

PRSE Overall -

Mount Macedon Primary School (0415)



Submitted for review by Trish Hyland on June 23, 2021 at 01:24 PM

Endorsed by Christopher Eeles on October 08, 2021 at 03:58 PM

PRSE School Overview

Mount Macedon Primary School (0415)

Principal	School enrollment	Local government authority
Patricia HYLAND	124	Macedon Ranges (S)
Address	Gender	Region
641 Mount Macedon Road, Mount Macedon 3441	Co-Ed	NORTH-WESTERN VICTORIA
Phone	Accepts international students	Melways/Vic Roads reference
03 5426 1446	No	Unspecified
Fax	International Baccalaureate	Compulsory uniform
03 0000 0000	Yes	Yes
Email	Languages offered	
mount.macedon.ps@education.vic.gov.au	French	

School Quick facts

Mount Macedon Primary School (0415)

55.65%

are male

44.35%

are female

0.00%

are non
english
speakers

0.87%

are at risk

0.87%

have a
disability

0.00%

are refugees

Student Family Occupation Education (SFOE)

Mount Macedon Primary School (0415)

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PRSE School Profile

Mount Macedon Primary School (0415)

Mount Macedon Primary School is a small, rural school, sited on the side of a mountain, approximately 65km from Melbourne. We have a purpose-built main school building with 5 classrooms, and a STEAM (Science, Technology, Engineering, Art and Music). In 2021, we have 124 students. The school is capped at 125 students due to it being a Category 1 Bushfire At Risk school. It was razed by a bushfire in 1983 and so Emergency Management is a core focus at the school. The school has a high socio-economic cohort but has a mix of socioeconomic groups attending the school. We currently only have one family that is equity funded.

Mount Macedon is a rural, commuter belt community, with many parents working long days in Melbourne, although this has altered in 2020 and 2021 due to COVID and there appears to be a change in working patterns occurring, with parents opting to work from home a couple of days per week. Up until 2020 there was a strong, regular use of the before and after school program offered on site.

Parents are aspirational for their children, and there is keen parent representation in the Friends of the School group, who organise fundraising and social events to ensure the best outcomes are achieved for their children, through the best resourcing of the school. MMPS School Council is a cohesive, dedicated group who maintain a clear focus on the vision we all have for the school.

There are 7 classroom teachers (including part-time teachers), 5 specialist teachers:-Music, Science, Art, PE and French/Garden to Table) and 5 ES staff who support our children.

We are a fully accredited International Baccalaureate School, offering the Primary Years Program. We are the smallest IB School in Australia. The PYP provides the students with the opportunity to undertake challenging inquiry learning, to develop an holistic approach to their learning and wellbeing, to become active citizens in the community, and to connect with other students globally.

The Mount Macedon Primary School vision is to develop positive, independent, resilient and inquiring students who are ready for the future.

The values that we aim to instill in all community members are:-

Positivity - Our school motto is Care, Create, Collaborate, and these value form a key role in the daily life and routine of our school.

Positivity is reflected in the school's Positive Education model, where we actively practice positive; relationships, emotions, health, engagement, purpose and accomplishment.

Inquiring – Mount Macedon Primary School is an Inquiry Learning school with a focus on encouraging our students to identify what they already know and then move on to explore challenging, new ideas that they have selected. We encourage the use of problem solving skills by using an approach that presents students with issues to solve and questions to explore.

Resilience- Mount Macedon PS has a strong focus on Wellbeing. A social emotional learning program is embedded in our Programme of Inquiry and the school runs programs such as Mindfulness, Yoga and Moving on the Mount to support the development of wellbeing strategies.

Independence –We value lively, inquiring minds, and a love of learning. Part of the IB approach is to encourage our students to identify areas in their lives where that can take some independent action as they participate in the worldwide community. As global citizens, we aim to support our community to have the capacity to create a better and more peaceful world through intercultural understanding and respect. We value the capacity to be inclusive, open-minded and reflective, which we believe will be crucial to their future success.

Our purpose is to provide our students with the skills, opportunities and experiences that will support them to achieve their life goals.

PRSE School Profile and Methodology-

Mount Macedon Primary School (0415)

Date	Activity	Outcome	Leads
15-December-2020	Staff review of new FISO and assessment of current achievement levels.	FISO Action Plan developed to support a clear path for further improvement.	Principal and SIT
08-February-2021	Staff review of SSP goals and reflections on what we have achieved/areas we did not reach our goals.	Document developed that clearly outlines goals achieved/not achieved.	Principal and SIT
09-February-2021	Staff discussion re enablers and barriers during term of SSP	Documented in PRSE	Principal
18-February-2021	School Council discussion re school review. process explained and document re goal achievement/not achieved shared with members.	SC understand process and are committed to reviewing data and identifying areas of strength and areas for improvement.	Principal
23-February-2021	School community notified of school review and the process explained via newsletter.	Clear communication of process and invitation to school community to be involved.	Principal
01-March-2021	Student input on what works well, what can we improve? Grade 1/2. Student voice and agency data collected	Student voice included in reflections and enablers and barriers.	Students and Principal
03-March-2021	Student Voice and Agency Grade 5/6. Student voice and agency data collected and analysed.	Student voice included in reflections and enablers and barriers.	Students and Principal
03-May-2021	School Improvement team - Absence data analysis. Analyse 2019 data to ascertain reasons for high absentee rate	Document completed - Analysis of Absence Data at MMPS in 2019. This was then presented at School Council and used in identifying engagement enablers and barriers.	Principal and staff

04-May-2021	School Improvement team - Teacher judgements - tracking of classes and analysis against NAPLAN	Reflections on teacher judgement used for enablers and barriers and also identified as an area for future work.	SIT team and Literacy Leader
10-May-2021	School Improvement team - Reading program review. Identify what the reading program looks like in each room and discuss further improvements	Evidence gathered to support identification of enablers and barriers and further improvement in Reading in the future.	Literacy leader
11-May-2021	School Improvement team - Writing program review. Identify what the writing program looks like in each room and discuss further improvements	Evidence gathered to support identification of enablers and barriers and further improvement in Writing in the future.	Literacy leader
17-May-2021	School Improvement team - FISO analysis evidence Document evidence to support FISO self-assessment	FISO self-assessment completed with staff perspective added	Principal and SIT team
18-May-2021	School Council - review Strategic Plan and Goals. What has worked well and what can we improve? Review goals and look at what the school has achieved using the Panorama Report data	PRSE completed with parent perspective included	Principal
24-May-2021	School Improvement team - FISO analysis evidence Document evidence to support FISO self-assessment	FISO self-assessment completed with staff perspective added	Principal and SIT team
25-May-2021	Parent Survey -Parents asked to identify three areas that we do well and three areas for further development in Teaching and Learning, Engagement and Wellbeing and Building Communities,	Parent perspective added to PRSE	Principal
07-June-2021	Staff - PRSE analysis	Staff read final document and discuss then changes made to ensure accuracy	Principal and SIT team

22-June-2021	School Council read and discuss final PRSE	SC read final document and discuss then changes made to ensure accuracy	Principal
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PRSE Highlights Summary -

Mount Macedon Primary School (0415)

	Title	Description
1	Accreditation as an International Baccalaureate Primary Years Program School	<p>Mount Macedon Primary was accredited as an IB school in 2018 after a rigorous assessment of our school practices and policies. The process of becoming an accredited school has involved;</p> <ul style="list-style-type: none"> *a cultural shift to a new way of teaching and a new language of learning in the school * developing our own transdisciplinary school curriculum that embeds the Vic Curriculum and beyond, and is reviewed, changed and audited yearly (both horizontally and vertically) to ensure that we continue to challenge our students. Our Programme of Inquiry is a document that reflects our commitment to concept based, transdisciplinary teaching with a strong focus on Learner Profiles and Approaches to Learning to support students to develop a set of skills and attitudes that will help them become lifelong learners and internationally minded citizens of the world. *changing the pedagogical approach across the school to one of inquiry learning driven by student voice and agency, which supports students to be action takers. *developing a collaborative, professional learning community who share Essential Agreements about how they will work together and maintain a consistent focus on improved practice. *implementation of new procedures in the school such as shared planning via Google Drive <p>The introduction and implementation of the IB PYP has reinvigorated the school community, particularly students and teachers and has given it a clear focus and future direction that is well supported by the parents.</p>
2	Building of the STEAM Centre and introduction of a Science specialist teacher	<p>The STEAM room was built following a grant of \$472,000 from the State Government. It opened in 2019. The STEAM Centre has been purpose built to ensure that there is an area for explicit teaching, one for "making" and one for "moving". This building has been nominated for two different architectural awards and has significantly improved the "working space" in the school. It is used for a range of specialist areas:- Science, Art, Music, Garden to table program, which is delivered via French language immersion. Once the building was opened, a Science specialist program was implemented and a dedicated teacher position was developed. The students now have science as their fifth specialist subject. Recent survey data indicated that Science is the favourite subject at school for the majority of our students. This focus on Science also supports us to ensure that we are meeting the expectations of the IB that every unit we deliver has a science component.</p>

