PRELIMINARY VISIT REPORT

FOR

Essendon North Primary School
Victoria, Australia

Visit Dates: 18th to 21st February 2014

Preliminary Visitors:

Ray Davis
CIS
Associate Director School Support
& Evaluation Services

Catherine Lockhart
Deputy Head of College
Woodcroft College
South Australia

This report is based on information and opinions supplied by the school as well as the observations made by the Visitors while on site. Given the small number of visitor-days involved, this report cannot be expected to be as comprehensive or thorough as the reports that will arise from the future Self-Study Process and the full Team Visit.

The overall aim of the present report is to support and guide the school during the early stages of the accreditation process.
School Name: Essendon North Primary School

School Foundation Date:

9th September 1920

School’s Official Status:

Victorian Government Primary School

Facts on School Governance & Management:

School Principal and School Council (composition of 12)

Students: number of nationalities; statistically most important nationalities:

Total: 560
Nationalities/Languages: 6 (Australian, English, Chinese, Vietnamese, Turkish, Hindi, Arabic)

Range of Grades or Year-Groups:

Prep – Grade 6

Academic Staff: numbers; nationalities; statistically most important nationalities:

Total: 31.27 EFT
Nationalities: Australian, English, Italian

Support Staff: numbers; nationalities; statistically most important nationalities:

Total: 7.57
Nationalities: Australian, English, Italian

Summary of Academic Programmes:

IB PYP

Literacy
Numeracy PE
The Arts
Asian Literacy (Mandarin) Italian

Location and Buildings:
Accreditation History of the School:

| CIS Membership Status |

Other Relevant Information (if any):

| IB PYP Candidacy Status |
Reflective Statement from The Principal

Essendon North Primary School was officially opened on September 9th 1920 and is located on Keilor Road in the suburb of North Essendon, Melbourne, Victoria, Australia. The school is approximately 12 km north-west from Melbourne’s Central Business District and the Local Government area is the City of Moonee Valley. Our school has a Student Occupation Index of approximately 0.37 and a LBOTE proportion of 0.13. We currently have an enrolment number of approximately 550 students and twenty-five grades from years prep to year six. The school is rapidly growing and will soon reach a maximum enrolment number of 600 students.

The community of Essendon North Primary School is proud of the school’s rich history and long-standing achievements both within Australia and Internationally. In 1996, the school was selected as a Navigator School, a Self-Governing School in 1999 and was selected as a Macromedia E-Learning Consortium School in 2001. It was also an Apple Distinguished School (2003-2006), and during 2001, it was inducted into the hall of fame of the Smithsonian Institute in the United States of America (USA). In 2005, the school was selected to be a CELL (Creating e-Learning Leaders) school by the Victorian Department of Education and Early Childhood Development (DEECD), and was a participating school in NAVCON (The Navigator Consortium) with Apollo Parkways Primary School, Bendigo Secondary College and Glen Waverley Secondary College. Throughout these times, the school offered professional development workshops and seminars for other educators, and would regularly tour groups of school leaders and teachers through the school to showcase the use of learning technologies in classrooms.

In January 2009, I was appointed to the acting principal position of the school for a period of two school terms and transferred from another school to commence in this position. During 2009 I was appointed to the substantive principal role. For the duration of 2008, the school’s substantive assistant principal was in the acting principal role. This had come about due to the long-standing substantive principal taking long-term sick leave from 2007 onward. When I commenced in the position, the substantive assistant principal reverted to their role. It was apparent the absence of a consistent and substantive leadership profile had impacted upon the school’s overall success and direction.

When commencing as school principal, I found the community to be a generally friendly and caring one. I found the school’s workforce, council membership and family demographic to be long-standing and very stable. Data sources indicated the overall school morale to be high. The curriculum, classrooms practices, extra-curricular programs, administrative processes and management functions had remained consistent and relatively unchallenged for many years. It was clear that despite classrooms and educational programs being well resourced, a majority of the school’s buildings and grounds were in desperate need of repair. There was a general commitment to offering a quality education for students but within a family orientated atmosphere rather than a professional one. This did present a number challenges needing to be addressed (short and long term) including improving the quality of relationships between staff, students and parents as well as raising the educational expectations and standards with the community. There was also a strong perception amongst the community that the school was successfully maximizing upon the learning potential of every student and achieving excellent results. Whilst learning data and evaluations showed students were achieving at or above State mean, and there was much to celebrate, the Student Family Occupation (SFO) index for the school did indicate that the student achievement could be lifted, since socio-economic indicators are a reliable predictor of potential learning results. Triangulation of a range of data sources indicated that student achievement data had slightly decreased, and students and their learning could be further challenged.

In my first year as principal, the school was mandated to implement the Victorian Department of Education and Early Childhood Development’s (DEECD) Western Metropolitan Region Blueprint for School Improvement. Despite immense resistance from staff, the Blueprint offered an opportunity for the community to commence the process of re-focusing the work on
improving the quality of learning and teaching in Literacy and Numeracy for every student in every classroom. The Victorian Essential Learning Standards (VELS) and the Victorian DEECDs E5 Instructional Model were also incorporated as frameworks for implementing and evaluating learning and teaching effectiveness across the school.

Throughout 2010, the school undertook a Continuous Improvement Review and developed a new strategic plan (2011 to 2014). The entire review process, which included a community forum, provided many opportunities for the entire community to celebrate the very positive aspects of the school and identify together the future directions for the next strategic planning period. Given 2014 is the school’s year of review and next strategic planning phase, and for the purpose of the Council of International School’s Pre-accreditation visit, a copy of the 2010 School Review Report is provided.

During the current strategic plan, the school has experienced unprecedented change. These changes were aimed at raising the expectations and standards of education for the current and future students of Essendon North Primary School. This has seen the community undertake complex organizational, educational and cultural continuous school improvement, and for a small number of long standing community members, the significance of the change continues to remain problematic. We are now building a much more strategic, determined and collaborative effort for improving the quality education for every student in every classroom. The following list outlines some of the significant changes and improvements the school has addressed and undertaken over the past four to five years:

- Embedding a school culture based on achieving excellence in education and performance.
- Striving to achieve educational excellence through high quality professional learning communities and teams.
- Redevelopment and documentation of the school’s curriculum as an IB PYP Candidate school.
- Redevelopment in the way learning and teaching is planned, implemented, assessed, reported and evaluated, particularly in the areas of Literacy and Numeracy.
- Redesigning the learning approaches, and performance and development strategies for all staff.
- Implemented a new leadership profile, structure and membership across the staff, parent and student body.
- Implemented a new school council profile, structure and membership.
- Recruited and inducted 60% to 70% of new staff to the school.
- Created a more balanced workforce to reflect a mix of experiences, career aspirations and talents.
- Upgraded school resources and infrastructure, including ICT.
- Acquired and invested approximately $8.5 million into the redevelopment of classrooms, buildings and grounds.
- Increased student enrolments and accommodated changes in the school’s demographic.
- Reviewed and documented school guidelines, expectations, processes and policies.
- Aligned administrative and management guidelines, processes and policies (human, financial and physical resources) to the strategic directions of the school as well as state and federal legislation.

Data sources are now indicating that we are improving student learning outcomes. There is now less variation between student achievement and the school’s SFO, and the number of students below the expected level has decreased whilst the number of students at and above the expected level has increased. It is my view that some of the areas still facing our school for improvement are as follows:

- Further developing, documenting and monitoring the implementation of high quality differentiated curriculum that will guarantee the learning success for every student.
- Continuing to develop high quality learning and teaching practices that will sufficiently challenge every learner.
- Continuing to unite the entire community in the provision of high quality education for all students.
- Continuing to embed a culture of community learning and high performance which is visible, valued and actively promoted amongst all stakeholders.
- Continuing to improve the quality of community engagement, morale and professional relationships amongst all stakeholders.
- Continuing to build the learning, teaching and leadership capacity amongst all stakeholders.
- Continuing to involve the community in the documentation and implementation of the international expectations and standards required for an education at Essendon North Primary School.

My belief is that our school community has worked tremendously hard in recent years to establish some excellent foundations in which to successfully now move from being ‘great’ school to one of ‘excellence’. I do believe the CIS accreditation process will now offer our school and community the opportunities required for us to strive to achieve international standards of educational excellence for our current and future students.

Scott Mullen
Principal
Essendon North Primary School
The following is a Reflective Statement on the Challenges facing the School from the Governing Body’s (School Council’s) point of view.

Communication

Communicating with the Parent Body

Excellent educational outcomes become attainable when all stakeholders of a school community form positive and sustainable partnerships and work together towards a common identifiable desired outcome.

The teaching staff as a whole and the Principal Class at Essendon North Primary School (the school) are unified and committed to the direction of the school, the development of curriculum, teaching philosophies and practices and other strategies geared to the successful implementation of the identified targeted educational outcomes. The School Council is also supportive of the school’s direction, programmes, outlook and commitment to continual improvement. However, the same level of commitment, support and cohesion is not present within the parent body.

The school has a very diverse parent body. Diversities exist socially, with levels of formal educational qualifications, in employment and levels of income, culturally and linguistically. Whilst this diversity adds a level of complexity and richness to the school community, it can also create or exemplify challenges. Some of the recent decisions of School Council have drawn some criticism, comment and questioning from certain individuals or small groups within the parent community. For example, the decision to adopt Mandarin as the school’s LOTE language, the prohibition of the sale of alcohol at the School Fair, changes to the school uniform and the outsourcing of the sale of school uniforms to an external body. Such reactions can be disheartening and distracting and diverting valuable time and resources from the primary responsibilities of School Council. These reactions highlight to me the educative role of the school within a community and the educative and communicative role of each segment of the school (including School Council) with every other stakeholder within the school community.

The school must ensure that it is able to effectively communicate with each family. Information should be clear, accessible, delivered via a variety of methods and if and where needed, adjusted to meet the particular circumstances of each family.

The school has made substantial progress in this area. The following new methods have been implemented:

- The school participates in the 'Konnective' programme which is an app downloadable onto most mobile phones. It provides families with up to date information and news about the school by way of a text to their mobile phone;

- Coffee and chat mornings have been organised on a regular basis to provide parents with information in relation to the programmes pursued by the school such as the IB PYP and membership to the CIS with explanation as to the benefits of such programs and membership and the reasons for pursuing such programs and membership.

- Opportunities are being taken at community events such as the school Art Show or Portfolio Night to obtain families’ views and input into educational programmes, delivery and implementation of such programmes and the direction of the school.
In addition to the above, the school has increased the number of and expanded its pre-existing methods of communication with the parent body such as the school newsletter, letters to families, parent information sessions, specific parent/teacher interviews and exhibitions of student work. The work of the School Council is guided by the central principle that decisions are made in the best interest of the school as a whole. This needs to be clearly demonstrated to the school community at every appropriate opportunity so that there is a building of trust and confidence in the School Council. The School Council's work has also been made more transparent with all school policies debated, drafted and ratified by School Council being posted on the school's website including attaching some policies to the school newsletter, providing members of School Council to represent School Council at assembly, information sessions, the school Open Day and induction programmes, corresponding with the members of the school community, drafting of surveys and inviting the community to participate in the surveys and inviting members of the community to participate in the decision making process of the School Council by attending School Council sub-committee meetings.

From my observations and discussions with parents, significant improvements have been made in this area over the past three years. However, as effective communication and unity of purpose and vision are vital to excellent educational outcomes, these practices must be maintained and reviewed and improved where possible.

**Time Pressures**

The school is a very busy place on many levels. The School Council agenda is always very full with several topics set down for discussion and debate and decision making. As the Chair and President of the School Council, I feel the pressure of getting through the items on the agenda within the suggested time frame whilst affording each Council member the opportunity to contribute to a meaningful, frank and open discussion. School Council will be reviewing its Standing Orders this year to see if amendments can be made to facilitate the efficient completion of School Council business whilst affording each member the opportunity to participate in discussions.

At times, arranging a face to face meeting with the Principal can be very difficult. Whilst other forms of communication such as email and telephone are used effectively, a little more time would be appreciated.

**Infrastructure**

The school's enrolments have been steadily increasing over the past few years. This has put additional pressure on the school's physical resources. The School Council and the Principal Class have been working together to secure an additional double class room for the school to cater for the increased number of students. We were successful in our endeavours and a double portable classroom has been delivered to the school.

In addition to requiring new teaching spaces, some of the existing infrastructure needs renovations and upgrading. Again working with the Principal Class and a particularly active member of the school community, the school was able to secure funding to renovate and upgrade the student toilets which had been in need of substantial renovation and upgrade over a significant period of time. Similarly, through whole community effort, sufficient funds were raised at the School Fair and throughout the year in 2013 to enable the school to replace the old fences with new and higher fencing along the rear and rear part of the side boundaries and new tubular fencing along the front and front part of the side boundaries.

School Council's Buildings and Grounds sub-committee have been working diligently to inspect the school and identify areas requiring renovation, upgrading or replacement. A long list of items has been compiled and prioritised primarily on the grounds of safety and well-being.
Unfortunately the school does not have the funds to carry out these works. An investigation needs to be carried out to see if funds may be available from the DEECD or other sources to fund the works. In addition, discussions are on-going with School Council's fundraising sub-committee Friends of Essendon North (FOEN) in relation to fundraising activities and strategies to be put in place to raise funds. Works are prioritised with safety and well-being of our students being paramount consideration.

Other resources
There are many other physical and human resources and up-grades the school would benefit from but limited funds forces the school to constantly compromise, prioritise and make choices to provide the best possible outcomes in the circumstances.

Onur Ali
ENPS School Council President 2013

School Community Reflection

During a Coffee & Chat Session, we invited our parent community to respond to the following questions:

1. What are the challenges facing ENPS: the school? The parents? The students?
   - Not getting too big that you lose the community identity and sense of belonging
   - Composite classing impact- valuing what is important to our students
   - Keeping up with technology and the costs associated
   - Maintaining balance (tech vs essentials)
   - Homework: - consistency to approaches, preparing children for secondary school, reinforcing the learning
   - Parent helpers
   - Communicating to parents so that all parents understand
   - Being ‘busy’ getting in the way

2. What addition/changes have been made to our school over the last two years?
   - Timetable changes
   - Increased communication (Konnective- excellent) direct to parents
   - Facilities (toilets, office, fence, gym)
   - Collaborative learning spaces (Grade 5)
   - Use of technology (1:1, Edmodo)
   - Constructive feedback to students
   - Empowering by improving
   - 2 AP’s and principle = increased opportunities and access to leadership and support
   - Informing parents
- Time for literacy and numeracy focus

3. What additional changes or improvements are planned at ENPS in the future?

- PYP/IB
- Communication and inclusion of school community
- Improving and increasing opportunities for, and variety of methods to and for communicating
- Aiming for continual improvement and excellence across all areas (learning outcomes for students, welfare of staff and students, whole school)
- fence

_During a Junior School Council meeting, we invited our student representatives to respond to the following questions:_

1. What changes have you seen at ENPS over the last two years?
   - Mac Airs
   - Ipads
   - Classrooms
   - Toilets
   - Fences
   - More classrooms and portables
   - New gym
   - Teachers take students to more excursions
   - Seen students acting more mature
   - New students
   - Improved technology
   - New uniforms
   - New playgrounds
   - Composite classes
   - Inquiry lessons
   - School has grown

2. What else could we be doing to improve our school?

   - A fence at the embankment
   - Improve resources
   - The gym
   - Improve classroom set-up
   - Clean the embankment
   - Level out the embankment
   - All year levels to have ipads
   - Hygiene in the toilets
   - Students having more respect for our school property
   - The grass on the oval
   - Put your rubbish in the bin
   - Changing the fence
   - Making sure everyone does the 4 R’s
   - Rubbish and playgrounds
   - More bins
Upgrading the 5/6 playground
Bigger lockers
5/6 playground, others have been improved but not ours!
More personal ILP to further develop skills of individuals
Bins on the oval
The oval grass
### SECTION A

**SCHOOL GUIDING STATEMENTS**

*Note: The term “governing body” includes any school ownership structure.*

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#### STANDARD A1

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<td>The school shall be guided by clear and broadly accepted Guiding Statements of vision, mission, and educational objectives (or the equivalent using the school's chosen nomenclature and format) for students.</td>
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<td>The school's Guiding Statements establish clear expectations for student learning and guidelines for the well-being of the whole school community.</td>
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<td>Monitoring procedures exist which show that the school's Guiding Statements enjoy a high degree of support from the governing body, school leadership, staff, parents and students with this support being demonstrated by the actions of all these school sectors.</td>
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<tr>
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<td>There is evidence which shows that the school's Guiding Statements drive decision-making, planning, action and review at multiple levels of school life.</td>
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<tr>
<td>A1d</td>
<td>There are periodic, data-driven reviews of the school's Guiding Statements which involve the broad school community and which ensure that the statements remain vibrant and relevant.</td>
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<td>A formal process and defined indicators are used to assess the school's success in achieving its aims as laid out in its Guiding Statements.</td>
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#### School's Prior Comments

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<td>• Core Principles</td>
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<td>• Quality Learning and Teaching</td>
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<td>• Early Years</td>
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<td>• Middle Years</td>
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<td>• eLearning for a New Generation</td>
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<td>• Uniting and Connecting People</td>
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<td>• Challenges and Opportunities</td>
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<td>While these do outline and establish clear expectations for student learning and guidelines for the well-being of the whole school community, we acknowledge that these are not embedded or even explicitly known and practiced by stakeholders across our community.</td>
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| **A1b** | Monitoring procedures exist which show that the school's Guiding Statements enjoy a high degree of support from the governing body, school leadership, staff, parents and students with this support being demonstrated by the actions of all these school sectors. |
| As a part of the DEECD, Victorian Government schools are expected to undertake a review of practice every four years as a Strategic Review. This process generally involves input and feedback from all community stakeholders. Apart from this process there are no formal mechanisms currently in place to monitor, evaluate and determine the effectiveness of how the Guiding Statements are being implemented. |
A1c
There is evidence which shows that the school’s Guiding Statements drive decision-making, planning, action and review at multiple levels of school life.

Our current position is that our school community does not ‘own’ the ENPS Guiding Statements so therefore they do not drive any of these elements of school life. Our Student Code of Conduct, Community Code of Conduct and Annual Implementation Plans (AIP) are more visible, valued and actively promoted across the school and do have some impact on driving decision-making, planning, action and review at multiple levels of school life. Evidence of this can be seen in meeting agendas and minutes, School Council Principal Reports and newsletters to the community.

A1d
There are periodic, data-driven reviews of the school’s Guiding Statements which involve the broad school community and which ensure that the statements remain vibrant and relevant.

As a part of the DEECD, Victorian Government schools are expected to undertake a review of practice every four years as a Strategic Review and yearly development of Annual Implementation Plans. These documents are aligned with and accountable to data targets.

A1e
A formal process and defined indicators are used to assess the school’s success in achieving its aims as laid out in its Guiding Statements

At ENPS there is no formal process currently in place to assess the school’s success in achieving its aims as laid out in its Guiding Statements. We use a range of data sources, including NAPLAN and Student, Staff and Parent Opinion Surveys in determining achievements of the aims of the Strategic Plan and AIP.

Visitor Observations
Essendon North Primary School (ENPS) has a statement of Vision / Mission, backed by Core Principles for learning and teaching. These statements are available in some of the schools publications and on the school website.

‘Essendon North Primary School prepares learners for a positive and confident life in the 21st Century. The school is recognised as a leading co-educational learning community that is committed to delivering the highest quality education for every child in every classroom.’

Core Principles

- Pursuing academic excellence
- Respecting oneself and others
- Appreciating cultural heritage
- Readiness to embrace appropriate change
- Individualised learning, teaching and leadership
- Valuing the importance of positive school and family relationships.

As recognised by the school the Guiding Statements are not well known or understood by the school community and as a result have limited impact on decision making and subsequently on driving student learning.
At the time of the Preliminary Visit the school had initiated a review process. It is intended that the review and revision of the Guiding Statements will encompass wide-spread community involvement and that by the end of 2014 the school will have a relevant set of Guiding Statements that are known and understood by all members of the school community and will act as the drivers of teaching and learning.

It is the intention of the school to develop methods by which the level of community support for the revised Guiding Statements can be evaluated and to begin data collection to demonstrate the extent to which they drive decision making.

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<th>Suggested Actions</th>
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<tr>
<td>1. As a priority, utilise the opportunity afforded by the self-study to involve the whole-school community in the review and revision of the School’s Guiding Statements</td>
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<td>2. Devise methods to ensure that the school community fully understands and endorses the revised Guiding Statements.</td>
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<td>3. Formulate and implement methods by which it will be possible to measure the extent to which the school is successful in achieving the revised Guiding Statements.</td>
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<td><strong>STANDARD A2</strong></td>
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<tr>
<td>The school’s Guiding Statements shall clearly demonstrate a commitment to internationalism/interculturalism in education, and this shall be reflected throughout the life of the institution.</td>
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<th><strong>School’s Prior Comments</strong></th>
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<tr>
<td>As a school we believe we are developing this standard. As a community of learners and leaders, we are undertaking extensive professional learning, to establish what it means to be an internationally minded and aware learner in the twenty-first century, to thoughtfully and clearly develop the next best steps forward for learning and teaching.</td>
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As an IB PYP Candidate School this has become a focus for us, to develop a Programme of Inquiry that reflects international and intercultural learning experiences for students and the school community.

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<tr>
<td>The school has created an engaging and contextually appropriate definition of internationalism/interculturalism in education. This is a definition in development at the moment. A team of teachers worked through an inquiry action plan in Term 3 2013 to investigate what the vision for International Mindedness at ENPS entails and together developed a definition statement. This statement below was constructed as a result of input, feedback and perspectives from students, parents and staff and went through a number of draft stages.</td>
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ENPS International Mindedness statement:

At ENPS we strive to develop international mindedness by having a strong sense of ‘self’ and an awareness and acceptance of other cultures, countries and customs. We encourage all community members to become compassionate global citizens and active life long learners.

To see the video created by the International Mindedness PLT go to: [LINK](https://docs.google.com/a/enps.vic.edu.au/file/d/0BzYWZhVywenQVRrYQVRrYQVRrYQVRrYQVRrYQVRr/edit) |

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<td>The school puts into action its definition of internationalism/interculturalism in education, both inside and outside the classroom, as evidenced by impact on students. This is in the beginning stages as we finalise our statement for International Mindedness and head in to the development of reviewing and reshaping our Guiding Statements as a whole school learning community. We aim for this to be embedded in the fabric of our school - being visible, valued and actively promoted throughout the school and our practices, both in and outside of the classroom. As we continue to develop and refine our Programme of Inquiry, we are committed to ensuring this reflects our commitment to international mindedness and</td>
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its implementation in classroom learning.

A2c
The school expresses its commitment to internationalism/interculturalism in education through as many avenues as possible. (See list in appendix)
A commitment to embedding internationalism/inter-culturalism throughout our learning community has definitely begun. The goal to make this visible, valued and actively promoted has included ongoing information sharing in community newsletters, provision of parent Coffee & Chat informal information sessions, inclusion of all stakeholders in the development of the International Mindedness statement (including surveys of students, staff and community) and has also included extending opportunities to staff members to attend the CIS Conference, IB Regional Conferences in Kuala Lumpur and Singapore, hosting of the CIS Chapter Victorian Chapter meeting which enabled the International Mindedness PLT to attend, visits to other Victorian CIS and IB PYP schools. School Council members have also been invited to attend some of these opportunities.

In regards to students within this standard, we still have extensive areas to develop and opportunities to explore. As a staff we are very mindful not to become tokenistic in our approach so embedding international mindedness and intercultural awareness through our inquiry and teaching programmes as our priority enables a more authentic approach.

| Visitor Observations | EPNS is currently in the process of creating a contextually appropriate definition of international / intercultural learning and at the same time investigating the use of a common terminology to be used throughout the school. Some research amongst the school community has already taken place.

It was evident that the leadership, staff and School Council of ENPS are enthusiastic about developing methods through which students at the school can be exposed to a wide range of intercultural and international learning experiences both within the formal curriculum and within a wide range of additional learning activities.

There is a strong commitment amongst the leadership team and the majority of staff to international / intercultural learning which is linked to a comprehensive sequenced program of learning P-6. There are concerns that the value of providing international and intercultural learning opportunities for students is not shared by all parents.

| Suggested Actions | 1. Complete the work on developing a contextually appropriate definition of international / intercultural learning designed to drive student learning.

2. Endeavour to further develop community understanding of the value of international / intercultural learning and continue to devise programmes within both the taught curriculum and through a range of additional activities to improve such learning. |
**STANDARD A3**
The school’s Vision for Students (or similar) shall demonstrate a clear commitment to fostering desirable traits related to internationalism/interculturalism, and this shall impact upon all students.

The school is committed to, and is actively promoting in its students, internationalism/interculturalism in education through ….

A3a  
… discussion of substantive matters of principle from multiple perspectives.

A3b  
… the understanding of the histories, cultures, beliefs, values and perspectives of a range of individuals and peoples.

A3c  
… the understanding of current issues of global significance relating to geopolitics, the environment, health, trade, sustainable development and human rights.

A3d  
… development of fluency in the language(s) of instruction, in another language, and - with as much support as the school can offer - in student mother tongues.

A3e  
… the development of their disposition to serve the community - local and global - through engagement in meaningful and reflective service.

A3f  
… the acquisition and refinement of the skills of leading and following, collaborating, adapting to the ideas of others, constructive problem-solving, and conflict-resolution through experiencing leadership in authentic contexts.

### School’s Prior Comments

As stated above, as a school we believe we are developing this standard and as we continue to plan for and create opportunities to reshape our Guiding Statements, more explicit evidence and confidence in our approach to this standard will be more visible.

