in the assurance of a safe and welcoming environment for all.</p>	<p>Students have a deep feeling that they belong at school. They have strong social ties and feel acceptance, care and support from others. They feel that they are truly a part of a school community. This sense of pride in the school and its culture is shared by teachers, students, parents and the broader community.</p>

Self-evaluation evidence	<p>As a school, the importance of student voice is understood and it has been made a priority to increase the amount of student voice that is present in daily activities. From play-based Inquiry in Junior School to Action based Inquiries with older students, there have been attempts to develop a student-centered curriculum. Inquiry planning at the school stems from a starting point of students interests and abilities and planning documents reflect this.</p> <p>A Student Representative Council (SRC) was established in 2017. The team met often to discuss events and initiatives in the school (see example minutes attached, E-92) and were also able to raise any issues that existed from the eyes of the students. The team designed a presentation for all other students where they could explain the SRC what their role was and how everyone in the school could have a voice in important decisions that happen in the school. This team created an extensive survey for students from across our Year 5 and 6 group and analysed results to explore school improvement projects (Please see survey link: https://drive.google.com/open?id=1-izzjPrx0ThJBy5WKzpiEeaik0jx_8Z090Z_hdTGK2w). The SRC implemented numerous school improvement projects throughout the year. The school is now looking to expand the involvement the SRC has had on curriculum decisions. Other roles the SRC will also take on will involve the organisation of fund-raising and student events in 2018.</p> <p>Another positive experience was involving students in the planning of an upcoming Capital Works Project. A student focus group was established involving a diverse group of students. As insight was gained into what they saw as priorities for our school. It was a valuable experience and something that has spurred the school leadership on to look for more ways to initiate student focus groups. The notes from the student focus group have been provided (E-111)</p>
Uploaded documents	

Priority	Positive climate for learning		
Dimension	Setting expectations and promoting inclusion		
Score	The current Self-evaluation score is:	Emerging	
	The reviewed Self-evaluation score is:	Emerging	
Emerging 4 out of 4 continua selected	Evolving 0 out of 4 continua selected	Embedding 0 out of 4 continua selected	Excelling 0 out of 4 continua selected
The school fosters inclusion and engagement			

<p>Diversity is valued especially as part of special events and programs which build knowledge and understanding of diverse cultural and linguistic backgrounds.</p> <p>Staff engage in professional development to build understanding of managing challenging behaviours, engagement practices, building resilience and creating an inclusive school.</p>	<p>Diversity is valued and its strengths reinforced through the implementation of school programs that are responsive to different cultural and linguistic backgrounds. School policies, programs and practices are inclusive and respectful of difference.</p> <p>The school aligns its policies and practices to address issues of vulnerability and inclusion. Practices to improve engagement and behavioural climate in classrooms and the school are developed and implemented.</p>	<p>Diversity and understanding of others is promoted and celebrated within the school. The school draws on the knowledge and support of community members with diverse cultural and linguistic backgrounds to develop class and school programs.</p> <p>Evidence-based, high impact teaching practices are used consistently to engage students in their learning. The school regularly reviews its data and evaluates practices that promote and prioritise inclusion and engagement across the school community.</p>	<p>Diversity is celebrated, promoted and protected throughout the school. The school is well integrated into the broader community. Relationships with the broader community enrich student understanding and experience and lead to participation in community activities that celebrate and value diversity.</p> <p>Integrated instructional and behavioural programs, ensure students are engaged, motivated and thriving. Staff minimise disruptive behaviour by actively developing students' social and cognitive skills and providing an inclusive learning environment.</p>
<p>The school has a culture of high expectations</p>			
<p>The school has a documented framework of behaviour, attitudes, and expectations, based on the school vision and values that supports student achievement and wellbeing.</p> <p>Teachers set learning goals for students and monitor achievement.</p>	<p>High expectations around student behaviour and learning are aligned to the school's vision and values and are documented in policies and guidelines. These are promoted to the school community.</p> <p>Teachers engage with students in setting and monitoring learning goals.</p>	<p>The school's values and vision are explicit in all policies and guidelines and these are shared with the community. They are evident in teacher and student dispositions and actions.</p> <p>Students set meaningful learning goals and monitor and assess their progress with support from their teachers.</p> <p>Aspirational goals are discussed and developed for all students.</p>	<p>A whole community commitment to the school's vision, values and high expectations supports a learning environment that maximises success for all students.</p> <p>Students set aspirational learning goals and they monitor and evaluate progress independently.</p>
<p>The school promotes student safety and wellbeing</p>			
<p>The school sets out clear expectations of student behaviour and documents intervention strategies to deal with all aspects of student misbehaviour including critical incidents and bullying.</p> <p>The school develops policies and practices that ensure it fulfils its obligations to provide a safe learning</p>	<p>Students are familiar with behaviour expectations and consequences for inappropriate behaviour. The school's curriculum plan includes explicit instruction on bullying prevention, conflict resolution and pro-social behaviours.</p> <p>The school's comprehensive safety and</p>	<p>The school works with parents/carers and families to develop students' social and emotional skills in self-managing their behaviour. Student voice and agency is used to help develop and promote school anti-bullying and behavioural policies.</p> <p>Collected data shows evidence of</p>	<p>The school employs a range of strategies targeted at students, parents / carers and the broader community that helps to maintain a safe, respectful and inclusive learning environment.</p> <p>Students take an active role in promoting safety and in reducing inappropriate behaviour.</p>