3	Implementation of a strong ICT focus throughout the school	<p>The school has committed, over the past four years, to improve our ICT resources and capabilities across the school. All classrooms now have a smart TV and each classroom teacher has a dedicated classroom laptop and iPad.</p> <p>Storage units have also been purchased to store and charge student netbooks.</p> <p>All students from Grade 3 up now have access to touch screen Chromebooks, purchased in the last three years, The school has introduced communication programs such as See Saw (a daily connector with parents about what is happening in the classroom), Skoolbag App, which has allowed us to move to electronic newsletters and notices and we have upgraded our school website.</p> <p>Essential Assessments has been purchased by the school and staff has undertaken training in this program, as well as now uploading their data to SPA Tracker to enable tracking of student growth.</p> <p>Google Drive has been implemented down to Grade 3 in the school and staff now use Google Drive to plan their IB POI. All senior students and staff can now capably share their work and collaborate with each other.</p> <p>We are currently in the process of developing a planner using Microsoft One Note, that will allow staff to have access to all relevant documents whilst planning.</p> <p>These new implementations have enhanced communication and streamlined systems and processes.</p>
4	Development of school-wide Social Emotional Learning Program and Wellbeing Programs.	<p>The staff has developed a school-wide Social Emotional Learning Program that incorporates the Victorian Curriculum Personal Capabilities and Ethical Capabilities, the IB Personal and Social Learning Framework and also Respectful Relationships. This SEL program is aligned with our transdisciplinary teaching approach and ensures that there is contextual learning that is scope and sequenced both vertically and horizontally. SEL outcomes appear in every Unit o</p> <p>Over the past four years, several programs have been introduced to enhance student wellbeing:-</p> <p>**Mindfulness - staff members undertook a PD by Hugh Van Cuylenberg and have introduced a daily session of Smiling Minds, Mindful Colouring or Cosmic Yoga into every classroom in the school. This program is delivered in a "point of need" approach where teachers select the optimum time to focus on mindfulness. The aim of this program is to teach students strategies to re-focus their minds on their learning. Students are surveyed to assess the usefulness of this program.</p> <p>**Moving on the Mount - was introduced into the school in 2019. professional reading was undertaken by the staff to understand how physical exercise benefits neurological development and wellbeing. The staff then gathered a range of different activities and created a "bank" that all teachers can access. Each day students undertake at least 10 minutes of a wide range of energetic physical activities to support their understanding of the benefits of exercise and to give them another wellbeing strategy.</p> <p>**Kimoichis - has been introduced this year into our junior</p>

		<p>classes. This is a Social Emotional wellbeing program that teaches children to recognise a large range of different emotions and then the strategies that they need to help them manage each specific emotion. This program is being trialled as a network transition program from three year old kindergarten through to primary school.</p> <p>Our focus on wellbeing is supported by our school survey results.</p>
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PRSE Practice & Performance -

Mount Macedon Primary School (0415)

Goal 1

To maintain and build on existing achievements across literacy and numeracy to meet the personalised needs of each student.

FISO priority: Excellence in teaching and learning.

FISO initiative: Building practice excellence.

Target 1.1

Targets against NAPLAN

- 80% of students to achieve medium to high relative growth in literacy and numeracy.
- 50% of Year 5 students to be in the top two bands in literacy and numeracy.
- 70% of Year 3 students to be in the top two bands in literacy and numeracy.

Building practice excellence

Level of achievement : Partially Met

Outcome

- **80% of students to achieve medium to high relative growth in literacy and numeracy.**

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50% of Year 5 students to be in the top two bands in literacy and numeracy.

	From in 2017	2018	2019
Reading	64%	85%	44%
Writing	43%	21%	0%
Spelling	57%	45%	11%
Grammar & Punctuation	64%	62%	11%
Numeracy	50%	69	22

• 70% of Year 3 students to be in the top two bands in literacy and numeracy.

	From in 2017	2018	2019
Reading	77	76	85
Writing	42	57	75
Spelling	42%	43%	70%
Grammar & Punctuation	75%	71%	85%
Numeracy	38	71	75

Enablers and Barriers

Enablers that supported the achievement of this goal

Teaching Practice.

- **Transdisciplinary teaching implemented**

MMPS staff plan collaboratively as a whole school and we plan using a transdisciplinary approach and an inquiry pedagogical model. This is reflected in our Programme of Inquiry. All units have literacy and numeracy (we have “in and out components” as some maths does not fit our transdisciplinary themes) and science as key components of delivery.

- **Mount Macedon Instructional Model developed and implemented.**

Developed, trialled and implemented by MMPS staff

- **Introduction of Learning Intention and Success Criteria across the whole school**

Significant professional development was undertaken in this area. Staff now plan using LI and SC so that these can translate explicitly into the classroom. LI and SC are used in every classroom. Reflection after learning walks tells us that more work needs to be done to ensure that SC is strong and relevant,

- **Significant professional development undertaken in Feedback.**

MMPS staff undertook an inquiry into the giving and receiving of feedback. A shared agreement was developed and feedback strategies were implemented to support teachers to understand “the next step” in a more differentiated way.

- **Learning walks implemented in the school**

We have had mixed success with learning walks but for some they have been really successful and provided opportunities for staff to reflect on their practice and to see/model best practice ideas.

- **HITS implemented.**

Professional development undertaken in each of the HITS areas. Audit undertaken to analyse current practices and areas for further development. This was reviewed earlier this year and a new approach planned to ensuring that we are using the HITS continuum to improve practice.

- **Development of a range of resources to support planning across the school.**

Reading

Implementation of Fountas and Pinnell

Introduction of Essential Assessments for high achieving readers who are beyond the scope of F&P.

Regular updating of reading resource material

Focus on Writing

Writing

***Introduced Six Plus One Traits of Writing program. We have used this book to support our inquiry into our hunch that many children had lost the love of writing. Our particular focus has been on “Ideas, Voice and Word Choice”.**

*Implemented a moderation program within the school and externally with Macedon Primary School. Both schools undertook the same Cold Write and then worked in mixed teams to analyse and assess the writing. An ongoing external program was developed for the year but unfortunately did not take place due to COVID-19. Several PD sessions on moderation occurred within the school.

*Revisited and reintroduced Writer's Notebook into the school with a particular focus on each student having a "Seed" book to support the development of ideas.

*Staff developed their own set of annotated writing exemplars to help them to more deeply understand the curriculum and to accurately analyse and assess writing. These exemplars are now used by some teachers to help students develop their own relevant SMART goals in their writing.

Spelling

*An MMPS Scope and Sequence was developed by the staff using available resources. This has helped to give ownership to each year level and allowed staff to "audit as they plan" ensuring a more cohesive, consistent approach to spelling. Spelling is an area that remains a concern.

Grammar

*Revisited the grammar and punctuation Scope and Sequence developed by the school with the intention to more closely audit delivery.

Numeracy

***I can statements for numeracy developed by the staff for Prep to year 8.**

These statements are used to; track implementation of curriculum for a clear cohesive approach, empower senior students to select appropriate goals in numeracy using student appropriate language; support staff to teach secondary school maths for our high achieving students.

***Learning Specialist appointed to support staff in Numeracy.**

Bastow Learning Specialist Course (12 months) undertaken. The Learning specialist is timetabled to be free when classes are undertaking numeracy, allowing her to be in other classrooms observing, supporting and modelling.

***Introduction of Essential Assessments Numeracy to support the triangulation of evidence.**

***Introduction of High Achievers maths group across 5 schools in the network. These students meet together remotely each fortnight with a Learning Specialist to develop their problem solving strategies.**

Barriers that prevented the achievement of this goal

Only two years of data is currently available (2018 and 2019) and we do not have the data for the last two years (2020 and 2021) of the SSP.

The Strategic Plan has targets to achieve over a four year period and we believe that our results indicate that we were well on track to achieve most of these goals. We had a focus on Writing and Numeracy and believe that given time, there would be better results in these areas.

Varying class sizes

The grade 5 cohort for 2019 had only 9 students. The Grade 3 cohort for 2021 has only 10 students.

End of each Grade 4 year we lose students to the local private school.

At the end of 2018 we lost 5 students (38.5% of our grade 4 class), to Braemar College, a local independent school. This meant that we dropped from 13 students in 2017 to 8 students in our Grade 5 in 2019 cohort. At the beginning of Grade 5 we picked up a new student, giving us 9 students for 2019.