As a Victorian Government primary school we are implementing the AusVELs as our national and state curriculum and we implement these standards for learning alongside the IB PYP Programme of Inquiry. This, together with a commitment to ongoing professional learning, provides a focus for our staff to consider and further develop ourselves as international mindedness and intercultural learners. Link to Programme of Inquiry: [http://www.enps.vic.edu.au/curriculum/integrated-studies/](http://www.enps.vic.edu.au/curriculum/integrated-studies/)

The school is committed to, and is actively promoting in its students, internationalism/interculturalism in education through ….

A3a  
… discussion of substantive matters of principle from multiple perspectives.

As a part of the IB PYP Inquiry curriculum, and with AusVELs as our state and national curriculum, the consideration of matters from multiple perspectives is strongly promoted. As a school staff we have identified the need to learn together (to then be able to model this) as to what it means to be internationally minded as an individual and as a teacher and staff member of an internationally minded school community.

A3b  
… the understanding of the histories, cultures, beliefs, values and perspectives of a range of individuals and peoples.

This is a requirement of AusVELs and our IB Programme of Inquiry and very much embedded in our curriculum expectations and documents.
### A3c

#### the understanding of current issues of global significance relating to geopolitics, the environment, health, trade, sustainable development and human rights.

Where possible and authentic, these opportunities are being developed with links to AusVELs and our IB Programme of Inquiry.

### A3d

#### development of fluency in the language(s) of instruction, in another language, and - with as much support as the school can offer - in student mother tongues.

In 2013 we began a focus on Asian Literacy and Cultural Studies in Prep to Grade Four, and Italian was continued (however will be phased out) in grades five and six. In 2014 a commitment has been made for the language focus to be Mandarin. The Asian Studies teacher is studying Mandarin and has also visited China this year on a study tour. All students participate in a minimum of one hour a week of languages as required by the Victorian DEECD.

In Term 3 2013, we introduced, through a pilot program in partnership with the New Chinese Language School (PILMS) an additional hour per week of language study for those attending and studying Mandarin in weekend language schools, in particular for those students with Mandarin as their first language. We currently have 22 students across the school participating in this pilot project which will continue in to 2014.

### A3e

#### the development of their disposition to serve the community - local and global - through engagement in meaningful and reflective service.

As a part of the IB PYP Inquiry curriculum, responsibility and action feature within the transdisciplinary themes. The taking of action as a consequence of learning is essential to the PYP. Through our units of inquiry and the development of the learner profile we are now beginning to provide greater opportunities for our students to develop a dispositional approach for serving the community.

### A3f

#### the acquisition and refinement of the skills of leading and following, collaborating, adapting to the ideas of others, constructive problem-solving, and conflict-resolution through experiencing leadership in authentic contexts.

As a part of the IB PYP Inquiry curriculum, as a whole school approach we have begun implementing the IB Learner Profile. These ten attributes provide a basis for what makes an effective learner.

Alternate opportunities for students to refine these skills include School Captains, House Captains, Junior School Council member, and school representatives at sporting events.

### Visitor Observations

Although the school’s present Guiding Statements do not explicitly drive intercultural and international learning within the school there are a number of themes and activities in place to promote it. The extent to which the school implements all of the Indicators of A3 is questionable, especially with regard to A3c and A3d.
In 2013 the school began a process whereby the teaching of Italian as a Language Other than English (LOTE), was gradually being withdrawn and replaced by the teaching of Chinese Mandarin as part of the Asian Studies program.

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<th>Suggested Actions</th>
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<tbody>
<tr>
<td>1. Once the review and revision of the Guiding Statements is completed and the creation of a contextual definition of international / intercultural learning has taken place the school will be in a position to implement meaningful learning experiences for students within this area.</td>
</tr>
<tr>
<td>2. The school should ensure that the teaching of Chinese Mandarin is given high priority and that a suitable comprehensive and sequenced learning program is devised and delivered by experienced and knowledgeable staff.</td>
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</table>
**STANDARD A4**
The school’s admissions policies and practices shall ensure there is alignment between its Guiding Statements, its programs, and the students admitted to and remaining at the school.

<table>
<thead>
<tr>
<th>School’s Prior Comments</th>
<th>As a DEECD Victorian Government Primary School, admissions policies and procedures are directed for all government schools.</th>
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<tbody>
<tr>
<td>A4a</td>
<td>The school’s promotional materials and activities project a realistic picture of the school and its mission, objectives and programmes, hence enabling parents to appraise the school’s suitability for their children.</td>
</tr>
<tr>
<td></td>
<td>As a part of the Strategic Review process and the re-development of Guiding Statements in 2014, all promotional materials will be assessed to ensure strategic congruence. Current promotional materials developed this year have been reflective of the 2013 Annual Implementation Plan.</td>
</tr>
<tr>
<td>A4b</td>
<td>The school's admissions policies and practices require that adequate information be obtained, and that appropriate evaluations be carried out, to ensure that there is alignment between a student's needs/abilities and the programmes offered.</td>
</tr>
<tr>
<td></td>
<td>At ENPS, our process for admissions and enrolments is aligned with DEECD expectations and in 2013 a team of teachers investigated through an inquiry action plan our current school based enrolment processes. Recommendations from this team have resulted in review of the process for handing over of student information regarding new enrolments, including the transfer of information from previous schools. Further review of admissions and enrolment forms is required to expand on and further elicit information from families, directly relating to student needs.</td>
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</table>

**Visitor Observations**

As described above, the school’s admissions policy is dictated by the Victorian Department of Education and Early Childhood Development’s (DEECD) policies and practices. The DEECD determine the school's Admissions Policy. Due to the strong demand for enrolment at ENPS, a neighbourhood boundary has been established to ensure that students who live within the immediate vicinity of the school are guaranteed admission. Currently a number of students who live outside of this boundary are enrolled at the school. Students are assessed before entry in order to ensure that they are placed in suitable classes and that the need for any necessary support or differentiation is identified.

All school promotional materials are reviewed regularly and the Visitors believe that they portray a realistic picture of the school and its programs. The Visitors however suggest that once revised, the school’s Guiding Statements be widely publicised and displayed around the school campus to ensure that they become embedded in the conscious life of the school.
<table>
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<tr>
<th>Suggested Actions</th>
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<tbody>
<tr>
<td>1. The school leadership looks to publicising the newly revised guiding statements widely within the school community.</td>
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</tbody>
</table>
SECTION B
TEACHING AND LEARNING

Important Note: The Preliminary or Preparatory Visitors have written one overall Section B Teaching & Learning report, but the school will be required to create multiple Section B reports (horizontal by school division/phase, vertical by subject area, and vertical summary) during self-study. For further instructions, please see the first page of Section B in the ‘Guide to School Evaluation and Accreditation’ 8th Edition (Version 8.2) as well as the Section B appendix in that document.

STANDARD B1
The curriculum, in its content, design, implementation, assessment and review, shall reflect the school’s mission, learning objectives, and policies and shall foster global citizenship and student achievement.

| B1a | The school’s curriculum design, teaching practices, and student learning experiences are aligned with its mission and objectives. |
| B1b | The school’s curriculum and programs are supported by a comprehensive set of teaching and learning policies. |
| B1c | The formal curriculum offers an appropriate range of disciplines, including those that foster the development of global citizenship. |
| B1d | There is evidence of alignment between the written curriculum, the taught curriculum and student learning. |
| B1e | The school has a clearly articulated vision of quality learning and defined practices that support student achievement. |

School's Prior Comments

As a school we believe we are developing this standard. At ENPS our mission, vision and educational objectives are being continuously aligned with our school improvement actions for learning, teaching and whole school improvement. With ongoing review and re-development through the Strategic Review process in 2014, more visible and explicit correlation is anticipated.

As an IB PYP Candidate School, our Programme of Inquiry demonstrates our on-going commitment to the development of international mindedness and global citizenship.

B1a
The school’s curriculum design, teaching practices, and student learning experiences are aligned with its mission and objectives.

As a DEECD Victorian Government Primary School, our curriculum is aligned with state and national standards, Principles for Learning and Teaching and Assessment and Reporting accountabilities. At ENPS we strive to drive, inform and differentiate learning and teaching to meet the needs of every child in every classroom. Our alignment with IB PYP practices further ensures this.

As a school we believe we are developing this standard. At ENPS our mission, vision and educational objectives are being continuously aligned with our school improvement actions for learning, teaching and whole school improvement. However, we see the need to further refine, document and embed these guiding statements in the culture of our school and wider community.
As a Victorian Government school, there are clear and explicit expectations regarding the implementation of government initiatives (eg: AusVELs/National Curriculum)

B1b

The school’s curriculum and programmes are supported by a comprehensive set of teaching and learning policies.

Our current school curriculum programmes are supported by various teaching and learning policies:

- Coaching policy
- Professional Learning Teams policy
- Numeracy policy
- Literacy policy
- Expectations for Literacy and Numeracy Lotus Diagram
- Student Learning Portfolio Policy
- Intervention and Enrichment Policy
- Homework Policy (in development)
- Curriculum Policy (in development)
- Assessment and Reporting Policy (in development)

The policies are available on the school website for all staff members to access. Community members can access relevant policies on the website. All policies are required to go through a process of regular review and ratification by School Council.

Policies are further supported by expectation documents that make clear and visible school wide expectations in line with guiding statements and whole school improvement documents.


B1c

The formal curriculum offers an appropriate range of disciplines, including those that foster the development of global citizenship.

As a DEECD Victorian Government Primary School our curriculum is guided by the state and national standards (AusVELs). As an IB PYP candidate school we are also guided by the six Transdisciplinary Themes, Learner Profile and frameworks for curriculum planning. Our Programme of Inquiry extensively promotes the development of global citizenship.

AusVELs Disciplines include:

- Performing Arts
- Visual Arts
- Physical Education
- Geography
- History
- Numeracy
- Literacy
- Health
- Interpersonal and Personal Learning
Additional curriculum:
- CRE (Christian Religious Education) is available
- Interschool sport
- Instrumental music program is available
- PMP (Perceptual Motor Program)

At ENPS we further add to and enrich the curriculum provided, with a growing focus on global competency and international mindedness. Recent developments that have enabled this have included:
- IB PYP with a focus on development of our Inquiry Curriculum P-6
- Introduction of an Asian Literacy curriculum
- Teacher Professional Learning Inquiry into International Mindedness and Global Competency at ENPS

B1d
There is evidence of alignment between the written curriculum, the taught curriculum and student learning.

At ENPS this is a standard that we constantly try to improve. Documentation of this evidence, and alignment to guiding statements, availability and transparency of this documentation is critical for us in moving forward.

Evidence includes:
- Scope and sequence documents for Literacy and Numeracy
- Weekly planning documents and student written evidence?
- Use of Data - SPA, Data Wall
- Individual Learning Plans
- Programme of Inquiry (P-6)
- Weekly planning both team and grade level
- Yearly overviews
- Term overviews
- Unit planners
- Team Term Newsletters (to parents)

We currently use the Four Circles Model (Elmore and Ableman) to promote strategic congruence between our purpose, individual responsibility, collective expectation and accountability. As a leadership team, a goal in 2013 has been to provide clear and explicit documentation at all times that makes visible the throughlines and accountability to whole school improvement strategies. Link to Four Circles Model: [http://www.enps.vic.edu.au/wp-content/uploads/2014/01/4-circles-model.pdf](http://www.enps.vic.edu.au/wp-content/uploads/2014/01/4-circles-model.pdf)

Structures for Staff Performance and Development Review are under review to ensure and maximise this alignment, with a focus on documented evidence.

B1e
The school has a clearly articulated vision of quality learning and defined practices that support student achievement.

We recognise this standard requires immediate attention in regards to our
school Guiding Statements. As a staff we feel confident that this is clearly articulated, however documentation of this and availability and transparency to the wider community is further required.

Through a commitment in 2013 to documenting clear and explicit expectations, we feel, as a staff, we have begun this process of improvement.

This documentation clearly articulates the vision for:

- The school Programme of Inquiry based on IB PYP
- Clear and explicit through-lines between our classroom curriculum and extra-curricula experiences - Visual Arts, Performing Arts, Physical Education and Asian Studies, which further makes visible, values and actively promotes global citizenship and international mindedness as a part of the fabric of our school. This is documented through planning and work programs.
- Use of data to drive planning, learning and teaching, including structured processes for moderation and data analysis and triangulation of data - NAPLAN, Data Wall, Spa, and AusVELs teacher judgments.

Individual Learning Plans for all students working 12 months or more above or below expected level are written early semester 1 and 2.

**Visitor Observations**

In unpacking this Standard the School has indicated that until they can clearly define their Guiding Statements it is difficult to genuinely align their programs and curriculum to the Standard. Nevertheless, there is a good starting platform for beginning this process. There are comprehensive teaching and learning policies in place, which are reviewed by a wide range of staff through the S.I.T and the P.L.Ts.

The formal curriculum offers a wide range of appropriate disciplines by covering the requirements of the AusVELs and PYP.

There is evidence of a desire from teachers to foster global citizenship across the disciplines, especially in Literacy, Asian Studies, the Performing Arts and the PYP UOIs. The majority of teachers can see the inherent worth of developing global citizens, however it is also agreed that there is still a need for a clear picture of what a globally aware, internationally minded student looks like and how they will know their students have emulated this.

Student learning is at the forefront of teaching that is undertaken at ENPS. Teachers are working hard to ensure that whilst the written curriculum informs planning, the taught curriculum firstly aligns with where students are at in real time. Evidence based point of learning is a strength which is stemming from the professional dialogue occurring in the PLTs. Data is used positively to drive planning, teaching and learning.

Teachers can clearly articulate what they want quality teaching and learning to look like and what they want their ENPS students to look like in terms of their learning. Much of this aligns very clearly with the PYP.
learner profile. This will become more succinct when it is aligned within the parameters of the Guiding Statements.

The school has demonstrated a commitment to the teaching of Languages other than English (LOTE) and until 2012 all students received one lesson per week of Italian. In 2013 the school introduced Chinese Mandarin and began to phase out Italian. Students from Mandarin speaking families participate in the PILMS project and receive specialist Mandarin support from an outside organisation. All other students receive one Mandarin lesson a week. The Visitors raise the question that, given the school’s aspirations for students to learn a modern language, whether one lesson per week taught by a non-Mandarin specialist teacher is sufficient?

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<th>Suggested Actions</th>
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<tr>
<td>1. Develop a comprehensive set of Guiding Statements, ensuring that once they have been articulated that they are clearly reflected in the teaching and learning policies and the actual teaching and learning which goes on in the classroom.</td>
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<tr>
<td>2. Articulate a clear definition of international and intercultural learning for the ENPS curriculum and students.</td>
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<tr>
<td>3. Create opportunities for specialist teachers to plan alongside PLTs to allow more authentic transdisciplinary learning opportunities.</td>
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<td>4. Review the school’s policy and provision of the LOTE program.</td>
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</table>
### STANDARD B2

**Students shall have access to a curriculum that provides challenge but also supports varied developmental, academic, social, physical and emotional needs and fosters the development of skills and abilities that prepare students for lifelong learning.**

| B2a | The effectiveness of the school’s curriculum design and the varied implementation methods used, is evidenced by students being full participants in the learning process. |
| B2b | The curriculum design, teaching strategies, and support resources provided ensure that all students can profit from school offerings and that all students are challenged by the content of their courses. |
| B2c | The curriculum emphasizes the processes of gathering, organizing, presenting, and applying ideas and information as well as the mastery of content knowledge. |
| B2d | The curriculum provides students with opportunities to learn, develop, and apply skills in critical thinking, evaluating, interpreting, synthesizing, and problem solving. |
| B2e | The curriculum provides opportunities for students to develop and demonstrate awareness of their own learning styles. |
| B2f | The curriculum includes opportunities for students to acquire skills in accessing and evaluating information from print and media resources and in using the tools of technology. |

**School’s Prior Comments**

At ENPS we strive to provide access to a curriculum that provides challenge yet also supports varied developmental, academic, social, physical and emotional needs and fosters the development of skills and abilities that prepare students for lifelong learning. We constantly review what is being taught, why it is being taught, how it caters for the individual and collective learning needs of the students and how we know it has been understood. This is actively promoted and expected of individual teachers, teaching teams, as a School Improvement Team, as a staff with collective responsibility for all learners, and of Leadership.

**B2a**

The effectiveness of the school’s curriculum design and the varied implementation methods used, is evidenced by students being full participants in the learning process.

Effectiveness of the curriculum is predominantly monitored through the collection and analysis of student learning outcomes and teacher (individual and collective) reflections. In 2013 there has been a concerted effort to develop student ability to reflect on and articulate their learning as a further measure of teaching and curriculum effectiveness.

Evidence of this is documented in:

- Differentiated learning and varied implementation as documented in teacher planning and individual learning plans.
- PYP units of inquiry - students leading their inquiry learning. Action plans are an opportunity for students to be full participants in their learning.
- Grade 6 Exhibition, held in term 3, as a showcase of student directed learning and an opportunity for our senior students to demonstrate the skills, knowledge and understandings they have developed throughout their primary years of education.
- Intervention and Enrichment strategy
- The use of Learning Intentions and Success Criteria consistently across the school, to involve students in the learning process and promote responsibility for learning. These are an integral part of
the planning process and developed by both teachers and students

Future areas for development in this standard include:

- Student Voice and goal setting

B2b
The curriculum design, teaching strategies, and support resources provided ensure that all students can profit from school offerings and that all students are challenged by the content of their courses.

At ENPS, the planning and documentation expectations of teams and individuals requires direct alignment to:

- Literacy and Numeracy expectations (Lotus Diagram) - Going back to the expectations and strategies in place
- DEECD Region lesson structure for both literacy and numeracy
- Individual Learning Plans for all PSD students and students working 12 months or more above or below expected level, and other students as needed
- The ongoing analysis of student learning data informs, and is designed to ensure the learning potential for all children is maximised. This analysis then drives resource allocation (human-including coaches and integration aides, and materials) and the focus areas for the student learning intervention and enrichment strategy
- Further opportunities are provided to challenge and enrich learning:
  - Exhibition of Learning
  - Lunchtime Clubs - ithink Club
  - ICASS testing
  - Maths Talent Quest
  - Tournament of the Minds

B2c
The curriculum emphasizes the processes of gathering, organizing, presenting, and applying ideas and information as well as the mastery of content knowledge.

As a Victorian Government school, we are guided by the Australian National Curriculum/AusVELs. This curriculum is organised into areas for learning content and skill development. [LINK](http://ausvels.vcaa.vic.edu.au/)

As an IB PYP candidate school, the Programme of Inquiry further elaborates on and enriches a focus on both content and skills. The processes of gathering, organising, presenting and applying ideas provide teachers with a structure and opportunities to maximise student learning and understanding. The PYP actively promotes the development of transdisciplinary skills and planning for these is integral to our teacher’s planning processes. [LINK](http://www.enps.vic.edu.au/curriculum/integrated-studies/)

Literacy and numeracy planning currently has elements that promote this standard, however could be further enhanced to maximise learning potential. The Literacy and Numeracy Lotus Diagram of expectations also provides structure to enable this through planning. [Link](http://www.enps.vic.edu.au/wp-content/uploads/2012/12/Literacy-Numeracy-Expectations.pdf)
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<tr>
<td><strong>B2d</strong></td>
<td>The curriculum provides students with opportunities to learn, develop, and apply skills in critical thinking, evaluating, interpreting, synthesizing, and problem solving. As a General Capability of the National Curriculum/AusVELs, Thinking Processes provides curriculum, expectations, structure and intended outcomes for students to learn, develop and apply the skills of critical thinking, evaluating, interpreting, synthesizing, and problem solving. This provides explicit cross curriculum links to all domains (Literacy, Numeracy etc.)</td>
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<td></td>
<td>As a IB PYP candidate school, the promotion of the attitudes and the attributes incorporated through the Learner profile further promote this. At ENPS in 2014, the expectation is for a documented explicit whole school approach to develop these attributes and embed this within the wider school community.</td>
</tr>
<tr>
<td><strong>B2e</strong></td>
<td>The curriculum provides opportunities for students to develop and demonstrate awareness of their own learning styles. The IB PYP approach to learning promotes students developing lines of inquiry relating to their understanding of the central idea and therefore provides students with opportunities to develop and demonstrate their own learning style. In 2014 the school intends to implement a whole school approach to teach the learner profile as a part of the start-up program which will also contribute to students developing their own learning styles. Throughout the Programme of Inquiry there are specific units of work that promote opportunities for students to develop and demonstrate awareness of their own learning styles (specifically ‘Who we are’ units in Prep, Grades 2, 3/4 and 6). Further work on goal setting and developing student voice across all curriculum areas will enhance student's ability to demonstrate their own learning styles.</td>
</tr>
<tr>
<td><strong>B2f</strong></td>
<td>The curriculum includes opportunities for students to acquire skills in accessing and evaluating information from print and media resources and in using the tools of technology. The curriculum at ENPS provides many opportunities for using the tools of technology to acquire various skills, as students have access to computers in their classrooms, grade 5 and 6 have a 1:1 ipad program and there are a set of ipads available across the school to be used by all levels and specialists. We are investigating the concept of BYOD (Bring Your Own Device) in grades 3/4 in 2014, which will free up more computers for use in the Prep to 2 grades. Embedded within our Literacy curriculum are many opportunities for the explicit teaching and learning of skills to access and evaluate information from a variety of resources, including but not limited to such programs as Reading Eggs in the junior grades and Behind the News in the senior school. We are currently developing an ICT scope and sequence in line with AusVELs, however ICT lessons are embedded within the classroom program, as students develop ICT skills and learn how to evaluate information and apply this knowledge to research projects and action</td>
</tr>
</tbody>
</table>
Visitor Observations

The Visitors noted that whilst there are clearly efforts to articulate learning intentions to students the teachers are continually finding additional ways to enhance student participation in their own learning. This is embedded in the curriculum such as in the use of the lotus document for literacy. Teachers noted that they wanted to work more on developing the knowledge and understanding of the learner profile vocabulary among the students with the hope that students will take actions and reflections based upon the learner profile ideals.

Individual Learning Plans and the use of data and teacher judgements, such as the data wall, are already embedded in the teaching and learning philosophy of the school and are used to inform learning goals for individual students. However, the Visitors noted teachers’ concerns that with a higher expectation that intervention and extension of students occur within the classroom rather than through withdrawal, that teachers may not be entirely confident or skilled to differentiate for these students.

The use of both the AusVELs and the PYP curriculum frameworks creates a curriculum model which emphasises the processes of gathering, organising, presenting and applying ideas and information as well as the mastery of content knowledge. These frameworks encourage the use and application of critical and higher order thinking skills.

There is on-going development of the way in which information technology is used to access and evaluate information. Teachers are clear with their intention that the technology enhances the learning rather than driving the learning. Students are also provided with many opportunities to apply the same skills in accessing other media and resources.

Suggested Actions

1. Ensure that there are professional development opportunities and support to develop teachers’ capacity to differentiate for both those students needing intervention and those students needing extension.

2. Create clear policies and procedures on how intervention and enrichment will evolve for individual students.
STANDARD B3
Teaching and learning shall be guided by comprehensive curriculum documentation that reflects horizontal and vertical articulation as a means of providing students with meaningful connections among and between disciplines and continuity within disciplines.

B3a
Written curriculum materials specify expected learning outcomes in terms of what students should know, understand, and be able to do.

B3b
Written curriculum materials indicate content and sequence for each course/grade.

B3c
Written curriculum materials include references to the methodologies, teaching materials and resources that are used.

B3d
Written curriculum materials include references to the assessments that are used to measure student progress.

B3e
Written curriculum materials include references to links within and across disciplines.

B3f
The written curriculum describes multi-disciplinary experiences and/or activities, where appropriate, to foster authentic learning.

B3g
There is clear designation of responsibility for overseeing effective school-wide curriculum planning, design, articulation, implementation, and review.

B3h
Teachers meet with colleagues, as necessary, to strengthen vertical curriculum articulation and to ensure a logical sequence that minimizes overlap or gaps in content.

B3i
Teachers meet with colleagues, as necessary, to strengthen horizontal curriculum articulation that enhances meaning and connections for students.

School's Prior Comments
Transitioning from the Victorian Essential Learning Standards to a new set of National Standards (AusVELs) has provided an opportunity to review and re-document our curriculum.

B3a
Written curriculum materials specify expected learning outcomes in terms of what students should know, understand, and be able to do.
This is clearly documented and evident in:
- AusVels Progression points
- Scope and Sequence for Numeracy - Number and Algebra, and Literacy - Reading, Spelling and Writing
- The Melbourne Declaration
- Overview planners
- Unit of Inquiry planning documents
- Team planners and work programmes

B3b
Written curriculum materials indicate content and sequence for each course/grade.
This is clearly documented and evident in:
- AusVels Levels and Progression points
- Scope and Sequence for Literacy, Maths and Inquiry
- Programme of Inquiry
- Overview planners
- Unit planners
- Team planners and work programmes
B3c
Written curriculum materials include references to the methodologies, teaching materials and resources that are used.
The expectation is that planning documents include links and reference to all resources. Methodologies for Numeracy are documented in the Numeracy Scope and Sequence documents.
Teaching materials and resources can be found in team and individual teacher planning documents.

B3d
Written curriculum materials include references to the assessments that are used to measure student progress.
At ENPS a whole school Assessment Schedule documents expectations for common assessment tasks for year levels across the school year. LINK http://www.enps.vic.edu.au/home/members-only/teachers/ (Assessment Schedules for each level available)
The expectation is that planning documents include links and reference to all assessments- this includes pre, post, formative, summative, student self and peer assessment.
The purpose of assessment is to drive and inform learning and teaching and teams and individual teachers are expected to use the data collected (qualitative and quantitative) to ensure differentiation is provided based on point of learning need (individually or collectively as a class) and to inform next steps for learning.

