

Pre-review self-evaluation: 2016

Overall report

Macarthur Street Primary School (2022)



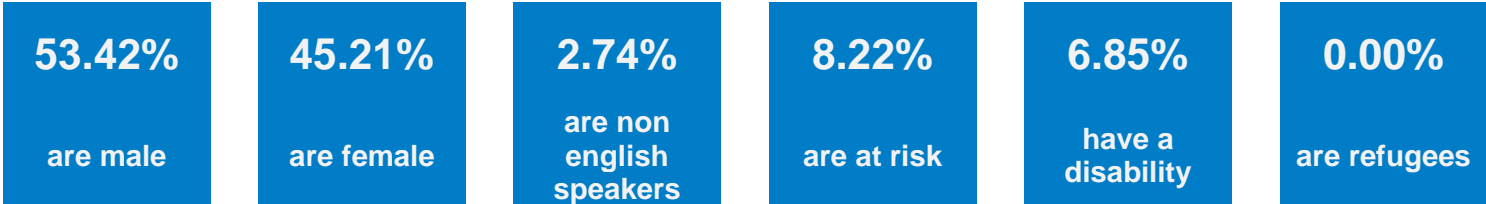
MACARTHUR STREET
PRIMARY SCHOOL

School Overview

Macarthur Street Primary School (2022)

Principal	School enrolment	Local government authority
Andrew BACKWELL	73	Ballarat
Address	Gender	Region
401 Macarthur Street, Soldiers Hill 3350	Co-Ed	South Western Victoria
Phone	Accepts international students	Melways/Vic Roads reference
03 5332 4746	No	Unspecified
Fax	International Baccalaureate	Compulsory uniform
03 5332 3796	No	Yes
Email	Languages offered	
macarthur.street.ps@edumail.vic.gov.au	Unspecified	

Quick facts



Student Family Occupation Education (SFOE) Index

0.52

School Profile

Macarthur Street Primary School is an imposing 140 year old bluestone and brick building just north of Ballarat's CBD. The enrollment over the course of the last SSP has been around 100 students. Whilst many of our students are from the local area, families from across Ballarat choose to enroll their children at MSPS. The SFOE has ranged between 0.4674 and 0.5173 in the review period and the SFO has gradually moved from 0.7774 in 2010 to 0.618 in 2019. Four teaching groups have operated in review period with Art, Music and Sport offered as specialist areas. There is broad diversity and range of families' levels of education and employment. The Soldiers' Hill area of Ballarat has moved from a largely industrial base to a more affluent demographic.

The teaching team has focused on researching, developing and implementing whole school approaches to instruction. This has been particularly evident in Writing, Spelling, and Reading (to a lesser extent). The school is moving to the full implementation of a School Wide Positive Behavior approach. School values and consequent student expectations have been reviewed.

Pre-review self-evaluation methodology

Date	Activity	Outcome	Leads
18-February-2019	PRSE process presented to the whole staff during staff meeting.	Awareness of the process Opportunities for involvement Regular reporting to PLC	Principal
05-February-2019	Look at FISO Continuum of Practice Highlight where we feel we are.	Creation of working groups to identify where the school is performing in relation to the 16 FISO Dimensions	Principal Learning Specialist (Curriculum Leader)
29-March-2019	Working with our Data Coach	Data sets clarified to respond to SSP goals.	Principal Learning Specialist (Curriculum Leader)
23-April-2019	PLC data discussions	Determination of whether goals had been met/partially met/not met	Principal Learning Specialist (Curriculum Leader)
04-March-2019	Whole staff workshop to determine top four highlights of the past four years .	Four highlights identified: School Wide Positive Behavior implementation Whole School Approach to Writing Celebrating Data Community involvement	Principal Learning Specialist (Curriculum Leader)

Summary of highlights

Macarthur Street Primary School (2022)