Each of the students who moved to Braemar had been in the top two bands for all or some of each area of NAPLAN. This was a significant academic loss to our results in 2019. Braemar is a private school and does not share its grade 5 NAPLAN breakdown with us, so we could not track the effect of our programs and teaching or monitor relative growth.

We have worked to combat this by surveying parents who are choosing to leave to have a better understanding of their reasons. We have also reminded parents in the newsletter of the quality education being offered at minimum cost at our State Government School. At end 2020 we lost two students to Braemar and we are only losing another two at the end of this year. This is a significant reduction on past history.

Absence

Of the 9 Grade 5 students who undertook NAPLAN in 2019, three (30%) had significant absences of more than 20 days. One student had a history of significant absences due to parent illness and one had an extended holiday prior to NAPLAN.

Online testing

2019 was the first year that the students undertook online NAPLAN testing. Anecdotal reflection immediately after the writing test was that students typed very slowly and did not write as much as they did when handwriting. The school immediately implemented touch typing as a subject from Grades 2-6 and requested a return to paper NAPLAN testing for 2020, to allow us to build student capacity to produce appropriate amounts of work when using keyboard.

Goal 2

To enhance student engagement, wellbeing and capacity to be personal learners.

FISO priority: Positive climate for learning.

FISO initiative: Empowering students and building school pride.

Target 2.1

ATS survey:

- 80% of students to have a positive response to Student voice and agency in the ATS Survey.

- 90% of students to have a positive response to Effective teaching practice for cognitive engagement in the ATS Survey.
- 80% of students to have a positive response to Stimulating learning in the ATS Survey.

PO Survey:

- At or above 80% of parents to have a positive response to Safety in the PO Survey.

Student attendance

- To reduce the percentages of students with more than 20 days absent.

Empowering students and building school pride

Level of achievement : Met

Outcome

ATS survey:

- **80% of students to have a positive response to Student voice and agency in the ATS Survey.**

From in 2017	2018	2019	2020
70%	73%	84%	90%

- **90% of students to have a positive response to Effective teaching practice for cognitive engagement in the ATS Survey.**

From in 2017	2018	2019	2020
87	87	90	91

- **80% of students to have a positive response to Stimulating learning in the ATS Survey.**

From in 2017	2018	2019	2020
84	88%	93%	91%

PO Survey:

- **At or above 80% of parents to have a positive response to Safety in the PO Survey.**

From in 2017	2018	2019	2020
84%	92%	90%	89%

- **To reduce the percentages of students with more than 20 days absent.**

From in 2017	2018	2019	2020
24%	25%	38%	14%

Enablers and Barriers

Enablers that supported the achievement of this goal

**Implementation of the IB Primary Years Program which has changed our curriculum delivery and pedagogical approach across the whole school. The program is challenging and supports students to develop independent inquiry skills that will support lifelong learning. The IB has allowed us to embed a successful evidence-based program that engages our students. The Action cycle of the PYP has empowered our students to have voice, choice and ownership in their world. The Exhibition, which is held in the grade 6 year, allows our students to demonstrate that they are achieving the school vision of positive, independent, resilient and inquiring students.

**STEAM room which has provided a multifunctional learning space and allowed us to introduce a Science specialist to the school. 100% of students (via a school survey) love Science

**Small school – every teacher knows and takes responsibility for every child. This means that; our transition programs are supported by a bank of shared knowledge about each child; information is shared in a timely manner, behaviour management is consistent

** Absence data analysis completed and documented

****Positive School Model ensures that the school is a calm, supportive and consistent learning environment**

****Strong parent connections with a focus on the shared journey of education. Parents are welcome into the school at any time. They are aspirational for their children and this is acknowledged and supported. This is evidenced in; the financial support for the school (98.5% school fees paid; parent group raises on average \$20,000 per year for the school); strong healthy, committed School Council who have a clear line of sight through to the vision and values of the school and the goals we are trying to achieve; number of parents who work in and for the school. Parents are seen and valued as partners.**

****Clear focus on achieving SSP goals through the AIP process**

****Yearlong buddy program, delivered by the students, is a much loved and successful program**

****Student leadership in the senior class delivers a strong program of modelling across the whole school**

****Consistent implementation of our Social Emotional Learning program including Positive Schools Model, Respectful Relationships, Kimochis, PYP Learner Profiles, Bullystoppers and Vic Curriculum Personal and Social capabilities**

****Welfare discussed at every staff meeting**

****Classroom and School Shared Agreements about learning, play and behaviour**

****Ethos of “The Mount Macedon way”**

****Introduction of new Engagement and Wellbeing programs;- Kimochis, Mindfulness, Moving on the Mount, Cosmic Yoga**

****Strong specialist program; Art, Music, Science, French (including Garden to Table) and PE**

**Commitment to ensuring that students have access to state of the art technology

**Extra-curricular programs –gardening, fibre club, sports, art etc

**High expectations for success

**Implementation of remote learning methods - via Student Voice and Agency program and High Achievers program

Barriers that prevented the achievement of this goal

Absence data analysis indicates that out of 45 students who had more than 20 days absence in 2019, 32 of them were for extended family holidays - a reflection of our SFOE. In reality only 12 students (10%) had absence days more than 20 days that were not related to holidays.

Small school and difficulties of managing class structures and relationships. MMPS students need to learn to solve their problems and move on and this can be difficult for some students

Regional position and the isolation that can create e.g. access to other schools, cost of incursions and excursions, time needed to get to places, access to PD etc (although our learnings from remote teaching have supported us to improve this area)

Changing staff – over the last 12 months, three teachers who had been at the school for many years, retired.

PRSE Practice & Performance -

Mount Macedon Primary School (0415)

Panorama Supplementary School Report	1. SUPschool_20200415.pdf (7.81 MB)
School Performance Data Report	1. Sch Prf Rpt 20190415.pdf (2.23 MB)
Additional supporting documents	1. Absences.xlsx (0.01 MB) 2. IMG_6971.JPG (2.44 MB)

PRSE Other Significant Findings -

Mount Macedon Primary School (0415)

Title/Program Name	Is this relevant to your school?	Describe implementation and impacts (If not relevant, explain why)	Evidence/supporting documents
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PRSE Self-evaluation Summary -

Mount Macedon Primary School (0415)