B3e
Written curriculum materials include references to links within and across disciplines.
This is an area that we would need to work on. Specialists areas and classroom learning is connected in terms of linking inquiry to their programs. We aim to create a stronger link with literacy and numeracy across the disciplines.
It is unlikely that this is consistently occurring across the school.

B3f
The written curriculum describes multi-disciplinary experiences and/or activities, where appropriate, to foster authentic learning.
Elements of authentic learning occur in many areas of the curriculum but we need to continue to develop stronger evidence of this standard. Provocation lessons in Inquiry provide the students with experiences that foster authentic learning. This may not be occurring consistently across the school.

B3g
There is clear designation of responsibility for overseeing effective school-wide curriculum planning, design, articulation, implementation, and review.
Curriculum planning is developed through processes involving Executive, SIT, Curriculum Leaders, PLT Leaders and staff. Roles and responsibilities are clearly outlined at the start of the year. Executive and SIT ensure a consistent approach to planning for effective school-wide curriculum.

Link to Roles and responsibility statements, the organizational chart
and the coaching policy:

B3h
Teachers meet with colleagues, as necessary, to strengthen vertical curriculum articulation and to ensure a logical sequence that minimizes overlap or gaps in content.

Planning documents (Scope and Sequence, Literacy and Numeracy, Program of inquiry) have been established that ensure both a horizontal and vertical curriculum is clearly articulated. They provide a logical sequence for teachers to use when planning. Staff meet regularly to review and moderate the documents during Executive, SIT and PLT meetings to improve and strengthen curriculum delivery. In 2012 and 2013, Department Leaders organised and facilitated opportunities for teachers to meet across grade levels to further opportunities for vertical articulation.


B3i
Teachers meet with colleagues, as necessary, to strengthen horizontal curriculum articulation that enhances meaning and connections for students.

All teachers belong to a Professional Learning Team (PLT) based on the grade level they teach, that meet on a weekly basis. PLTs provide a forum where teachers can plan, organise and discuss curriculum. It enables them to engage in a professional dialogue that reflects on practice and subsequently adjust weekly planning in order to build strong meaning and connections and monitor student progress. This is documented in team minutes. Work programs should reflect the adjustments and planning outcomes from PLTs. The development of effective work programs is an aim of the 2014 AIP. Coaches assist planning as they oversee the curriculum from both a horizontal and vertical perspective.


**Visitor Observations**
It was noted by the Visitors that great progress had been made with curriculum documentation but that it was important that they were seen as a work in progress. Teachers would like to make sure that there is time put aside to reflect on these documents and check for consistency and to see where there are gaps in order to ensure that they are useable documents that inform teaching and learning.

Teachers meet in faculty groups to look at vertical articulation. There has been a change in lead teacher roles for 2014 and whilst there are many positive aspects to the newly established lead teacher role, especially in terms of inquiry based learning, it was also noted that teachers hoped that
the work that has been created in developing literacy and numeracy was not lost with the change in roles. The coaches have built up the capacity of teachers in literacy and numeracy and this should be able to continue to be developed through the PLTs.

The Visitors observed a strong sense that the PLTs have become a major focus of the professional dialogue that occurs throughout the school. Teachers requested that their PLT meetings occur for an hour each week and the leadership team honoured this. The level of discussion around assessment in real time was seen a strength of the PLTs. In addition teachers noted that they now view the learning of all students in their Year Grade as their responsibility not just of those in their individual classes.

<table>
<thead>
<tr>
<th>Suggested Actions</th>
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<tbody>
<tr>
<td>1. Strengthen through professional development the capacity and confidence of teachers to differentiate within their classrooms.</td>
</tr>
<tr>
<td>2. Continue to review and reflect on vertical and horizontal curriculum documents as part of professional dialogue.</td>
</tr>
</tbody>
</table>
**STANDARD B4**

Students shall benefit from a curriculum and related activities that shall be enhanced by the cultural diversity of both the host country and the school community, hence contributing to the development of global citizenship in students.

**B4a**

Information about the local culture and physical environment is imbedded into the curriculum and related activities to enhance student learning and contribute to the development of global citizens.

**B4b**

The school can cite specific examples indicating that the diversity of the school community is used to enrich the curriculum, enhance student learning and contribute to the development of global citizens.

---

**School’s Prior Comments**

**B4a**

Information about the local culture and related activities is imbedded into the curriculum and related activities to enhance student learning and contribute to the development of global citizens.

In 2013, a PLT Inquiry team was created with the focus on International Mindedness. Staff worked on their professional learning to ensure a greater understanding of being a global citizen which will then enable us to embed this into the curriculum. From this, the team created a video summarising current school belief and understanding of International Mindedness. There are elements of the current Inquiry program which focus on local and global culture and our Asian Studies program also contributes to the development of our students becoming global citizens. We do feel that this is an area we will need to continue to focus on, in particular embedding these ideas into the wider curriculum.

**Link to IM school video:**

https://drive.google.com/file/d/0BzYWZhVywenQQYVRVqVRV2tVRFk/edit?usp=sharing

**B4b**

The school can cite specific examples indicating that the diversity of the school community is used to enrich the curriculum, enhance student learning and contribute to the development of global citizens.

In recognising the previous context at ENPS we are aware of the growing acceptance and intercultural diversity of the school community. Our PILMS program caters for our Chinese speaking students within the school setting which demonstrates to the wider community that we value other cultures. We aim to forge greater links between our Asian Studies program so that concepts taught are transferred into classroom programs. As a school community we aim to create an awareness of and acceptance of our diversity and use this to enrich and enhance our curriculum. Through the establishment of our International Mindedness statement it sets a foundation to further elaborate on this standard in the future.

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**Visitor Observations**

The Visitors noted that the school community was open and excited about creating a more global, outward looking focus in the school and developing truly internationally minded students. The Asian studies and PILMS programs are contributing to this. Within the library and the literacy program there has been a deliberate move to include books and resources that promote global thinking and dialogue. However, it was recognised that the internationally minded focus was still in its infancy.

There are opportunities for the school to utilise the untapped potential of the culturally diverse school community to further international and intercultural learning.
<p>| Suggested Actions | 1. The school find ways to engage the increasingly diverse school community in sharing their ideas and experiences with the students at the school. |
| | 2. The school consider including the LOTE teachers in the planning process especially in the UOIs in order to create rich learning with authentic connections. |
| | 3. Opportunities for making links outside the immediate school community, such as sister school or sister community programs be explored. |</p>
<table>
<thead>
<tr>
<th>School's Prior Comments</th>
<th>Evidence includes:</th>
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<tbody>
<tr>
<td>As a school we have developed this standard. Our Strategic Plan and AIP place significant emphasis on the role of Professional Learning in building teacher capacity in best practice. We explicitly use student achievement data from a variety of sources to inform student individual and collective learning needs. Professional learning decisions are then informed by these, in conjunction with the Strategic Plan and AIP.</td>
<td>▪ Whole School- Professional Learning program is strategically aligned to Strategic Plan and AIP (meeting schedule)</td>
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<tr>
<td></td>
<td>▪ Individual – Our Professional Development Program promotes individual teachers to take on professional learning and growth within areas for their own development and professional growth.</td>
</tr>
</tbody>
</table>

**STANDARD B5**
The school shall provide ongoing professional development that improves the design, implementation, and assessment of the curriculum, reflects the needs of the faculty, and benefits student learning.

**B5a**
The school provides relevant professional development to assist teachers in designing curriculum and developing assessments that provide evidence of student learning.

**B5b**
The school provides professional development in content areas relevant to teachers’ assignments.

**B5c**
The school provides professional development to assist teachers in improving pedagogy, for example through reference to best practices and the use of technology, in order to enhance teaching/learning and strengthen student engagement.

**B5d**
The faculty has an avenue for input into the planning of professional development activities.

**B5e**
Planning for professional development includes attention to needs that are identified through analysis of student achievement, review of school goals, and the faculty appraisal process.

**B5a**
The school provides relevant professional development to assist teachers in designing curriculum and developing assessments that provide evidence of student learning.

ENPS has used the Coaching model for professional development working with Professional Learning Teams to develop relevant assessment tools. This data drives the design and implementation of the curriculum and is visible in all planning documents.

**B5b**
The school provides professional development in content areas relevant to teachers’ assignments.

The following examples demonstrate recent professional development opportunities conducted internally at ENPS-

- *Implementing the PYP* - Inquiry Curriculum Day x 2- Also identified in our AIP
- *Developing Effective PLT’s* - 2 days with Muffy Hand and Julie
Chandler. This was identified in our AIP as a need.

- Curriculum PLT groups: Action Research groups focused on the AIP, staff interests and needs.
- Coaching: Designing appropriate assessment and evaluating content.
- School open days for the PYP: Many staff attended these sessions and used the opportunity to reflect on and share their learning.
- Network meetings for PYP etc.
- VIT: Professional learning was provided
- Professional dialogue and reflection during PLT meetings.
- Attendance by Physical Ed staff at the ACHPER Conference
- Opportunity for Asian Studies teacher to attend Asian Education Conference

B5c
The school provides professional development to assist teachers in improving pedagogy, for example through reference to best practices and the use of technology, in order to enhance teaching and learning and strengthen student engagement.

In addition to the previous standard (B5b) the following are further examples of professional development at ENPS specific to the improvement of pedagogy-

- Techy Brekkies: A technology focus
- Staff members undertaking a master’s degree at Melbourne University to further develop their skills in the PYP
- Staff members attending the CIS conference in Melbourne, 2013-Developing Global Competencies
- Staff members attending the IB PYP regional conference in Kuala Lumpur in 2013 and again attending in Singapore in 2014. This provides extensive opportunities to develop and extend understanding of the PYP program and skills as teachers of inquiry

B5d
The faculty has an avenue for input into the planning of professional development activities.

Professional development is provided to staff based on many factors. Surveys are completed by staff members to ascertain the professional needs and interests. The AIP and Strategic Plan also guide the professional development provided. From this data, a schedule is developed each term. Our Professional Recognition Program promotes individual teachers to take on professional learning and growth within areas for their own development and professional growth.

B5e
Planning for professional development includes attention to needs that are identified through analysis of student achievement, review of school goals, and the faculty appraisal process.

During Executive meetings and through the AIP process, student analysis, school goals and faculty appraisal are considered when planning for professional development. The following outlines various factors that assist with this planning-

- Naplan analysis
- Data wall: Teacher judgment results
- AIP (school goals)
- Faculty appraisal: PRP process
| Visitor Observations | The Visitors noted a strong emphasis and commitment from the leadership team on professional development opportunities for staff. The ability of a number of staff to attend workshops and conferences together so they can share their professional learning and have a deeper dialogue around their learning is commendable. There are teachers who have been encouraged and supported to undertake their Masters degrees in the PYP and these teachers are then being utilised in their respective teaching teams to enhance the learning of their colleagues.

Some of the best professional development occurs during the PLTs when teachers are working together to look at student assessment data and identifying needs of their students and how they can work together to meet these needs. |
| --- | --- |
| Suggested Actions | 1. Create opportunities for teachers to build on their skills in differentiating for students learning needs within their classrooms.

2. Find other ways for coaching and mentoring opportunities for teaching staff to take place now that the literacy and numeracy coaches have full time teaching loads. |
### STANDARD B6
Teaching practices shall reflect an understanding of the different ways in which students learn, and this is evidenced by student engagement and performance.

<table>
<thead>
<tr>
<th>B6a</th>
<th>Teaching methods and student learning activities are varied according to the nature of the subject matter.</th>
</tr>
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<tbody>
<tr>
<td>B6b</td>
<td>Teachers create stimulating learning environments that are evidenced by students who are engaged and active participants in their learning.</td>
</tr>
<tr>
<td>B6c</td>
<td>Teachers use varied methods, materials and technology to address individual student needs, abilities and learning styles.</td>
</tr>
<tr>
<td>B6d</td>
<td>Teaching methods provide appropriately for students for whom English (or other language of instruction) is not the first language.</td>
</tr>
</tbody>
</table>

**School’s Prior Comments**
This is a whole school priority under student learning in our Strategic Plan and AIP.

**Key Improvement Strategy from Strategic Plan and AIP:**
To develop a consistently applied whole school approach to assessment and reporting that utilises a school-wide tracking system for monitoring the progress of every child in every classroom.

**2013 AIP Achievement Milestones:**

**By the end of 2013:**

- 2013 Whole School Assessment Schedule.
- Teachers using a minimum of three data sources/evidence to assess student learning and make informed decisions for future learning. This includes the use of a school wide data wall and the Student Performance Analyser (SPA).
- Development of P-2 Data Tool and structure and process for effective collection and analysis of data in the Early Years
- ILP’s will be used for driving teaching and assessment for targeted students.
- There will be a set of school wide guidelines developed on the implementation of and timelines for Student Learning Portfolios
- Documented Student Learning Portfolio Policy.
- Every child will have their own Student Learning Portfolio that will reflect their growth and progress towards achieving individual learning goals.
- Students will be able to articulate and make visible their individual learning goals, established through conferences and the use of learning intentions and success criteria.
- School Improvement team will continue to build individual capacity and monitor and develop the use of data sources across the school.
- The use of Data analysis and moderation to develop greater consistency with teacher judgments and student learning achievements.
- Documented Intervention and Enrichment Policy.
- Improved learning outcomes for targeted students through intervention and enrichment strategy.
- Improved teacher capacity for differentiation through coach modelling and sharing of practice in the use of data to target and differentiate teaching and learning for students at risks through...
the school wide intervention and enrichment strategy.

**Specific AIP Targets:**

- Closer correlation and less variance between teacher judgments, NAPLAN and VCAA on Demand data in Literacy and Numeracy.
- Students ILPs should be analysed individually to measure value added. Did the ILP make a difference? (More than 6-12 months growth in year).
- Intervention and Enrichment planning and documentation to include pre and post assessment.

**B6a**

Teaching methods and student learning activities are varied according to the nature of the subject matter.

Based on the subject matter, student learning activities are varied. This is evident throughout planning documents.

- **Numeracy** - Problem solving activities, teach through strategies, developing number sense.
- **Inquiry** - We follow the IB Primary Years Program practices and expectations
- **Literacy** - Reading and Writing workshops, Writer's notebook, Literature circles, Guided reading

**B6b**

Teachers create stimulating learning environments that are evidenced by students who are engaged and active participants in their learning.

When you walk in to the classrooms of ENPS it is evident that student are active participants in a stimulating learning environment. Most classrooms have evidence of student learning with displays and Inquiry walls outlining the learning process. This is generally consistent across the school however could be a focus throughout the self-study. School expectations are in place for Numeracy walls ensuring problem-solving strategies are evident and current learning is on display and regularly changed. Students have access to technology and other hands on material to aid their learning. Classrooms are set-up to encourage the best environment for all types of learners.

**B6c**

Teachers use varied methods, materials and technology to address individual student needs, abilities and learning styles.

All classrooms have various materials and technology available to be used throughout the learning day. Students have access to iPads that have applications downloaded for specific needs, children and lessons. The Grade 5 and 6 students, as previously mentioned, are a part of the 1:1 program where iPads are used throughout their entire learning day. Foundation to Grade 4 classrooms have both laptops and desktop Apple computers available in their classroom and several interactive whiteboards throughout the school. Interactive whiteboards are portable which enables all grade levels and specialists to have access to this technology. Mathematical equipment is allocated to each grade at the start of the year. We have a Resource room with both Mathematical and Science resources easily accessible to all staff members. The TLC is led by our librarian and is filled with various resources for students, teachers and parents. Students are able to borrow library books and Just Right readers and have an allocated time each week to do so. Technology equipment, such as digital and video cameras is also available and guided reading books and teacher resources can also be found here. Teachers
B6d  
Teaching methods provide appropriately for students for whom English (or other language of instruction) is not the first language.

Our teaching supports the many EAL students we currently have enrolled at ENPS. We currently have an EAL Coordinator whose primary responsibility is to oversee the whole school approach to EAL programming and provision of optimum teaching and learning conditions for all EAL students to build English language skills. The coordinator is responsible for supporting classroom teachers to achieve the best possible learning outcomes for these students within the mainstream classrooms at ENPS. Naomi Stacey, EAL coordinator is currently creating a database where the primary purpose is to identify EAL students and to secondly establish the main areas of concern associated with these students being able to achieve best possible learning outcomes. The information collected will form the basis for managing resources and developing school wide process and structures to support students and teacher in their classrooms. EAL students currently receive a different report, which is more specific to their needs and learning. Teachers create individual learning plans for their EAL students to meet and cater for their specific needs. Our PILMS program has also enhanced the support we provide for students at ENPS for whom English is not their first language. Our EAL students also have the opportunity to access the Western English Language School in the first six months of their schooling in Australia to assist them with their transition to English school.

Visitor Observations  
The Visitors noted many examples of innovative and varied teaching practices throughout the school. Children were engaged in their learning and generally undertaking appropriate yet challenging tasks. Students were articulate in describing their learning.

There was a degree of evidence of differentiated learning, even though some teachers had expressed concerns over their ability to fully engage learners of varying abilities in differentiated tasks. The emphasis the school has placed on using effective data to inform teaching and learning should help teachers to clearly identify where students are at in their learning.

Teachers have access to and use a wide variety of resources, materials and technologies to enhance student learning. Throughout classrooms it was evident that there are many opportunities for even the youngest of learners to work independently and undertake an engaging mix of learning experiences.

It is unclear if teaching methods are provided appropriately for students for whom English is not their first language. Whilst there is no doubt that the teachers will try to cater for these students, just how effectively this is being managed is perhaps something the new EAL coordinator can investigate. It was also noted that creating a greater and deeper understanding of what it is to be an international and intercultural school might also help to inform teachers’ perceptions of EAL students and encourage teachers to look holistically at the capabilities of the child outside of their English language skills.
| Suggested Actions | 1. Identify those teachers who are clearly skilled at differentiating their learning and find ways to allow them to engage with teachers who are less confident of their skills in this area.  
2. Provide the EAL coordinator with the time and resources to investigate the depth and effectiveness of teaching for students for whom English is a second language.  
3. After developing the school’s definition of international/intercultural learning, determine what this will look like when working with EAL students. |
STANDARD B7
The school shall provide appropriate support and resources to implement the curriculum and allow access and full participation by all students.

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<tr>
<td>B7a</td>
<td>Class sizes are defined according to the subject and/or grade, student needs, and the number and qualifications of staff members present. As a Victorian Government school, we are required to follow the DEECD guidelines relating to class sizes. Final decisions are made by the leadership team, taking into consideration buildings, funding, resources, staffing and student learning needs. [1][2]</td>
</tr>
<tr>
<td>B7b</td>
<td>The school provides suitable texts, an age-appropriate library/media collection, and other print materials to support learning objectives. Our school has many reading resources available for all learning levels. Books are based in our TLC where all staff members have access. The TLC has a section specifically for Guided Reading books that teachers can borrow for their literacy program. All boxes are labelled according to reading levels and have up to 10 books so each child has access to a copy of the book to follow. Home readers are also available for all levels. They are colour coded based on reading levels. Big books and posters are available in the TLC. They cover not only literacy objectives but also Inquiry and Mathematics. During literacy rotations, students often listen to CD’s or listening posts. These are also available for staff members to borrow.</td>
</tr>
<tr>
<td>B7c</td>
<td>Technology and media resources are up-to-date, accessible to all, and available in sufficient supply to support learning objectives. As discussed in B6c, the school currently has a sufficient supply of</td>
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</table>
technology available to support learning objectives. This is assessed and evaluated based on staff and student need. The school has employed a ICT Technician to ensure the servers, laptops and other technical resources are kept up-to-date and in good working order. We have an appointed staff member, Craig Mather, to the role of ICT coordinator. His role is to allocate technology resources effectively across the school and provide staff support for using ICT within the classroom to gain the best outcomes for the students.

B7d
Specialized equipment is available, up-to-date, and well maintained to support learning objectives in those areas that require it (e.g. science labs, AV/ICT, PE and Arts materials, etc.).

At ENPS, we have various equipment and spaces available to help support our specialist programs. Our PE program utilises our new gym as well as an oval and outdoor basketball/netball court. There is an extensive amount of sports equipment available and each grade has equipment in their classroom which can be used by the children. The Arts program has two specific areas, an Art room and a Performing Arts Hall. Both are equipped with the necessary equipment to support the programs. These spaces are also made available to classroom teachers. As previously mentioned we have a storeroom which holds both Science and Mathematics resources. ENPS works closely with local secondary schools where our students are able to work in specialised science laboratories.

B7e
Assignment of teachers reflects expertise and qualifications in the appropriate subject/content area(s).

Initially, teachers are asked to record their preferences for grade and role allocation based on interest and expertise. These requests are taken into consideration by Executive, who consider all the varying factors and place teachers accordingly. Positions reflect not only the interest of the teacher but also the skills they possess and how these will benefit the students. Expertise and experience is also evenly spread across the school.

B7f
Support staff members are assigned to assist teachers in those areas where it is appropriate.

Through the DEECD Program for Students with Disabilities we receive funding to provide allocated hours of support for students with identified needs. Our support staff are extremely important to the success of our students, therefore careful consideration is made in their placement, within the departmental guidelines. Their placement is based on the children's individual needs and the expertise of staff in those areas, whether it be for academic or medical issues.

Allocation of staff for Support and Enrichment based programs are based on teacher-judgment and collected data.

B7g
Library/media personnel are available and suitably qualified to collaborate with faculty, engage in curriculum development, and support students in acquiring and applying research skills to achieve curriculum goals.

Our librarian, Julie Schenk has the appropriate qualifications for her role at ENPS. She supports staff members in finding appropriate resources for topics, subjects etc. and purchases items to ensure the TLC is filled with current and up to date resources. Julie works in consultation with the Literacy Coordinator when making purchasing decisions. Students attend
the TLC once a week where they have an opportunity to borrow books and listen to and discuss a variety of texts. Research skills are mostly developed within the classroom as a part of Literacy, Inquiry and ICT sessions, and planned for within the context of specific curriculum outcomes.

Julie is not currently involved with curriculum development but this could be an area of improvement throughout the self-study.

B7h
IT personnel are available and suitably qualified to collaborate with faculty, engage in curriculum development, and support students and faculty in acquiring and applying IT skills.

As discussed in B7c we have two positions specific to IT at ENPS and many other teachers with expertise, who provide support in this area. Craig Mather is currently our IT leader. His role is to support teachers with the implementation of ICT in the classroom and oversees equipment distribution. The Victorian Government also provides a technician to assist the school with ICT hardware management. Michael Gill has been the at the forefront of our 1 to 1 iPad program collaborating with his Grade 5 team and the parent community in the development of the program. We have several other staff members who provide IT professional development opportunities as needed, both informally and formally during such events as our "Techy Brekkies". This is an opportunity for teachers with expertise or experience in IT to share new ideas and concepts with their colleagues. Many PLT Action teams investigated aspects of effective use of ICT within the school including, using iPads in Prep - 2 and the development of an ICT Scope and Sequence.

Visitor Observations

The curriculum is supported through the appropriate use and deployment of technology and resources, including human resources. Class sizes are determined by the DEECD but are of an appropriate size.

The classes are well resourced in terms of suitable literacy texts. The texts are well organised and easily accessible to teachers. The librarian works closely with the literacy coordinator in providing resources for staff and students. The librarian works diligently to support teachers and students in their learning however, the Visitors wondered whether she could be even more effective if she was involved in some of the PLT meetings to work alongside teachers in their planning.

The introduction of 1 to 1 iPads for years 5 and 6 has been seen as a great innovation and the plan is to look at taking it further into years 3 and 4 thus also freeing up classroom iPads for the younger years. The Visitors were impressed with the way technology was integrated particularly into Year 6. It didn’t appear to be a novelty to the students but instead was used as a genuine learning tool to enhance their learning alongside the other resources, both human and text, within the classroom. The use of technology in the school is supported by an IT coordinator and an IT technician. The Visitors noted that much of the IT coordinator and Year 5 iPad leaders allocated time was tied up in managing technology and fixing problems rather than supporting teachers and classes in their use of IT.

The new gym is much appreciated by staff and students and is also utilised appropriately by the wider community. This addition has also freed up other spaces to allow for a Performing Arts space and art room.

There is a good collection of Maths and Science resources although there
is no science lab as such.

There is good use of support staff within the school and they are valued as resources to support student learning. The Visitors noted that the Integration Aides would like to be able to support teachers more but to do so have to have better conversations and planning with teachers about how they can be best utilised for maximum student learning outcomes.

<table>
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<th>Suggested Actions</th>
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<tbody>
<tr>
<td>1. Investigate the possibility of the librarian being more involved in curriculum planning time.</td>
</tr>
<tr>
<td>2. Investigate ways of providing more technical support for technology in the school so as to free up time for the IT specialists to work with teachers in practically integrating technology into their teaching and learning.</td>
</tr>
<tr>
<td>3. Classroom teachers and integration aides look to have more meaningful communication about how they can work together to fully utilise the aides in authentically supporting the teachers in providing the best learning outcomes for all students in their classes.</td>
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</table>
## STANDARD B8

The school shall have formal procedures and defined criteria to effectively and regularly assess the impact of teaching strategies and the level of student performance.

