



Department of Education and  
Early Childhood Development

# Peer Review Report

Great Ryrie Primary School

North East Victoria Region

School number:	5478
Principal:	Doug Elliott
School Council President:	Viv McPherson
Review Company:	Valad Solutions Pty Ltd
Accredited School Reviewer:	Emma Richardson
Peers:	Debbie Locco (SARP)  Mike Green (Principal, Ringwood North Primary School)  Carolyn Macaulay (Principal, Mullum Primary School)
Date of Review Meeting:	26 June 2014

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## 2. Executive Summary

### Performance over the review period (2010 – 2013)

#### Students' achievement

The 2009-2012 Strategic Plan set targets for increases to the percentage of students reading at Level 15 (P-2), and for NAPLAN results to show more students in higher bands and less students in lower bands of achievement. The strategies were to implement the e5 instructional model. The school achieved some change to student achievement in NAPLAN and the measure of reading was no longer accessible through DEECD from 2010. The school self evaluation identified some targets from the Plan as being met.

#### Engagement and wellbeing

The 2009-2012 School Strategic Plan included targets for improved student attendance, which was achieved in 2012 but not sustained in 2013. The Student Opinion targets were not all achieved but in the self evaluation the school identified that all but Student Morale was above state and region means each year and that perhaps the targets set in the Plan were unrealistic. Targets for 10% improvement in Parent Opinion about transition were also not achieved.

#### Assessment of school's operation and preparation for its next stage

The school has shown consistent performance in NAPLAN data, with most cohorts of students close to state benchmarks for growth. The 2013 student results showed slightly lower percentages of students who achieved high growth (under the 25% state benchmark) in writing, reading and numeracy. Whilst the school average for Year 5 students in 2013 was below similar school performance levels for these areas, it was inconsistent with the trend for school performance which is close to or above state and national averages and like schools.

Student attitudes to school data was inconsistent, with an identified two year pattern of increases and decreases, except in teaching and learning measures which illustrated slight upward trends. Parent Opinion survey data was also inconsistent, with declines in 2013 data which the school has identified requires further investigation.

The school is well resourced with the exception of the space being used as the years 5 and 6 learning area, which was acknowledged as impacting on the pedagogical approaches available to teachers. The increasing EAL and LBOTE students of the school are well supported by teachers and additional programs. The school develops and implements Individual Learning Plans (ILPs) for all students.

#### Summary of key recommendations

##### Achievement: Specific recommendations relate to:

- Increase the assessment information being collected about students to assist in tailored learning opportunities based on reliable data; and develop teacher capacity using student achievement data and the use of (Student Performance Analyser) SPA.
- Improve teacher confidence making judgements about student learning with common approaches to assessment (i.e. assessment schedule) and moderation of student work.
- Consolidate whole school use of language and agreed approaches to teaching and learning articulated in documents and in practice (i.e. "The Great Ryrie Way" / "Theories of Action").

##### Engagement: Specific recommendations relate to:

- Review the Individual Learning Plans and the Three Way Conferences.
- Develop and implement a structured and consultative approach to resolve the question of continuing or discontinuing multi age classrooms. Investigate transitions within the school, evaluate current programs and develop a comprehensive documented strategy to support smooth movement up year levels.
- Continue to focus on increasing parent engagement; evaluate new initiatives; implement and monitor strategies to address unexplained absences.

##### Wellbeing: Specific recommendations relate to:

- Investigate parent opinions about school and inform the development and implementation of strategies to improve opportunities for parent involvement and information to support student learning.

- Interrogate student opinion data through analysis of year, gender and cohort changes.
- Implement and evaluate new strategies for student leadership and increased opportunities for student voice.

Productivity: Specific recommendations relate to:

- Evaluate and review current timetable structure.
- Investigate options for internal renovation of senior primary learning space.
- Develop and implement teacher professional learning opportunities such as an inter-cluster teacher exchange program and opportunities for developing leadership capacity.

### 3. Context

Great Ryrie Primary School was built in 1998 as a result of the amalgamation of three smaller schools. In 2004 the school was further extended after the closure of the adjacent Heathmont College site. The school is located approximately 20 kilometres east of the central business district of Melbourne.

In 2014 the enrolments are approximately 520 students representing about 360 families. There are 43 staff including three office staff, a First Aid officer, a Reading Recovery teacher, Refugee Transition Teacher, EAL teacher and Multicultural Education Aide, four teacher aides and a Library Technician. The school also has the services of a School Chaplain.