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

	Building practice excellence	Embedding	<ul style="list-style-type: none"> • Developed a FISO Action Plan after assessing where we were on the continuum. This will allow us to take clear, strategic steps towards further improvement (see attached) • Accredited as an International Baccalaureate school delivering the Primary Years Program at the end of 2018. This has required; <ul style="list-style-type: none"> * A change in pedagogical approach to inquiry learning, * The development of transdisciplinary teaching and planning * The documentation of a school developed curriculum that is reviewed both horizontally and vertically each year to align with the Victorian Curriculum and the IB expectations. * A school wide commitment to learner agency through a philosophy of “Voice, Choice and Ownership”. • A new STEAM (Science, Technology, Engineering, Art, and Music) room has been added to the school. This has given us the capacity to introduce Science as a specialist subject. • Currently five specialist teachers in the school weekly - Art, Music, PE, French (incorporating a Garden to table program) and Science. • Implemented a shared Writing professional development program with Macedon Primary School to improve capacity in moderation and teacher knowledge of writing. This also involved the development of Literacy Leaders across both schools. • Sourced best practice external PD to support teacher capacity in Writing. All staff trained in Six Plus One Traits of Writing and program implemented in the school. • Implemented the Fountas and Pinnell Writing program to support an understanding and use of the Reading continuum and assessment of reading. Also sourced assessment to accurately identify and assess the needs of our high achieving readers who were beyond the F&P scope. • Introduced the Essential Assessments Numeracy program in 2019. • Introduced Little Learners Love Literacy program to support students in our grade one area to develop strong literacy skills. • Created school based “I Can” statements for numeracy up to year 8. This document is used for both planning for teachers and goal setting for students. (see attached) • Created school based annotated Writing
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			<p>examples to support teacher understanding of Writing curriculum, moderation and assessment as well as student goal setting and understanding of 'next step' to improve outcomes.</p> <ul style="list-style-type: none"> • Reviewed and revised school created Spelling and Grammar Scope and Sequence documents (see attached) • Implemented a school designed instructional model (see attached) • Professional development on Learning Intention and Success Criteria. Implemented in every classroom. Weekly teacher's planners now use LI and SC. • All High Impact Teaching Strategies explored at weekly PD sessions. Areas of both personal and school strength were identified and areas for further development were undertaken as focus PD sessions. They were: - Questioning, Feedback, Metacognitive Strategies and Goal Setting (see attached evidence). In 2021 we self-assessed our HITS capacity using the continuum (see attached photograph). We have further identified areas to improve and have added these to our professional development Planner. • Community of practice focus on feedback in the school. Staff developed; a shared agreement about what good feedback was (see attached), undertook professional reading on feedback, developed an action plan to ensure that we were improving our practice (see attached), undertook Learning Walks with a specific focus on the giving and receiving of feedback, surveyed students about their teachers (see attached). • Aligned our Performance and Development goals with our AIP to ensure clear through lines from the Strategic Plan through to the implementation, professional learning and assessment of our practice. • Two Learning Specialists appointed in the school – Numeracy and Primary Years Program • Learning Specialists undertook the 12 month Bastow Learning Specialist course • Literacy Leader undertook the 12 month Bastow Literacy Leaders course • Implemented a high achievers numeracy program using remote technologies across five different schools. • Supported students to develop their own learning goals in Reading, Writing and Maths using their own data and exemplars to ensure that SMART goals are developed. • Implemented a Tutor program in term 4 2020 to support students to catch up after remote
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			learning. Retired Literacy Leader employed, students identified and Individual Learning Plans developed. When the TLI was implemented in 2021, our students were already a term into the program.
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	Curriculum planning and assessment	Embedding	<ul style="list-style-type: none"> • Whole school IB PYP Programme of Inquiry developed each year. This is a whole school transdisciplinary curriculum and it is done collaboratively with the staff using a shared drive. The POI is audited yearly to ensure that we are meeting the expectations of Victorian Curriculum, including the cross curricular priorities of; Learning about Aboriginal and Torres Strait Islander histories and cultures, Learning about Asia and Australia’s engagement with Asia, Learning about Sustainability. We also audit to ensure that the POI is transdisciplinary and offers students agency. (see POI for 2020 and 2021 attached). • POI displayed at the front of the school so that all members of the school community know what their child is learning. POI available on school website. • Whole school reflections and sharing of Units of Inquiry. (see example UOI attached) • Introduction of the SPA Tracker as a repository for all assessments. Twice per term PLT meetings looking at the data in SPA Tracker and identifying growth patterns in all students. • Data wall implemented and revisited twice per term. Each year the data wall has had a different focus according to our AIP e.g. 2019 tracking students in Numeracy, 2020- tracking student growth, 2021– tracking student in the Tutor Initiative program. • Yearly audit of our Assessment Schedule to ensure that the data we are collecting is relevant and providing us the opportunity to triangulate evidence, and use both summative and formative assessment. (attached) • Regular use of the Panorama website with staff to unpack and analyse data as well as look at trends in our data that we need to be aware of ; - AToSS, NAPLAN, Teacher Judgement, SOS, POS, Absence data • Two day professional development on Assessment undertaken by whole staff including ES staff. • Assessment brochure developed by staff for parent information purposes (see attached) • Senior students have their data shared with them to empower them to have agency in their learning. Goals are set using this data. • Reviewed and revised school created Spelling and Grammar Scope and Sequence documents (see attached) • Scope and sequence documents developed by school as per evidence in Building Practice Excellence. This has further supported
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			<p>staff to understand the curriculum both above and below the particular area that they are teaching and supports them to differentiate in the classroom and especially developed their skills to extend our high achievers into the secondary school curriculum.</p> <ul style="list-style-type: none"> • Staff review of both Reading and Writing programs. Teaching approaches shared and then collaborative discussion about areas for further development. * Shared Writing program with Macedon Primary School. Shared moderation and professional development in assessing writing. • Implement a timetable that supports collaborative planning time between teachers. • Expectation that weekly planners are developed with all scope and sequence documents being audited to ensure a consistent, cohesive approach and student assessment data being used to ensure differentiation.
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	Evidence-based high-impact teaching strategies	Embedding	<ul style="list-style-type: none"> • All High Impact Teaching Strategies explored at weekly PD sessions. Areas of both personal and school strength were identified and areas for further development were undertaken as focus PD sessions. They were: - Questioning, Feedback, Metacognitive Strategies and Goal Setting (see attached evidence). In 2021 we self-assessed our HITS capacity using the continuum (see attached photograph). We have further identified areas to improve and have added these to our professional development Planner. • Staff survey results indicate a high level of positive response to:- <ul style="list-style-type: none"> **Collective focus on student learning – 100% **Guaranteed and viable curriculum – 100% ** Teacher collaboration – 98% • Strong participation in, and commitment to, Network CoP – 2019 – Student Voice and Agency, 2020 – Feedback and Student Voice and Agency and 2021 – Student Voice and Agency and high achievers. Staff developed presentations on “SV&A at MMPS” used at Network meetings, * * Principal presentation at Regional Principal’s Conference on High Impact teaching at MMPS. • Focus on Feedback from peers, students and colleagues in the school (see “Feedback at MMPS)
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	Evaluating impact on learning	Embedding	<ul style="list-style-type: none"> • Assessment leader appointed. Responsible for overseeing assessment schedule, collecting, maintaining SPA Tracker, delivering PD to the staff, supporting staff to analyse and use data to improve their teaching practices. • Assessment schedule reviewed regularly. • Student data analysed twice per term at PLT meetings. • SeeSaw program used by all teachers to connect with parents daily to share student work. This also encourages the giving and receiving of feedback. • Moderation sessions held both within the school and externally with another school to evaluate teacher judgement. • Use of strong Success Criteria and student feedback to determine “next steps” in teaching. • Introduction of 3 way conferences with students from Grade 4 and up. Students present at a parent teacher conference, sharing their goals and progress used evidence based data. • All teachers with a leadership role. Each undertakes an inquiry cycle into an aspect of their role e.g. to what extent is data being used to differentiate teaching in classrooms? (Assessment Leader). • Learning Walks conducted by each teacher to gather evidence to support their inquiry. • Google Drive used by staff to share planning and documents – allows transparency and encourages sharing of ideas. • Professional Development planner developed each term (see attached) and aligned with AIP and analysis of current school data and emerging trends such as HITS (see evidence of PD undertaken below).
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Professional leadership	Building leadership teams	Embedding	<ul style="list-style-type: none"> • Development of School Improvement team (all class teaching staff), with shared ownership of improved outcomes for students. • Appointment of two Learning Specialists – Numeracy and PYP leader. Both undertook Bastow Learning Specialist 12 month course to improve their practice to support other teachers and both receive extra time. • Clear through lines from SSP to AIP to PPD to PDP. • AIP Action Plan developed each year and shared at first SIT meeting each term to determine progress and review for any changes. (see attached) • All staff have designated leadership roles with role descriptions. See attached • All leaders undertake a cycle of inquiry based on their roles. See attached • Whole school practices developed and implemented by SIT - data analysis, instructional model, the giving and receiving of feedback, implementation of HITS.
	Instructional and shared leadership	Evolving	<ul style="list-style-type: none"> • Learning Walks undertaken by all staff to support their understandings of their inquiries. • Leaders all share a role in delivering professional development and leading SIT meetings. • Leaders undertake professional development to support their growth e.g. Bastow Learning Specialist, Bastow Leading Literacy, IB PD with Heads and Coordinators every term, SPA and Essential Assessment Training. • School instructional model created, trialled and implemented • SIT development of school based documents;- PYP POI and UOI, Writing exemplars, I Can Numeracy Statements, Spelling Scope and Sequence document, assessment schedule • Regular data analysis and data wall updated.

	Strategic resource management	Embedding	<ul style="list-style-type: none"> • Clear line of site from SSP to AIP and budget planning • Strategic staffing to support improved outcomes for all students:- ES staff member to deliver the Little Learners Love Literacy program and to maintain our operational school library, ES staff member employed to work with students who do not qualify for PSD funding but require extra help, experienced Literacy Leader appointed as Tutor, employed in 2020 to support students who were having difficulties due to COVID. This program has continued into 2021 in line with DET initiative, School nurse employed in the school every Friday morning for last two years. • Strategic purchasing of technology to ensure state of the art equipment: - new grade 5/6 touch screen computers purchased every second year. New computers fed into the middle and bottom of the school every other year. School almost has 1:1 student, computer ratio. All classrooms now equipped with SMART TVs, teacher dedicated iPad and class computer • Purchase of SPA Tracker program to ensure that data is able to be easily analysed and students tracked. • Purchase of new programs to support Strategic Plan – Essential Assessments (Numeracy and Literacy) , Fountas and Pinnell, Six Plus One Traits of Writing • Professional Development budget targeted each year to support SSP using both internal and external providers e.g. literacy, numeracy, assessment, PYP • Workforce plan developed and implemented to ensure an even age and gender balance in the school. • Five Year Maintenance Plan developed – new one due this year (see completed plan attached) • School raised money spent on adding required elements to the new STEAM room (\$30,000) • Facilities improved every year with a large “project” e.g. 2021 – resurfacing of school basketball court, outdoor reading room and renovated reading area, 2020 – outdoor learning area and new school fence, 2019 – STEAM room and new school oval, 2018- new Shade Sails
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	Vision, values and culture	Embedding	<ul style="list-style-type: none"> • At MMPS our vision is clearly articulated and visible in the school and on documents sent home. (see attached). The vision is reviewed every four years by the school council. • Supporting this is a mission statement about how we will achieve our vision. (see attached) • We also have a set of school values that are also visible in the school, and form the basis for our school song which is sung at every second assembly. Last year we reviewed our school values with parents staff and students and the result was that we changed one of them. We moved from "Care, Create, Cooperate" to "Care, Create, Collaborate". The general sense was that the word cooperate didn't articulate the independent inquiry focus that is a part of our school vision. • We are also guided by a school developed philosophy that articulates 'The Mount Macedon Primary School way'. • Overarching all of the above is our commitment to the International Baccalaureate and its Mission Statement (see attached) which is aligned with our own mission statement. • The principal reports on the IB PYP to school council regularly.
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Empowering students and building school pride