<table>
<thead>
<tr>
<th>B8a</th>
<th>Teachers develop and implement assessments that can be used to ascertain student achievement of the desired outcomes.</th>
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<tbody>
<tr>
<td>B8b</td>
<td>Expected learner outcomes and grading standards and criteria are clearly stated and available in advance to students and parents.</td>
</tr>
<tr>
<td>B8c</td>
<td>Students demonstrate their learning through a variety of assessment models such as formal testing, self-assessment, peer review, projects, etc.</td>
</tr>
<tr>
<td>B8d</td>
<td>The school has processes for comparing and analysing its students' achievements with those of similar students elsewhere.</td>
</tr>
<tr>
<td>B8e</td>
<td>Teachers can cite examples of the use of the results of student assessment in a formative way to effectively modify teaching and to improve learning.</td>
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### School’s Prior Comments

<table>
<thead>
<tr>
<th>B8a</th>
<th>Teachers develop and implement assessments that can be used to ascertain student achievement of the desired outcomes. Teachers, in conjunction with their year level PLTs, develop pre-assessment tasks to inform their teaching. The results from pre-tests highlight and influence the unit planner as adjustments are made to differentiate curriculum. Teachers plan formative assessment throughout the units of work with a summative assessment task at the completion of the unit. This includes student self-assessment. There is extensive moderation of student work and assessment outcomes across year level PLTs. In 2013 ENPS revised the Whole School Assessment Schedule so that the timing of assessment tasks is clear for everyone. In order to make informed decisions of student progress and future learning, teachers use three data sources/evidence to assess student learning. They use anecdotal notes, work samples, checklists and more formal assessments such as PROBE and PATMaths. Student data is maintained and accessible to all teachers on the Student Performance Analyser (SPA) and student achievement in reading, writing and numeracy is displayed on the school's data wall. A P-2 Data Tool has been developed to inform the structure and process for effective collection and analysis of data in the Early Years.</th>
</tr>
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<tbody>
<tr>
<td>B8b</td>
<td>Expected learner outcomes and grading standards and criteria are clearly stated and available in advance to students and parents. AUSVels is available online to all community members. The website includes each year levels achievement standards and the content that is to be covered. Team newsletters are sent out early each term and provide parents with an overview and the expectations for the term. Learning intentions are a part of every lesson. They are visible in classrooms and embedded in planners. Success criteria are used in most classrooms and are often linked to the share/reflection at the end of the lesson. However they are not clearly stated in planners. Rubrics are used in some classrooms, however, these are generally teacher developed. There is some movement towards student-generated rubrics, especially in the senior grades.</td>
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</tbody>
</table>
B8c
Students demonstrate their learning through a variety of assessment models such as formal testing, self assessment, peer review, projects, etc. The ENPS Assessment schedule outlines the formal assessments planned for and carried out during the year. The information from these assessments is not only used when planning curriculum but also supports report writing and in determining areas of need across the school.

Students self-assess their progress as a part of their Learning Portfolio, which is presented to parents at the end of the year. There is a self-assessment page as part of the formal semester 1 and 2 reports to parents. Students also self-assess as they participate in reading conferences and in some classes, goal setting. As strategies such as peer review, goal setting and student voice are understood and developed, we would expect to see these becoming a part of everyday practice. In Inquiry students set an action plan to record their learning intentions, how they will proceed and the criteria they will address.

B8d
The school has processes for comparing and analysing its students’ achievements with those of similar students elsewhere.

The Australian Government My Schools website provides opportunities for comparison of our Naplan data with like schools. The Victorian DEECD conducts an annual Students Attitudes to School survey of government school students in grades 5-12. This data provides another opportunity for as to compare our students with other schools.

As part of the development of our Strategic Plan and Annual Implementation Plan we review this data and make decisions for data targets based on a number of sources of information including this data.

B8e
Teachers can cite examples of the use of the results of student assessment in a formative way to effectively modify teaching and to improve learning.

Teachers use various assessment tools to inform the teaching and learning that takes place in their classrooms. This is documented as they write Individual Learning Plans (ILP) for children 12 months ahead or behind. The first section of the ILP states which assessment tools have been used to ascertain the child’s level of achievement and then to set goals for the semester.

Unit planners are directly related to, or are modified by, data. Data determines the make-up of groups whether they are same ability or mixed ability groups or which children require an explicit lesson. In Inquiry students work at their own level as they work through their lines of inquiry. The data and the implications for planning are discussed at PLT meetings as teams strive for consistency across the year level.

Visitor Observations
It is very evident throughout the school that the use of data to inform teaching and learning has been at the forefront of much of the professional learning and professional dialogue throughout the school and is becoming embedded in teaching practice. This is evidenced by the very visual data walls in the staff room to the formative assessment tasks that teachers are undertaking daily within their classrooms. There appears to be a united and clear sense of purpose about the reasons why data is used and how it can provide the evidence for teachers to make effective decisions on how to progress the learning of individual students.
Whilst the DEECD guidelines mandate reporting protocols to some extent the school has nevertheless been working on making sure that there is a consistency between what goes out to parents in the reports and what is actually happening in the classroom. There has been work around moderation and developing consistency of reporting across teams.

Various methods of reporting are used throughout the school as well as the standard reports home. Students’ produce learning portfolios that they present to their parents in student led conferences. The Leadership team would like to investigate the possibility of shifting the mid-year reporting to a parent/student conference instead. They would also like to continue to investigate how best to communicate learning to parents and they recognise that a big part of this is educating parents as to what the reporting really means to their child and their learning.

Expected learner outcomes, grading standards and criteria are not always made explicit to parents in advance but there is a shift towards undertaking more of this. Newsletters from classes explain to parents the content that will be covered prior to a unit starting. The articulation of learning intentions and success criteria is often presented to students and from here they are encouraged to set their own learning goals. In many cases students are presented with rubrics at the start of a unit.

The school is able to produce authentic data showing where their students lie in comparison to like schools. The school is proactive in analysing this data and setting ambitious yet achievable targets for where they would like their students to be.

The PLTs are providing an excellent forum for teachers to be able to cite examples of the results of student assessment and discuss with peers ways to effectively modify their teaching based on results to continually improve learning outcomes.

<table>
<thead>
<tr>
<th>Suggested Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Once the Guiding Statements are reviewed ensure that they are aligned with the clear sense of purpose the school has around the use of evidence based assessment to inform teaching and learning.</td>
</tr>
<tr>
<td>2. Explore ways of informing parents on learning intentions and success criteria and the use of rubrics.</td>
</tr>
</tbody>
</table>
**STANDARD B9**

Curriculum review and revisions shall be completed at periodic intervals, and changes shall reflect the school’s mission, current educational practice, and the results of student assessment, with the goal of enhancing student participation and performance.

<table>
<thead>
<tr>
<th>B9a</th>
<th>Teachers, school administrators and relevant members of the support staff collaborate to develop, review and revise the curriculum on a regular basis.</th>
</tr>
</thead>
<tbody>
<tr>
<td>B9b</td>
<td>The school encourages pilot curriculum innovations and exploration of new teaching strategies, monitored by appropriate assessment techniques.</td>
</tr>
<tr>
<td>B9c</td>
<td>There is evidence that current educational practice is considered in revising curriculum and instruction.</td>
</tr>
<tr>
<td>B9d</td>
<td>Curriculum revisions reflect the school’s mission and objectives, and are informed by the results of student achievement.</td>
</tr>
<tr>
<td>B9e</td>
<td>Curriculum revisions and changes are made in the context of an overarching curriculum plan.</td>
</tr>
</tbody>
</table>

**School’s Prior Comments**

<table>
<thead>
<tr>
<th>B9a</th>
<th>Teachers, school administrators and relevant members of the support staff collaborate to develop, review and revise the curriculum on a regular basis.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>As a DEECD Victorian Government Primary School our curriculum is guided by the state and national standards (AusVELs). How we deliver the curriculum is reviewed at our weekly PLT meetings as teachers engage in a professional dialogue. The Scope and Sequence for Literacy and Numeracy are based on AusVELs and were created in consultation with the staff. While at some SIT meetings we have devoted time for reviewing curriculum, it could be beneficial to schedule this on a regular basis.</td>
</tr>
<tr>
<td>B9b</td>
<td>The school encourages pilot curriculum innovations and exploration of new teaching strategies, monitored by appropriate assessment techniques.</td>
</tr>
<tr>
<td></td>
<td>AT ENPS we embrace opportunities to expand, implement and challenge learning, teaching and next practice. We are currently involved in a number of innovations including:</td>
</tr>
<tr>
<td></td>
<td>▪ Asian language studies program (PILMS)</td>
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<td></td>
<td>▪ IB PYP</td>
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<tr>
<td></td>
<td>▪ Integrated Assessment approach (DEECD new directions expert reference group)</td>
</tr>
<tr>
<td></td>
<td>▪ Red Cross Emergency Relief Management Project</td>
</tr>
<tr>
<td>B9c</td>
<td>There is evidence that current educational practice is considered in revising curriculum and instruction.</td>
</tr>
<tr>
<td></td>
<td>The Numeracy Scope and Sequence includes the concepts and skills required to attain the Achievement Standards of AusVELs. The content was sourced from current educational practice expressed by experts in the field such as Peter Sullivan and Dianne Seiman. The Inquiry model through the PYP has been introduced into the school and serves as a model for developing curriculum in areas such as thinking skills and student voice. This will hopefully influence the delivery of other curriculum areas.</td>
</tr>
</tbody>
</table>
This year we have worked on developing the functioning of our PLTs in line with current beliefs on the importance of teachers engaging in a professional dialogue and planning and working collaboratively. This was identified as a need and was incorporated into the 2013 AIP.

**B9d**
Curriculum revisions reflect the school’s mission and objectives, and are informed by the results of student achievement.

Need to work on the mission statement before we can legitimately connect the learning to the focus and mission statement.

**B9e**
Curriculum revisions and changes are made in the context of an overarching curriculum plan

While as a Government school we are bound by the requirements of the Government, we are able to set the direction for our school through The Strategic Plan and the AIP, which form the basis of our overarching curriculum plan. The Strategic Review provides us with the opportunity to see how we have progressed over the previous 4 years and what we need to do for the future. Our Scope and Sequences are based on AusVELs but they have been created by our staff and are configured in a way the suits the curriculum delivery at ENPS.

### Visitor Observations

The implementation of AusVELs required the most recent review of much of the curriculum. The teaching and learning staff recognise that regular review of the curriculum is a worthwhile undertaking. As the school moves forward with PYP authorisation this will also necessitate a strategic review of the curriculum.

The school has been involved in a number of curriculum innovations and exploring new teaching strategies. Teachers were able to articulate to the Visitors how they are applying some of these innovations in their classrooms. The implementation of the PYP is perhaps the most significant and overarching new initiative in the school at present.

Current educational practice and research is driving the revision of curriculum and instruction.

Although only a recent innovation in their current form the PLTs have already been noted as having a positive impact on the professional dialogue that teachers are undertaking to inform their teaching and learning.

### Suggested Actions

1. The school, work on consolidating the innovations they have begun to undertake in curriculum design and delivery in terms of the PYP and the use of PLTs as a forum for good pedagogical discussion and action.
**STANDARD B10**

The school shall have formal processes for recording, analysing, and reporting evidence of both school-wide achievement and individual student performance to parents and other appropriate members of the school community as a means of measuring success in meeting stated goals.

<table>
<thead>
<tr>
<th>B10a</th>
<th>The school has thorough and effective systems for tracking, analysing and reporting on school-wide and individual student performance, and for measuring success in meeting stated goals.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>At ENPS, we use the following systems for tracking, analysing and reporting student performance:</strong></td>
</tr>
<tr>
<td></td>
<td>▪ Student Performance Analyser</td>
</tr>
<tr>
<td></td>
<td>▪ Teachers using a minimum of three data sources/evidence to assess student learning and make informed decisions for future learning. This includes the use of a school wide data wall and the Student Performance Analyser (SPA).</td>
</tr>
<tr>
<td></td>
<td>▪ Development of P-2 Data Tool and structure and process for effective collection and analysis of data in the Early Years</td>
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<td></td>
<td>▪ Post and pre assessment</td>
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<tr>
<td></td>
<td>▪ Pre-assessment - Inquiry- Summative Assessment and self evaluation</td>
</tr>
<tr>
<td></td>
<td>▪ Moderation</td>
</tr>
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<td></td>
<td>▪ Assessment Writer</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>B10b</th>
<th>The school provides timely, meaningful and clearly understood information that helps parents remain advised of their child’s achievements and enables them to support on-going progress.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Our reporting process to parents involves:</strong></td>
</tr>
<tr>
<td></td>
<td>▪ End of semester reports for all students</td>
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<tr>
<td></td>
<td>▪ Individual Learning Plans are developed and shared with parents for all students identified at risk (above or below) academically, socially, emotionally or physically, and are revised throughout the year as required</td>
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<tr>
<td></td>
<td>▪ Student Learning Portfolios</td>
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<td></td>
<td>▪ Meet the Teacher Evenings in Term 1</td>
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<td></td>
<td>▪ Parent Teacher Interviews at the end of Term 2</td>
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<tr>
<td></td>
<td>▪ Student Exhibition of Learning at the end of Term 4</td>
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<tr>
<td></td>
<td>▪ Student Support Group meetings are held each term for students with special needs</td>
</tr>
</tbody>
</table>
- The Grade 6 exhibition held in Term 3

**B10c**
The overall results of external tests/examination, if used, are shared with appropriate members of the school community and are analysed to support on-going student achievement.
The following external testing is completed with our students at ENPS:
- NAPLAN - Once a year with Grade 3 and 5 students
- Numeracy Online - Twice a year with students from Prep to Grade 3
- Literacy Online - Prep to Grade 1 students once a year

The results are accessible to all teachers and is used to support on-going student achievement.

**B10d**
Data gathered from graduates or past students is considered when determining the effectiveness of the school's programme.

We haven't considered collecting data from past students and could definitely be something we consider as a school throughout the self-study.

| Visitor Observations | The school appears to have comprehensive and effective systems in place to track, analyse, and report on school-wide and individual student performance. The processes for this are clearly outlined in the assessment schedules. What is less clear are the school's benchmarks for measuring success against stated goals.

The school provides a wide range of information to inform parents of their child's achievements.

NAPLAN results and other external tests are analysed and used to inform teaching strategies for individual students as well as whole grade goals. At this point in time no real data is gathered from graduates or past students but the school is open to looking at doing this at a later stage. |
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</thead>
<tbody>
<tr>
<td><strong>Suggested Actions</strong></td>
<td>1. The school looks towards developing clear benchmarks for measuring success against stated goals.</td>
</tr>
</tbody>
</table>
SECTION C: GOVERNANCE AND LEADERSHIP

Note: The term “governing body” includes any school ownership structure.

<table>
<thead>
<tr>
<th>STANDARD C1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The governing body shall be so constituted, with regard to membership and organization, as to provide the school with sound direction, continuity of leadership, and effective support in the current and long term life of the school.</strong></td>
</tr>
</tbody>
</table>

| C1a | The governing body shapes and upholds the mission, articulates a compelling vision, and ensures that its decisions support and further the mission. |
| C1b | The governing body promotes strong ethical values and compliance through appropriate and effective oversight. |
| C1c | The governing body effectively measures the school’s success in putting its mission and objectives into practice, and it promotes corrective action if results show this is needed. |
| C1d | The governing body invigorates itself through planned membership, thoughtful recruitment, and inclusiveness. |
| C1e | The governing body provides appropriate orientation and on-going training for its members in the understanding and performance of their duties and in understanding policies and their implications. |
| C1f | The governing body is so constituted that it can fulfil essential governance duties and provide continuity for the school in the event of sudden change in ownership, governance, and/or administration. |

<table>
<thead>
<tr>
<th>School’s Prior Comments</th>
<th>C1a</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The governing body shapes and upholds the mission, articulates a compelling vision, and ensures that its decisions support and further the mission. School Council and the principal are responsible for reviewing and developing the strategic directions of the school.</td>
</tr>
<tr>
<td></td>
<td>C1b</td>
</tr>
<tr>
<td></td>
<td>The governing body promotes strong ethical values and compliance through appropriate and effective oversight. The governing body is a united team that makes decisions based on the best interests of the school and all students. This is clearly outlined in the council’s Standing Orders.</td>
</tr>
<tr>
<td></td>
<td>C1c</td>
</tr>
<tr>
<td></td>
<td>The governing body effectively measures the school’s success in putting its mission and objectives into practice, and it promotes corrective action if results show this is needed. School Council reviews the school’s performance data on an annual basis. This is reported to the community via an Annual General Meeting. School Council and the community develop a four-year strategic plan, and annual implementation plans to support the school to achieve its goals and targets.</td>
</tr>
<tr>
<td></td>
<td>C1d</td>
</tr>
<tr>
<td></td>
<td>The governing body invigorates itself through planned membership, thoughtful recruitment, and inclusiveness. Each year in every Victorian Government School, school council elections take</td>
</tr>
</tbody>
</table>
place in Term 1 and the process must be completed by 31 March. The principal is responsible for conducting the election although may appoint a person to act on their behalf for one or more of the purposes of the election. The Principals Guide to School Council Elections for Victorian Government Schools is developed to assist principals in understanding and conducting school council elections within the legal framework of Ministerial Order No 52 (as amended): School Council Composition and Elections Order (the Order). The guide can be found at http://www.education.vic.gov.au/school/principals/spag/governance/Pages/election.aspx

C1e
The governing body provides appropriate orientation and on-going training for its members in the understanding and performance of their duties and in understanding policies and their implications.

At the beginning of every year, the principal runs an induction and training program for new and existing school councillors. The Standing Orders are used as the framework for the induction program. The Standing Orders can be found at http://www.enps.vic.edu.au/community/school-council/ Furthermore, school councillors are provided with

C1f
The governing body is so constituted that it can fulfil essential governance duties and provide continuity for the school in the event of sudden change in ownership, governance, and/or administration.

Our School Council has a total of twelve members and three categories of membership: a Parent category (six members), a DEECD employee category (4 members); and a Community member category (two members). Our school council has an updated Membership Schedule that shows the council's constituting membership profile. This is updated annually. School Council regularly review it's constituting membership profile, and has requested a change of size and configuration which the Victorian Minister of Education has approved.

Visitor Observations

As a Government controlled school, the governance of ENPS is a shared responsibility between the Department of Education and Early Childhood Development (DEECD) and the elected School Council. The School Council operates within strict guidelines set by DEECD. There are clearly defined roles and responsibilities for the School Council set out in the Standing Orders.

Membership of the School Council has recently been revised and comprises 12 members, six of whom are elected parent representatives, the Principal who acts as the Minister’s representative and three elected DEECD employees all of whom are teachers at the school. The positions of two community representatives were vacant at the time of the Preliminary Visit.

Induction procedures are carried out by the Principal, utilising DEECD and school specific materials, to ensure that newly appointed Councillors have knowledge of the function of school councils and the role of councillors. Elected members of the School Council serve a two-year term of office and can stand for re-election. Elections take place annually in order for the Council to invigorate itself through planned membership. A proportion of members leave and a proportion stay to work with new members of the Council, thus ensuring continuity of purpose.

Suggested Actions

None at this stage
<table>
<thead>
<tr>
<th><strong>STANDARD C2</strong></th>
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<tbody>
<tr>
<td>There shall be a co-operative and effective working relationship between the governing body and the head of school so as to establish and sustain high morale, quality relationships, and a positive climate for teaching, learning, and student well-being throughout the school.</td>
<td></td>
</tr>
<tr>
<td><strong>C2a</strong></td>
<td>There is a clear and effective understanding by the governing body and the head of school of their respective functions, and these understandings are set out in written form.</td>
</tr>
<tr>
<td><strong>C2b</strong></td>
<td>There is a partnership between the governing body and head of school which recognizes that the effectiveness of the parties is interdependent.</td>
</tr>
<tr>
<td><strong>C2c</strong></td>
<td>The governing body and the head of school enjoy a positive, open, and mutually supportive relationship.</td>
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<th><strong>Visitor Observations</strong></th>
</tr>
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<tbody>
<tr>
<td><strong>C2a</strong></td>
<td>There is a clear and effective understanding by the governing body and the head of school of their respective functions, and these understandings are set out in written form. The governing body and the head of school are aware of their respective functions, and these understandings are set out in written form. These can be found in the Standing Orders.</td>
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<td><strong>C2b</strong></td>
<td>There is a partnership between the governing body and head of school which recognizes that the effectiveness of the parties is interdependent. The governing body and head of school which recognises that the effectiveness of the parties is interdependent. Evidence can be found in school council’s Standing Orders.</td>
</tr>
<tr>
<td><strong>C2c</strong></td>
<td>The governing body and the head of school enjoy a positive, open, and mutually supportive relationship. The school council president and principal meet regularly throughout a school year. The president and councillors are regularly engaged in school community events, extra-curricular activities and student programs. There is a positive climate of cooperation, goodwill and support amongst council members.</td>
</tr>
</tbody>
</table>

The role, functions and areas of responsibility of the School Council are clearly documented. The School Council works closely with the Principal regarding governance of the school. The Council performs the following functions:

- Establish the broad direction and vision of the school within the school community.
- Develop and monitor the school’s strategic plan.
- Develop, review and update school policies.
- Develop, review and monitor the Student Code of Conduct and the School Dress Code.
- Raise funds for school related purposes.
- Approve the annual budget and monitor expenditure.
- Maintain the school’s grounds and facilities.
- Enter into contracts (e.g. cleaning, construction work etc.).
- Report annually to the school community and DEECD.
- Stimulate interest in the school generally.

The respective roles of the Council and Principal are well documented and
clearly understood, enabling both to work together effectively. It was evident from discussion with School Council members, the Principal and senior teachers that the Council consults widely before making major decisions and that the Principal’s opinions are greatly respected by the Council. There is a good deal of evidence to show that a harmonious and professionally productive relationship exists between the School Council and the Principal that is based upon professional respect.

| Suggested Actions | None at this stage. |
### STANDARD C3

The head of school, while accountable to a higher authority, shall be the responsible leader to ensure that teaching, learning, and student well-being are supported and that the school’s mission is achieved.

<table>
<thead>
<tr>
<th>C3a</th>
<th>The governing body has developed a clear, written job description for the head of school.</th>
</tr>
</thead>
<tbody>
<tr>
<td>C3b</td>
<td>The head of school provides leadership for the total school program.</td>
</tr>
<tr>
<td>C3c</td>
<td>The head of school sets educational priorities and outlines funding implications for submission to the governing body.</td>
</tr>
<tr>
<td>C3d</td>
<td>The head of school has final responsibility for the recruitment, selection, assignment, orientation, deployment and appraisal of all the administrators, teachers and support staff.</td>
</tr>
<tr>
<td>C3e</td>
<td>The governing body ensures that all issues pertaining to the day-to-day operations of the school are addressed through the head of school.</td>
</tr>
<tr>
<td>C3f</td>
<td>The head of school effectively delegates responsibility through a leadership structure that is designed to fulfill the school’s mission and objectives.</td>
</tr>
</tbody>
</table>

**School’s Prior Comments**

| C3a | The governing body has developed a clear, written job description for the head of school.  
As a Victorian Government School, the Victorian Department of Education and Early Childhood Development have developed a clearly written job description for the Principal. This can be found in the school’s Staffing Roles and Responsibilities: [Link](http://www.enps.vic.edu.au/wp-content/uploads/2012/12/2013-ENPS-Roles-Responsibilities.pdf) |
| C3b | The head of school provides leadership for the total school programme.  
This is outlined in the principal’s job description which can be found in the school’s Staffing Roles and Responsibilities Handbook. |
| C3c | The head of school sets educational priorities and outlines funding implications for submission to the governing body.  
As a Victorian Government school, this is the principal’s role and responsibility. This is outlined in the principal’s job description which can be found in the school’s Staffing Roles and Responsibilities Handbook. |
| C3d | The head of school has final responsibility for the recruitment, selection, assignment, orientation, deployment and appraisal of all the administrators, teachers and support staff.  
As a Victorian Government school, this is the principal’s role and responsibility. This is outlined in the principal’s job description which can be found in the school’s Staffing Roles and Responsibilities Handbook. |
| C3e | The governing body ensures that all issues pertaining to the day-to-day operations of the school are addressed through the head of school.  
The governing body and the head of school are aware of their respective roles and responsibilities. |
functions. These can be found in school council’s Standing Orders.

C3f
The head of school effectively delegates responsibility through a leadership structure that is designed to fulfil the school’s mission and objectives

The school’s leadership structure and model remains fluid and flexible so that we can effectively adapt to cater for the emerging learning needs of our students. At ENPS we use the Four Circles Model adapted from Richard Elmore, as a model for whole school accountability. We consider all members of staff and members of our parent community to be leaders in our school.

The governance team includes:

- 6 parent members
- 4 DEECD staff (including staff)

The school council’s committees encourage participation and involvement of community members, and include:

- Finance Committee
- Education and Policy Committee
- Community Partnerships (Friends of Essendon North) Committee
- Buildings and Grounds Committee

The school’s executive team includes:

- Principal
- 2 Assistant Principals (Prep-2 Wellbeing / Reporting / Curriculum and Gr 3-6 Wellbeing / Assessment / School Improvement)
- 1 Leading Teacher (Learning and Teaching Leader)

The school’s Improvement Team includes:

- Executive Team
- Professional Learning Team Leaders x 6 (each year level)
- Curriculum Leaders

The school has also seven (9) professional learning teams, including:

- Prep
- Year 1
- Year 2
- Year 3/4
- Year 5
- Year 6
- Specialist Team
- Executive
- ES

The school has also developed a student leadership profile too, including school captains, house captains and junior school council. This provides an opportunity for students to be represented and ‘have a voice’ in the development of our school and the educational program we offer.

Visitor Observations

The respective roles, functions and levels of operating authority are clearly
understood by the School Council and endorsed by DEECD regulations,

It was evident from discussions with the School Council members and the Principal, that there exists a mutually supportive and productive relationship between the School Council and the Principal. The Principal values the high level of trust he gains from the School Council, and there is mutual understanding of the roles related to governance and management.

The Visiting Team noted the support given to the Principal by the members of the School Council, particularly their willingness to endorse the school’s strategic emphasis on raising student achievement levels, their commitment to promoting international and intercultural learning and their endorsement of the CIS Accreditation program.