environment and to minimise risk.	wellbeing policies and practices are implemented and seen as important in supporting student learning success and in reducing risk.	improved learning outcomes resulting from an environment where student well-being and safety is prioritised and actively promoted across the community.	There is a strong culture of mutual trust and support between the school and the community in the promotion and maintenance of a positive, safe and inclusive environment.
The school supports students and manages behaviour			
The school recognises that good teaching practice and positive relationships are important to student engagement in reducing instances of disruptive student behaviour. There are clear expectations that all students respect the learning environment of the school and do not disrupt the learning of others. Teachers prioritise academic instruction during class time.	The school expands teacher capacity and skill, providing effective, ongoing professional learning to enhance staff/student relationships. The school develops targeted interventions for students and cohorts to support pro-social and self-regulating behaviours. Teachers know how to minimise interruptions and maintain on-task learning in class most of the time.	Behaviour management, wellbeing and engagement strategies are evidence based and sufficiently flexible to support all students. The school collaborates with parents/carers and students to develop and implement these consistently. All classes provide safe and welcoming learning environments in which students respect and value on-task learning.	The school has established processes to monitor and minimise the risk of student disengagement and build the capacity of students to self-regulate their behaviour. The effectiveness of behaviour management, student wellbeing and safety practices are periodically evaluated and updated as needed. The school is a safe and welcoming learning environment which the community respects and values. Students are intrinsically motivated to maximise their learning time.

Self-evaluation evidence	<p>Bourchier Street Primary School is an inclusive school. The student population is made up of a variety of different backgrounds, cultures and social and economic circumstances and is reflective of the wider community. Consequently, policies and procedures are responsive to the varying needs of the groups that make up our community.</p> <p>There is a comprehensive social and emotional learning program and a wellbeing and engagement program that has an unrelenting focus on building quality relationships. Helen McGrath and Toni Noble's 'Bounce Back' program is an important part of our curriculum plan and deals with bullying prevention, conflict resolution and pro-social behaviours. One of the ways our focus on relationships manifests itself is in the restorative practices approach that the school takes to behavioral incidents (E-114)</p> <p>One of the fundamental beliefs that the school has is that all students can make progress given sufficient time and the right support. Our meetings are all focused on learning about The student-centered approach that has been adopted in the school allows students to understand what they are learning and they become actively involved in setting their own learning goals and monitoring and assessing their own progress toward these goals. The Staff are constantly trying to develop students independence in their learning and would like</p>
---------------------------------	---

	student-led conferences to be a component of our 2018 program.
Uploaded documents	

Priority	Positive climate for learning		
Dimension	Health and wellbeing		
Score	The current Self-evaluation score is:	Evolving	
	The reviewed Self-evaluation score is:	Evolving	

Emerging 0 out of 4 continua selected	Evolving 4 out of 4 continua selected	Embedding 0 out of 4 continua selected	Excelling 0 out of 4 continua selected
---	---	--	--

The school strengthens the social and emotional wellbeing of students

<p>The school has developed and documented a health and wellbeing policy. Teachers understand the importance of the social and emotional growth of their students and limit anti-social behaviour by implementing clear classroom expectations. The school provides parents/carers with information about its social and emotional learning programs and its expectations for student behaviour.</p>	<p>The school's health, wellbeing, inclusion and engagement programs and policies are well understood by staff and reviewed periodically. Student and parents have opportunities to contribute. The school supports the development of its students by teaching discrete social and emotional learning programs and consistently reinforcing pro-social behaviours. The school engages parents/carers and students at both individual and group levels in determining the social behaviours expected of students.</p>	<p>The school's health, wellbeing, inclusion and engagement programs and policies are reviewed regularly. Students and parents are involved in planning for improvement. The school ensures that its curriculum plan includes social and emotional health units which are taught explicitly. The school works with families and community groups to develop students' social and emotional health, and to plan consistent and complementary approaches within and beyond the school.</p>	<p>The school takes a whole-school approach to health and wellbeing. It engages with students, parents/carers and community health specialists to plan, evaluate and improve health and wellbeing policies and programs. The school has audited its whole-school curriculum plan to ensure that social and emotional health are taught explicitly and integrated across the curriculum. Teachers use behavioural interventions as opportunities for teaching and reinforcement. The school uses a range of data, including student and parent feedback, to regularly review the effectiveness of student wellbeing programs.</p>
--	---	--	--