The student population has changed in the last few years with an increase in the enrolment of students from English as an Additional Language (EAL) and refugee backgrounds. The school is culturally diverse with 35% of families having a Language Background Other Than English (LBOTE), with the largest LBOTE groups being Burmese (representing several distinct dialects), Chinese and Indian. The school also has one Koorie family enrolled.

Great Ryrie has a Student Family Occupation index of 0.45 which indicates that it is in the medium SFO percentile range and that overall the school is of medium socio-economic status. Approximately 29% of the school community receive the Education Maintenance Allowance (EMA). However, Great Ryrie has a diverse social demographic, ranging from families where one or both parents are relatively high income earning professional or business owner, to low income, single parent families.

The school has a strong reputation in the local community and they celebrate the cultural diversity of the families, while providing quality learning programs in all curriculum areas. The school offers a wide range of extra-curricular activities including extensive Performing Arts and Sports programs as well as Chess, Cheerleading and other special interest programs. Student wellbeing is given a high priority and the school offers many programs in this area.

The AusVELS provides the basis of the curriculum within an integrated model. Teachers work in teams to plan and deliver curriculum to cater for the individual needs of students in multi-age classes. Each student has their own Individual Learning Plan (ILP) developed through a collaborative process involving the student, parents and teacher.

Great Ryrie Primary School has relatively new facilities and is well resourced with ICT including interactive whiteboards in every classroom and access to student laptops and iPads. Partnerships between parents and staff are encouraged and parents are involved as classroom helpers, in student conferences, school committees, fundraising and social activities.

The School Council and parent community is actively involved in supporting the teaching and learning programs at the school.

## 4. Terms of Reference

### Aim / purpose

The review of Great Ryrie Primary School on 26 June 2014 aims to investigate school performance for the period 2010-2013. The review will identify strengths of the school performance and areas for improvement to be included in the 2014-2017 Strategic Plan.

The School Self Evaluation has identified the following as the focus areas of the review;

1. Communication and engagement with the community
2. Review of assessment across the school
3. High quality professional knowledge and practice which leads to high quality teaching and to improved student learning outcomes through consistent content and delivery of curriculum F-6 to support student transition K-12.

### Methodology

The review occurred in line with the guidelines established by DEECD, with two Peer Principals invited to attend the round table discussion led by the Principal and Accredited Reviewer. Prior to this discussion the school engaged in reflection about school performance and documented their perspective on the schools performance using the School Self Assessment. The Terms of Reference and Agenda will guide and focus the Peer Review Panel discussion.

The responsibility for managing the review rested with school leadership and the accredited reviewer.

#### **How the school community (staff, students, school council and parents) have been engaged**

- Several staff meetings have been dedicated to evaluating school performance and discussing the review process.
- Policy and Planning Subcommittee and School Council have considered the school's performance and the review process
- Newsletter information regarding the review process has been circulated to the school community and they have been invited to participate in the Review day and focus group discussion.
- Students have had discussions around school performance.
- Review Outcomes will be presented and published on the school website, in the newsletter and to school Council.

#### **The role of the participants including the type of expertise required and professional expectations**

- Doug Elliott, School Principal, to lead the review and provide expert local knowledge
- Emma Richardson, Reviewer, to facilitate the review.
- Viv McPherson, School Council President ,to provide a parent perspective with intimate knowledge of the school
- Terry Jenvey, School Council Vice-President ,to provide a new parent's perspective
- Debbie Locco, SARP (acting DRD), to provide a DEECD broad perspective and feedback
- Mike Green, Experienced Principal, to provide an independent and perspective as a DEECD representative
- Carolyn Macaulay, Experienced Principal, to provide a n independent and perspective as a DEECD representative
- Barb Nicoll, School Assistant Principal, to provide expert local knowledge
- Di Gordon, School Leading Teacher, to provide expert local knowledge
- Alex MacDonald, School Leading Teacher, to provide expert local knowledge
- Additional staff members, as required, to provide expert local knowledge
- Students, as required, to provide intimate local knowledge

#### **How resources will be allocated to support the review including time, people and budget**

- Four 50 minute staff meetings to examine the school's performance in relation to the Strategic Goals and the relevant data sets.
- Allocation of administrative and Planning Time, including Time-in-lieu for selected staff to focus on evaluation as well as preparation of VRQA documentation.
- 6 CRT days to release Leading Teachers to work with the Principal and Assistant Principal on reviewing the outcomes of the staff evaluations, prepare presentations, take minutes of and to attend the Review Meeting Day.
- Discussion at School Council and Policy & Planning Subcommittee of School Council on the process and the outcomes of the review.
- Employment of an accredited School reviewer
- Budget includes costs of \$1,929.00 for Casual Relief Teachers to release staff as required, \$2,700.00 for the accredited school reviewer, \$400.00 for catering, and \$50.00 for stationary which results in a total cost for the review of \$5,079.00.