**Suggested Actions**

1. It is essential that the School Council play an active part in the review and revision of the Guiding Statements.
### STANDARD C4

The governing body shall have clearly formulated written policies and practices which are applied to bring consistency and clarity to school operations.

| C4a | The governing body has a comprehensive, up-to-date, and effective policy manual for both school and governance operations. |
| C4b | The governing body allots sufficient time to the most important concerns and issues, and continuously engages in strategic thinking about the school’s direction. |
| C4c | In decision-making, governing body members always put the interests of the whole school above all else, avoiding favouritism towards any individual or group. |
| C4d | An ethos of transparency is promoted by the governing body to ensure that appropriate members of the school’s constituency have access to accurate information about decisions and matters which impact them. |
| C4e | Governing body policies and practices include a regular and systematic appraisal of its governance organization and effectiveness. |
| C4f | Governing body policies and practices include a clearly defined appraisal process for the head of school, to be conducted regularly with his/her full knowledge and to include written outcomes and provisions for discussion and appeal. |

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<tr>
<th>School’s Prior Comments</th>
<th>C4a</th>
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<tbody>
<tr>
<td><strong>The governing body has a comprehensive, up-to-date, and effective policy manual for both school and governance operations.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Our Educational and Policy sub-committee regularly review and develop school policies. In reviewing and developing school policies, community participation and input is actively encouraged. The committee have developed a policy schedule and regularly publish updated on policies on the school’s website. These can be found at <a href="http://www.enps.vic.edu.au/about-us/policies/">http://www.enps.vic.edu.au/about-us/policies/</a>.</strong></td>
<td></td>
</tr>
</tbody>
</table>

| C4b | The governing body allots sufficient time to the most important concerns and issues, and continuously engages in strategic thinking about the school’s direction. |
| C4c | In decision-making, governing body members always put the interests of the whole school above all else, avoiding favouritism towards any individual or group. |
| C4d | An ethos of transparency is promoted by the governing body to ensure that appropriate members of the school’s constituency have access to accurate information about decisions and matters which impact them. |
| C4e | Governing body policies and practices include a regular and systematic appraisal of its governance organization and effectiveness. |
| C4f | Governing body policies and practices include a clearly defined appraisal process for the head of school, to be conducted regularly with his/her full knowledge and to include written outcomes and provisions for discussion and appeal. |
Information about decisions and matters which impact them. Council members are provided with reports and documentation requiring discussion and approval prior to any meeting. Minutes are circulated following every meeting. Outcomes of council’s decisions are provided to the community in the school’s newsletter. Evidence includes council agenda and minutes, and a copy of the school’s newsletter at [http://www.enps.vic.edu.au/news/newsletters/](http://www.enps.vic.edu.au/news/newsletters/)

**C4e**

Governing body policies and practices include a regular and systematic appraisal of its governance organization and effectiveness. School Council reviews its Standing Orders, policies and practices annually at the beginning of every school year.

**C4f**

Governing body policies and practices include a clearly defined appraisal process for the head of school, to be conducted regularly with his/her full knowledge and to include written outcomes and provisions for discussion and appeal.


## Visitor Observations

Policies legislated by DEECD are readily available to all staff and members of the School Council, and a comprehensive set of policies, approved and adopted by the School Council, are available on the school server.

Through discussion with members of the Council, it is clear that the Council engages in strategic thinking about the school’s direction. The Council always put the interests of the whole school above all else, avoiding favouritism towards any individual or group.

The Regional Director of DEEC is responsible for appraising the Principal’s performance. However, at the Regional Directors discretion, the Chair of the School Council may be invited to participate in the Principal’s performance review, in the appointment of the Principal and in the periodic renewal of the Principal’s contract.

In Victorian DEECD schools there is no process for self-evaluation of the work of School Council, and accordingly there is no formally defined process in place at ENPS. Discussion with School Councillors indicated that there would be merit in developing an evaluation process.

## Suggested Actions

1. Once the review and revision of the Guiding Statements is complete it will be necessary to review all school policies to ensure alignment with the revised Guiding Statements.

2. The School Council develop a process for evaluation of its own effectiveness.
### STANDARD C5

The school shall have educational and financial plans for the near and long term that ensure school viability, are supportive of the mission and are explained to the school community.

| C5a | There is evidence that the short and longer-term finances of the school are sufficient to ensure it can fulfil its educational and other obligations for the foreseeable future. |
| C5b | The school has educational and financial plans for the short, medium and long term which are tied to the school’s mission. |
| C5c | Financial considerations and required expertise are incorporated into the governing body’s vision and plans for the school. |
| C5d | The school’s educational and financial plans are appropriately communicated to the school community. |

**School’s Prior Comments**

- **C5a**
  - There is evidence that the short and longer-term finances of the school are sufficient to ensure it can fulfil its educational and other obligations for the foreseeable future.
  
  As a Victorian Government School, funding is provided to the school by the Victorian Department of Education and Early Childhood Development. An annual school budget is developed based on government funding.

- **C5b**
  - The school has educational and financial plans for the short, medium and long term which are tied to the school’s mission.
  
  As a Victorian Government school, we have a four year strategic plan (2011 to 2014). 2014 is the year for the community review the school’s directions and achievements, and develop a new strategic plan for the future (2015 to 2018). This will see a new educational and financial plan for the school which will be developed to reflect departmental requirements.

- **C5c**
  - Financial considerations and required expertise are incorporated into the governing body’s vision and plans for the school.

  The school council’s Treasurer works closely with the Principal and the school’s Business Manager to oversee the financial management of the school. Financial reports and the school's budget is regularly reviewed by the council in accordance with legislative requirements and the school’s annual implementation plan and strategic plan.

- **C5d**
  - The school’s educational and financial plans are appropriately communicated to the school community.

  Every year in March, the school holds an Annual General Meeting. In this annual meeting, the school council presents the school’s annual report to the community. The school’s annual report is then published on the Australian My School website.

**Link:**

| Visitor Observations | The School Council and Principal determine the short and long term educational and financial goals for the school in line with the strategic direction in their regular meetings throughout the year. The financial plan has been developed to ensure all educational and other obligations are catered for.  
School funding is determined by DEECD according to a standard formula funding model. Approximately 85% of funds are utilised for staff salaries and this is managed by DEECD staff. The delegated portion of annual school income is managed by the school's Business Manager, along with the Principal.  
As far as the Visitors are able to discern the school's finances are managed well. However it was noted that the school’s strategic plan, which conforms to the DEECD directed format, contains no information on the financial implications of future developments and improvements.  
The school’s Strategic Plan 2011-2014 was developed by the Principal in collaboration with the staff, the regional representative of DEECD and the School Council. It is a commendable document that outlines future development goals, specific targets and Key Improvement Strategies. However the Visitors are of the opinion that future plans would be strengthened by the inclusion of the identification of persons responsible for overseeing the Key Strategies, the inclusion of timelines for significant stages of each strategy, the financial implications and the identification of success criteria. |
| Suggested Actions | 1. The Principal and School Council consider including within the school's Strategic Plan, the identification of persons responsible for overseeing the Key Strategies, the inclusion of timelines for significant stages of each strategy, the financial and resource implications and the identification of success criteria. |
### SECTION D
FACULTY AND SUPPORT STAFF

<table>
<thead>
<tr>
<th>STANDARD D1</th>
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<tbody>
<tr>
<td><strong>The school shall have faculty and support staff that are sufficient in numbers and with the qualifications, competencies and sound moral character necessary to carry out the school’s programs, services, and activities, to support fulfilment of the mission and objectives, and to ensure student protection and well-being.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>D1a</strong></td>
<td>Recruitment and screening processes are in place to ensure that employees in all categories are appropriately qualified and of sound moral character.</td>
</tr>
<tr>
<td><strong>D1b</strong></td>
<td>The teacher-student ratio reflects the size of classrooms, instructional practices, programme requirements and the school’s mission in order to foster personalized and meaningful learning experiences for students.</td>
</tr>
<tr>
<td><strong>D1c</strong></td>
<td>The head of school or his/her designees recruit and assign professional staff to teaching duties and other responsibilities according to their professional competence.</td>
</tr>
<tr>
<td><strong>D1d</strong></td>
<td>The head of school or his/her designees assign workloads that allow faculty and staff to be maximally effective in carrying out their teaching duties and/or other responsibilities.</td>
</tr>
<tr>
<td><strong>D1e</strong></td>
<td>There are procedures in place for reviewing regularly the alignment between personnel competencies and program needs to ensure that the school can implement programs and services in support of fulfilling the mission and objectives.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School's Prior Comments</th>
<th>D1a</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruiment and screening processes are in place to ensure that employees in all categories are appropriately qualified and of sound moral character.</td>
<td></td>
</tr>
<tr>
<td>As a Victorian Government Primary School we are bound by State and Federal legislation and requirements. We use specific key selection criteria to further select and recruit the best possible staff, who align with the guiding statements and strategic plan of our school. We use published personnel guidelines and information provided to the school by the Victorian DEECD, including salary information.</td>
<td></td>
</tr>
<tr>
<td><strong>D1b</strong></td>
<td>The teacher-student ratio reflects the size of classrooms, instructional practices, programme requirements and the school’s mission in order to foster personalized and meaningful learning experiences for students.</td>
</tr>
<tr>
<td>We ensure our teacher-student ratio complies with state and national standards in order to foster personalized and meaningful learning experiences for students. This includes an average of 22 students per Prep to Year 2 class, and 24 to 26 students per Grade 3 to 6 class where possible.</td>
<td></td>
</tr>
<tr>
<td><strong>D1c</strong></td>
<td>The head of school or his/her designees recruit and assign professional staff to teaching duties and other responsibilities according to their professional competence.</td>
</tr>
<tr>
<td>All members of staff are provided with a clearly defined job description which is available in electronic format in the ‘staff only section’ on the school’s website. This can be viewed at <a href="http://www.enps.vic.edu.au/wp-content/uploads/2012/12/2013-ENPS-Roles-Responsibilities.pdf">http://www.enps.vic.edu.au/wp-content/uploads/2012/12/2013-ENPS-Roles-Responsibilities.pdf</a></td>
<td></td>
</tr>
</tbody>
</table>
D1d
The head of school or his/her designees assign work loads that allow faculty
and staff to be maximally effective in carrying out their teaching duties
and/or other responsibilities.

We regularly review the school’s timetable, and timetables for classes and
individual staff (teaching and non-teaching support staff) in order to assign
work loads and maximise time for carrying out duties and responsibilities. As
a Victorian Government school we are required to also abide by the 2013
Victorian Government Schools Agreement.

D1e
There are procedures in place for reviewing regularly the alignment between
personnel competencies and programme needs to ensure that the school
can implement programmes and services in support of fulfilling the mission
and objectives.

As a leadership team we regularly review the effectiveness of all
programmes. This is done through a formal capacity annually as a part of
the Annual Implementation Plan, and every four years as a part of the
DEECD Strategic Review.

Visitor Observations
All Faculty and staff at ENPS are employed by the Department of Education
and Early Childhood Development (DEECD). The Principal of the school is
responsible for the recruitment and appointment of staff. ENPS has a mixed
age profile amongst its teaching staff with a good balance of experienced
teachers and more recently qualified teachers. DEECD set minimum
qualification requirements and have determined professional competency
standards for teaching staff. All Teaching Staff must be registered with the
Victorian Institute of Teaching (VIT), meeting the requirements for both
curriculum and teaching methodology. All Teaching Staff are designated to
teach programs for which they are suitably qualified and experienced. The
school is staffed according to the Victorian Government Schools
Agreements for both Teaching Staff and Education Support Staff.

The school has been proactive in developing personnel competencies and
program requirements in pursuit of their challenge to develop the strategies
associated with creating a more personalised learning experience for each
student. The initiative is designed to empower all teachers to effectively
cater for the individual needs of all students in their classes.

The Visitors were impressed by the enthusiasm, dedication and willingness
of the vast majority of teaching, administrative and support staff to put in
additional time to ensure that individual student’s needs are well catered for.
The Visitor’s spoke with some teachers who expressed concerns about
heavy workloads. However as a result of further discussion it became
evident that much of the additional workload experienced by teachers is self-
imposed and points to teachers’ dedication to providing effective learning
experiences for students. As far as the Visitors were able to ascertain, the
school has high expectations of staff and the Principal assigns reasonable
teaching workloads.

A well-defined line management structure ensures that all teaching staff are
adequately supervised.

Suggested Actions
None at this stage
### STANDARD D2
Faculty and support staff shall embrace the school’s Guiding Statements and act professionally and ethically in carrying out their duties and responsibilities, inspiring excellence and students’ best efforts.

| D2a | Teachers utilize methods and practices which are consistent with the school’s Guiding Statements and which inspire, encourage and challenge students to reach their full potential. |
| D2b | Faculty and staff members respect and comply with all applicable statutes, government laws and regulations and with school expectations for appropriate employee behaviour. |
| D2c | Teachers remain current with content and pedagogy in their areas of academic responsibility, and they maintain a high level of preparation to foster students’ engagement in their learning. |
| D2d | Members of the faculty foster respectful interactions among and with students and with their peers, both in classrooms and about the school. |

<table>
<thead>
<tr>
<th>School’s Prior Comments</th>
<th>D2a</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers utilize methods and practices which are consistent with the school’s Guiding Statements and which inspire, encourage and challenge students to reach their full potential.</td>
<td></td>
</tr>
<tr>
<td>As previously discussed, we recognise the need to review our Guiding Statements as a whole school and learning community so that they are aligned with our practice, and that we can ensure there is consistency in what, how and why we do what we do. Already this process, together with the IB PYP has brought us together as a staff and challenged our thinking on providing the best possible learning for all of our students, all of the time.</td>
<td></td>
</tr>
<tr>
<td>Reflection on practice and programmes, individually and collectively, has become a much more widely expected and practiced method for ensuring best practice. Documenting this reflection is still developing.</td>
<td></td>
</tr>
</tbody>
</table>

| D2b |
| Faculty and staff members respect and comply with all applicable statutes, government laws and regulations and with school expectations for appropriate employee behaviour. |
| As a Victorian Government School all staff are bound by regulations and legislation regarding their employment. The Teaching Professional Code of Practice and Professional Standards provide clear and explicit guidelines. Any form of inappropriate behaviour by a staff member is managed by the Principal, under the advice and guidance of the Ethics Branch of the DEECD. |

| D2c |
| Teachers remain current with content and pedagogy in their areas of academic responsibility, and they maintain a high level of preparation to foster students’ engagement in their learning. |
| As a Victorian Government School all teachers are bound by regulations and legislation regarding their employment through the Victorian Institute of Teaching. All teachers undertake a professional development review process over the course of the year to ensure best practice is maintained according to the ATSIL (Australian Institute for Teaching and School Leadership) Professional Standards. At ENPS we use our Performance Development Review process and the Professional Development and Meeting Schedule to ensure a range of strategies are in place for all teachers to remain current and at the forefront of educational practice and |
to maintain very high expectations for learning and teaching. Through our current focus on the IB PYP and Inquiry learning, we are further addressing, reflecting on and getting feedback on student engagement in their learning.

D2d
Members of the faculty foster respectful interactions among and with students and with their peers, both in classrooms and about the school.

At ENPS most staff interact professionally, respectfully and appropriately with members of our school community and each other. However there have been some instances which have required attention and have subsequently been managed either internally by leadership, or externally through the DEECD.

<table>
<thead>
<tr>
<th>Visitor Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td>It will be possible for the school to more closely align teaching to the Guiding Statements once the review and revision has been completed.</td>
</tr>
<tr>
<td>As mentioned in the Visitors’ comment to Standard D1, all teaching staff must be registered with the Victorian Institute of Teaching. The registration process involves formal checks on qualifications and experience as well as criminal record checks. Formal pre-employment checks and criminal record checks are also carried out for all other employees at the school. Volunteers and those working for outsourced support groups, such as the before and after school care program, must possess clearance from the Victorian Department of Justice and hold a ‘Working with Children Card.’</td>
</tr>
<tr>
<td>It is intended that teaching, support and administrative staff, in conjunction with other constituents of the school community will be fully involved in the development and review of the ENPS Guiding Statements.</td>
</tr>
<tr>
<td>The Visitors were impressed by the high levels of duty of care and support for students from the teaching, support and administrative staff.</td>
</tr>
<tr>
<td>It was evident to the Visitors that all staff employed at the ENPS fully comply with all applicable statutes, government laws and regulations.</td>
</tr>
<tr>
<td>There is evidence of good planning and preparation at both classroom and team levels. Student engagement appears to be at a high level. However, the school recognises that there is still room for increased levels of rigour to ensure that all teachers provide for individual student learning needs and preferred learning styles, ensuring that appropriate levels of engagement and challenge are provided.</td>
</tr>
<tr>
<td>At a time when the Australian Curriculum (AusVELS) is being introduced and work on alignment with the International Baccalaureate Primary Years Programme (PYP) is in progress, all teachers at ENPS are fully involved in the review of teaching and learning at a Professional Learning Team and whole school level.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Suggested Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> Following the review of the school’s Guiding Statements, the school’s leadership must ensure that all teaching is fully aligned to the revised Vision and Mission.</td>
</tr>
<tr>
<td><strong>2.</strong> The school continues to make every effort to increase levels of rigour to ensure that all students are appropriately engaged and challenged.</td>
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<tr>
<td>3.</td>
</tr>
</tbody>
</table>
**STANDARD D3**

All personnel shall be employed under a written contract or employment agreement which states the principal terms of agreement between the employee and the school, and which provides for salaries and other benefits that are appropriate to the position and to the school’s location.

**D3a**
The school provides each employee with a written contract or employment agreement in which are stated the basic facts such as salary, benefits, assignments, length of term of initial service, date during which re-employment will be decided, and conditions of termination or resignation.

**D3b**
The school makes clear the factors which are taken into account in determining each employee’s remuneration.

**D3c**
Compensation is paid to employees promptly and in accordance with a predetermined schedule made known in advance of employment.

**D3d**
There are appropriate guarantees for the employee of job security for the term of employment, including procedures for appeals.

**D3e**
Compensation packages are at a level that enables the school to recruit and retain qualified and appropriately experienced staff.

<table>
<thead>
<tr>
<th>School’s Prior Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school provides each employee with a written contract or employment agreement in which are stated the basic facts such as salary, benefits, assignments, length of term of initial service, date during which re-employment will be decided, and conditions of termination or resignation. As a Victorian Government School, all contracts and employment agreements are guided by the DEECD Human Resource division and are managed at a school level. All employees are provided with a written contract as directed by the DEECD.</td>
</tr>
</tbody>
</table>

**D3b**
The school makes clear the factors which are taken into account in determining each employee’s remuneration. The school uses the 2013 Victorian Government Schools Agreement. [Link](http://www.education.vic.gov.au/hrweb/Documents/VGSA-2013.pdf)

**D3c**
Compensation is paid to employees promptly and in accordance with a predetermined schedule made known in advance of employment. As a Victorian Government school, we abide by DEECD legislation and policies.

**D3d**
There are appropriate guarantees for the employee of job security for the term of employment, including procedures for appeals. The school uses the DEECD policies and guidelines, and the 2013 Victorian Government Schools Agreement, for the employment of staff. Procedures for appeals are outlined for staff in DEECD guidelines.

**D3e**
Compensation packages are at a level that enables the school to recruit and retain qualified and appropriately experienced staff.
and retain qualified and appropriately experienced staff.

The school uses the 2013 Victorian Government Schools Agreement for the remuneration.

| Visitor Observations | Teaching, administrative and support staff who are employed under contract by DEECD are bound by a number of non-discriminatory policies for all employees. Terms and conditions of employment are the purview of the Department and are agreed by staff unions.

Procedures on recruitment, appointment, promotion and retirement, reasonable workloads, acceptable working conditions and ethical treatment are the prerogative of DEECD and are agreed by staff unions.

Although the School does not have a personnel policy relating to good general staff morale it does encourage high levels of morale on both a professional and personal basis through a number of initiatives. The Visitors observed that staff morale appeared to be at a high level. |

| Suggested Actions | None at this stage. |
### STANDARD D4

Written personnel policies and guidelines shall establish expectations for the performance of faculty and support staff which shall be consistently and effectively applied.

<table>
<thead>
<tr>
<th>D4a</th>
<th>School policies include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>i.</td>
<td>a statement on non-discrimination</td>
</tr>
<tr>
<td>ii.</td>
<td>recruitment and hiring guidelines that include provisions such as background checks which ensure the protection of students</td>
</tr>
<tr>
<td>iii.</td>
<td>procedures on recruitment, appointment, compensation and benefits, promotion and retirement</td>
</tr>
<tr>
<td>iv.</td>
<td>clearly stated expectations for faculty and staff behaviour</td>
</tr>
<tr>
<td>v.</td>
<td>a commitment to ethical treatment and respectful interactions between faculty, support staff and their supervisors.</td>
</tr>
</tbody>
</table>

| D4b | Personnel policies and practices are described in a handbook or manual that is up-to-date and given to all employees prior to signing a contract or employment agreement. |

| D4c | Policies and practices foster efficient and effective performance and enhanced morale among all employees. |

<table>
<thead>
<tr>
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<th>D4a</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
<tr>
<td>v.</td>
<td>a commitment to ethical treatment and respectful interactions between faculty, support staff and their supervisors.</td>
</tr>
</tbody>
</table>

As a Victorian Government school we are required to align practices and policies with the DEECD, Victorian Institute of Teaching and Australian Institute for Teaching and School Leadership (ATSIL) and the 2013 Victorian Government Schools Agreement.

| D4b | Personnel policies and practices are described in a handbook or manual that is up-to-date and given to all employees prior to signing a contract or employment agreement. |

These documents form part of the contract provided.

| D4c | Policies and practices foster efficient and effective performance and enhanced morale among all employees. |

All staff are a part of the school’s Performance and Development programme which is guided by DEECD policies and practices.

<table>
<thead>
<tr>
<th>Visitor Observations</th>
<th>The Visitors concur with the school’s comments to indicators D4a and D4c.</th>
</tr>
</thead>
<tbody>
<tr>
<td>In relation to Indicator D4b, the Visitors found that Essendon North Primary School does not have a staff handbook but does log policies on the staff portal of the school web site and on the internal network. It is the Visitor’s view that neither of these provides a quick and easy access for staff to policies pertaining to employment and human resource issues or...</td>
<td></td>
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</tbody>
</table>
provide ready access to the school’s operational practices.

<table>
<thead>
<tr>
<th>Suggested Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The Visitors advise the school to develop and produce a comprehensive staff handbook containing information on a range of aspects of school life, copies of important school policies, descriptors of roles and responsibilities, DEECD designated human resource and employment policies, expectations of staff and operational procedures. The handbook can be made available to staff in a format most suited to the school.</td>
</tr>
</tbody>
</table>
STANDARD D5
There shall be a clearly defined and implemented appraisal system for faculty and support staff based on pre-determined, explicit criteria and supported by a program of professional development and/or training which is linked to appraisal outcomes and other school priorities for student learning.

D5a
The school utilizes an effective performance appraisal system for all categories of faculty and support staff.

D5b
Faculty and support staff appraisal reflects clearly stated criteria, is conducted with the full knowledge of the staff member, and is reported in writing in a document accessible only to defined individuals.

D5c
Employees have the opportunity to discuss and appeal against any aspect of the appraisal.

D5d
Appraisal processes involve the individuals in goal setting and provide opportunity for reflection and self-assessment.

D5e
The school provides a program of professional development and/or training that links to needs or agreed upon goals identified in the appraisal process and reflects other priorities identified by the school.

School’s Prior Comments

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>D5a</td>
<td>The school utilizes an effective performance appraisal system for all categories of faculty and support staff. All staff are a part of the school’s Performance and Development programme which is guided by DEECD policies and practices.</td>
</tr>
<tr>
<td>D5b</td>
<td>Faculty and support staff appraisal reflects clearly stated criteria, is conducted with the full knowledge of the staff member, and is reported in writing in a document accessible only to defined individuals. At ENPS, our Performance and Development Review process is cyclic and aligned with the DEECD, Victorian Institute of Teaching and Australian Institute for Teaching and School Leadership (ATSIL). This process is clearly documented, accessible and all staff are fully aware of the requirements. <strong>Link:</strong> <a href="http://www.enps.vic.edu.au/home/members-only/index/p/">http://www.enps.vic.edu.au/home/members-only/index/p/</a></td>
</tr>
<tr>
<td>D5c</td>
<td>Employees have the opportunity to discuss and appeal against any aspect of the appraisal. As a part of the Performance and Development Review cycle, staff are provided with opportunities to discuss and review. Through the DEECD, there is a formal process for appeal.</td>
</tr>
<tr>
<td>D5d</td>
<td>Appraisal processes involve the individuals in goal setting and provide opportunity for reflection and self-assessment. As a part of the Performance and Development Review cycle, staff are provided with a template to guide goal setting, reflection and self assessment.</td>
</tr>
<tr>
<td>D5e</td>
<td>The school provides a programme of professional development and/or training that links to needs or agreed upon goals identified in the appraisal</td>
</tr>
</tbody>
</table>
process and reflects other priorities identified by the school.

At ENPS our programme for professional learning is directly linked to our Strategic Plan and directions. Through the appraisal process staff are required to align their professional goals with the Strategic Plan and priorities.

**Visitor Observations**

All teachers are subject to an annual review and performance evaluation. The Victorian Government Department of Education and Early Childhood Development have a Performance and Development Review which is an annual teacher appraisal programme endorsed by the teacher union. Under the provision of this program all staff are expected to undertake two reviews per year, with the Principal endorsing the final “Statement of Performance”. ENPS embraces this protocol and has adapted it to include the Australian Teaching Standards of the Australian Institute for Teaching and School Leadership (ATSIL).

Outcomes of performance management reviews are discussed with the teacher concerned and future areas focus are explored. Teachers with whom the Visitors met indicate that this process is highly valued although in the 2013 school year not all teachers had a final interview.