Embedding

- International Baccalaureate Primary Years Program
- *Central idea set by teacher then shaped by the students during the provocation
- *Lines of Inquiry – set by teachers in junior classes but by the time students reach the Grade 5/6 area they can plan for and work within their own lines of inquiry. All students undertake inquiry learning, starting with the students “wonderings” in Foundation and then developed throughout all year levels in a “gradual release of responsibility mode”. photos
- *Action Cycle – students are encouraged to be action takers and the school has many examples of this occurring regularly e.g. conception and building of an outdoor Reading Room, introduction of a sports uniform, research into, and creation of, a video on how to use the latest technology in the school – then students delivered professional development to the staff on the topic and left a video on Staff Public for future reference. photos
- Student Voice in:-
- * Relevant school policies. Students reviewed and developed the Uniform Policy which was then presented to the School Council. One minor change was made and the language was formalised and then it was adopted by the school. They have also reviewed the bullying policy. photos
- *School facilities. All large projects at the school use student voice. E.g. In building of the new STEAM room, students sat in with the architect during design decisions. Students voted and selected the colours of the new school fence and the new shade sails as well as chose the new fittings for the school library. All students offered the chance to design the new outdoor learning area and a student’s design was chosen and implemented.
- * School Budget Management. During Economics, senior students have reviewed the school budget, been given chances to ask clarifying questions and to make further suggestions. Photos Grade 6 students run an enterprise program every year to help pay for their student designed Grade 6 jackets. This year they are running a parent’s 1980s Trivia night and last year it was a Car Wash.
- *School art- STEAM feature wall designed by a student and also ANZAC memorial designed by students.
- *All students involved in decision to change school motto from “Care, Create, Cooperate” to “Care, Create Collaborate” as well as changing one of the “House” names from Drysdale to Kulin.
- * Three way parent teacher conferences with the senior students articulating their goals and what they have been doing to achieve them. This is supported by the students presenting evidence of their learning.
- All grade 6 students have whole school leadership roles. Students apply for the roles they would like, or create a role that they think would benefit the school. E.g. last year we had a “Happiness Leader” to support students through COVID.
- Junior School Council has representatives from every year level. They decide on student events and fundraising and then implement a process to ensure good communication and a successful event. JSC meets once each year with our School Council to discuss their ideas.
- Implementation of a Student Voice and Agency Community of Practice within the Macedon Ranges Principals Network. Students across 5 schools meet remotely each fortnight to share their ideas and to learn more about leadership, voice and agency. This has been highly successful.
- Weekly school assemblies are run by the students and celebrate student achievement, They are streamed live to the parents.
- Strong Friends of the School (parent/carer) group with many parent

			<p>members. They raise (on average) in excess of \$20,000 each year through social functions – generally about 20 events per year. (See FOS calendar attached). This money goes directly towards funding improvements in the school.</p> <ul style="list-style-type: none"> • MMPS has a committed, supportive parent population as evidenced by our Parent Opinion Survey. A large group of parents work in the school on a regular basis and support programs, such as Reading, Bike Education, Garden to Table, Sports program, Library, Book Club, Inquiry learning etc.
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	Setting expectations and promoting inclusion	Evolving	<ul style="list-style-type: none"> • MMPS runs a Positive Schools model based on the Geelong Grammar model. This means that we practise and expect positive; interactions, relationships, purpose, health, emotions and accomplishments. This is evidenced in the school via signs and also via our Positive Growth Mindset program which is embedding a shared language across the school. Parents are engaged in the Positive Schools program (via newsletter and website) and expected to undertake the same actions and approaches. • School developed Social Emotional Learning Scope and Sequence has been in place for three years now. It incorporates Vic Curriculum (personal and social capabilities), the IB Attributes and Learner profiles, Respectful Relationships, Bully Stoppers program and cyber safety. The SEL is incorporated into the Programme of Inquiry. (see attached) • The school Wellbeing Policy, specifically identifies that there will be no yelling at children in the school. We undertake a calm restorative process if issues need to be addressed. • Classroom Essential agreements developed each year in every class with two different foci; - 1. Expectations for a happy, healthy environment and 2. Students as learners. See attached • Essential Agreement about Playground Rules is developed using positive language and reviewed by the students regularly to ensure that it is still relevant. • We have introduced the Kimochi's program to our junior school to support the development of emotional literacy – "If you can name it you can tame it". This is also a connecting transitional program from kindergarten to school. • Staff undertook a review and developed an Inclusion Policy for the school. • No students currently on Behaviour Management Plans. • Extra staff employed from school funds to support improved outcomes for all students. Two classes have integration aides working in them. Another Education Support staff member delivers the Little Learners Love Literacy program to grade 1 students who need extra support in reading and writing, and also works with senior students who need more literacy support. • Implementation of a Tutoring Program in 2020. This is staffed by a former literacy leader who works with a range of students needing extra support. All have IEPs. The Tutor works with and oversees the ES staff member delivering LLLL as well as works in and out of classrooms. • Implementation of a Macedon Principal's Network CoP to target high achieving maths students. This also runs across five schools and is delivered by a Maths Learning Specialist. • GATEWAYS program (high achievers) offered to identified students. • Buddies program with Foundation and Grade 5/6 students. Buddies meet weekly for the whole year and the program is designed and delivered by the senior students. Senior buddies provide support to younger students in the yard. • Kindness seat in the school yard to support students who are finding it difficult in the yard.
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	Health and wellbeing	Embedding	<ul style="list-style-type: none"> • Introduction of a school therapy dog for past three years. Rufus is much loved and has improved the wellbeing of students, parents and staff. • Implementation of the Moving on the Mount program in 2020. Staff undertook professional development on the neurological aspects of learning. We then implemented a daily physical activity program for every student. This is delivered daily and uses a wide range of activities to engage students in vigorous physical activity for 10 to 15 minutes. Research findings are that this will help to optimise the learning environment and readiness for learning. • Implementation of Mindfulness program. This is undertaken for 6-7 minutes after recess and involves a range of activities including Smiling Minds and Yoga. • Staff developed COVID video (displayed on DET website) https://www.youtube.com/watch?v=s6CEq_C8HgE&feature=emb_imp_woyt • One of the 6 PYP transdisciplinary themes each year is “Who We Are” a unit on health and wellbeing which is in our Programme of Inquiry (attached). • Each student uses the IB PYP Attributes to set a personal social goal. <p>Bush kids program - Foundation students have puddle suits and go outside to explore the environment.</p> <ul style="list-style-type: none"> • Whole school wellbeing days e.g. Bushwalk to Mt Macedon or to Mt Towrong. • Staff wellbeing is a high priority. Strong social connections. • Incursions such as Life Ed, Cyber bullying programs to further develop skills. • Learner Profiles from IB support leading a balanced life. • SEL program • Positive Schools Model implemented in the school • Kimochis in junior classes • Positive Growth Mindset • Bike education program in school culminating in 30km bike ride to Williamstown. • Whole school swimming lessons for a fortnight each year. • Specialist ancillary support staff work in school – e.g. OT, Autism support workers. • Student/staff wellbeing on staff meeting agenda each week • Students surveyed via a school developed survey each year to check in on whole school connectedness and wellbeing • IEPs developed for students above or below expectations
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	Intellectual engagement and self-awareness	Embedding	<ul style="list-style-type: none"> • Data analysis sessions held twice per term (see Professional Development planners 2020/2021 attached) using SPA Tracker and the Panorama Reports • Data wall developed over last three years used to identify students who need extra focus • Learning Walks undertaken • Focussed Peer Observation on the instructional model and the giving and receiving of feedback (see Feedback documentation) • Collaborative whole staff planning sessions • Focussed whole staff professional development • PYP inquiry learning allowing all students to choose interest based topics. • Wide range of planning and reflection tools are embedded in the PYP process. (see PYP folders)
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Community engagement in learning