The school addresses the physical health needs of students			
<p>The school curriculum plan addresses the importance of healthy eating, physical exercise, self-protection (e.g. drug aversion) and self-management (e.g. sleep, hygiene).</p> <p>The school creates a positive environment that promotes the physical health of students.</p>	<p>Staff support and model healthy practices included in the curriculum plan, such as healthy eating and participating in physical exercise. The school program allows for opportunities for all students to participate in physical activity.</p>	<p>The school implements programs to reinforce healthy lifestyle messages. It provides information to parents/carers on issues surrounding good physical health such as the importance of healthy eating and physical exercise and encourages them to reinforce these attitudes at home.</p> <p>The school establishes links with community services to support the delivery of the physical health curriculum and the specific health needs of individual students.</p>	<p>The school demonstrates a whole-school approach to addressing student physical health. This is reflected in their curriculum plan, programs, facilities and interactions between students and staff.</p> <p>The school actively engages with community health organisations and specialists in planning and delivering the physical health curriculum and supporting individual student's needs.</p>
The school addresses the psychological and social wellbeing of students			
<p>The school's curriculum plan identifies the importance of self-awareness and self-care.</p> <p>The school provides professional learning on the use of cognitive strategies that enhance students' psychological wellbeing.</p> <p>Teachers engage in positive interactions with students in their classes.</p> <p>The school has wellbeing programs and structures which target the needs of some students.</p>	<p>The school's curriculum plan includes positive self-identity and self-management strategies. Cognitive strategies to enhance psychological wellbeing are integrated across the curriculum.</p> <p>Teachers work collaboratively to reflect on their practice and to identify opportunities to increase student engagement.</p> <p>Some staff are trained to identify students requiring referral to trained professionals to support their psychological and social wellbeing.</p>	<p>Staff have consistent understandings and regular engagement with the school's health, wellbeing, inclusion and engagement policy.</p> <p>The school partners with parents/carers to develop students' cognitive strategies for self-management.</p> <p>The school ensures that each student has at least one ongoing relationship with a member of staff, such as a home group teacher.</p> <p>Staff are trained to recognise indicators of potential mental health issues experienced by students, and in strategies to promote positive thinking and behaviour.</p>	<p>The school takes a whole-school approach and works with community organisations that support mental health.</p> <p>Students use cognitive strategies to initiate positive changes in the school, their home and social environments. All teachers build positive relationships with students which reinforce each student's self-worth and abilities.</p> <p>The school is a visible and active supporter of healthy norms and behaviours in the local community. Its approach to student well-being is closely connected to local circumstances and needs.</p>
The school supports students to realise their potential			
<p>The school has a documented framework of behaviour, attitudes and</p>	<p>Students can articulate the high expectations teachers have set for</p>	<p>The school works with parents/carers to ensure that their children are</p>	<p>The school empowers all students regardless of their circumstances or</p>

expectations based on the school's vision and values that supports student wellbeing and encourages all students to reach their potential.	them and the steps they need to take to reach their potential. The school explores strategies to build student resilience. Students value the opportunities provided by the school to contribute to their learning.	supported to reach their potential. Teacher support, encouragement and challenge helps build a culture of high expectations for all. The school proactively involves students in decision-making.	background to realise their potential. Students hold high aspirations for themselves and their peers and support each other to realise these high expectations.
--	---	--	--

Self-evaluation evidence	<p>In 2017 Bouchier Street Primary School increased it's commitment to the physical health of the students, staff and community. The school has two full-time Physical Education teachers and offer before school free fitness sessions for students and their families. The response from these sessions was very positive. The school understands the important role that parents play when trying to develop healthy and active lifestyles in students so the school expanded on the morning fitness sessions to offer parents the ability to attend personal training/fitness sessions after they had dropped their children off at school. This, combined with after school staff fitness sessions, encouraged our whole community to embrace healthy and active lifestyles and allow the adults in our school to become role models for the students. The school would like to continue to expand this program in 2018.</p> <p>In addition to our physical fitness sessions the school also used Inclusion online to assist staff to be more aware of some of the student needs that may exist in the school. The school now has staff trained in Dyslexia and reading difficulties, Speech and Hearing and Autism Spectrum Disorder.</p>
Uploaded documents	

Priority	Positive climate for learning		
Dimension	Intellectual engagement and self-awareness		
Score	The current Self-evaluation score is:	Evolving	
	The reviewed Self-evaluation score is:	Evolving	
Emerging 0 out of 3 continua selected	Evolving 3 out of 3 continua selected	Embedding 0 out of 3 continua selected	Excelling 0 out of 3 continua selected

The school has a culture of high expectations			
<p>Teachers are aware of the importance of maintaining high expectations for all students. Teachers use data to formulate common learning goals for students.</p>	<p>The school communicates high expectations about all aspects of schooling, including school attendance, behaviour, learning progress and school completion. Students' learning growth is regularly measured and informs goal setting for individual students. Teachers and students set individual learning goals together and teachers help students see their progress.</p>	<p>Teachers support students to understand and share the high expectations set for them and the steps they need to take to reach these. They consistently and appropriately challenge students. Analysis of student assessment data, using strategies such as item analysis and identifying zone of proximal development, underpins and informs goal setting for individual students. The school supports parents/carers to positively reinforce the high expectations that have been set for their child. Teachers and students collaborate to identify the steps that need to be taken.</p>	<p>Students set high expectations for themselves and their peers and support each other to reach these high expectations. A detailed analysis of student outcomes data enables teachers to support and challenge all students to reach their potential. A whole of community commitment to the school's vision, values and high expectations policies supports a learning environment that maximises success for all students.</p>
Students apply metacognitive strategies to their learning			
<p>Teachers encourage students to be self-reflective learners by exploring their thinking processes. They emphasise that a person's ability to learn is not fixed and that effective learning strategies can be learned to improve performance.</p>	<p>Teachers introduce students to a number of differentiated learning strategies that may be applied to complete a range of problems. Students are given strategies to set goals and monitor their own progress. Teachers explain how to make informed choices about which strategies to use in particular situations to achieve the learning goals. They support students to adopt a growth mindset.</p>	<p>Teachers give students a choice of learning activities based on agreed goals. They encourage students to reflect critically on the strategies they have used to complete the task and to articulate which learning strategies are most effective for them. Teachers support students to actively engage with their learning goals, to plan, monitor and evaluate their own learning. Students trial different strategies to enhance their thinking and learning.</p>	<p>Teachers provide students with rich open-ended tasks and students approach the work using a range of individual and collaborative techniques. Teachers effectively diagnose individual students' abilities, in order to explicitly teach using tailored strategies that are appropriately challenging. All teachers support students to set personal and academic goals and to negotiate tailored learning opportunities to achieve these goals. Students explore and apply a range of thinking strategies appropriate to the task.</p>
The school supports and fosters intellectual engagement			