The school has devoted a significant proportion of its budget to professional development, in order to provide continued development opportunities for teachers and other staff. In conversation with the Visitors, teachers expressed a general satisfaction with the level of professional development opportunities provided.

All recently qualified teachers in Victorian government schools participate in a formal appraisal system, which forms part of the statutory requirements of the Victorian Institute of Teachers (VIT) Registration Board.

**Suggested Actions**

1. Ensure that the Performance and Development Review is applied in a systematic way across the school.
## SECTION E
ACCESS TO TEACHING AND LEARNING

### STANDARD E1
There shall be effective procedures for identifying the learning needs of students, both at admission and while enrolled, to ensure that students in the school can benefit from the school's programs.

| E1a | As part of the admissions process, the school secures relevant diagnostic information about an individual student's abilities/learning differences/talents and learning styles to assist in determining whether the student's educational needs can be met by the school and its programs. |
| E1b | The learning needs of students enrolled in the school are adequately supported by clearly defined and effective referral systems and screening programs. |
| E1c | On-going assessment procedures monitor the extent to which any given student is benefiting from school programs, and effective procedures are used to inform school and parent decisions about continued enrolment. |

<table>
<thead>
<tr>
<th>School's Prior Comments</th>
<th>At ENPS we believe we have developed appropriate structures and support systems to best cater for the individual and collective needs of our students: academic, social, emotional and physical. As a Victorian Government Primary School we are bound by State and Federal legislation and requirements for student support. These structures and processes include:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>▪ Student Support Group meetings for students deemed at risk (above or below expected level: academic, social, emotional and physical). These meetings are held each term with all key stakeholders from home, school and external agencies as required</td>
</tr>
<tr>
<td></td>
<td>▪ Intervention &amp; Enrichment strategy and policy</td>
</tr>
<tr>
<td></td>
<td>▪ Integration support (funded) for students with disabilities that meet DEECD requirements</td>
</tr>
<tr>
<td></td>
<td>▪ Individual Learning Plans for students deemed at risk (above or below expected level: academic, social, emotional and physical)</td>
</tr>
<tr>
<td></td>
<td>▪ Strategic partnerships with external agencies and support services</td>
</tr>
<tr>
<td></td>
<td>▪ Social Skills programs and groups targeted to specific student needs.</td>
</tr>
<tr>
<td>E1a</td>
<td>As part of the admissions process, the school secures relevant diagnostic information about an individual student's abilities/learning differences/talents and learning styles to assist in determining whether the student's educational needs can be met by the school and its programmes.</td>
</tr>
<tr>
<td></td>
<td>Upon enrolment to ENPS, all available information is obtained from parents and families in relation to academic, social and emotional needs. Structures in place to further support this process include:</td>
</tr>
<tr>
<td></td>
<td>▪ Transition information and enrolment forms</td>
</tr>
</tbody>
</table>
- Transition Program for children entering into Prep: Kinder visits, Prep orientation, individual student Transition Statements from Kinders, testing program on a Wednesdays at the start of the year for all new prep students
- New students that come throughout the year: Contacting the previous school for as much information as possible on the child, including reports
- Special needs children: Incorporating special needs children into the school; Special considerations and meetings are conducted to encourage the transition of these children, including parent and external support group meetings.
- This information is then, as appropriate and relevant, shared with the classroom teachers and regular student support group meetings are held throughout the year.

**E1b**

The learning needs of students enrolled in the school are adequately supported by clearly defined and effective referral systems and screening programmes.

In 2013 we had a team of teachers undertake a professional learning inquiry into transition of student information and enrolment processes. Since that study we have reviewed and revised transition and enrolment forms and where possible and appropriate, moved to electronic forms.

For referral to external agencies and for additional support, we have in place a thorough process which is supported by the DEECD Support Service in Moonee Valley. This provides us with access to Educational Psychologist, Speech Pathologists, Counselors and other external agencies for student and family support. The two Assistant Principals meet weekly with our Support Services key contact and professional learning and extensive support is provided individually and collectively to teachers, students and families as required.


**E1c**

On-going assessment procedures monitor the extent to which any given student is benefiting from school programmes, and effective procedures are used to inform school and parent decisions about continued enrolment.

As a Victorian Government Primary School we are bound by State and Federal legislation and requirements for student assessment and student enrolments. At ENPS we have in place a whole school Assessment Schedule and ongoing assessment and reporting structures and procedures as previously mentioned. We have an emphasis on using multiple sources of data (qualitative and quantitative) to drive and inform learning and teaching and to ensure teaching is targeted at the point of need so all students achieve growth.

At ENPS, individual students deemed ‘at risk’ (12 months above or below expected level academically, and/or emotional, behavioural, physically or psychologically, or those funded through the DEECD Disabilities and Impairment program) are required to have documented Individual Learning Plans to provide additional and modified learning support. These ILPs are closely monitored and shared with families (where appropriate) to best support the learning needs of students. The AIP also implements data targets which are used as points of achievement and success as a
Visitor Observations

The Visitors noted that for students coming into the school outside of the normal intakes that whilst enrolment information is gathered about individual students that more could be done to gain diagnostic information to help inform the starting points for classroom teachers. In addition the process could be streamlined to ensure that the most instructive information is gathered to determine how a student’s educational needs can best be met by the school and its programs from the outset.

Some teachers would like to see diagnostic testing taking place prior to the students coming into the classroom, but the leadership team believes that this would be more disruptive to the child’s transition into the school and it is better for the teacher to undertake testing in the classroom environment after joining the class.

It is recognised that there are times when a student arrives for enrolment and requires an immediate start, however, where possible giving teachers the information sooner allows them to be more prepared to give the child the most positive start when they arrive even with simple things such as having a book pack ready and a name sticker for their trays. In addition it was suggested to the Visitors that administration processes such as ensuring that release documents are signed at the first stage of enrolment so these can be sent over to the previous school immediately as part of a standard protocol, would greatly support transition. Whilst it is still beneficial for the classroom teacher to contact the previous school they can do so with more informed questions if they receive reports sooner.

It was also noted the importance of seeking the guidance and judgements of the PLT leaders in the placement of students into classes not just based on numbers but on where the student’s needs will best be met in the classroom. It was also noted that whilst maintaining confidentiality guidelines it would be beneficial to have some more background information on ESL students and their families such as their visa status, academic level of parents.

The Visitors noted that there are approximately 12 students funded for special needs. Each of these students has some access to an Integration Aide; these aides may also work with other students in the class. Other students who may not meet the criteria for government funding may still be determined as having high risk needs by the school. All students determined to have specific learning needs have Individual Learning Plans. A support group meeting occurs each term to discuss strategies for meeting the needs of these students.

The school has a good working relationship with Moonee Valley Student Support services, where they can access counselling, speech therapy and other specialist services for students. The contact person from the Moonee Valley Student Support services also comes into the school to work with teachers in developing strategies for working with students with special needs.

There has been a clear shift from withdrawing students from class for support to teachers working with those students within the class. However, for this to occur effectively there needs to be sufficient...
professional development to develop the capacity of teachers to be able to manage this to meet the needs of their students. Whilst there has been some PD in this area teachers would like to have more targeted support in this area. Working with EAL students has been noted as another area that requires further teacher professional development. There is an EAL coordinator but she says that she currently does not have the skills to support teachers from a teaching and learning perspective, rather at this point her role is more on gathering data and sourcing PD opportunities for teachers.

The Visitors noted that the school is making great inroads into developing systems for on-going assessment of students to inform teaching and learning. SPA is used to collate data from a variety of sources and allows for the undertaking of Year-to-Year comparisons. Teachers are required to unpack the data so that the evidence presented informs the next steps in teaching.

**Suggested Actions**

1. The leadership team create further opportunities for dialogue with teachers as to how best meet the needs of students with special learning needs, both intervention, extension/enrichment and EAL.

2. The leadership team and teachers continue to investigate ways of undertaking formative assessment driven planning and take this one step further to involve student voice and students actively setting their own learning goals.
**STANDARD E2**

Children with learning differences or specific needs who are admitted into the school shall be given support to access and enhance participation in the learning environment through appropriate and effective programs that are delivered by suitably qualified personnel.

<table>
<thead>
<tr>
<th>E2a</th>
<th>The number, qualifications and levels of experience of learning support personnel are appropriate to the number and the needs of identified students.</th>
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</thead>
<tbody>
<tr>
<td>E2b</td>
<td>The school uses student data as part of the regular evaluation of the effectiveness of the learning support program.</td>
</tr>
<tr>
<td>E2c</td>
<td>Personnel providing services to learning support students are clearly identified, and their roles are defined and understood by the school community.</td>
</tr>
<tr>
<td>E2d</td>
<td>The school makes effective use of community resources to enhance access to the curriculum for students with special learning needs.</td>
</tr>
<tr>
<td>E2e</td>
<td>Learning support services function as an integrated part of the school’s program with learning support staff members working in collaboration with classroom teachers, students and parents to optimize student learning.</td>
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<table>
<thead>
<tr>
<th>School’s Prior Comments</th>
<th>E2a</th>
<th>The number, qualifications and levels of experience of learning support personnel are appropriate to the number and the needs of identified students.</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>As a Victorian Government Primary School we are bound by State and Federal legislation and requirements, and the Victorian Institute of Teaching for the employment of personnel. All staff employed at ENPS, teachers and Education Support (ES), must hold the relevant qualifications and/or training, and have a police check and Working with Children card. The learning support staff includes classroom and specialist teachers, and Integration Aides (ES) as appropriate. All students formally identified by DEECD as PSD (Program for Students with Disabilities) children have funding for educational support which can include and integration aide. Professional learning support is provided to these staff members relating to the individual child as well as specific training in Literacy and Numeracy support and intervention strategies. Learning support staff at ENPS work with these PSD student both within the classroom and in other school environments as relevant and appropriate for the learning needs of the student. These staff members work closely with the classroom teacher to modify learning and teaching as required. These Integration Aides can also work with small group of students as additional support to those students with learning needs, who are not provided with extra funding through the PSD.</td>
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<tr>
<td></td>
<td>E2b</td>
<td>The school uses student data as part of the regular evaluation of the effectiveness of the learning support programme.</td>
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<td></td>
<td></td>
<td>At ENPS the there is an underlying expectation that multiple sources of data (qualitative and quantitative) are used to establish point of learning need and to monitor and evaluate value added and learning growth. We use a whole school online data tracking system (SPA- Student Performance Analyser) and have a Data Wall for Literacy and Numeracy. Our Intervention and Enrichment Strategy is based on data to identify students deemed ‘at risk’ (6-12 months or more above or below expected level) which is further supported by an Individual Learning Plan for the</td>
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</table>
Data is collected and analysed regularly to provide evidence of learning growth for individual students, cohorts of students, whole school performance as well as program and teaching effectiveness. The AIP also implements data targets which are used as points of achievement and success as a whole school.

E2c
Personnel providing services to learning support students are clearly identified, and their roles are defined and understood by the school community.


For the families of students who these staff work directly with (PSD funded students), Student Support Group (SSG) meetings are held once per term for all stakeholders to discuss the learning needs, goals and development of the child and to outline and discuss the role of the Integration Aid as learning support.

E2d
The school makes effective use of community resources to enhance access to the curriculum for students with special learning needs.

At ENPS we have a very close working relationship with the Moonee Valley Support Services branch of the DEECD and with the local council of Moonee Valley for additional support services as appropriate for students and their families. These services provide access to the following agencies:

- Moonee Valley Family Services
- Berry Street
- Anglicare
- Salvation Army
- Youth and Community services
- Big Brother, Big Sister
- Child First

E2e
Learning support services function as an integrated part of the school’s programme with learning support staff members working in collaboration with classroom teachers, students and parents to optimize student learning.

Integration Aides (learning support staff) work in very close collaboration with classroom teachers working directly with their specific children. The expectation is that planning and work programs are shared with Integration Aides, and that teachers support the learning support staff to modify and adapt learning tasks for the students.

The development of ILP’s is hugely benefited by the input of the Integration Aide who works closely with the child. The expectation is that goals and strategies developed for the ILP are shared with and jointly implemented by the teacher, integration aide and families for the best possible learning outcomes.

Integration Aides also work in collaboration with the Assistant Principals
and Learning and Teaching Coaches for additional support, advice and professional learning.

Communication diaries and email contact with parents are regular methods for correspondence between home and school for students with learning needs, and SSGs are held once per term to ensure consistency and clear communication between all stakeholders. This can often include external support services from DEECD or services obtained privately by parents.

Visitor Observations

For each funded student, there are appropriate integration aides assigned to that student and their class. However, how best to utilize these aides for the benefit of not just the individual student but also other students in the class is not always communicated effectively between the classroom teacher and the integration aide. Teachers are concerned that they don’t necessarily have the skills to support students with special needs within their classes including students requiring enrichment and those for whom English is a second language. Teachers are also concerned that they don’t have the ability to access support when other teachers with the skills to assist them have full teaching loads.

The use of data to inform teaching and learning and measure the effectiveness of learning is used on a regular basis throughout the school. Data and the evidence it displays are discussed in PLT meetings and individual teachers are asked to take a corporate responsibility for the learning of all the children within the grade.

The school utilizes many community resources, especially from Moonee Valley student support services. It was noted that in terms of support for EAL students, better use could be made of All Graduates translation agency to assist with parent/teacher interviews and the translation of school documents for non-English speaking families at no cost to the school. The Asian Studies/ Modern Languages teacher accesses LMERC education centre for their dual language book service and WELS (Western English Language School) is also used as a resource for EAL students.

Supporting and providing classroom teachers with strategies to optimize student learning for students with special learning needs, both funded and non-funded students, students at the high end requiring enrichment and EAL students was an area which was identified by teachers as requiring more attention. Learning support students are certainly integrated into the school’s learning environment and withdrawal from class is not encouraged, but teachers felt they needed more training to be best able to meet students’ needs.

Suggested Actions

1. The classroom teachers and integration aides spend time planning together how best to meet the needs of students in their classes.

2. The leadership team and teachers undertake dialogue about how best to increase the teachers’ capacity and confidence in differentiating for students with special needs within their classrooms.
**STANDARD E3**

Effective language support programs shall assist learners to access the school’s formal curriculum and other activities.

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<tr>
<td><strong>E3a</strong></td>
<td>Students who need specialized language support to access the curriculum are provided with appropriate, clearly defined programs delivered by qualified teachers.</td>
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<tr>
<td><strong>E3b</strong></td>
<td>All staff members have received appropriate training and use pedagogical approaches which support the needs of language learners.</td>
</tr>
<tr>
<td><strong>E3c</strong></td>
<td>The school provides sufficient personnel and other resources to support student language needs.</td>
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<tr>
<td><strong>E3d</strong></td>
<td>The school encourages parents to continue development of the student’s home language(s).</td>
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**School’s Prior Comments**

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<tbody>
<tr>
<td><strong>E3a</strong></td>
<td>Students who need specialized language support to access the curriculum are provided with appropriate, clearly defined programmes delivered by qualified teachers.</td>
</tr>
<tr>
<td>Students with specialised language support are supported in classrooms by their classroom teacher and through the support of external agencies as appropriate. Through the referral process, classroom teachers’ work with the Assistant Principals and the DEECD Student Support Services (Speech Pathologists) for professional recommendations, formal assessment, resources, professional learning and additional student support (1:1) as required and applicable based on assessments. All language support offered externally, or additional to classroom practice is with parent consent and support. This support is then included as a part of the student’s ILP.</td>
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<tr>
<td>Specialised language support in terms of English as an Additional Language is an area that is of an increasing need as our school population becomes increasingly diverse. This could be an area for further teacher professional learning in the future. In 2013 the role of EAL (English as an Additional Language) Coordinator was established to help further develop teacher capacity and resources, to support these students within the classroom.</td>
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<tr>
<td><strong>E3b</strong></td>
<td>All staff members have received appropriate training and use pedagogical approaches which support the needs of language learners.</td>
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<tr>
<td>Supporting language learners- either as an additional language or with language acquisition, are two areas that our staff at ENPS would feel the need for further professional learning. Staff currently conduct their own professional learning - depending on the children in their class, and increasingly there is a need for alignment and documentation of practices across the whole school to maximise support and effectiveness. This may be an area that all staff members may not have actually had support or extensive training, depending on their experience.</td>
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<tr>
<td><strong>E3c</strong></td>
<td>The school provides sufficient personnel and other resources to support student language needs.</td>
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<tr>
<td>As mentioned above, this is an area for further development as a school, based on the needs of our staff, students and community. In 2013 ENPS became involved with a pilot initiative to support students studying a language (Mandarin) outside of school. This project (PILMs) provides one hour of additional language support to these identified...</td>
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students by a qualified Mandarin teacher from the New Chinese Language School. This teacher works alongside and in addition to our Asian Literacy teacher.

E3d
The school encourages parents to continue development of the student’s home language(s).

Where possible, we promote a close partnership between home and school with all students. Parents are provided a copy of the ILP (where appropriate) and are provided with a range of opportunities, formally and informally, to communicate and correspond with the classroom teacher, learning support staff or principal class.

<table>
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<tr>
<th>Visitor Observations</th>
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<tr>
<td>The role of EAL coordinator was established this year. The coordinator is currently finding her feet in this role. As she has no formal training in EAL she is finding it difficult to understand and implement the best ways of supporting teachers in this role. There are no qualified EAL teachers within the school but the changing demographic at the school is seeing more students entering the school with specific EAL learning needs.</td>
</tr>
<tr>
<td>All teachers are recognised as teachers of language and with this in mind it is deemed important that language learning including English as an Additional language takes place in the regular classroom. However, teachers would appreciate more professional development and support in their classrooms to provide the best outcomes they can for their English language learners. Teachers are not necessarily confident to transfer their pedagogical approaches to fully support language learners.</td>
</tr>
<tr>
<td>Where possible the school encourages an open dialogue and communication with the parents of language learners. There is a number of Mandarin speaking children within the school who undertake extended Mandarin classes and work on their Mandarin lessons during the Asian Studies program as well.</td>
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<th>Suggested Actions</th>
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<tbody>
<tr>
<td>1. The school provide professional development training for the EAL coordinator so that she can pass on some of her knowledge to teachers with EAL students in their classes.</td>
</tr>
<tr>
<td>2. The school provide further professional development opportunities for teachers to increase their confidence in delivering the curriculum appropriately to EAL students.</td>
</tr>
<tr>
<td>3. The school explore possibilities for offering support to families to encourage the continued learning of home languages for EAL students.</td>
</tr>
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</table>
STANDARD E4
The school shall ensure that students have access to advice and counsel on academic, personal, career and tertiary education matters to effectively support their current and future development and achievement.

E4a
Personnel providing academic, personal, career and tertiary education advice and counsel are sufficient in number and have the appropriate experience, qualifications, character and skills to provide quality services to the school community.

E4b
Counselling and advisory programs are supported by clearly documented policies and procedures to ensure that community members understand the scope of programs as well as the manner in which to access services.

E4c
The school provides orientation for students new to the school and/or to international education as well as transition support for those students exiting the school for home or other school systems.

E4d
Counselling and advisory program records are available to those who need to use them, are adequately maintained, and are stored and backed up in a secure manner for an appropriate length of time.

E4e
The school regularly evaluates the effectiveness of its counselling/advisory programs, taking into consideration student profile and achievement data.

School’s Prior Comments

E4a
Personnel providing academic, personal, career and tertiary education advice and counsel are sufficient in number and have the appropriate experience, qualifications, character and skills to provide quality services to the school community.

Being a primary school, we are focused on academic and personal support and counselling to our students. Classroom teachers work in partnership with families, where possible, to provide support and relevant and appropriate advice to students and families. The grade six teaching team, together with the Principal Class, provide support and avenues for advice for students and families preparing for secondary school. This may include links to external agencies and support services if required.

E4b
A culture of shared responsibility for the social and emotional well-being and protection of students is promoted by the school leadership and teachers through programmes to address awareness, prevention and responsiveness to issues such as sexual harassment, substance abuse, hazing and bullying, and discrimination in any form.

As a part of the ENPS leadership model, the Four Circles Model is referenced and promoted regarding school-wide expectations for clear purpose, collective expectation, individual responsibility and accountability for all students in our care. Classroom teachers, support staff, aides and leadership meet to discuss and plan for the social and emotional well-being of students and extensive documentation is recorded relating to behaviour, by classroom teacher (e.g. incident log.)

The Staged Response for Student Management provides a clear and documented process for behaviour management. This is overseen by the two Assistant Principals. Behaviour Management, Learning Support and Severe Behaviour Management Plans are put in place for students ‘at risk’ and are documented and jointly developed with parents and as appropriate, the student.

Mandatory Reporting and Protective Behaviours professional learning is required to be undertaken each year by all staff as directed by DEECD.
Further programmes and identified areas implemented as a part of the school curriculum or offered (optionally) to families include:

- Cybersafety (parent and student education sessions)
- Anaphylaxis and food allergy awareness
- Anti-Bullying
- Health and Sexual Education (parent and student education sessions)

E4c
Counselling and advisory programmes are supported by clearly documented policies and procedures to ensure that community members understand the scope of programmes as well as the manner in which to access services.

Moonee Valley Support Services provide clearly documented procedures for counselling and advisory programs.


E4d
The school provides orientation for students new to the school and/or to international education as well as transition support for those students exiting the school for home or other school systems.

As a Victorian Government Primary School we are bound by State and Federal legislation and DEECD requirements for the transition and school enrolment.

At ENPS the Prep transition program includes:

- ENPS school Open Day for school tours and prep information (conducted in May)
- Transition Statements received from kindergartens
- Kinder visits/contact (as required)
- Prep parent information evening (conducted in October/November)
- Prep orientation x four mornings (over 4 weeks in November/December)
- Prep Picnic (to meet teachers)

Grade 6 transition to secondary school year 7 includes:

- Documentation sent out to parents ( timelines and process)
- Information sent home regarding Secondary School Open Days and School Tours
- Transition support session for targeted ‘at risk’ (socially/emotionally) students with Educational Psychologist
- Meetings with Secondary School transition coordinators (to meet with student and Gr 6 teachers)
- Gr 7 Orientation Day (conducted in December)

Transition between grades within the school includes:

- Transition and hand up documentation procedures developed in 2013
- Student Support Group meeting focused on transition strategies for PSD (funded) or ‘at risk’ students
- Step Up Day (conducted in December)

Transition of new students to the school predominantly is the responsibility
of the classroom teacher. No formal orientation program is in place at this stage, however, the student/s and their families are provided with tours of the school and pre-enrolment meetings with the Principal class. All International Students transition is directed by the Principal. In 2013 a team of teacher undertook an Professional Learning Inquiry into Transition at ENPS and put forward recommendations to be reviewed early 2014.

E4e
Counselling and advisory programme records are available to those who need to use them, are adequately maintained, and are stored and backed up in a secure manner for an appropriate length of time.

Transition and hand up documentation procedures have been developed in 2013. All documentation is now electronically stored on the server. Records are kept from Prep to Year 7. Individual Student Support Folders are in place for students with special learning and/or behavioural needs, including PSD students. The Principal Class are responsible for individual student files relating to confidential and sensitive information.

E4f
The school regularly evaluates the effectiveness of its counselling/advisory programmes, taking into consideration student profile and achievement data.

There are currently no formal processes in place to evaluate the effectiveness of counselling/advisory programmes at ENPS.

<table>
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<tr>
<th>Visitor Observations</th>
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<tbody>
<tr>
<td>The academic and personal services available to students are numerous. There are effective systems in place overseen by the Assistant Principals to support students with advice and counselling and to refer them to outside support services where necessary.</td>
</tr>
<tr>
<td>The provision of counselling and advisory programs is clearly supported by well-documented policies and procedures.</td>
</tr>
<tr>
<td>Transition programs for prep students entering the school and Year 6 students moving on to high school are well established. Staff from the school do meet with Year 7 transition coordinators, however, the Visitors question whether it may be useful for the school to have discussions with the high schools about the skills and traits they would like to see developed in the Year 6 students before they reach high school. For students coming into the school mid-year there is less provision for a full transition/orientation program. The process for these students is an area that the school is currently reviewing. A review of transition through a Professional Learning Inquiry was undertaken last year and the committee's recommendations are under consideration.</td>
</tr>
<tr>
<td>Transition files have been developed for student’s movement through the school. These are kept securely on the school server. Individual Student Support folders have also been created. Classroom teachers contribute to these with information on effective strategies for students and other valuable information and resources which the new teacher can access as they start the new school year. These Individual Student Support folders are kept with the Assistant Principals.</td>
</tr>
<tr>
<td>There are currently no formal processes in place to evaluate the effectiveness of counselling/advisory programmes at ENPS.</td>
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<tr>
<td>Suggested Actions</td>
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<tr>
<td>1. The leadership team review the recommendations from the transition Professional</td>
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<td>Learning Inquiry and implement actions where appropriate. Particularly in relation</td>
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<td>to formalising the enrolment process for students entering the school outside of</td>
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<td>the normal school start dates.</td>
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<td>2. The leadership team investigate ways of evaluating the effectiveness of their</td>
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<td>counselling/advisory programmes at ENPS.</td>
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<tr>
<td>3. That the Year 5/6 PLT investigate ways of establishing from high schools in the</td>
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<td>local area what they see as the necessary skills and traits students need before</td>
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<td>entering high school.</td>
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### STANDARD E5
The school shall provide appropriate health care and promote the practices of healthy living to serve student well-being and enhance access to learning opportunities.