	Building communities	Embedding	<ul style="list-style-type: none"> • Strong, small school community that shares the same vision for the students • Well-developed communication links within and beyond the school; <ul style="list-style-type: none"> * Weekly online newsletter, *Skoolbag app for all school notices (email and text message), * Media Messenger (for all emergency texts), *See Saw for daily interaction between classroom teachers and parents, *School website with all school policies and calendar updated regularly, * School Facebook page, *What's App page for each classroom's parent group, *Regular parent information sessions in Term 1 *Monthly report in local newspaper Gisborne Gazette written by student *Live streamed assembly each week *Parent/student/teacher interviews either face to face or via WebEx • School production each year involves parents in a range of activities and is extremely well supported audience wise. Live music at production is provided by parents and staff band. • Well-developed community links:- <ul style="list-style-type: none"> *CFA -delivers a Fire safe program in the school each year -Runs simulation fire drills with the staff and students -Provides training for staff e.g. fire extinguisher training -Runs training sessions in the school grounds on weekends -Provides advice on our Emergency Management Plan * Fibre Club - group of parents and grandmothers who come into the school each week to teach knitting and sewing at lunch time. * Gardening Club - run by a group of parents at lunchtimes * Strongly supported working bees • Gisborne Foodbank <ul style="list-style-type: none"> -school collects targeted foods to support needy local residents • School foodbank/support -schedules regularly developed to support local community members who are in difficult situations (house fire/unexpected illness/long term illness). We provide food, cleaning, carpooling support • Newsletter provides free advertising to local businesses
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			<ul style="list-style-type: none">• School hall hire fee waived for local families, sporting groups or businesses• Currently building relationships with overseas IB schools (see time zone planner)• Teacher professional development in IB is regular and will sometimes involve teachers from around the globe.• Grade 6 graduation always held at local café – great relationship• School policy to outsource to local communities to provide goods and services as often as is practicable.• Well-developed transition links with kindergartens/child care centres and local secondary schools
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	Global citizenship	Embedding	<ul style="list-style-type: none"> • Embedded in the school as part of our philosophy and commitment to the International Baccalaureate global education program that connects students through their similarities and encourages respect for inclusivity through their differences. Core practices within the program ask us to explore solutions to be internationally-minded and to explore global issues such as sustainability, world peace and intercultural understanding and respect. There is a clear progression, both vertically and horizontally through our yearly Programme of Inquiry that supports our students to be looking at global issues by grades 5 and 6. e.g. world economics • The Learner Profiles of the IB also encourage students to become prepared for the future by adopting the same practices that work across the world (see attached learner Profiles). We use the profiles as a shared language of expectation across the whole school. • The Action cycle in the IB PYP is also aimed towards developing concerned citizens who will take action that resonates for them. The staff and students will be able to articulate some of the actions that they have taken, and some examples are attached.. • Introduction of a French language program that incorporates a Garden to Table program to allow students to practice the language in a bilingual, practical way. Students also participate in French poetry and speaking competitions. French signage around the school. • School recognition of the local indigenous land owners. Welcome to Country at every assembly and in school foyer, aboriginal flag flying, aboriginal art work in the school. We have audited our curriculum to ensure that Aboriginal and Torres Strait Islander perspectives are woven throughout the units that we teach. School House name changed to Kulin to honour local tribes (we sit near the cusp of three different aboriginal tribes). • Introducing 'shared ideas, correspondence and discussions with IB schools from other countries. • Sustainability program in the school – green team work on an approach to ensure that we are a part of addressing a global crisis. • Some teachers have participated in PD that involved teachers from a range of different educational settings around the world. • Teachers attend IB conferences in Melbourne that introduce them to a range of global speakers and presentations.
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	Networks with schools, services and agencies	Embedding	<ul style="list-style-type: none"> • Principal member of Network Executive and leading a CoP that is trialling two remote delivery programs across five schools. Principals are sharing ideas and expertise to further improve student outcomes. Plans of action have been developed, driven by Theories of Action and self-assessment forms a key, ongoing component of the practice. (see plan attached). CoP visits each others school to also embed the sharing of best practice. • Learning Specialist is a member of a network transition group who meet to further enhance transitions from kindergarten to primary school. Good relationships with local feeder groups. * School nurse employed in the school every Friday morning. • Liaise with Network student support staff and Regional support staff. • Assessment Australia used for cognitive assessments. • SSGs held for students who need extra support. • External providers such as Occupational Therapists and Autism Connect providers are welcomed into the school to work with students on a regular basis.
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	Parents and carers as partners	Embedding	<ul style="list-style-type: none"> • Parents always welcome in the school. POS indicates that parents are happy and comfortable in the school. • Strong communication links with parents as previously discussed. • School curriculum updated yearly and displayed in the school foyer and on the school website, so that parents can always see what their children are learning * School Production is a live musical with the band made up of parents and staff. parents involved in many aspects of the production e.g. singing, costumes, props, dance etc.. • Class newsletters and notices. • ILP's and SSGs for identified students • Three way parent, teacher student conferences • Many parents support the school in a variety of different capacities • Lunchtime groups – Gardening Club and Fibre Club run by parents and community members • Strong attendance at Working Bees • Several parent information sessions held at the start of each school year to introduce new parents to the programs at MMPS • Welcome BBQ for parents each year • Grade 6 Exhibition held each year where parents are asked to come along and talk to students about their learning within the PYP. This is an example of the two way learning embedded in Exhibition. • Family Bike riding days held at least twice each year • During remote and flexible learning, teachers kept their personal rooms open for students parents to visit daily to discuss issues, clarify learning etc. • Strong daily connections with parents through See Saw. Pictures and videos sent home regularly • Very motivated friends of the School group who are always encouraging other parents to join in • School fete every second year involves every family. We are a small school but the fete has raised approximately \$26,000 clear profit for each of the past three fetes. Evidence of the support and commitment of the parents. • Social functions at the school are well attended. We have 85 families and well more than half of these attend parent functions. The last school disco – only 3 students out of our
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			124 students did not attend.
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PRSE Curriculum Standard and Ministerial Requirements -

Mount Macedon Primary School (0415)

Minimum Standards for School Registration

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

Minimum standards to be met by all government schools	Does the school meet the minimum standard?	If the requirement is not met, my school will do the following to meet the minimum standard	Supporting documentation Individual documents are limited to 25MB maximum size. DOC, DOCX, XLS, XLSX file types are supported
1 School governance			
<p>1.1 Democratic Principles</p> <p>The school affirms democratic principles through a statement affirming the school's adherence to the democratic principles in the school's vision and values, prospectus, handbook or local school policy (e.g. in the Statement of Values and School Philosophy).</p> <p>The statement includes the democratic principles listed in the <i>Education and Training Reform Act 2006</i>: elected Government; the rule of law; equal rights for all before the law; freedom of religion;</p>	Yes		<p>1. MMPS PHILOSOPHY.docx (0.03 MB)</p>

freedom of speech and association; and the values of openness and tolerance.			
<p>1.2 Philosophy</p> <p>The school has a statement (e.g. Statement of Values and School Philosophy) that includes:</p> <ul style="list-style-type: none"> • the school's vision, values and objectives • a description of how the school enacts its philosophy • an outline of where the school has published its policy. 	Yes		Philosophy standards have been included in the supporting documentation uploaded to 1.1 Democratic principles
<p>1.3 Enrolment policy</p> <p>SPECIALIST AND SPECIFIC PURPOSE SCHOOLS ONLY</p> <ul style="list-style-type: none"> • Our school has an enrolment policy which is consistent with all legal requirements • Our school can demonstrate how our enrolment policy is implemented. 	Yes		<p>1. MT MACEDON PRIMARY SCHOOL enrolment 2020.docx (0.02 MB)</p> <p>MMPS is capped due to being a category 1 BARR school and requires an enrolment policy.</p>
2 Curriculum and Student Learning			

<p>2.1 Curriculum framework - Language Program</p> <ul style="list-style-type: none"> • Language education is provided by a registered teacher(s) or staff with Permission to Teach (PTT), across all year levels; or • The school has been granted an exemption by the VRQA under regulation 61. 	<p>Yes</p>		<p>1. SPECIALIST TIMETABLE 2021.docx (0.02 MB)</p>
<p>2.2 Curriculum Framework</p> <p>Our school has:</p> <ul style="list-style-type: none"> • A curriculum plan showing how the learning areas will be substantially addressed and how the curriculum will be organised and implemented • An explanation of how and when the curriculum and teaching practice will be reviewed • An outline of how the school will deliver its curriculum. 	<p>Yes</p>		<p>1. curriculum delivery.docx (0.02 MB)</p> <p>2. Planning the inquiry.docx (0.05 MB)</p> <p>3. POI 2020.docx (0.03 MB)</p> <p>4. POI 2021.docx (0.08 MB)</p>
<p>2.3 Student Learning Outcomes</p> <p>The school has submitted its 2018 annual report to the school community.</p>	<p>Yes</p>		<p>1. Annual Report 2019.docx (0.23 MB)</p> <p>2. arc 2018 0415.docx (0.31 MB)</p>

3 Care, Safety and Welfare of Students

3.1 Duty of Care

The school has policies and procedures for the duty of care owed to students (e.g. [Duty of Care Policy](#)) including:

- that it owes all students a duty of care to take reasonable measures to protect them from reasonably foreseeable risks of injury
- that it owes a duty to take reasonable care that any student (and other persons) on the premises will not be injured or damaged because of the state of the premises, including things done or omitted to be done to the premises
- that it owes a duty to take reasonable precautions to prevent the abuse of a child by an individual associated with the organisation while the child is under the care, supervision or authority of the organisation
- that different and sometimes greater measures may need to be taken for younger students or students with disabilities to discharge this duty of care.