<p>Individual teachers are supported to analyse and interpret student assessment data and student feedback and use it to inform their teaching practice.</p> <p>Teachers work independently and generally prepare one lesson for a whole class.</p> <p>Teachers increase student engagement by creating lessons that reflect student interests and stimulate their curiosity.</p>	<p>The school invests in time, tools and training to build all teachers' capability in student assessment and targeted teaching.</p> <p>Teachers work together to develop lesson plans and assessments that cater for different levels of ability and interests.</p> <p>Teachers build on prior knowledge, focus on learning goals and scaffold new learning to engage students and build confidence.</p> <p>Lessons are developed with different student abilities and interests in mind.</p>	<p>Teachers work collaboratively to collect evidence of student learning and develop targeted teaching strategies which develop engagement, curiosity and academic rigour.</p> <p>Teachers design challenging activities that involve student choice, deep understanding, discipline-rich inquiry, problem solving and collaboration.</p> <p>Teachers identify individual student needs and monitor learning growth based on student feedback. Teachers modify and adapt instruction to each student's ability and provide feedback to assist all learners to continually improve their learning.</p>	<p>All teachers collect rigorous evidence of learning, target their teaching and evaluate the impact of individual, team and school level practice.</p> <p>Teachers use formal and informal assessment, student input and teaching team collaboration for evaluation and planning which ensures all students are engaged, challenged and extended.</p> <p>Students are intrinsically motivated, independent learners. They monitor their own progress and identify and communicate their learning needs to their teachers. Students feel safe taking risks in their learning.</p> <p>The school works with the community to create a culture of mutual responsibility for independent learning.</p>
---	--	---	---

<p>Self-evaluation evidence</p>	<p>Every staff member in the school has been trained in the use of spreadsheets that determine the Zone of Proximal Development for students (E-76). The school has used these spreadsheets in a variety of contexts, in both Literacy and Numeracy assessments. The information gained from the use of these tools has proven invaluable for student grouping, lesson planning and goal setting. (E75 & E77)</p> <p>It is common practice to share assessment information with students so that students can be active participants in the goal-setting process. One example of goal setting is when year levels have used the Numeracy Fluency Assessment package to determine students ZPD and to set learning goals with the student. Please see the attached document for an example of this (E77). Also available are some photographs of the visual nature of students goals at BSPS.</p> <p>The collaborative nature of work at the school allows for the collection of evidence of student learning and to tailor instruction to respond to the needs and interests of the students. All staff have received explicit professional learning in the effective use of feedback in the classroom. A synopsis of one session is available at this link http://bspsstaff.global2.vic.edu.au/2013/09/23/understanding-the-4-levels-of-feedback/</p>
--	---

Uploaded documents	
---------------------------	--

Priority	Community engagement in learning		
Dimension	Building communities		
Score	The current Self-evaluation score is:		Evolving
	The reviewed Self-evaluation score is:		Evolving
Emerging 0 out of 3 continua selected	Evolving 3 out of 3 continua selected	Embedding 0 out of 3 continua selected	Excelling 0 out of 3 continua selected
The school develops parent, carer and family engagement			
The school identifies parents/carers as important partners in raising student achievement. It encourages family engagement through provision of information on school activities, policies and programs and how to support their child's learning at home. Teachers update parents/carers on the status and progress of their child's learning and has protocols in place to respond to issues and concerns.	The school provides opportunities for parent/carers participation in the operations of the school. It engages parents/carers in their child's learning and in the priorities of the school. Inclusive school policies, programs and practices are developed to build mutual trust and respect between school and families. The school regularly collects feedback from students, parents and staff to evaluate program effectiveness.	The school works with parents/carers to highlight the importance of high expectations and challenging goals for students. Schools, parents/carers work together to give consistent support and reinforcement of expectations about learning and behaviour and celebrate student achievements. Inclusive school policies, programs and practices are monitored and evaluated for their effectiveness. Parents/carers have avenues to work with the school to overcome barriers to family engagement in supporting their child's learning.	The school has developed sustainable and effective partnerships between teachers, parents and families resulting in high levels of family involvement in school activities. Parents/carers are active contributors to school decision-making processes and have a voice in relevant school decisions. Parent/carers and family diversity is catered for by embedded school practices. These parents/carers and families engage with the school to understand the learning progress of their children and how to effectively support learning. Barriers to engagement are identified and addressed.
The school builds community partnerships			