**Table 1: Timeline for the review**

Date	Activity	Resources	Action officer
May 2014	Briefing to staff on upcoming review	Principal, school leadership team	Principal
13 June	Finalisation of School Self Assessment	Principal, school leadership team	Principal
13-20 June	Development of Terms of Reference and Agenda	Principal, school leadership team, Reviewer	Principal/Reviewer
20 June	Pre-review meeting	Principal, school leadership team, Reviewer	Principal/Reviewer
20 June	Finalisation of Terms of Reference and Agenda	Principal, school leadership team, Reviewer	Principal/Reviewer
26 June	Panel day	Principal, Peers, school leadership team, Reviewer	Principal/Reviewer
22 July	Presentation to staff	Principal	
22 July	Presentation to school council	Principal	
21 July	Submission of report		

## 5. Evaluation of Performance

	Panel view of school performance	Panel Recommendations for improvement
<p><b>Achievement:</b></p> <p>Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support.</p> <p>While recognising that literacy and numeracy are essential foundations for students' success, achievement outcomes encompass a broader view of learning, spanning the full range of curriculum domains, as well as students' co-curricular achievements.</p>	<p>Student achievement data was discussed by the panel, with a particular focus on student growth. Generally cohorts are close to state benchmarks although there were fewer students with high growth in 2013 in writing, reading and numeracy than the 25% benchmark for high growth.</p> <p>Teachers discussed the lack of sufficient information to understand which students were achieving low or high growth. They hypothesized that the focus was often on supporting students who were underperforming or performing at standard. Inconsistencies between teacher judgements and NAPLAN results were identified.</p> <p>The whole school approach of using Individual Learning Plans for all students was discussed and linked particularly with the successes of the school with EAL students and how these approaches might inform other ways to support students who were underperforming.</p> <p>High achieving students at Great Ryrie PS have had a number of new strategies implemented to support their extension and achievement, including a program for gifted students and vertical promotion of students for specific learning strengths, both of which were challenged by the panel and discussed in relation to broader learning opportunities within the classroom and a differentiated curriculum rather than vertical extension.</p> <p>"The Great Ryrie Way" and the school's "Theories of Action" were identified as important whole school approaches to learning, although some inconsistency in use of language was agreed as being an area for further consideration.</p>	<p>Increase the assessment information being collected about students to assist in tailored learning opportunities for all students which is based on reliable data about students' prior knowledge.</p> <p>Improve teacher confidence making judgements about student learning with common approaches to assessment (i.e. assessment schedule) and moderation of student work.</p> <p>Develop teacher capacity concerning the student achievement data and the use of SPA.</p> <p>Consolidate whole school use of language and agreed approaches to teaching and learning articulated in documents and in practice (i.e. "The Great Ryrie Way" / "Theories of Action").</p>



## Engagement:

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

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

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

Student motivation data was discussed regarding the pattern of higher results every two years and the contention of school leadership was that this was related to the pattern of school camp two years apart and immediately prior to the student survey.

The panel held four focus group discussions with students and shared themes about engagement were identified. These were:

- extracurricular activities were consistently identified as the most popular aspect of school for students. The panel discussed whether a wide enough range of options was available to cater for all student interests.
- the opportunities for student leadership were far more visible in 2014 and were positive and engaging aspects of school for students.

The vertical extension of students in mathematics was identified by students as a new opportunity to them and an influence on the change of classroom dynamic. They also discussed the multi-age classroom structure and how they expressed a desire for differentiated learning tasks according to the year level. The panel reflected on the student input and was of the view that the Individual Learning Plans could be reviewed. The issue of straight year levels was contentious and an ongoing annual discussion which was generally unresolved.

Transition was discussed with the view that transition into school was done well whereas the movement from multi-age classrooms and into new areas of the school was more of an issue for some students. The current F-6 Connections and school-wide Buddies programs were identified as positive contributions in the school self evaluation.