Yes

1. [Mt Macedon Primary School DUTY OF CARE 2021.docx](#) (0.05 MB)

<p>3.2 Managing Student Wellbeing</p> <p>The school has policies and procedures for:</p> <ul style="list-style-type: none"> • anti-bullying and harassment, including cyber bullying • appropriate arrangements for on-site supervision of students (e.g. Yard Duty and Supervision Policy) • appropriate arrangements for supervision of students when engaged in off-site activities and which include consideration of the risk of bushfire in the activity location (e.g. Camps and Excursions policy) • ensuring the safety and welfare of students learning with another provider (when the school contracts with another school, a registered training organisation or an organisation not registered as an education or training provider) (e.g. covered in your Duty of Care policy) • arrangements for ill students (e.g. First Aid Policy) • accident and incident register • first aid (e.g. First Aid Policy) • distributing medicine (e.g. Administration of Medication Policy, Log and Authority Form) • internet use (e.g. Digital Technologies Policy and Acceptable Use Agreements). 	<p>Yes</p>		<ol style="list-style-type: none"> 1. 2021 Netbook User Agreement.docx (0.02 MB) 2. Administration of Medication Policy Mount Macedon Primary School.docx (0.04 MB) 3. Camps and Excursions Policy Mount Macedon Primary School.docx (0.04 MB) 4. First Aid Policy Mount Macedon Primary School.docx (0.04 MB) 5. Medication Authority Form Mount Macedon Primary School.docx (0.03 MB) 6. MMPS Mobile Phone Policy.docx (0.02 MB) 7. MMPS Yard Duty and Supervision Policy.docx (0.04 MB) 8. social media policy.docx (0.03 MB)
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<p>3.3 Emergency Management</p> <p>The school:</p> <ul style="list-style-type: none"> • has a current register of staff trained in first aid • holds records of student medical conditions and management • has an emergency management plan which is reviewed at least annually and immediately after any significant incident (this plan must be site specific and include local threats, hazards and corresponding response procedures) • communicates policies and procedures on the care, safety and welfare of students to staff, students, parents, guardians and the school community. 	<p>Yes</p>		<ol style="list-style-type: none"> 1. First aid Register Mount Macedon Primary School.doc (0.20 MB) 2. Mount Macedon Primary School (415) - 2020 Emergency Management Plan.docx (1.97 MB) 3. OSHC Shelter in Place Bushfire Procedures.docx (0.01 MB) <p>Records of students with medical conditions are held at the school. All policies available on school website.</p>
<p>3.4 Child Safety</p> <p>A school's policies and procedures (e.g. Child Safety Responding and Reporting Policy and Procedures) for ensuring all staff understand:</p> <ul style="list-style-type: none"> • mandatory reporting • the failure to disclose offence 	<p>Yes</p>		<ol style="list-style-type: none"> 1. Child Safety Responding and Reporting Obligations Policy and Procedures.docx (0.04 MB)

<ul style="list-style-type: none"> the failure to protect offence. 			
<p>3.5 Child Safe Standards</p> <p>The school complies with the Child Safe Standards, as set out in Ministerial Order 870.</p> <p><i><u>NOTE: Before answering this question you must complete the 'Child Safe Standards Checklist' towards the end of this Tab</u></i></p>	Yes		Demonstrated on Child Safe Standards Checklist.
<p>3.6 Anaphylaxis Management Policy</p> <p>The school has developed a policy and has procedures in place for any student at risk of anaphylaxis (e.g. Anaphylaxis Policy).</p> <p>The policy and procedures are in accordance with Ministerial Order 706.</p>	Yes		1. Anaphylaxis Policy Mount Macedon Primary School.docx (0.05 MB)
<p>3.7 Emergency Bushfire Management</p> <ul style="list-style-type: none"> A schedule for monitoring and removal of materials that may be easily ignited including branches overhanging buildings, debris and rubbish around and under buildings, 	Yes		<p>1. FIRE DRILL REGISTER 2020.docx (0.01 MB)</p> <p>2. two year maintenance plan 2020-2021.docx (0.01 MB)</p>

<p>including gutters, and dry grass and vegetation.</p> <ul style="list-style-type: none"> • Procedures to ensure the safe storage of flammable materials. • A schedule for regularly monitoring emergency access to buildings and grounds. • Evidence that: <ul style="list-style-type: none"> ○ the building exits will continuously be kept clear of obstructions ○ assembly points are designated and have appropriate access to emergency equipment ○ there is access to facilities and grounds for emergency vehicles. 			
<p>3.8 Emergency bushfire management (for BARR schools only)</p> <p>The school is compliant with all relevant Guidelines (2.2 to 2.9). Please refer to the VRQA Guidelines for Bushfire Preparedness - Registered Schools, including:</p> <ul style="list-style-type: none"> • 2.2 an Emergency Management Plan that details the school's response to managing bushfire risk • 2.3 the school informs students, staff and parents/guardians about their 	<p>Yes</p>		<ol style="list-style-type: none"> 1. BUSHFIRE EVACUATION PROCEDURES.docx (0.01 MB) 2. Equipment checklist1.xlsx (0.01 MB) 3. Mount Macedon Bushfire Plan 2020 - 2021.docx (0.03 MB) 4. Shelter in Place Bushfire Procedures.docx (0.0 MB) <p>Each classroom and main rooms in the school has an Emergency Management wall with all procedures etc</p>

<p>specific bushfire preparedness arrangements and train relevant staff in their bushfire preparedness roles</p> <ul style="list-style-type: none"> • 2.4 the school maintains a register updated at least once per school term during the October–April bushfire season of bushfire emergency equipment and ensures it is in working order • 2.5 the school maintains notices of bushfire evacuation procedures and bushfire emergency contact numbers and locates them appropriately around the school • 2.6 the school regularly manages materials that may easily be ignited around buildings and facilities • 2.7 the school regularly monitors emergency access to buildings and grounds • 2.8 the school consults local agencies, where relevant, (the Country Fire Authority, Metropolitan Fire and Emergency Services Board, local Council) on their bushfire preparedness and compliance with local bushfire regulation of buildings, facilities and grounds • 2.9 a school with an on-site ‘shelter in place’ must consult with the relevant agency on the building’s compliance with relevant regulations. 			
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<p>3.9 Student Behaviour Management (discipline)</p> <p>Our school has:</p> <ul style="list-style-type: none"> • a policy that explicitly prohibits corporal punishment (e.g. a statement in the Student Wellbeing and Engagement Policy) • a behaviour management policy and procedures which include: <ul style="list-style-type: none"> ○ an explanation of the school's approach to behaviour management and how it affords procedural fairness to students (e.g. Student Wellbeing and Engagement Policy) ○ a commitment to follow the DET guidance on suspensions and expulsions in compliance with Ministerial Order No. 1125 [note: the commitment can be in a school policy, or if not, the principal can provide verbal assurance at review] ○ procedures for maintaining a register of suspensions and expulsions ○ an outline of how the school communicates these policies and procedures to the school community. 	<p>Yes</p>		<ol style="list-style-type: none"> 1. Behaviour Management Policy.doc (0.19 MB) 2. MMPS Student Engagement and Wellbeing.docx (0.05 MB) <p>All policies located on school website</p>
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4 Staff Employment