<p>The school ensures students' learning is enhanced through learning experiences beyond the school. The school identifies potential community partners based on their capacity to contribute to improved student learning, health and wellbeing and creating strategies for student support. The school encourages community participation in school activities and provides access to school resources to strengthen school and community partnerships and connections.</p>	<p>The school explores community partnerships to access targeted learning activities, resources or services not readily available within the school to increase learning opportunities for students and parents. The school collaboration with community partners is planned with clear goals, roles and responsibilities, focused on student learning and wellbeing. The school and community partners develop effective communication methods to share information and resources to facilitate implementation of their joint projects.</p>	<p>The school formalises partnerships to address identified student learning and wellbeing needs and enrich learning experiences and opportunities. The school harnesses the capacity of its partners to collectively meet the diversity of its student needs by accessing such things as expertise, professional development and delivery of activities and services. Partnerships are monitored and reviewed to measure their effectiveness. The school and its partners co-design learning experiences that have mutual benefit.</p>	<p>The school as a whole is community-focused and outreach-oriented. It functions as a community hub, facilitating collaboration with a diversity of partners to provide services and activities before, during and after school hours. Co-located services share information and work together to provide integrated service delivery, enabling them to address complex social barriers to participation in learning by students and parents/carers. Community partnerships deepen and enrich teacher and student learning and innovation. Partnerships are regularly evaluated and updated to ensure they are meeting the needs and objectives of the school community.</p>
<p>The school has partnerships to support student health, wellbeing and achievement</p>			
<p>The school takes opportunities to engage with community organisations that offer support to individual students in their learning, health and wellbeing. Schools work with specialist services involved with individual children who have significant health or learning issues.</p>	<p>The school has well-established links with community services for promoting positive health in all students and for supporting specific health needs of individual students including those who are most vulnerable and disadvantaged. The school works with community partners to offer resources and activities that support student learning, health and wellbeing needs, including specialised health services. It also uses partnerships to help overcome barriers to student participation in learning programs.</p>	<p>A shared commitment and collaborative actions by the school, families and broader community, assists community organisations and agencies to provide services and maximise benefits for students aligned to the school's policies. The school ensures early intervention for students who have additional needs or are at risk of disengagement. It collaborates with community agencies to support specific learning, health and wellbeing needs of these students.</p>	<p>Partnerships with parents, families and community organisations, health professionals and agencies support a holistic approach in targeting services to meet the health, wellbeing and learning needs of students and their families. The school has an integrated approach to learning, health and wellbeing focused on providing group-based and individual student support, workforce capacity building, parent/carer information sessions and provision of specialised services.</p>

Self-evaluation evidence	<p>The school is always looking for ways that parents and community can be involved in the learning that happens at the school. There are many ways that Parents actively contribute to the school including reading, classroom support, helping out in our Kitchen/Garden program, attending learning expos and student-led conferences, attending camps, excursions, sporting events, performances, and assemblies are just a sample of the many ways that parents can be involved.</p> <p>There have been times when the school has sought parent and community opinion about what is happening in the school. The school was very pleased with some of the data that came back in our Parent Opinion Survey (See POS report) The school has also conducted its own internal surveys to collect community views about topics such as online safety and facilities and maintenance priorities (Please see attached summary of data)</p> <p>The school also understands the importance of including the wider community in the learning programs offered at the school. At every opportunity, the school encourages the community to become learning partners. Inquiry planners make specific reference to any community link that can be made and through action based inquiries students are encouraged to reach out to the community and make a positive difference (E-52). Examples of community members being brought into the school recently included sporting athletes, emergency service professionals, refugees, local environmental organisations and health professionals. Students' projects have also sought out the assistance of the wider community. At one stage a Year one class couldn't identify a bug that was in our playground and managed to take a photo of it, send it out and got a response from an entomologist in the United States who answered their questions!</p> <p>In terms of the collaboration with external community organisations to provide support to students who need it the school has connections with a number of health and children support se</p>
Uploaded documents	

Priority	Community engagement in learning		
Dimension	Global citizenship		
Score	The current Self-evaluation score is:	Evolving	
	The reviewed Self-evaluation score is:	Evolving	
Emerging 0 out of 5 continua selected	Evolving 5 out of 5 continua selected	Embedding 0 out of 5 continua selected	Excelling 0 out of 5 continua selected