	Title	Description
1	School Wide Positive Behaviour	<p>As a whole school we have embraced the structure and guidance that the SWPB program has offered us. During 2017 the school, including staff, students and parents, revisited our values and vision. As a result we highlighted three main words that guided the development of a behavior matrix. Respect, Responsibility and Resilience have become our mantra are modeled daily by all who enter our school.</p> <p>Our journey began with a series of professional learning for 3 staff members. This was strongly supported by a Community of Practice encompassing four local schools on the same journey. After surveying and discussion with all stakeholders a student matrix was developed and displayed in all learning areas. (A staff matrix was also developed). A series of explicit lessons were then taught to all students to ensure a common understanding of expectations across the whole school. Signage has been prominently placed in all learning areas, both internal and external, and is a constant reminder for students of expected behavior.</p> <p>As a result of this shared understanding, students know the expected behavior and are treated similarly by all staff. According to our anecdotal notes there has been a general improvement in student behavior both in classrooms and while out in the yard. We have implemented a Positive Behavior Acknowledgement System where student are rewarded for displaying the school values using a cumulative process. Our Attitudes To Schools Survey data tells us that in many areas including sense of connectedness, sense of inclusion and school safety we are similar or higher than like schools. As a staff we are encouraged by the impact we are seeing this work have. We are constantly striving to support our students to make good decisions and achieve success while at school.</p>
2	Whole school approach to the teaching of Writing.	<p>As a result of looking at data in 2016, our school recognised a need to improve our Writing data. We embarked on a series of professional learning based on the VCOP Program. Once staff were comfortable with this program, we began a well-paced roll out to the students; beginning with and understanding of the four main elements, vocabulary, connectives, openers and punctuation. Parents were presented with a comprehensive outline of what the program entailed, including what they can do at home to support their students learning. Our assessment and evaluation of the students work became transparent and consistent. As a staff we began to moderate writing together and unpacked the meaning of the Criterion Scale that we were using</p>

		<p>for assessment.</p> <p>As a PLC we developed a two week writing cycle that began with a Big Write, followed by Break Down Buddies and goal setting. This led to explicit teaching areas at the point of need for our students. This cycle was strongly supported by the purchase of PM Writing Program resources and picture story books that demonstrate a particular genre. The final step in the cycle is the celebration of writing, this is held every two weeks at our whole school assembly. One student in each grade, who has achieved their writing goal, reads their Big Write story to the whole school community. This student is presented with a trophy, certificate and their photo added to the Writers Hero board.</p> <p>When looking at our 2018 NAPLAN Writing data we noticed a pleasing improvement with our results having 66% of our students achieving high relative growth at the grade 5 level. Just as excitingly, we have noticed that student interest in writing has also improved, the stimulus is meaningful and there is a purpose to the process. Students can articulate their goals and feel a genuine sense of achievement when they are reached.</p>
3	Celebrating data	<p>We have developed an improved consciousness around school data. Our QuickSmart numeracy data has shown effect sizes that correlate to 2 and 3 year's growth in one year for students undertaking this maths enrichment program. This data has been shared with staff and School Council and (via the newsletter) the community. In a similarly pleasing trend, the relative growth of our students from grades 3 to 5 has also been very healthy.</p> <p>When relative growth cohorts are averaged out over five years, the levels of low medium and high growth are better than state means. We have also told our students some of the highlights of their achievements - particularly in Writing- and have found this to be an additional motivation for them.</p> <p>The ability to look at new data sets produced by the Department has affirmed our direction and intention. Our current 'Stretch' status is viewed as an opportunity to keep improving to move us to a high performing ('Influence') position; understanding the domains (and weightings therein) to be enablers to further improvement. Being able to see our performances against similar schools and network schools has been affirming and motivating.</p> <p>Our staff, parent and student surveys in their newer forms have given us some information to be proud of as well as some areas to focus on.</p>
4	Community involvement - school concert, school fair, information session, school sports.	<p>A number of different school events have helped to increase the involvement of the parents in our school community.</p> <p>Significantly, Our whole school musicals have brought into the school a lot of parental involvement. Our first foray into the whole school musical thinking was in 2013. The biennial events have blossomed into major productions held at the Wendouree Centre for the Performing Arts. Parents are closely linked to different aspects of the production, including prop and costume</p>