The engagement of parents with the school and the learning of their children were discussed by the panel, with questions raised about the value placed on education by some groups within the community and the link with unexplained absences. The self evaluation identified a number of strategies which had been developed and implemented during the review period.

Review the Individual Learning Plans with a focus on whether sufficient range and differentiation of tasks is documented and what support might be required to assist teachers developing an engaging learning program for each student.

Develop and implement a structured and consultative approach to resolve the question of continuing or discontinuing multi age classrooms.

Investigate transitions within the school, evaluate current programs and develop a comprehensive documented strategy to support smooth movement up year levels.

Continue to focus on increasing parent engagement and to evaluate new initiatives (e.g. Class Parent Representatives) as they are implemented to understand effectiveness and need for any changes to ensure achievement of outcomes.

Implementation and monitoring of strategies to address unexplained absences.

	<p>Note: In the self evaluation the school also identified future efforts should also include continuation of Restorative Practices, Developmental, Inquiry and Project Based curricula and the implementation of the new Student Engagement and Inclusion Guidelines. These matters were not addressed fully in panel discussion and recommendations for improvement but should be given further consideration in the development of the strategic plan.</p>	
<p><b>Wellbeing:</b></p> <p>Students' health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students' positive learning experiences.</p>	<p>The self evaluation highlighted the general decline in parent opinion data since 2011 and linked this with a smaller sample size. However the panel identified the response rate was still high (79%) and supported the self evaluation's reflections about the need for further investigation about the parent responses and review of methods of involving and communicating with parents.</p> <p>Parent opinion perception about measures of wellbeing such as classroom behaviour declined significantly in 2013 but the self evaluation identified that this was not consistent with student attitudes to school or teacher's views.</p> <p>Student connectedness to peers data was discussed by the panel and the school identified some confusion about the ongoing patterns of increase and decline. The panel highlighted the need for greater interrogation of the data, through focus on years and gender.</p> <p>Students identified in focus groups that relationships with the teachers at Great Ryrie Primary School were extremely positive and that they always felt well supported. The new initiatives around student leadership opportunities and student voice have been positive changes that have been introduced recently.</p> <p>The years 5 and 6 learning space was discussed by the panel as an ongoing environmental limitation to pedagogy. This was also a feature of the discussion in productivity.</p> <p>The school's comprehensive support programs for students</p>	<p>Investigate parent opinions about school and inform the development and implementation of strategies to improve opportunities for parent involvement and information to support student learning.</p> <p>Interrogate student opinion data through analysis of year, gender and cohort changes.</p> <p>Implementation and evaluation of new strategies for student leadership and increased opportunities for student voice.</p>

	<p>who were refugees, EAL and LBOTE was identified as successes and particularly in the role that these played to support the health, safety and wellbeing of these students and their families.</p>	
<p><b>Productivity:</b></p> <p>Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school.</p> <p>Successful productivity outcomes exist when a school uses its resources – people, time, space, funding, facilities, community expertise, professional learning, class structures, timetables, individual learning plans and facilities – to the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets.</p>	<p>The multi-age grade structure was a feature of the panel discussion about productivity. The self evaluation identified the need for engaging the school community in this discussion and panel discussion about this issue was prompted by the students in focus groups who articulated their desire for their “own” year levels. It was the contention of the school that the multi-age structure was efficient in terms of resourcing as it allowed teachers to work more effectively in curriculum planning teams than a straight year structure. Yet there was a regular challenge about the structure from the school community that the panel identified as needing to be addressed in a comprehensive and systematic manner.</p> <p>The approach to Individual Learning Plans and the Three Way Conference was discussed by the panel and some inconsistencies in student goals, use of previous plans and whether goals were extending, challenging and achievable were identified. The current structure of Three Way Conferences, whilst effective, was linked with the potential for improving parent information about school and increasing involvement in the learning of their children.</p> <p>Reports by senior staff to the panel about the structure of the school’s timetable highlighted some concerns around time spent on task and the influence of extracurricular programs, particularly in the upper primary years. This was echoed by the student voice in focus groups where the length of the lessons was identified as limiting their engagement with tasks (e.g. “we just get started and then we have to pack up”). The panel discussed options for increased lesson length and other options.</p> <p>The years 5 and 6 learning space was discussed at length by the panel, with suggestions for improvement made to open the space up gradually to allow for greater sharing of teacher</p>	<p>Develop and implement a structured and consultative approach to resolve the question of continuing or discontinuing multi age classrooms. (<i>As in ‘Engagement’</i>)</p> <p>Review and enhance the development and use of Individual Learning Plans (particularly in goal development) and the Three Way Conferences (as a method for improving parent information about school and increasing involvement in student learning).</p> <p>Evaluate and review current timetable structure.</p> <p>Investigate options for internal renovation of senior primary learning space.</p> <p>Develop and implement teacher professional learning opportunities such as an inter-cluster teacher exchange program and for developing leadership capacity.</p>

resources and learning opportunities.