<p>4.1 Teachers requirements</p> <p>Our school maintains a register of teachers which includes</p> <ul style="list-style-type: none"> • each teacher's name • their Victorian Institute of Teaching (VIT) registration number • the expiry and renewal of their registration • their VIT category of registration (i.e. <i>provisional registration, full registration, permission to teach.</i>) 	<p>Yes</p>		<p>1. STAFF register 2021.docx (0.02 MB)</p>
<p>4.2 Compliance with Working with Children Act 2005</p> <p>Our school has:</p> <ul style="list-style-type: none"> • procedures to ensure that all employees and volunteers required to do so by the Working with Children Act 2005, have a current Working with Children Check (WWCC) (e.g. Visitors Policy Volunteers Policy and following DET policy in relation to all employee checks) • A register of employees and volunteers with a WWCC which 	<p>Yes</p>		<p>1. 2021 RMN Staff WWCC or VIT.pdf (1.96 MB)</p> <p>2. Visitors Policy 2019.docx (0.04 MB)</p> <p>3. Volunteer Policy.doc (0.18 MB)</p>

<p>includes each employee's: name, card number and expiry date</p> <ul style="list-style-type: none"> • Procedures for maintaining the register. 			
5 School Infrastructure			
<p>5.1 School Infrastructure</p> <p>Our school has a plan showing the location of facilities available for each program offered across the school day (e.g. <i>School plan with mark up of facilities that are used</i>).</p>	<p>Yes</p>		<p>1. markup map.docx (2.02 MB)</p>
<p>Minimum standards to be met by Senior Secondary providers only</p>	<p>Does the school meet the minimum standard?</p>	<p>If the requirement is not met, my school will do the following to meet the minimum standard</p>	<p>Supporting documentation</p> <p>Individual documents are limited to 25MB maximum size. DOC, DOCX, XLS, XLSX file types are supported</p>
<p>1</p>			
<p>1.1 Student Learning Outcomes</p> <p>The school has:</p> <ul style="list-style-type: none"> • course curriculum and assessment documentation, and student attainment and administration documentation in accordance with 	<p>Not Applicable</p>		

<p>the requirements of the awarding body</p> <ul style="list-style-type: none"> • documentation to demonstrate that the school provides staff and students with current and accurate information about the awarding bodies' requirements including course standards, timelines and qualification requirements. 			
<p>1.2 Student Records and Results</p> <p>The school has policies and procedures (e.g. <i>Student VCE/VCAL handbooks, Staff handbook, Student Records and Results policy</i>) to ensure the:</p> <ul style="list-style-type: none"> • integrity of assessment • accuracy of records • monitoring of student participation, completion rates and student outcomes. 	Not Applicable		
<p>1.3 Student Welfare</p> <p>Policies and procedures for:</p> <ul style="list-style-type: none"> • how attendance is monitored for students participating in courses provided by another senior secondary course provider 	Not Applicable		

<ul style="list-style-type: none"> • supervision of students outside scheduled classes. 			
<p>1.4 Teaching and Learning</p> <ul style="list-style-type: none"> • Teaching resources and facilities meet the current requirements of the awarding body. <p>Policies and procedures:</p> <ul style="list-style-type: none"> • to ensure the assessment of senior secondary courses is fair, valid and reliable • to oversee the conduct of assessments including: <ul style="list-style-type: none"> ○ addressing cheating, including plagiarism ○ conducting investigations and hearings and if necessary, amending or cancelling assessments • a student handbook and resources which address the senior secondary course rules and procedures for assessment. 	Not Applicable		
Ministerial requirements	Does the school meet	If the requirement is not met, my school will do the following to meet the minimum standard	Supporting documentation

	the minimum standard?		Individual documents are limited to 25MB maximum size. DOC, DOCX, XLS, XLSX file types are supported
1			
<p>1.1 Ministerial Mobile Phone Policy</p> <p>The school provided evidence of the following:</p> <ul style="list-style-type: none"> • Mobile phone policy • Secure storage • Teacher awareness and understanding 	Yes		Uploaded in 3.2 Managing Student Wellbeing
<p>1.2 Ministerial direction - Strengthened approach to Holocaust education</p> <p>SECONDARY SCHOOLS ONLY</p> <p><i>Schools must teach students in years 9 and 10 about the Holocaust and its continuing significance.</i></p> <p>The school has a teaching and learning program which clearly references teaching about the Holocaust at Years 9/10. This could include:</p> <ul style="list-style-type: none"> • integrated units on racism or current affairs; • a unit taught in a History subject; or 	Not Applicable		

<ul style="list-style-type: none"> • an aspect of a home group or pastoral care program on human rights, vilification or respectful relationships. 			
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Child Safe Standards

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

Child Safe Standards	Does the school meet the minimum standard?	If the requirement is not met, my school will do the following to meet the minimum standard	Supporting documentation Individual documents are limited to 25MB maximum size. DOC, DOCX, XLS, XLSX file types are supported
Principle of Inclusion			
<p>6(a) In implementing the minimum child safety standards, the school governing authorities must:</p> <ul style="list-style-type: none"> • take account of the diversity of all children, including (but not limited to) the needs of Aboriginal and Torres Strait Islander children, children from culturally and linguistically diverse backgrounds, children with 	Yes		<p>1. MT MACEDON PRIMARY SCHOOL INCLUSION STATEMENT.docx (0.02 MB)</p>

<p>disabilities, and children who are vulnerable; and</p> <ul style="list-style-type: none"> • make reasonable efforts to accommodate the matters referred to in clause 6(a). 			
<p>Child Safe Standard 1: Strategies to embed an organisational culture of child safety</p>			
<p>7(1) (d) The school governing authority must put the strategies [to embed an organisational culture of child safety] into practice, and inform the school community about these practices.</p>	<p>Yes</p>		<ol style="list-style-type: none"> 1. Child safe recruitment sign off.docx (0.02 MB) 2. If a child reports abuse in any form.docx (0.02 MB) 3. Mt Macedon Primary School child safe school policy.docx (0.03 MB)
<p>Child Safe Standard 2: A child safety policy or statement of commitment to child safety</p>			
<p>8 (1) The school governing authority must ensure that the school has a child safety policy or statement of commitment to child safety that details: (b) the actions the school proposes to take to (iii) support or assist children who disclose child abuse, or are otherwise linked to suspected child abuse. (e.g. Example Statement of Commitment to Child Safety).</p>	<p>Yes</p>		<ol style="list-style-type: none"> 1. Mount Macedon Primary School Commitment to Child Safety.docx (0.02 MB)

Child Safe Standard 3: A child safety code of conduct			
9 (1) The school governing authority must develop, endorse, and make publicly available a code of conduct that: (b) sets standards about the ways in which school staff are expected to behave with children (e.g. Child Safety Code of Conduct – exemplar).	Yes		1. Child Safety code of conduct Mt Macedon.docx (0.03 MB) On school website
Child Safe Standard 5: Procedures for responding to and reporting allegations of suspected child abuse			
11(1) The school governing authority must have a clear procedure or set of procedures for responding to allegations of suspected child abuse in accordance with this clause and other legal obligations. (e.g. Child Safety Responding and Reporting Policy and Procedures).	Yes		1. Child Safety Responding and Reporting Obligations Policy and Procedures.docx (0.04 MB)
Child Safe Standard 6: Strategies to identify and reduce or remove risks of child abuse			
12 (4) As part of its risk management strategy and practices, the school governing authority must monitor and evaluate the effectiveness of the implementation of its risk controls.	Yes		1. 18.02.21 Thursday 18th February 2021.docx (0.02 MB) 2. 23.03.21 Thursday, 23rd March, 2021.docx (0.02 MB) 3. child safe risk assessment.xlsx (0.01 MB)

			<ul style="list-style-type: none"> 4. Minutes Thursday 15th October, 2020.docx (0.02 MB) 5. Minutes Thursday 17th September 2020.docx (0.02 MB) 6. Staff Awareness day one timetable.docx (0.01 MB) 7. Visitors Policy 2019.docx (0.04 MB)
12 (5) At least annually, the school governing authority must ensure that appropriate guidance and training is provided to the individual members of the school governing authority and school staff about: (a) individual and collective obligations and responsibilities for managing the risk of child abuse.	Yes		<ul style="list-style-type: none"> 1. 18.02.21 Thursday 18th February 2021.docx (0.02 MB) 2. Day one 2021.docx (0.01 MB) 3. Minutes Thursday 15th October, 2020.docx (0.02 MB)
Child Safe Standard 7: Strategies to promote child participation and empowerment			
13 (1) The school governing authority must develop strategies to deliver appropriate education about: (d) child abuse awareness and prevention.	Yes		<ul style="list-style-type: none"> 1. DET RESOURCES.docx (0.01 MB) <p>Resources displayed around the school</p>
The school governing authority must promote the child safety standards required by this Order in ways that are readily	Yes		<ul style="list-style-type: none"> 1. Mount Macedon Primary is a child safe school.docx (0.06 MB)

accessible, easy to understand, and user-friendly to children.			
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