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<tbody>
<tr>
<td>E5a</td>
<td>The school provides adequate health care services to support students on the school premises and at school sponsored activities off-site.</td>
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<tr>
<td>E5b</td>
<td>The school’s programs, services and environment encourage the adoption of healthy lifestyle choices.</td>
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<tr>
<td>E5c</td>
<td>The school facilitates for its community an awareness and understanding of local health services, local health requirements and potential health concerns.</td>
</tr>
<tr>
<td>E5d</td>
<td>The school assists its community in understanding and responding to potential health hazards in the local and wider community.</td>
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</tbody>
</table>

**School’s Prior Comments**

**E5a**
The school provides adequate health care services to support students on the school premises and at school sponsored activities off-site.

As a Victorian Government Primary School we are bound by State and Federal legislation and requirements for the health and safety of all members of the school community. Therefore when students are at school or an off-site activity there are specific safety regulations we follow and duty of care. All external activities are documented and approved through School Council. We ensure we have covered all areas of the OHS safety regulations. All staff members are first aid and anaphylaxis trained (updated yearly). Staff and students have all completed the necessary training and practise completing emergency procedures such as lock downs and fire drills.

**E5b**
The school’s programmes, services and environment encourage the adoption of healthy lifestyle choices.

Some programmes and services available to our students are:

- Through our Inquiry program, our students are provided avenues to explore and understand healthy food and lifestyle choices.
- Each day, students are encouraged to have ‘Brain Food’ at 10am - a piece of fruit of their choice, encouraging healthy food choices.
- Students have sports equipment available in their grade so they can play games and sport outside in their own play and lunchtime.
- The school has the Life Education Van come to visit all students every second year. The students attend workshops that focus on healthy food, healthy lifestyle, safety in public, medicine safety and positive relationships.

**E5c**
The school facilitates for its community an awareness and understanding of local health services, local health requirements and potential health concerns.

Where appropriate and available, we are able to advertise and offer learning opportunities for the school community. This has included:

- 123 Magic Parenting Course
- Cyber Smart sessions
- Anxiety in Children parent course

When appropriate the two Assistant Principals as part of their Student Welfare role will assist parents to make contact with local support and/or medical services.
### E5d

The school assists its community in understanding and responding to potential health hazards in the local and wider community.

When and if necessary, as directed by DEECD Health Guidelines, the school provides the appropriate notification procedures for infectious diseases (chicken pox, head lice etc) including information on treatment. This information is sent to the necessary families as soon as the school is notified. In the case of students who have not been vaccinated, specific guidelines from the DEECD are in place regarding exclusion.

### Visitor Observations

All staff on yard duty are equipped with high visibility vests, portable first aid kits and two way radios.

All administrative, support and teaching staff are first aid trained. There is a designated first-aid room under the care of the school’s receptionist, where children receive the required care. All staff receive anaphylactic training to ensure that, in the case of an emergency, they can react in a swift and suitable way with confidence.

During emergency evacuation practices the school receptionist is responsible for taking an emergency first aid kit, all epi-pens, student prescribed medications and copies of the students’ medical records to the place of evacuation. She is also responsible for telephoning the emergency services. The Visitors question the effectiveness of this dual role.

Healthy living is incorporated in the Units of Inquiry at all year levels.

### Suggested Actions

1. The school review the operation and supervision provided for the school's first-aid room.
SECTION F
SCHOOL CULTURE AND PARTNERSHIPS FOR LEARNING

STANDARD F1
A school climate characterized by fairness, trust, and mutual respect shall support student learning and well-being.

F1a
A culture of shared responsibility for the social and emotional well-being and protection of students is promoted by the school leadership and teachers through programs to address awareness, prevention and responsiveness to issues such as child abuse, sexual harassment, substance abuse, hazing and bullying, and discrimination in any form.

F1b
The school has policies, procedures, and practices that promote and address the physical, emotional, and social well-being of students and staff.

F1c
School community members demonstrate an understanding of and appreciation for diversity, thereby supporting a climate of mutual respect.

F1d
Fairness in dealing with student concerns is enhanced by clearly written statements of expected behaviour, the consequences of non-compliance, and a mechanism for appeal.

F1e
The school celebrates students’ efforts and achievements in meaningful and culturally sensitive ways.

F1f
Student, staff and parent information is treated with an appropriate degree of confidentiality.

School’s Prior Comments
At ENPS we have been committed to further developing this standard within and across our school community. A priority for leadership has been to reshape the climate and culture of our school with a focus on the best possible outcomes for all members of the community, with a line of sight centred on all of our students. Documents have been developed, refined and reviewed. These documents include:

- Student Engagement and Wellbeing Policy
- Ways of Working Together (Protocols)
- Code of Conduct - student, staff, parents and community
- Staged Response to Behaviour Management
- Behaviour and Learning Support Plans
- Individual Learning Plans
- Suspension and Expulsion Guidelines as per the DEECD Policy and Guidelines


F1a
The school monitors its climate to ensure it is supportive of learning and well-being.

With two Assistant Principals, focused on P-2 and Gr 3-6 wellbeing and welfare, we are in a position that provides extensive and extremely valuable support for student learning and wellbeing. The Assistant
Principals are able to work very closely with classroom teachers and families, as well as a variety of external support agencies. Classroom teachers and support staff provide extensive opportunities to communicate with families including face to face meetings, formal and informal, phone and email correspondence.

As a school we value student voice and feedback and this is an area we intend to further expand on in the future. Formal sources of data are also reviewed and monitored extensively to enable a supportive and productive learning environment for all students. This includes the DEECD Student Attitude Survey, Parent Opinion Survey and Staff Opinion Survey (as and when available.)

**F1b**

School community members demonstrate an understanding of and appreciation for diversity, thereby supporting a climate of mutual respect.

Traditionally ENPS has not been a school of great intercultural diversity, however the community of ENPS over the past few years has changed significantly and is becoming a much more accepting and diverse as a community in terms of both local residents and students coming to the school from local housing as well as beyond.

As a school we perceive the IB Learner Profile and re-developing Guiding Statements as vehicles to begin working with our whole school community in fostering and promoting a climate of mutual respect. We need to take the opportunity in developing our Guiding Statements, and as a part of the School Review process in 2014, to gather contributions from all stakeholders for collective ownership and responsibility.

**F1c**

Fairness in dealing with student concerns is enhanced by clearly written statements of expected behaviour, the consequences of non-compliance, and a mechanism for appeal.

As a Victorian Government Primary School we are bound by State and Federal legislation and requirements. As a school we align ourselves with these requirements and in doing so have extensive documentation and policies outlining expected behaviour and consequences, as well as protocols and procedures for appeal.

This documentation includes:

- Student Wellbeing and Engagement Policy
- Student Code of Conduct
- ENPS Community Code of Conduct
- Classroom Essential Agreements
- School Staged Student Response Procedures
- Behaviour and Learning Support Management Plans
- Severe Behaviour Management Plan
- DEECD Suspension Guidelines

**F1d**

The school celebrates students’ efforts and achievements in meaningful and culturally sensitive ways.

Celebration of student efforts and achievements include:

- Positive feedback in classrooms
- Principal Class recognition and celebration of student work
- Student of the week
- Acknowledgment at assemblies
- Student work displays in classrooms and around the school and local community
- Art Shows
- Student Performances
- Exhibitions of Learning
- Student Learning Portfolios
- Publication of photos, student work and achievements in the school newsletter and on the school website

### Visitor Observations

A culture of shared responsibility for the social and emotional well-being and protection of students is evident throughout the school. It can be seen through the interaction amongst staff and students, the dialogue between staff members and the clear messages displayed around the school such as those related to bullying, anaphylactic awareness, the code of conduct and positive learning environments.

There are clear policies in place to ensure communication and action between class teachers, support staff and the Assistant Principals; in relation to procedures and practices to promote and address the physical, emotional and social well-being of students. Expected behaviour is outlined to the whole school community and the consequences for non-compliance are dealt with in a fair and equitable manner.

The teachers and leadership of the school recognise the changing demographic of their local area means that they are developing into a more diverse school community. The teachers and leadership team are obviously excited by the opportunity to develop a deeper understanding and appreciation for diversity and are using the vehicle of CIS and IB PYP accreditation to develop a clearer definition of what it means to be a global citizen at ENPS.

Celebration of student’s efforts and achievements are evident around the school in many ways from the displays of student’s work, to the students learning portfolios, which are shared with parents.

Student, staff and parent information is treated with an appropriate degree of confidentiality. Teachers did note however that at times more information regarding a student’s background (particularly students new to the school) might benefit the student in terms of informing the teacher of how best to support that student.

### Suggested Actions

1. The Assistant Principals explore ways of sharing information on new students with teachers without breaking confidentiality.
## STANDARD F2

Effective communication processes shall foster a productive home-school partnership and a positive learning community.

<table>
<thead>
<tr>
<th>F2a</th>
<th>Effective, formal processes are in place to facilitate a flow of information and a meaningful interchange of opinions among all sectors of the school community.</th>
</tr>
</thead>
<tbody>
<tr>
<td>F2b</td>
<td>A “whole-school” climate and a positive learning community are fostered by effective horizontal and vertical communication among the various sections of the school.</td>
</tr>
<tr>
<td>F2c</td>
<td>The school engages students and parents in creating a collaborative culture based on a shared vision, shared responsibility and a sense of belonging.</td>
</tr>
<tr>
<td>F2d</td>
<td>Opportunities are provided for parents to learn about the school’s educational aims, programs, and pedagogical approaches so that they can support student learning.</td>
</tr>
<tr>
<td>F2e</td>
<td>The school creates student learning opportunities by effectively using the skills of its own community members and by building partnerships with external agencies such as local businesses and professional organizations.</td>
</tr>
</tbody>
</table>

### School’s Prior Comments

<table>
<thead>
<tr>
<th>As a school we have been developing this standard and the partnership between home and school is integral. Strategies and structures in place to support and promote this include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Reporting processes</td>
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<tr>
<td>▪ Parent Information and Education opportunities</td>
</tr>
<tr>
<td>▪ Student Transition information sessions</td>
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<tr>
<td>▪ School Open Day</td>
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<tr>
<td>▪ Education, Literacy and Numeracy Weeks</td>
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<tr>
<td>▪ Classroom Helpers Program</td>
</tr>
<tr>
<td>▪ End of year Exhibition and Student Learning Portfolios</td>
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<tr>
<td>▪ Student Support Group Meetings</td>
</tr>
<tr>
<td>▪ Assistant Principal roles of P-2, and 3-6 Welfare</td>
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<tr>
<td>▪ Community Consultation- uniform policy and uniform shop</td>
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<tr>
<td>▪ Fetes and Community Events</td>
</tr>
<tr>
<td>▪ FOEN (Friends of Essendon North)</td>
</tr>
<tr>
<td>▪ School Council Sub Committees (Finance, Education, Buildings and Grounds, Community Engagement)</td>
</tr>
</tbody>
</table>
Opportunities for feedback - parent, student and staff opinion surveys, prep transition and uniform community feedback surveys

Family Support structures - links with Child First, MVCC Family Services

Junior School Council - Student representatives from grades 2-6

Weekly School Assemblies

Social Media - Konnective, Twitter, Website, Blog

School newsletter - fortnightly

Year Level team newsletters each term

F2a
Effective, formal processes are in place to facilitate a flow of information and a meaningful interchange of opinions among all sectors of the school community.

Additional to the above methods of communication, the following structures and processes are in place for information and meaningful interchange across the school community:

- Staff meeting approximately 3 per term
- Consultative Committee fortnightly meeting
- Monthly School Council meetings, including additional monthly sub-committee meetings (Finance, Buildings & Grounds, Education & Policy and Community Engagement)
- Parent/teacher interviews twice a year, however parents are able to meet with teachers as requested
- SIT (School Improvement Team) fortnightly meetings
- PLT weekly meetings
- Parent morning teas
- Parent Coffee & Chat sessions targeted at parent education on IB and CIS
- School review 2014

F2b
A “whole-school” climate and a positive learning community are fostered by effective horizontal and vertical communication among the various sections of the school.

The above methods and examples of communication, represent a range of both horizontal and vertical community learning across all sectors and stakeholders of our school. As a school striving to improve and cognizant of promoting and developing ownership of the collective expectation, individual responsibility and accountability to self and others, we continue to challenge ourselves to do this even better and more importantly, more explicitly and ensuring it is well documented and accessible.

F2c
The school engages students and parents in creating a collaborative culture based on a shared vision, shared responsibility and a sense of belonging.

As a Victorian Government Primary School we are bound by State and
Federal legislation and requirements and both the Consultative Committee and School Council role is to ensure collaboration and consultation are in place. In 2014, Guiding Statements, Vision and Values are to be written as part of the school review and processes and structures for this have already begun by engaging staff, students and parents in opportunities for input.

This included the CIS Professional Learning Team in 2013 and CIS steering committee collected input and information from the whole school community through a variety of surveys.

With a renewed shared vision, we aim to have a much greater sense of community with shared responsibility and sense of belonging for all our stakeholders.

**F2d**

Opportunities are provided for parents to learn about the school’s educational aims, programmes, and pedagogical approaches so that they can support student learning.

Opportunities specifically designed for this purpose include:

- Parent information night at the beginning of the school year for each grade level
- Parent Coffee & Chat sessions (IB and CIS focused learning for parents)
- Grade level newsletters provided at the beginning of each term
- Website - policies and information readily available
- School newsletter produced fortnightly
- Camp information nights
- Introduction of new programs - e.g. 1:1 iPad program meetings and information sessions provided
- Parent Education sessions - Cybersafety, Parents as Helpers
- Accessibility of classroom teachers and to the classrooms

**F2e**

The school creates student learning opportunities by effectively using the skills of its own community members and by building partnerships with external agencies such as local businesses and professional organizations.

This is an area we would certainly like to develop further in the future. We believe already the impact of IB and our Inquiry learning has been positive. We could certainly tap in to the resources of our local community more effectively and make links to external and professional organisations. An example of this from 2013 was the joint project of the grade six team with the Red Cross and Australian Disaster Management Team, which was a very successful and authentic learning collaboration.

**Visitor Observations**

A wide range of formal processes is in place to facilitate the flow of information among the school community. The Konnective app is a new innovation, which is much appreciated by the school community. The leadership team and school council recognises that educating parents to the wider pedagogical aims of the school and the direction the school is taking in terms of teaching and learning is still a challenge and they continue to seek ways of engaging the school community in honest dialogue around this.

The PLTs and faculty based vertical teams provide an effective means of communicating among the various sections of the school. Having an
Assistant Principal leading P-2 and another leading 3 – 6 and then communicating with each other also facilitates a good level of communication both vertically and horizontally. The Visitors did note that perhaps the philosophical and pedagogical reasoning behind some of the Principal Class decisions could be better communicated to staff to reduce misinterpretation and frustration around decisions that are clearly designed to benefit the whole school but are not fully comprehended.

As the school moves towards generating their Guiding Statements they are keen to ensure that they engage students and parents in the process and share this vision with the whole school community.

Many opportunities are made available to parents to be able to learn about the school’s aims, programs and pedagogy. However, it is an on-going challenge to find ways to engage more members of the school community in these opportunities.

Looking outside of the immediate school environment for ways to tap into authentic learning opportunities in the wider community is something that the school is currently beginning to explore. The ideal of developing global citizens can also be enhanced by accessing local and global businesses and organisations and this is something that the school is keen to develop.

<table>
<thead>
<tr>
<th>Suggested Actions</th>
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</thead>
<tbody>
<tr>
<td>1. The leadership team and school council continue to find creative ways of encouraging parent participation in events designed to help them develop a better understanding of the school’s educational philosophies and objectives.</td>
</tr>
<tr>
<td>2. The Leadership Team investigate ways to better communicate to teachers the pedagogical and philosophical reasoning behind decision making.</td>
</tr>
<tr>
<td>3. The leadership team and teachers explore opportunities and make connections with the wider community to enable students to experience a greater understanding of the world around them.</td>
</tr>
</tbody>
</table>
**STANDARD F3**
The school shall offer effective programs and activities which complement the formal curriculum in supporting the school’s Guiding Statements.

<table>
<thead>
<tr>
<th>F3a</th>
<th>The development and delivery of the school’s complementary programs demonstrate sensitivity to the needs and beliefs of different cultures, foster engagement with the local culture and promote global citizenship.</th>
</tr>
</thead>
<tbody>
<tr>
<td>F3b</td>
<td>The school actively supports the development of student leadership and encourages students to undertake service learning.</td>
</tr>
<tr>
<td>F3c</td>
<td>The school actively promotes and models global environmental awareness and responsibility across its community.</td>
</tr>
<tr>
<td>F3d</td>
<td>The school regularly evaluates its complementary programs to ensure they remain aligned with its Guiding Statements, meet student needs and interests, and foster global citizenship.</td>
</tr>
</tbody>
</table>

**School’s Prior Information**
At ENPS we strive to provide a range of opportunities to complement and support our guiding statements.

These include:
- Intervention and Enrichment Literacy and Numeracy Support Programs
- Physical and Life Education
- Interschool Sport
- Perceptual Motor Program (PMP)
- Asian Literacy and Cultural Studies (Mandarin language)
- Italian
- Visual and Performing Arts
- School Productions and Choir
- Instrumental Music Tuition
- Junior School Council
- Student Buddy Program
- Prep to Year 6 Camping Program
- Incursions and Excursions
- Before and After School Program
• Sister School relationship (in development)
• Camping program
• Tournament of Minds
• Think Club
• Lunch Club (ASD students)
• Library Club
• Social Skills groups
• School and Sports Captains

F3a
The development and delivery of the school’s complementary programmes demonstrate sensitivity to the needs and beliefs of different cultures, foster engagement with the local culture and promote global citizenship.

As listed above, we offer an extensive list of complementary programs however we know there is a need to work on the promotion of global citizenship. As we have just started our journey and have recently written our understanding of international mindedness, and the implementation of this and the promotion of this and global citizenship is our next step. We would like to build further upon our Junior School Council and for students to have more opportunities to investigate and support social justice issues that are of concern to them.

F3b
The school actively supports the development of student leadership and encourages students to undertake service learning.

Formal leadership opportunities provided to students of ENPS include:
• School Captains (Grade 6)
• House Captains (Gr 6, or gr 5 if need be, Sporting focus)
• Junior School Council (Gr 3-6)
• Gr 6 School Leaders (lead visitors on school tours, represent the school at functions and speak at school events etc)
• Buddy Program (Gr 5 students buddy up with prep students for the year)

The Gr 6 teaching team place a focus on leadership development (particularly at the start of the school year and in line with the Gr 6 Camp in February) and with the implementation of the Learner Profile and Inquiry focus, we see further opportunities to enhance, enrich and extend this in terms of student voice and leadership. We also envisage further developing the role that JSC plays within the school community with a focus on community service at local through to international responsibilities.

F3c
The school actively promotes and models global environmental awareness and responsibility across its community.
The IB PYP transdisciplinary themes enable students to explore and learn about global environmental issues such as sustainability. The AusVELS also promotes the cross curriculum priority of sustainability, and we would anticipate that this will be factored more effectively into our curriculum planning, through linking with the PYP transdisciplinary themes.

While we have some environmental sustainability processes and structures in place, we are very aware as a school community we could be much more active, mindful and proactive. At this stage we do have water tanks, rubbish is sorted so that paper is recycled and some efforts for rubbish free lunches are made occasionally.

We certainly could do more to reduce our carbon footprint and to build a collective expectation and individual responsibility around this. It would be wonderful to have the parent community support us with this.

F3d

The school regularly evaluates its complementary programmes to ensure they remain aligned with its Guiding Statements, meet student needs and interests, and foster global citizenship.

Programs can be affected by availability of staff, global budgets and DEECD guidelines and directives. We certainly need to do more in developing these opportunities around student voice and monitoring and evaluating the effectiveness of programmes through ongoing feedback. Some feedback in relation to this is provided formally through the Student Attitudes to School Survey, Parent Opinion Survey and Staff Opinion Survey (when available).

Visitor Observations

The school recognizes that the promotion of global citizenship and the actions that surround this is an area that they need to develop. Already they have some groups looking at how this might look at ENPS.

The school currently supports student leadership through a number of avenues. The school is looking to enhance the area of service learning by looking outside the school’s immediate environments to a local and global context. This will also help in developing the ideal of global citizenship. The school is starting to use the Learner Profile to inform the way students look at leadership and service learning.

The school currently has some standard procedures in place to promote environmental awareness and sustainability. However, they are keen to develop some more innovative practices and involve the parent community in their efforts.

Once the school has developed its Guiding Statements and definition for global citizenship it will be in a better position to evaluate how its complementary programs can align with these.

Suggested Actions

1. The leadership team and teachers investigate ways of providing service learning and leadership opportunities for students outside of the school's immediate environment.
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<tbody>
<tr>
<td>2.</td>
<td>The school invite the parent community to consult on ways they can help to develop environmentally sustainable initiatives within the school.</td>
</tr>
<tr>
<td>3.</td>
<td>The school align complementary programs with the Guiding Statements and definition of global citizenship once they have been developed.</td>
</tr>
</tbody>
</table>
STANDARD F4 (For Boarding Schools)
Boarding services effectively support the school’s Guiding Statements, and serve the well-being of all boarding students and staff.

<table>
<thead>
<tr>
<th>F4a</th>
<th>A clear boarding educational philosophy is in place which creates a twenty-four hour, seven day a week learning environment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>F4b</td>
<td>Sound, clear and effectively implemented operating procedures and systems are in place which support boarding life and provide guidelines for addressing fire, accidents, natural disasters, civil unrest, medical and any other emergencies.</td>
</tr>
<tr>
<td>F4c</td>
<td>The boarding program is supported by written policies and effective record keeping which enhance the well-being of students.</td>
</tr>
<tr>
<td>F4d</td>
<td>Boarding staff have appropriate training and orientation for the role they play and have been effectively screened prior to appointment to ensure that they have the necessary skills and sound character to provide a supportive, safe, caring and nurturing environment.</td>
</tr>
<tr>
<td>F4e</td>
<td>Boarding staff members are adequately deployed to provide boarding students with a safe environment and open, positive and nurturing teacher/student relationships.</td>
</tr>
<tr>
<td>F4f</td>
<td>The boarding facilities effectively reflect the school’s Guiding Statements and support the well-being of students and staff in the following areas:</td>
</tr>
<tr>
<td></td>
<td>i. The number and needs of the boarding students.</td>
</tr>
<tr>
<td></td>
<td>ii. The number and needs of the boarding staff.</td>
</tr>
<tr>
<td></td>
<td>iii. The range of formal and informal activities.</td>
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<tr>
<td></td>
<td>iv. The delivery of important services (laundry, meals, medical support, transport, technology etc.)</td>
</tr>
<tr>
<td></td>
<td>v. The integration of day and boarding students</td>
</tr>
<tr>
<td>F4g</td>
<td>The boarding facilities meet local authority safety standards and any reasonable stipulations which may be required by the accrediting agency/agencies.</td>
</tr>
<tr>
<td>F4h</td>
<td>The culture within the boarding program demonstrates sensitivity to and respect for the diversity of the student body as well as a sense of home and family.</td>
</tr>
<tr>
<td>F4i</td>
<td>Effective channels of communication are in place between the school, boarding staff and the home to ensure that parents, teachers and residential staff work in partnership to support boarding students.</td>
</tr>
<tr>
<td>F4j</td>
<td>Schools with students that are privately boarded, and/or for whom the school has legal responsibility, support their well-being through clear written expectations for the students and their guardians and by active monitoring.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School’s Prior Comments</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visitor Observations</td>
<td>N/A</td>
</tr>
<tr>
<td>Suggested Actions</td>
<td></td>
</tr>
</tbody>
</table>
STANDARD G1

The management of school finances shall be consistent with best financial practices in international schools, in accordance with the legal requirements of the host country, and shall support the effective delivery of the school’s programs.

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>G1a</td>
<td>The head of school and the governing body regularly receive understandable financial reports which facilitate careful and regular reviews of the school’s short and longer term financial health and which ensure appropriate allocation of funding.</td>
</tr>
<tr>
<td>G1b</td>
<td>After appropriate input and debate, the governing body establishes annual school budgets - including appropriate fee levels – which ensure funding for programs necessary to put the school’s Guiding Statements into practice in an effective way.</td>
</tr>
<tr>
<td>G1c</td>
<td>Parents enrolling students are informed in advance of the precise nature and scope of their financial obligations, and changes in fees are communicated to parents early enough to allow them to make arrangements to move their children to other schools if necessary.</td>
</tr>
<tr>
<td>G1d</td>
<td>The school regularly considers - and where feasible applies in an effective manner - culturally appropriate and effective means of raising additional funds to support delivery of its programs.</td>
</tr>
<tr>
<td>G1e</td>
<td>Accounting processes are orderly, understood by all parties involved, and carried out in accordance with sound and ethical business practices.</td>
</tr>
<tr>
<td>G1f</td>
<td>The insurance program is comprehensive, and provides for effective risk and liability coverage for the school and for students, employees, visitors and members of the governing body.</td>
</tr>
<tr>
<td>G1g</td>
<td>Total servicing of long-term debt, including both interest and principal payments, is fairly apportioned to both present and future fee payers.</td>
</tr>
<tr>
<td>G1h</td>
<td>An annual, external audit of the school’s finances is performed by an independent accounting firm, results are discussed at appropriate levels within the school, and any necessary action is taken.</td>
</tr>
</tbody>
</table>

School’s Prior Comments

As Victorian Government Primary School we are bound by State and Federal legislation, guidelines and requirements. This is determined by the learning needs of students and the community.

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g1a
The head of school and the governing body regularly receive understandable financial reports which facilitate careful and regular reviews of the school’s short and longer term financial health and which ensure appropriate allocation of funding.