The school facilitates interconnection and globalisation			
Curriculum planning includes a focus on developing student interest in the world and understanding the ways people depend on each other. The school emphasises universal values such as respect, inclusion and acceptance.	The school audits its curriculum to determine the extent to which global citizenship is integrated sequentially throughout the curriculum. The school practises and promotes democratic values, active citizenship and inclusion.	Teachers plan collaboratively to identify and integrate global perspectives into the curriculum drawing on contemporary events. The school actively engages with its local community around global issues.	The causes and effects of globalisation are explored from a range of perspectives. The school creates opportunities for students to explore how the responsibilities of global citizenship connect with their own lives. The school initiates and students lead collaborative action with its community and /or other schools and organisations internationally to address local and global issues.
The school develops intercultural capability			
Students are taught to respect diversity within the school, especially as part of special events and programs to build knowledge and understanding of different cultural and linguistic backgrounds. There are programs which focus on learning about cultural understandings and practices.	The school celebrates diversity through actions which promote understanding, empathy and inclusion. The school creates opportunities for students to engage with the experiences of young people from different cultures and language backgrounds, including through use of technology. Teachers collaboratively design teaching and learning programs that build students' skills to recognise barriers that may arise from differences and develop acceptance.	The knowledge and support of community members from different cultural and linguistic backgrounds is used to supplement and enrich the delivery of curriculum and support the teaching of the intercultural capability. Teaching and learning connects students to the thinking and perspectives of other young people from different cultural and linguistic backgrounds so as to develop contextual understanding.	Students have a deep understanding of intercultural capability, societal diversity and its benefits. This informs the respectful relationships they have with others. The school has formalised processes which empower students to initiate, establish and sustain local, national and international partnerships. These provide rich experiences of other cultures and languages, aligned to curricula and learning objectives. Students are critical and reflective thinkers, who examine, reflect on and challenge assumptions, stereotypes and prejudices.
The school actively values conflict resolution and peace			

<p>Teachers focus on building and maintaining positive and trusting relationships. The school supports students to develop communication, team building and leadership skills.</p>	<p>Teachers model fair and just processes for responding to conflict. Teachers develop students' skills in managing and resolving conflicts</p>	<p>Students explore ways conflict can be prevented or peacefully resolved, including advocacy, negotiation, reconciliation and mediation. Teachers design activities that develop student capacity to apply principles of conflict resolution to real-world situations.</p>	<p>Students are actively involved in community activities that support social cohesion and peace building, both within and beyond the school community. As active global citizens, students take action to improve the situation and conditions of others.</p>
<p>The school actively values social justice and human rights</p>			
<p>The school focuses on inclusive classrooms, encouraging interaction and communication between learners and creating a respectful and positive learning environment. Teachers develop programs and lessons to model fair and equitable treatment of all people.</p>	<p>The school learning environment promotes acceptance, harmony and respect within and beyond the school community. The school develops programs to support students' understanding of the impact of inequality and discrimination and how this affects identity and citizenship. Programs also provide indigenous perspectives and the impact of colonisation on human rights.</p>	<p>The school provides authentic opportunities for active citizenship for all students. Teachers draw on students' experiences to develop their understanding of the economic and social inequalities that exist globally. Students examine, reflect on and challenge abuses of social justice and human rights.</p>	<p>The school provides a safe and inclusive environment that is appropriate for all forms of identity. Students are strong advocates for their own rights and the rights and dignity of others, locally and globally.</p>
<p>The school builds sustainable futures</p>			
<p>The school models environmentally sustainable practices. Curriculum programs help students understand the relationship between humans, living things and the natural environment. The school encourages students to become responsible local and global citizens. The school involves students in recycling and other sustainable practices.</p>	<p>Programs identify ways in which students can meet their current needs without diminishing the quality of the environment or reducing the capacity of future generations to meet their needs. Students are actively involved in sustainability programs. The curriculum program draws on examples of living sustainably and explores how indigenous peoples in Australia and globally relate to their environments and use scarce resources to live more sustainably.</p>	<p>The school participates in a range of community sustainability initiatives that are connected to global issues. Students examine and predict the consequences of unsustainable practices. Learning opportunities enable students to explore the contribution of Australia to sustainable development in developing countries.</p>	<p>Students contribute to projects with schools and communities in other countries, which improve the quality of the environment and/or promote social, political, and economic sustainability. Students monitor and evaluate the school's recycling and other sustainable practices.</p>

Self-evaluation evidence	<p>Every year 3-6 student at the school has their own online learning portfolio that can be used to share their learning with not only each other but also anyone around the world. The global2 blogging platform has been used to provide an avenue for students to learn about the responsible use of internet technology and to connect with others from across the globe.</p> <p>Many of the action based inquiries, that the students have undertaken, have projects that aim to have an impact to problems that are experienced globally. Environmental issues such as recycling, deforestation, and overpopulation have been explored and humanity issues such as migration and refugees, bullying, mental health and war have also been studied by students at the school. The curriculum program explicitly tackles relevant issues and the student-centered approach to the curriculum sees them taking a proactive approach to dealing with global issues.</p> <p>Despite only being held on one day of the school year the school's Harmony Day celebrations are indicative of our whole school approach to diversity and inclusiveness that exists in the school.</p>
Uploaded documents	

Priority	Community engagement in learning		
Dimension	Networks with schools, services and agencies		
Score	<p>The current Self-evaluation score is:</p> <p>The reviewed Self-evaluation score is:</p>	Evolving	Evolving
Emerging 0 out of 3 continua selected	Evolving 3 out of 3 continua selected	Embedding 0 out of 3 continua selected	Excelling 0 out of 3 continua selected
The school establishes partnerships			
The school explores opportunities to collaborate with external agencies such as other schools, universities, health service providers and community organisations, to provide additional	The school identifies other schools, (both government and non-government), services and agencies on the basis of their capacity to provide health and wellbeing support and	The school collaborates through its Community of Practice and with external partners to create a networked learning community where specific needs can be addressed through the	The school leads aspects of a well-developed Community of Practice, featuring collective commitment to maximising educational impact. The school functions as a community