		<p>design and caking, ticketing, marketing and bringing in one and all to the performance. These productions have been hard work but unifying and satisfying.</p> <p>The school's Annual School Fair was reintroduced a number of years ago and has recently enjoyed a revamping with new members of the community coming on board. The new look, theme based fair succeeds because of its organisation, teamwork and the willingness of the community to help out. the result is an evening event that attracts. Whilst it is primarily a fund raising event, the fair provides great profiling opportunities as well as being the focus of attention on the community.</p> <p>A similar level of community participation and involvement is apparent at the school's Athletics Sports Day. Approximately 100 family members attended this year's School Sports Day with high levels of support and positive feedback.</p> <p>Our weekly Friday afternoon school assemblies, providing us with a platform to celebrate our purpose and the school week we have just completed, are another opportunity for our community to be involved. Some assemblies have special components, such as badge or jumper presentations, and can attract in excess of 50 community members.</p>
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Review of School Strategic Plan Goals and Targets

Goal 1

To maximise the learning growth in English and Mathematics for every student.

Target 1.1

1. The yearly mean growth in reading, writing and number at each grade level will be at least 1.0 for teacher judgement against the Victorian Curriculum.
2. The mean of students within Reading will increase from 1.70 to the Region mean of 2.47. The mean of students within Writing will increase from 1.53 to the Region mean of 2.28. The mean of students within Number will increase from 1.63 to the Region mean of 2.35.
3. The percentage of students with medium to high growth in Reading from year 3 to 5 will be greater than 90%. (In 2015 43% of students had low growth and 29% of students had medium or high growth.)
4. The percentage of students with high growth in Numeracy will be over 40%. (In 2015 17% achieved low growth, 50% achieved medium growth.)

Building practice excellence

Level of achievement : Partially Met

Outcome

Target 1.1.1 and 1.1.2

Percentage of Students by Age Expected Rating Trend Analysis Detail - Years 0-6 Semester 2 - Macarthur Street Primary School									
Strand/Dimension		Students Assessed	Percentage of Students			Number of Students			% r m
			Above Age Expected	At Age Expected	Below Age Expected	Above Age Expected	At Age Expected	Below Age Expected	
Reading and viewing	2015	85	36.5%	43.5%	20.0%	31	37	17	
	2016	89	36.0%	42.7%	21.3%	32	38	19	
	2017	98	29.6%	46.9%	23.5%	29	46	23	
	2018	98	37.8%	38.8%	23.5%	37	38	23	
Speaking and listening	2015	85	16.5%	64.7%	18.8%	14	55	16	
	2016	89	15.7%	70.8%	13.5%	14	63	12	
	2017	98	12.2%	72.4%	15.3%	12	71	15	
	2018	98	14.3%	68.4%	17.3%	14	67	17	
Writing	2015	85	29.4%	47.1%	23.5%	25	40	20	2.79
	2016	89	24.7%	49.4%	25.8%	22	44	23	2.81

	2017	98	15.3%	54.1%	30.6%	15	53	30	2.83
	2018	98	15.3%	50.0%	34.7%	15	49	34	2.82
Number and Algebra	2014	86	19.8%	61.6%	18.6%	17	53	16	2.86
	2015	84	33.3%	44.0%	22.6%	28	37	19	2.86
	2016	89	24.7%	51.7%	23.6%	22	46	21	2.87
	2017	99	20.2%	52.5%	27.3%	20	52	27	2.89
	2018	100	25.0%	48.0%	27.0%	25	48	27	2.88

Source: SIP

Note observatons... general overview

Target 1.1.3 and 1.1.4

Naplan relative growth

		Percentage of Students			Number of Students	
	Year	Low	Medium	High	Low	Medium
Numeracy	2016	33.3%	66.7%		2	4
	2017	25.0%	41.7%	33.3%	3	5
	2018		75.0%	25.0%		3
Reading	2016		83.3%	16.7%		5
	2017	8.3%	58.3%	33.3%	1	7
	2018	20.0%	60.0%	20.0%	1	3

Note observations.... trend in mean score results for NAPLAN

Enablers and Barriers

Enablers that supported the achievement of this goal

1.1.1

- Development and implementation of the assessment schedule - it has become more precise
- Social dynamics within cohorts has changed
- Structure across the school of literacy learning has changed. New focus on a whole school approach to literacy delivery.
- Improvements in reading and writing has had a flow on effect across other subject areas eg: maths - worded questions.
- Whole school focus on spelling has supported growth in reading and writing.
- Greater confidence in teaching due to a shared knowledge and understanding of the curriculum and assessment practices.
- Writing is seen as 'cool' and celebrated throughout the school.