The role of the school Business Manager is to work with the Principal on the financial management of the school. A role of School Council, as the governing body of the school, is to have a Finance Sub Committee which meets monthly and reports to all of School Council on the financial position and dealings of the school. This includes and requires approval by School Council of budgets and the School Annual Reports (including financial reports). School levies and voluntary contributions are collected yearly which further contribute to DEECD school funding.
G1b
After appropriate input and debate, the governing body establishes annual school budgets - including appropriate fee levels – which ensure funding for programmes necessary to put the school’s Guiding Statements into practice in an effective way.

The role of the school Business Manager is to work with the Principal on the financial management of the school, including all budgets. A role of School Council, as the governing body of the school, is to have a Finance Sub Committee which reviews budget projections and actuals and reports, and makes recommendations to all of School Council based on the financial position of the school. This includes and requires approval by School Council of budgets and the School Annual Reports (including financial reports).

G1c
Parents enrolling students are informed in advance of the precise nature and scope of their financial obligations, and changes in fees are communicated to parents early enough to allow them to make arrangements to move their children to other schools if necessary.

As a DEECD Victorian government school we are bound by State and Federal legislation, guidelines and requirements. We provide communication and documentation relating to the scope of financial obligations in the following ways:

- Schedule of School Levies, Book Packs and Voluntary Contributions
- The ENPS Excursion and Incursion Policy clearly states parents are to receive a minimum of two weeks to pay for school activities
- School Calendar of Events is published on the school website and provides an overview of the year’s camps, sporting events, excursions and incursions where possible and appropriate
- Team newsletters provided an expected outline of approximate costs for parents for term incursions/incursions

G1d
The school regularly considers - and where feasible applies in an effective manner - culturally appropriate and effective means of raising additional funds to support delivery of its programmes.

At ENPS we have a very active and passionate fundraising group based out of the parent association known as FOEN (Friends of Essendon North). This group aligns itself with, and is overseen by the Community Partnerships School Council Sub Committee. FOEN conducts a range of fundraising programmes for ENPS including a bi-annual spring fair which last year raised over $50000, community fun and activity nights and events and special food days. Link: http://www.enps.vic.edu.au/community/friends-of-enps/

G1e
Accounting processes are orderly, understood by all parties involved, and carried out in accordance with sound and ethical business practices.

As a Victorian Government school we are bound by State and Federal legislation, guidelines and requirements relating to business practice. The role of the school Business Manager is to work with the Principal on the financial management of the school. A role of School Council, as the governing body of the school, is to have a Finance Sub Committee which meets monthly and reports to all of School Council on the financial position and dealings of the school. This includes and requires approval by School Council of financial reports.
The insurance programme is comprehensive, and provides for effective risk and liability coverage for the school and for students, employees, visitors and members of the governing body. As a Victorian Government school we are bound by State and Federal legislation, guidelines and requirements relating to insurance practices. As such, our insurance is covered by the Victorian DEECD.

Total servicing of long-term debt, including both interest and principal payments, is fairly apportioned to both present and future fee payers. As a Victorian Government school we are bound by State and Federal legislation, guidelines and requirements relating to all financial matters. The role of the school Business Manager is to work with the Principal on the financial management of the school. A role of School Council, as the governing body of the school, is to have a Finance Sub Committee which meets monthly and reports to all of School Council on the financial position and dealings of the school.

An annual, external audit of the school’s finances is performed by an independent accounting firm, results are discussed at appropriate levels within the school, and any necessary action is taken. As a Victorian Government school we are bound by State and Federal legislation, guidelines and requirements relating to all financial and auditing matters. Internal audits are undertaken, overseen by the Business Manager and external audits are undertaken by the DEECD as required. Results are then shared with and discussed at the administration team and School Council for appropriate action.

Visitor Observations

The school’s financial management is consistent with Victorian Government best practice, and is in accordance with Australian and Victorian Government requirements. The school is audited on a triennial basis by an independent accounting firm, and the auditor’s report reflects ethical and appropriate accounting practices. The audit report is tabled at School Council. A continuous running audit is maintained by DEECD.

Detailed financial reports (e.g. Operating Statement, Cash Flow Statement, Budget Report, Balance Sheet Specific Period, Cash Receipts Journal, Cash Receipts Cancellations, Cash Payments Journal, Cash Payments Cancellations, Bank Account Movements Detailed) are reviewed by the Finance Committee of the School Council and tabled at all School Council meetings, where review of progress towards current and future financial planning occurs. The School Council ensures financial management supports and encourages the effective delivery of the school’s programs. The school is to be commended for prudent financial management.

Being a government school, ENPS does not charge tuition fees. However, under the Education and Training Reform Act 2006, schools are able to charge a ‘School Fee’ for goods and services used in the course of instruction, i.e. stationery, text books, extra-curricular programs and activities, and to raise voluntary financial contributions. Families on low income are exempt from this fee, and payment is not compulsory. In accordance with DEECD policy, student charges relate to the
consumption of classroom materials and are presented to parents through the Student Booklist. Parents are informed of the levels of voluntary contributions well in advance. 95% of families at ENPS pay the voluntary financial contribution.

The School Council coordinates sponsorship and fundraising and all additional funds are utilised in supporting the delivery of school programs.

Parents of enrolling students are aware of the financial obligations required at Essendon North Primary School.

A comprehensive insurance policy provides effective coverage for the whole of the school community and is underwritten by the State of Victoria.

The Visitors commend the work of the Friends of Essendon North (FEON) for their commitment to fund raising to benefit school improvement.

<table>
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<tr>
<th>Suggested Actions</th>
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<tr>
<td>None at this stage.</td>
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</tbody>
</table>
### STANDARD G2

*Grounds, buildings, technical installations, basic furnishings, and equipment shall effectively support delivery of the programs required to put the school’s Guiding Statements into practice.*

| G2a | The school’s facilities/equipment provide for effective delivery of educational programs and a positive context for learning while promoting student, staff and visitor well-being. This includes satisfactory provision of indoor and outdoor spaces, air quality, heating and cooling, shade, shelter, lighting and acoustical comfort. |
| G2b | Teaching, storage and work spaces are suitable in size and layout for the age, number and needs of students and for the effective delivery of programs. |
| G2c | Governing body policies and school practices effectively address the adequacy, maintenance and improvement of school facilities/equipment. |
| G2d | If the school admits handicapped students or personnel, all reasonable provision is made for them. |
| G2e | Information and Communication Technology provisions (hardware, software, networks, training and maintenance) effectively support the management and operational functions of the school. |

#### School’s Prior Comments

| G2a | The school’s facilities/equipment provide for effective delivery of educational programmes and a positive context for learning while promoting student, staff and visitor well-being. This includes satisfactory provision of indoor and outdoor spaces, air quality, heating and cooling, shade, shelter, lighting and acoustical comfort.  
As a Victorian Government school, we abide by the DEECD guidelines and regulations. There is a balance of indoor and outdoor learning spaces, and all areas include air conditioning / heating. The school recently upgraded lighting to solar energy. |
| G2b | Teaching, storage and work spaces are suitable in size and layout for the age, number and needs of students and for the effective delivery of programmes.  
As a Victorian Government school, we abide by the DEECD guidelines and regulations. |
| G2c | Governing body policies and school practices effectively address the adequacy, maintenance and improvement of school facilities/equipment.  
School Council, the Buildings and Grounds Sub-Committee and the school’s leadership team oversee the adequacy, maintenance and improvement of the school’s facilities and equipment. The school has a cleaning schedule, an OHS policy and program, and master plan to inform improvement. |
| G2d | If the school admits handicapped students or personnel, all reasonable provision is made for them.  
As a Victorian Government school, we abide by the DEECD guidelines and regulations for the reasonable provision of handicapped students or personnel. |
Information and Communication Technology provisions (hardware, software, networks, training and maintenance) effectively support the management and operational functions of the school.

Technology and the role of ICT in learning and teaching is a whole school improvement strategy and priority. The school has an ICT Technician and Technology Curriculum Leaders who regularly review the school’s ICT infrastructure and plan. The school has an annual rollover of ICT equipment for classrooms and teacher laptops.

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Visitor Observations

Essendon North Primary School is situated on self-contained campus and facilities include the original school building, circa 1920, several extension classrooms, a library, 12 portable classrooms, one of which is used as a Visual Arts studio, a small Performing Arts facility and a large gymnasium with attached classroom built in 2012. The school is surrounded by gardens and has a large grassed sports oval. Teaching spaces are adequate for the number of students enrolled at the school. There are adequate external play and leisure areas for students two of which are fitted with new outdoor play equipment.

The school employs a full time grounds and maintenance person who is responsible for building and grounds maintenance. Whilst urgent and preventive maintenance is budgeted for, the financial resources for upgrading facilities, general maintenance and redecoration are limited. The use and maintenance of the school’s grounds and buildings are reviewed by the School Council Grounds & Buildings Committee. The school does not have a facilities master plan.

In 2013 the school grounds were fenced, the funding for which was raised by the parent group FEON (Friends of Essendon North). This has improved safety and security for students, reduced casual access to the campus, reduced incidents of vandalism and graffiti and has prevented local residents from exercising their dogs on the sports oval thus providing a more hygienic facility for students.

Many parts of the school campus are wheelchair friendly. Some of the portable classrooms are fitted with ramps. In the event of a student with mobility difficulties being enrolled at the school DEECD will make appropriate building adaptation or the student will be timetabled to use teaching areas which provide easy access.

ICT infrastructure has recently been upgraded to provide excellent Wi-Fi coverage throughout the campus. An ICT technician is employed for two days per week and two teachers are designated at ICT coordinators. At the time of the Preliminary visit the school was in the process of developing a one to one device policy. Years 5 and 6 students have tablets.

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Suggested Actions

1. The School Council, in conjunction with the leadership team and DEECD, develop a site and building master plan which details long term planned facilities and grounds development and maintenance.
**STANDARD G3**

The school shall ensure that its grounds, buildings, technical installations, basic furnishings, equipment and systems provide for the health and safety of students, personnel and visitors.

| G3a | School facilities meet the health and safety codes of local authorities and any reasonable stipulations which may be required by the accrediting agency/agencies. |
| G3b | Certificates of inspection and regulations required by law are available on file and/or posted in prominent places as appropriate. |
| G3c | An internal health and safety committee (or its equivalent) actively monitors conditions at the school and is effective in ensuring any deficiencies or anomalies are rapidly resolved. |
| G3d | Maintenance services are effective in ensuring that school premises and equipment remain in a safe and healthy condition. |
| G3e | Effective measures, including regular rehearsals, are in place to address fire or other emergency situations requiring evacuation. |
| G3f | Effective measures, including regular rehearsals, are in place to address emergencies requiring “safe haven/lock down”. |
| G3g | The school takes all reasonable steps to operate its facilities and related services using environmentally responsible practices, hence acting as a positive model for students and the wider community. |

<table>
<thead>
<tr>
<th>School’s Prior Comments</th>
<th>G3a</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School facilities meet the health and safety codes of local authorities and any reasonable stipulations which may be required by the accrediting agency/agencies.</td>
</tr>
</tbody>
</table>

| G3b | Certificates of inspection and regulations required by law are available on file and/or posted in prominent places as appropriate. |
| G3c | An internal health and safety committee (or its equivalent) actively monitors conditions at the school and is effective in ensuring any deficiencies or anomalies are rapidly resolved. |
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| G3e | Effective measures, including regular rehearsals, are in place to address fire or other emergency situations requiring evacuation. |
| G3f | Effective measures, including regular rehearsals, are in place to address emergencies requiring “safe haven/lock down”. |

| G3g | The school takes all reasonable steps to operate its facilities and related services using environmentally responsible practices, hence acting as a positive model for students and the wider community. |
equipment remain in a safe and healthy condition. The school has a Grounds and Maintenance person who is responsible for ensuring the school premises and equipment is safe and healthy.

G3e Effective measures, including regular rehearsals, are in place to address fire or other emergency situations requiring evacuation. The school has a well-documented DISPLAN and an Emergency Management Plan. As per the school’s OHS calendar, the school conducts regular DISPLAN rehearsals. Link: http://www.enps.vic.edu.au/wp-content/uploads/2013/01/OHS-Activities-Calendar.pdf

G3f Effective measures, including regular rehearsals, are in place to address emergencies requiring “safe haven/lockdown”. As per the school’s OHS calendar, the school conducts regular DISPLAN rehearsals.

G3g The school takes all reasonable steps to operate its facilities and related services using environmentally responsible practices, hence acting as a positive model for students and the wider community.

The school recently acquired an Australian Government grant to install solar energy. The school also has installed energy efficiency in newly built school facilities (ie: BER building). The school is guided by the Victorian DEECD procedures and regulations.

Visitor Observations

The school has an OHS trained member of staff and a formal OHS Committee comprising the OHS staff representative, the Principal and the Grounds and Maintenance person. OHS alerts are raised and logged via an online system and checked daily. Not all staff use the on line logging system. Given the nature of the aging buildings the Visitors suggest that a Site and Building Master Plan is developed. (See Visitor’s Comments Standard D2). The school conforms to all statutes and regulations regarding OHS.

Emergency Response Evacuation/Lockdown procedures with a clear set of expectations for all staff are in place. Fire evacuation and lockdown drills are carried out regularly. The school does not have a centralized fire alarm system. In the event of a fire teachers have to notify the main office by telephone and an emergency alarm is sounded over the PA system. There is no back up to this system in case of power outage.

The school has a well-developed and comprehensive Emergency Management Plan, (DISPLAN).

All school buildings and facilities are regularly inspected by the various government health and safety regulatory bodies and appropriate certificates are issued. All electrical equipment is tested and tagged on an annual basis.

All staff are First Aid Trained, including CPR, and have training in anaphylaxis procedures.
| **Suggested Actions** | 1. Encourage all staff to utilise the on-line OHS logging system.  
2. As a priority the school leadership, in conjunction with the School Council and DEECD investigate the installation of a centralised fire alarm system which can be activated from anywhere on the campus. |
### STANDARD G4

The school shall provide or arrange for auxiliary services as required to support its declared objectives and programs, and shall ensure that such services meet acceptable standards of safety, efficiency and comfort.

| G4a | Facilities for preparing, serving and consuming food and beverages meet appropriate standards of safety, comfort, hygiene and good dietary practice. |
| G4b | Appropriate and regularly reviewed arrangements exist to cover threats to the security of people and premises as well as to support – to the extent possible – program continuity under exceptional circumstances. |
| G4c | Vehicles used in student transportation are mechanically sound, clean, well-maintained, properly licensed and appropriately insured. |
| G4d | School premises are kept in an acceptably clean state at all times of the school day. |
| G4e | School trips are well planned and executed, ensuring a positive learning environment and supporting the school’s academic or activities program. Appropriate consideration is shown for the comfort, welfare, security and safety of students and accompanying adults. |
| G4f | Support staff members and employees provided by contracted suppliers who are involved in the delivery of any auxiliary service are employed in suitable numbers. |
| G4g | Support staff members and employees provided by contracted suppliers are properly qualified and experienced, in appropriate health, well trained, and adequately assigned and supervised. |
| G4h | Support staff members and employees provided by contracted suppliers make a positive and well-appreciated contribution to school life. |

### School’s Prior Comments

| G4a | Facilities for preparing, serving and consuming food and beverages meet appropriate standards of safety, comfort, hygiene and good dietary practice. As per Health and Safety regulations, food and beverages is prepared in a safe way. Necessary licences are acquired for the preparation and handling of food. The school has two kitchens - staffroom and the kitchen in the gym. The school's Before and After Care program (Camp Australia) acquire their own safety licences for the handling of food. |
| G4c | Vehicles used in student transportation are mechanically sound, clean, well-maintained, properly licensed and appropriately insured. At ENPS, we have a Transportation of Students Policy in place. LINKS: [http://www.enps.vic.edu.au/wp-content/uploads/Student-Transport-Policy.pdf](http://www.enps.vic.edu.au/wp-content/uploads/Student-Transport-Policy.pdf) |
G4d
School premises are kept in an acceptably clean state at all times of the school day.
The school outsources the cleaning contract to Elynwood. A cleaning schedule is prepared and published annually for the school. This is displayed in classrooms. The school also employs a Grounds and Maintenance person who is also responsible for ensuring school cleanliness on a daily basis.

G4e
School trips are well planned and executed, ensuring a positive learning environment and supporting the school’s academic or activities programme. Appropriate consideration is shown for the comfort, welfare, security and safety of students and accompanying adults.
The school has well documented Incursion, Excursion and Camps policy and procedures, and clearly documented procedures for Risk Management. These are reflective of the Victorian DEECD policies and guidelines.

G4f
Support staff members and employees provided by contracted suppliers who are involved in the delivery of any auxiliary service are employed in suitable numbers.
Support staff members and employees provided by contracted suppliers include:
- Camp Australia - Before and After School Care
- ANZUK - Casual Relief Teacher Agency
- Elynwood Cleaners - Commercial cleaners
- Charlie’s Gardening Service

G4g
Support staff members and employees provided by contracted suppliers are properly qualified and experienced, in appropriate health, well trained, and adequately assigned and supervised.
All employees provided by contract suppliers are to undertake an induction before beginning work at ENPS. This includes information regarding:
- Occupational Health and Safety
- Emergency Management Procedures
- Asbestos Management

All contracts entered into must be approved by School Council, and follow DEECD Guidelines and parameters.

G4h
Support staff members and employees provided by contracted suppliers make a positive and well appreciated contribution to school life.
The school ensures high quality contracted suppliers make a positive and well appreciated contribution to school life, including:
- Camp Australia - Before and After School Care
- ANZUK - Casual Relief Teacher Agency
- Elynwood Cleaners - Commercial cleaners
- Charlie’s Gardening Service
### Visitor Observations

Campus security is monitored through the Victorian Government security control centre in Melbourne. In the event of an incident a local private security contractor is alerted by the central Melbourne control. Since the construction of a perimeter fence in 2013, there are very few incidents of graffiti or vandalism.

The Visitors noted that the school premises are well cleaned and kept in good order. Cleaning is carried out by an external contractor under the purview of the school. The Visitors were however, somewhat dismayed by the untidiness of campus surroundings and some classrooms and the amount of litter around the campus. This did not appear to be compatible with the school's otherwise high standards.

The school has an Excursions policy mandated by DEECD. The Principal is responsible for approving such events. Teachers planning such activities must complete an extensive descriptive pro-forma and carry out and document a risk analysis before the Principal can consider an application. All details of the excursion have to be logged with the DEECD Emergency and Security Management Unit.

The school has no food services or vehicles.

### Suggested Action

None at this stage
PART TWO

PREPARING THE SCHOOL FOR THE SELF-STUDY
AND THE TEAM VISIT

During their time on site, the Visitors met with members of the school's Executive Team, the School Council, individual members of the teaching and support staff, a group of parents and a group of students. During these meetings, the Visitors were able to explain the accreditation process and discuss freely any aspect of the school.

The Visitors facilitated a full-day workshop to assist the school in preparing for Self-Study. This was attended by all faculty and support staff, some of whom will be on the Self-Study Steering Committee or will be chairing some of the individual Committees.

As a result of the above, the Visitors feels there is sufficient knowledge of the next steps of the accreditation process for Essendon North Primary School to be able to proceed.
PART THREE

FINAL COMMENTS AND RECOMMENDATIONS ON THE STATUS OF ESSENDON NORTH PRIMARY SCHOOL

The School’s Strengths

Apart from the high quality of the Preliminary Visit Report which has been commended elsewhere in this report, the Visitors found many positive features at Essendon North Primary School, of which some of the most important are:

- The school’s very evident commitment to school improvement
- The lively and highly productive professional staff dialogue concerning curriculum design, curriculum delivery and student learning. Teachers and school leaders demonstrated great enthusiasm towards continuous curriculum improvement.
- The overriding ethos in which the qualities of respect, care, purposefulness and enjoyment form an integral part of a rigorous and vibrant learning community.
- The talented, professionally dedicated staff who are willing to make extra efforts on behalf of the students.
- The emphasis that is placed upon knowing each student as an individual.
- The strong visionary leadership of the school
- The enthusiasm of the students, their embodiment of the school values and their engagement with learning.
- The School Council which takes its role very seriously, provides an active contribution to the life and directions of the School and demonstrates a clear commitment to continuous improvement
- The Friends of Essendon North’s exceptional support for the school.

Key Areas Needing Attention

During the Self-Study period, the school will need to address all the Standards and Indicators. The Visitors’ comments and suggestions for action in all parts of this report will help the school to prioritise its efforts.

Above all, the school should address the following key areas.

Related to Section A School Guiding Statements

- As a priority, utilise the opportunity afforded by the self-study to involve the whole-school community in the review and revision of the School’s Guiding Statements
- Devise methods to ensure that the school community fully understands and endorses the revised Guiding Statements.
- Formulate and implement methods by which it will be possible to measure the extent to which the school is successful in achieving the revised Guiding Statements.
• Complete the work on developing a contextually appropriate definition of international / intercultural learning designed to drive student learning.

**Related to Section B Teaching and Learning**

• Develop a comprehensive set of Guiding Statements, ensuring that once they have been articulated that they are clearly reflected in the teaching and learning policies and the actual teaching and learning which goes on in the classroom.

• Review the school’s policy and provision of LOTE programs.

• Ensure that there are Professional Development opportunities and support to develop teachers’ capacity to differentiate for both those students needing intervention and those students needing extension.

• The school find ways to engage the increasingly diverse school community in sharing their ideas and experiences with the students at the school.

• Investigate ways of providing more technical support for technology in the school so as to free up time for the IT specialists to work with teachers in practically integrating technology into their teaching and learning.

• Once the Guiding Statements are reviewed ensure that they are aligned with the clear sense of purpose the school has around the use of evidence based assessment to inform teaching and learning.

• Explore ways of informing parents on learning intentions and success criteria and the use of rubrics.

**Related to Section C Governance and Leadership**

• It is essential that the School Council play an active part in the review and revision of the Guiding Statements.

**Related to Section D Faculty and Support Staff**

• The school continues to make every effort to increase levels of rigour to ensure that all students are appropriately engaged and challenged.

• Ensure that the Performance and Development Review is applied in a systematic way across the school.
**Related to Section E  Access to Teaching and Learning**

- The leadership team create further opportunities for dialogue with teachers as to how best meet the needs of students with special learning needs, both intervention, extension/enrichment and EAL.

- The leadership team review the recommendations from the transition Professional Learning Inquiry and implement actions where appropriate. Particularly in relation to formalising the enrolment process for students entering the school outside of the normal school start dates.

- The school review the operation and supervision provided for the school’s first-aid room.

**Related to Section F**

- The leadership team and teachers investigate ways of providing service learning and leadership opportunities for students outside of the school’s immediate environment.

- The school align complementary programs with the Guiding Statements and definition of global citizenship once they have been developed.

- The Leadership Team investigate ways to better communicate to teachers the pedagogical and philosophical reasoning behind decision making.

**Related to Section G  Operational Systems**

- The School Council, in conjunction with the leadership team and DEECD, develop a site and building master plan which details long term planned facilities and grounds development and maintenance.

- As a priority the school leadership, in conjunction with the School Council and DEECD investigate the installation of a centralised fire alarm system which can be activated from anywhere on the campus.

**The Visitors’ Overall Recommendation and Suggested Timeline**

The Visitors therefore have no hesitation in recommending that Essendon North Primary School be given leave to proceed to the next stages of the re-accreditation process following this timeline:
### Suggested Timeline – Essendon North Primary School

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Immediately</td>
<td>Commence review of Guiding Statements</td>
</tr>
<tr>
<td></td>
<td>Formalise Steering Committee and initiate</td>
</tr>
<tr>
<td></td>
<td>the school survey</td>
</tr>
<tr>
<td>May 2015</td>
<td>Commence work on the Self-Study</td>
</tr>
<tr>
<td>31st August 2015</td>
<td>Complete and distribute the Self-Study</td>
</tr>
<tr>
<td>10th to 16th October 2015</td>
<td>Host the Team Visit</td>
</tr>
</tbody>
</table>

### Suggestions concerning the Future Visiting Team

#### Recommendations on the Composition of the Future Visiting Team to Essendon North Primary School

(Following discussions between the Preliminary Visitors and the School Executive)

<table>
<thead>
<tr>
<th>Category</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of team members</td>
<td>8</td>
</tr>
<tr>
<td>Number of campuses to be covered</td>
<td>1</td>
</tr>
<tr>
<td>Student age range</td>
<td>P-Y6</td>
</tr>
<tr>
<td>Curriculum</td>
<td>AusVels / PYP</td>
</tr>
<tr>
<td>National curriculum cover required?</td>
<td>Australian</td>
</tr>
<tr>
<td>Languages to be covered by bilingual team members</td>
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</tr>
<tr>
<td>Any country/city vetoed?</td>
<td>NIL</td>
</tr>
<tr>
<td>Special Emphases (if any)</td>
<td>PYP</td>
</tr>
<tr>
<td></td>
<td>Victorian</td>
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<tr>
<td></td>
<td>Primary</td>
</tr>
<tr>
<td></td>
<td>Australian Curriculum</td>
</tr>
</tbody>
</table>
Closing Remarks

The Visitors would like to thank everyone at Essendon North Primary School and, in particular, The Principal, Scott Mullen, Assistant Principals, Kate Barletta and Margo Edgar and the members of the staff, for the excellent hospitality received and the thorough co-operation and commitment to accreditation that was apparent both before and during the Preliminary Visit.

It should be noted in this section of the report that the Preliminary Report submitted by the school was of an exceptionally high standard and was more than effectively supported by the comprehensive documentation that was presented to support the school's own reflections. Indeed, and as mentioned to the faculty, the documentation submitted to the Visitors was of the kind that would be expected to support a Self-Study as opposed to a Preliminary Visit, and this level of analysis will no doubt stand the school in good stead as the school prepares its Self-Study.

The Visitors trust that the school's relationship with CIS will assist in on-going institutional improvement.

Respectfully submitted to CIS on 25th February 2014

Ray Davis
CIS

Catherine Lockhart
CIS