<p>health and wellbeing support and learning opportunities for students. Consideration is given to using school facilities for the delivery of services.</p>	<p>intellectual and/or physical resources not available within the school. The school commits resources to develop a network that supports the health, wellbeing, inclusion and engagement of students.</p>	<p>shared facilities, expertise and knowledge of all. The school effectively uses these partnerships to identify and address specific needs, enrich student learning opportunities, address issues of disadvantage and inclusion, facilitate successful transitions, and promote student and staff health, well-being, inclusion and engagement.</p>	<p>hub providing access and referral pathways to community supports and providing improved service delivery to students and their families. Co-located services share information that enables them to collectively address complex social barriers to participation in learning and development. Partnerships strategically plan, develop joint actions and collectively monitor progress at regular intervals.</p>
<p>Partnerships support student health and wellbeing</p>			
<p>The school works with specialist services involved with individual children who have significant health or learning issues. The school approach to supporting student wellbeing is communicated to parents/carers.</p>	<p>The school has well-established links with community services for promoting positive health and wellbeing in both staff and students, and for supporting the specific health and wellbeing needs of individual students. The school provides opportunities for parents/carers and students to have input into programs that support student health and wellbeing.</p>	<p>The school works proactively to link students into active lifestyle and wellbeing programs in the local community. It collaborates with network partners to create opportunities designed to mitigate disadvantage and ensure inclusion. Parents/carers and students are key partners in decision-making. Staff health and wellbeing is regularly monitored and supported.</p>	<p>The school is an active partner with community organisations that support staff and students' physical and mental health. It continually seeks to develop and diversify the network through partnerships with a range of service providers and agencies that can meet the specific needs of their students. The school partners with specialists in planning and delivering the health curriculum in collaboration with staff, students and parents/carers.</p>
<p>Partnerships support student confidence in learning and achievement</p>			
<p>The school takes opportunities to engage with other schools and community organisations that offer support to individual students in their learning.</p>	<p>The school connects students with community organisations and institutions to support individual learning needs and build confidence including access to broader or deeper learning opportunities. The school works with other agencies to create specific strategies for</p>	<p>The school works with network partners to offer resources and activities that support student academic and social/emotional success for all students. The school collaborates with partners and networks to challenge low expectations and close gaps in achievement for specific groups.</p>	<p>The effective use of school, system and community expertise and resources meets the identified learning and development needs of all students. The school is actively involved in networks and partnerships that support students' development and learning. Students, staff and partners collaborate to design and deliver inclusive</p>

	students with additional needs.		programs that build confidence in learning and achievement of all students.
--	---------------------------------	--	---

Self-evaluation evidence	<p>In 2017 the school applied to be a part of DET's Professional Learning Communities initiative in an attempt to widen our networked learning community. In addition to this, the school has taken pro-active steps in creating a learning network. The Leadership team visited several schools who have been renowned for innovative pedagogical approaches and whose approaches aligned with our own vision. The school has also connected a team of our own teachers with schools in Melbourne who completed a Skype sessions and emails to create learning opportunities and partnerships.</p> <p>The school has also connected with many external child support services to ensure that all students are receiving all possible support that will help them succeed.</p>
Uploaded documents	

Priority	Community engagement in learning		
Dimension	Parents and carers as partners		
Score	The current Self-evaluation score is:	Evolving	
	The reviewed Self-evaluation score is:	Evolving	
Emerging 0 out of 2 continua selected	Evolving 2 out of 2 continua selected	Embedding 0 out of 2 continua selected	Excelling 0 out of 2 continua selected
The school fosters communication and meaningful partnerships with parents and carers			
Parents/carers and families are encouraged to participate in school activities specifically designed to invite parents into the school. The school works on policies and	Staff ensure all students, parents/carers and families feel safe, welcomed and supported in the school. Parents/carers are encouraged to participate in and contribute to school	Parents/carers are welcomed as partners into the school community and are involved in decision making activities through mechanisms such as parent associations, committees and	The engagement and involvement of parents/carers with the school is embedded in the school culture. Parents/carers have a visible presence in the school and their contributions are