The staff profile was described as “top heavy” with some retirements predicted for the near future which might offer an opportunity to review the leadership structure and allocation of responsibilities. The retention of staff is very high at the school, with the effect that it was often the only school in which many teachers had experience . The panel discussed some potential options for further investigation for the school, including the development of leadership capacity in emerging leaders, succession planning, and the development of an inter-cluster exchange for teachers to broaden their experience and for professional development.

The panel also discussed the school's investigation into interfacing and linking of all school operations.

## 6. Registration Requirements: Summary Statement

### Great Ryrie Primary School

Signature of Reviewer:



Date: 14/07/2014

Name of Reviewer: Emma Richardson

Registration requirements to be met by all Government schools	Is the registration requirement met?
<b>SCHOOL GOVERNANCE</b>	
<ul style="list-style-type: none"> <li>Democratic principles <i>Evidence provided to VRQA by the Department</i></li> </ul>	
<ul style="list-style-type: none"> <li>Structure <i>Evidence provided to VRQA by the Department</i></li> </ul>	
<ul style="list-style-type: none"> <li>Philosophy (eg. - SSP, AIP)</li> <li>Statement of school philosophy</li> <li>Explanation of how philosophy is enacted</li> </ul>	Yes ✓
<ul style="list-style-type: none"> <li>Not-for-profit status <i>Evidence provided to VRQA by the Department</i></li> </ul>	
<b>ENROLMENT</b>	
<ul style="list-style-type: none"> <li>Student enrolment policy (<b>Specialist and Specific Purpose</b>* <small>[see below]</small> <b>schools ONLY</b>)</li> </ul>	N/A ✓
<ul style="list-style-type: none"> <li>Student enrolment numbers <i>Evidence provided to VRQA by the Department</i></li> </ul>	
<ul style="list-style-type: none"> <li>Register of enrolments <i>Evidence provided to VRQA by the Department</i></li> </ul>	
<b>CURRICULUM AND STUDENT LEARNING</b>	
<ul style="list-style-type: none"> <li>Time allocation per learning area (eg. Timetable)</li> <li>Explanation of how and when curriculum and teaching practice will be reviewed (eg. - SSP, AIP, Curriculum Committee minutes, staff Professional Development)</li> <li>Outline of how the school will deliver its curriculum (eg. Scope and sequence)</li> <li>A whole school curriculum plan (eg. Scope and sequence)</li> <li>Documented strategy to improve student learning outcomes (eg. - SSP, AIP)</li> </ul>	Yes ✓ <i>Conditional on all draft policies being ratified by School Council</i>
<ul style="list-style-type: none"> <li>Monitoring and reporting on students' performance <i>Evidence provided to VRQA by the Department</i></li> </ul>	
<b>STUDENT WELFARE</b>	
Student welfare <ul style="list-style-type: none"> <li>Student Welfare policy and procedures</li> <li>Bullying and Harassment policy and procedures</li> </ul>	Yes ✓ <i>Conditional on all draft policies being ratified by School Council</i>
Student safety <ul style="list-style-type: none"> <li>On-site supervision policy and procedures</li> <li>Excursion policy and procedures</li> <li>Camps policy and procedures</li> <li>Ensuring safety and welfare of students with external providers policy and procedures</li> </ul>	Yes ✓ <i>Conditional on all draft policies being ratified by School Council</i>
Student care <ul style="list-style-type: none"> <li>Care arrangements for ill students</li> <li>Distribution of medication policy and procedures</li> <li>Anaphylaxis management policy and procedures</li> <li>Register of staff trained in first aid</li> <li>Record of student medical condition and management</li> </ul>	Yes ✓ <i>Conditional on all draft policies being ratified by School Council and full implementation of new Anaphylaxis Policy</i>
Additional evidence <ul style="list-style-type: none"> <li>Mandatory reporting policy and procedures</li> <li>Accidents and incidents register</li> <li>First aid policy and procedures</li> <li>Internet policy and procedures</li> <li>Critical incident plan</li> <li>Emergency management plan</li> <li>An outline on how the school communicates policies and procedures on the care, safety and welfare of students to the school community</li> </ul>	Yes ✓ <i>Conditional on all draft policies being ratified by School Council</i>