1.1.2

- Implementation of the assessment schedule
- New curriculum document
- Increased technology throughout the school
- Resources bolstered
- Equity money and its mindful spending
- Extra support in the classroom
- We have become more formal with our assessment of writing especially with the introduction of VCOP and the criterion scale

NOTES: - we are closing the gap between the school and region. Our data in 2017-2018 is similar in both reading and writing reflecting growth in teacher confidence.

- we are on an upward trend

1.1.3

- CAFÉ
- Literature Circle
- Literature Specialist
- Reading Recovery (Carolyn)
- Resources
- Take-home books/resources
- Parent sessions
- Professional Learning
- Student ownership
- Emphasis on vocabulary
- Learning Intentions/Success Criteria
- Individual Reading Goals
- Teaching to point of need (groupings, etc.)
- PLC foci (PL; collaboration)

NOTES: PLC discussion focused on the notion of volatility between the years due to small cohorts.

If we average the 3 years of low, medium and high growth for reading the result would be 9% low and 91% medium to high growth.

Based on the 2018 result the target has been partially met.

1.1.4

- Mental Maths
- Times tables
- Improved profile of NAPLAN
- Daily allocation of maths
- Resources
- Online maths resources
- Explicit maths language
- Structure (term/yearly planner) – in Big CURrie doc
- Maths PD
- Differentiation

NOTES: PLC discussion was around the target 1.1.4 it was not met however it was noted that in 2018 there was no low growth and averages over the 3 years was 18% low growth, 64% medium growth and 18% high growth.

Barriers that prevented the achievement of this goal

1.1.1

- Changing assessment tools
- Teacher judgements differing from teacher to teacher
- Social dynamics
- Change in teachers

1.1.2

- Extra-curricular activities and the crowded curriculum that distract us from teaching
- Targets we set may have been ambitious
- We don't have a number catch up program in place for the younger students who might be struggling. Quicksmart is used for the older students and very effective.

1.1.3

- Time available to teach each curriculum area.
- Socioeconomic - home life (Parent capacity to support the students)

1.1.4

- The goal of 40% was quite ambitious considering that the state average is 25%
- Low/varying numbers across the years.
- No benefit from QuickSmart
- Timetabling/crowded curriculum
- More focus on literacy

Goal 2

To foster wellbeing through building positive social and emotional relationships.

Target 2.1

1. Mean scores in the Attitudes to School survey will increase to 4.6 in Student Safety and 4.5 in Connectedness to Peers. (2015 Benchmark - Student Safety 3.44 and Connectedness to Peers 3.82.)

Empowering students and building school pride

Level of achievement : Partially Met

Outcome

New survey was introduced from 2017. New survey measures % positive endorsement compared to the old survey which used a mean score therefore there has been a break in the data. To this end we are using data to indicate improvement by making thematic links between measures in the two surveys.

Goal 2.1

	2015	2016	2017	2018
Student Safety SIP - (mean)	3.44	3.78	x	x
Managing bullying (percent positive endorsement)			58%	72%
Connectedness to peers	3.81	4.21	x	x

Sense of connectedness			77%	75%
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Source: SIP and Panorama Portal

Enablers and Barriers

Enablers that supported the achievement of this goal

- Delivery of the survey has changed from students completing independently to being stepped through every question with a teacher.
- Introduction of the School Wide Positive Behaviour Program
- The development of the school behaviour matrix with a shared understanding for all stakeholders
- Strong revisit of our school values and strategic placement of signage around the school
- Whole school workshop of the schools values that includes parents, students and teachers
- Use of equity money to support connectedness
- Year levels completing the survey changed in 2017 to include the year 4 students
- Clearer vision and mission statements
- Increased over the past 4 years and trending towards the target

NOTES: - both student safety and managing bullying results have increased towards a positive result

- connectedness to peers and a sense of connectedness increased from 2015 - 2016 yet remained steady from 2017 - 2018

- 3 of the 4 measures showed improvement and 1 remained steady

- partially met due to a break in the data

Barriers that prevented the achievement of this goal

- Delivery of the survey - previous students were left to complete the survey independently and possibly didn't fully understand the questions
- Change to the survey
- Changes to the grade levels that are completing the survey

Goal 3

Promote opportunities for higher levels of student engagement for students to increase motivation and learning confidence.