<p>procedures which are available to parents/carers on request. Parents/carers look to the school to provide a secure, safe and caring environment for their children. The school provides avenues for parent concerns and requests to be heard and attempts to address these.</p>	<p>activities. The school periodically reviews existing school policies, practices and procedures, in consultation with parents/carers and students, to identify issues and gain input into existing school processes and practice. The school has clear processes for responding to parent concerns and these are well understood by parents/carers.</p>	<p>school council. The school implements strategies and processes to encourage and empower parents/carers to communicate and engage with the school. It regularly communicates opportunities for parent engagement and articulates the benefits of parents as partners for student learning and wellbeing. Parents/carers have opportunities to provide input into guidelines and expectations around learning and behaviour.</p>	<p>valued by staff. Parents/carers routinely promote the school and celebrate its achievements in the wider community. Processes exist in a range of forums for parents to provide feedback to the school and this is considered and used to shape future direction. The school staff consult with parents/carers and students to develop guidelines and expectations around learning and behaviour, and to plan support for individual needs.</p>
<p>Home learning connects with school learning</p>			
<p>The school encourages parents/carers and family partnerships as a key strategy to improve student outcomes. Parents/carers are regularly informed about their child's progress in learning, health and wellbeing. The school provides information to parents/carers about how they can support and monitor home learning effectively.</p>	<p>The school provides multiple opportunities for parents/carers and school staff to discuss their respective roles in their children's education. They work together to address the health, wellbeing and learning needs of their children. The school is respectful of families as the continuing educators of their children, valuing the diverse expertise and experiences families bring to school and home partnerships. Parents/carers can contact teachers in a variety of ways and receive a timely response. The school encourages parents/carers to talk with their child about what they are learning at school and actively engage in home learning activities.</p>	<p>The school works with parents/carers to highlight the importance of high expectations and setting challenging goals for their children. It provides advice to parents/carers on how they can support these goals. Teachers advise parents/carers of the goals and importance of what their child is learning at school, and provide resources and activities for parents/carers to use to support their child's progress. Teachers contact parents/carers about learning goals and connect them into the learning process. They provide progress updates, celebrate successes as well as identify concerns about students. Teachers consult with parents/carers to develop learning plans to support students' learning needs.</p>	<p>Parents/carers uphold positive attitudes to learning and consistently support the school's expectations. They work with teachers in setting high expectations to improve outcomes for all students. Parents/carers, students and teachers develop learning goals and student plans together. Teachers, parents/carers and students discuss students' individual learning progress and needs, including strategies to support learning at home. The school develops programs for parents/carers, such as improving their own literacy and ICT skills, general approaches to using maths in the home or more intensive programs for families in crises so that they can better help their children.</p>

Self-evaluation evidence	At the school, parental involvement is welcomed. Many opportunities for parent involvement exist and all staff have received professional learning about how to connect with families. Teachers attempt to, as regularly as possible, to inform parents of learning successes and have adopted an open door policy to classrooms to ensure that parents and families feel welcome.
Uploaded documents	

PRSE FISO Improvement Model Dimensions -

Bourchier Street Primary School Shepparton
(4742)

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	School Self-evaluation Level	Review Panel Agreed Evaluation Level	Comments
Excellence in teaching and learning	Building practice excellence	Evolving	Evolving	
	Curriculum planning and assessment	Evolving	Evolving	
	Evidence-based high-impact teaching strategies	Evolving	Evolving	
	Evaluating impact on learning	Evolving	Evolving	

Professional leadership	Building leadership teams	Evolving	Evolving	
	Instructional and shared leadership	Embedding	Embedding	
	Strategic resource management	Embedding	Embedding	
	Vision, values and culture	Evolving	Evolving	

Positive climate for learning	Empowering students and building school pride	Evolving	Evolving	
	Setting expectations and promoting inclusion	Emerging	Emerging	
	Health and wellbeing	Evolving	Evolving	
	Intellectual engagement and self-awareness	Evolving	Evolving	

Community engagement in learning	Building communities	Evolving	Evolving	
	Global citizenship	Evolving	Evolving	
	Networks with schools, services and agencies	Evolving	Evolving	
	Parents and carers as partners	Evolving	Evolving	

Length of review

Bourchier Street Primary School Shepparton
(4742)

The length of the review has been calculated at 0 days

Additional days reason	Additional days

The total length of the review is 0 days.

Terms of reference focus questions

Bourchier Street Primary School Shepparton
(4742)

Preparation of the Focus Questions

The Terms of Reference (ToR) Focus Questions are co-constructed by the Review Panel on the Validation Day and define the specific areas of the school's practice and performance that require a more detailed investigation and analysis. The Focus Questions should have an open 'inquiry question' orientation that will lead to a detailed analysis and diagnosis, for example, 'To what extent...', 'How does...' or 'How can the school...' Evidence drawn from the PRSE and classroom observations made on Validation Day should establish a rationale for the questions that are formulated.

Focus questions are best when they are SMART:

- Specific (not multi-layered and overly complex)
- Measureable (evidence/data available)
- Achievable (can be undertaken through the review process)
- Results-focused (to assist in moving forward)
- Time-bound (will meet the review timelines)

Two to three focus questions are investigated for reviews of three days or less and three to four focus questions are investigated for reviews of four days or more.

	Terms of Reference Focus Question	Rationale
--	--	------------------

Methodology

Bourchier Street Primary School Shepparton
(4742)

The methodology outlines how the review will be undertaken and how the focus questions will be tested. It should include:

- timelines for each component of the review, activity descriptions and required resources
- the agenda for the ValidationDay and an outline of classroom observations and focus groups
- a detailed plan for the review days and the purpose of any fieldwork activities, defining what will be undertaken, who will be involved and a timeline for the activities
- who will be responsible for managing various aspects of the review
- how the school community (including staff, students, school council and parents) will be engaged

The methodology should clearly indicate the range of data and other information to be analysed and the extent of school community consultation. Opportunities to engage with school staff, parents and students is central in the development of any methodology

Date	Activity and Resources	Action Officer
------	------------------------	----------------

Classroom observation schedule

Bourchier Street Primary School Shepparton
(4742)

Date	Duration	Activity	Lead	Participants
------	----------	----------	------	--------------