<ul style="list-style-type: none"> <li>Emergency bushfire management</li> </ul>	
<b>DISCIPLINE</b>	
<ul style="list-style-type: none"> <li>Behaviour management policy and procedures (<a href="#">including procedural fairness and an explicit statement prohibiting corporal punishment</a>)</li> <li>An outline of how the school communicates these policies and procedures to the school community</li> </ul>	Yes ✓ <i>Conditional on all draft policies being ratified by School Council</i>
<b>ATTENDANCE MONITORING</b>	
<ul style="list-style-type: none"> <li>Attendance monitoring</li> <li>Attendance register</li> </ul>	<i>Evidence provided to VRQA by the Department</i> <i>Evidence provided to VRQA by the Department</i>
<b>STAFF EMPLOYMENT</b>	
Teachers' requirements <ul style="list-style-type: none"> <li>Register of all teachers with name, VIT registration number and category</li> </ul>	Yes ✓
Compliance with Working with Children Act 2005 <ul style="list-style-type: none"> <li>Procedures to ensure that all required staff have <i>Working with children check</i></li> <li>A <i>Working with children check</i> register</li> <li>Procedures to maintain the <i>Working with children check</i> register</li> </ul>	Yes ✓
<b>SCHOOL INFRASTRUCTURE</b>	
<ul style="list-style-type: none"> <li>Buildings, facilities and grounds</li> <li>Educational facilities</li> </ul>	<i>Evidence provided to VRQA by the Department</i> <i>Evidence provided to VRQA by the Department</i>
<b>OTHER REQUIREMENTS</b>	
Information about school performance	<i>Evidence provided to VRQA by the Department</i>
<ul style="list-style-type: none"> <li>Registration of an additional year level or campus</li> <li>Changing a school type or location</li> </ul>	<i>Applicable only when required</i> <i>Applicable only when required</i>
<b>Additional registration requirements to be met by schools offering a <u>senior secondary</u> course or qualification (VCE / VCAL / IB)</b>	
Student learning outcomes <ul style="list-style-type: none"> <li>Current student and staff handbooks</li> <li>Sample student learning sequence</li> <li>Procedures and documentation to indicate staff have been provided with current and accurate information</li> <li>Policies and procedures to enable compliance with the awarding body</li> </ul>	Not applicable
Student records and results <ul style="list-style-type: none"> <li>Policies and procedures to maintain accurate student records</li> <li>Policies and procedures to undertake an annual analysis of records and results</li> <li>Policies and procedures to monitor patterns of student participation and completion rates</li> </ul>	Not applicable
Student welfare <ul style="list-style-type: none"> <li>Policies and procedures in place consistent with relevant legislation to ensure care, safety and welfare of students and provision of opportunities for students with special needs</li> </ul>	Not applicable
Teaching and learning <ul style="list-style-type: none"> <li>Qualified and competent staff to teach and assess the class</li> <li>Suitable teaching resources and physical facilities to provide the course</li> <li>Processes to ensure consistent application of assessment criteria</li> <li>Processes to oversee conduct of assessment, including processes to conduct investigations and hearings, and if necessary amend or cancel assessments</li> </ul>	Not applicable

If you require support regarding the minimum standards:

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

If you would like examples of further evidence to supply please see: [VRQA registration requirements for Victorian Government Schools](#).\* The Victorian Registration and Qualifications Authority (VRQA) has registered the following schools as Specific Purpose schools:

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>Austin Hospital School</li> <li>Avenues Education</li> <li>Blackburn English Language School</li> <li>Collingwood English Language School</li> <li>Croydon Community School</li> <li>Distance Education Centre Victoria</li> <li>John Monash Science School</li> <li>Kensington Community High School</li> <li>Lynall Hall Community School</li> <li>Noble Park English Language School</li> </ul> | <ul style="list-style-type: none"> <li>Sovereign Hill School</li> <li>Sydney Road Community School</li> <li>The Alpine School</li> <li>Travancore School</li> <li>Victorian School of Languages</li> <li>Western English Language School</li> </ul> |
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