Target 3.1

Mean scores in the Attitudes to School survey will increase to 4.3 in Learning Confidence, 4.6 School Connectedness (2015 Benchmark - Learning Confidence 3.60, Student Safety 3.44 and School Connectedness 4.12)

Setting expectations and promoting inclusion

Level of achievement : Partially Met

Outcome

Factors	2015	State	2016	State
Learning Confidence	3.60	4.15	3.87	4.13
Sense of Confidence	-	-	-	-
School Connectedness	4.12	4.38	4.20	4.36
Sense of Connectedness	-	-	-	-
Student Motivation	4.45	4.56	4.61	4.55
Student Motivation & Interest	-	-	-	-

Sources: SIP (ATOS Pre-2017) and Panorama Dashboards

Note: In 2017 a new ATOS was introduced. Therefore, there was a break in data. Our trend analysis will be made using a thematic link between factors. The new survey reports percent positive endorsement compared to the mean factor scores

Learning Confidence had increased from 2015 - 2016 but was still below the state means and expected goal; *Sense of Confidence* (post data break) remained stable but still below the state in 2018.

School Connectedness was moving towards the target but in 2016 was below state means. *Sense of Connectedness* (post data break) remained stable but still below the state in 2018

Student Motivation and *Student Motivation & Interest* both trended upwards and were above state means pre and post data break.

Target 3.2

Absence data - to be at or below State mean

Setting expectations and promoting inclusion

Level of achievement : Partially Met

Outcome

Target 3.2: Absence data - to be at or below State mean

Summary - Absence days per FTE		
Calendar Year	P - Yr 6	State benchmark P-6
2015	18.16	14.6
2016	14.51	15.0
2017	14.49	15.6
2018	17.19	15.3

The absence data for 2016 and 2017 was below the state mean and above state mean in 2018.

Target 3.3

Parent Opinion Survey - Increased Student Safety, Connectedness to Peers and Extra Curricular.

Setting expectations and promoting inclusion

Level of achievement : Met

Outcome

Target 3.3: Parent Opinion Survey - Increased Student Safety, Connectedness to Peers and Extra Curricular.

	2015	State	2016	State	2017	2018
					Positive endorsement	Positive endorsement
Extra-Curricula	4.21	5.03	3.42	4.98	-	-
Connectedness to Peers	5.58	5.85	5.48	5.85	-	-
Student connectedness	-	-	-	-	87.9%	97.2%
Student Safety	4.94	5.50	4.77	5.47	-	-
Safety	-	-	-	-	77.3%	87.5%
Managing bullying	-	-	-	-	72.7%	87.5%
Experience of Bullying	-	-	-	-	54.5%	66.7%
Promoting positive behaviour	-	-	-	-	84.1%	91.7%
Respect for diversity	-	-	-	-	83.3%	91.7%

Note: In 2017 a new POS was introduced. Therefore there was a break in data. Our trend analysis will be made using a thematic link between factors. The new survey reports percent positive endorsement compared to the mean factor scores.

Parent

Extra Curricular Connectedness to Peers and Student Safety lower than state means in 2016. These variables was not continued post data break.

Student Connectedness improvement from 2017 to 2018. 2018 positive endorsement (97.2%) above stae (91.9%)

All (5) variables within *Safety* in 2017 and 2018 improved and all were above state averages in 2018

Enablers and Barriers

Enablers that supported the achievement of this goal

Target 3.1

Enablers:

Stable staffing profile

Introduction of whole school programs eg VCOP

SWPB implementation - values review, consistent expectations across the school, acknowledging the behaviors we want to see continued. Consistent behavior management

School concerts - develop confidence and unity in students

Peer support programs - Transition, Reading

Student leadership opportunities - JSC, Senior students (ANZCA and Remembrance Day ceremonies)

Target 3.2 Enablers

Engaging programs

Technology in classrooms

Connection to friends

Wellbeing/Primary Prevention Programs

Achieving success through intervention programs (QuickSmart, Literacy support, Wellbeing)

Links between excursions and work in class

Following up unexplained absence protocols

Target 3.3 Enablers

Implementation of SWPB - all key stakeholders involved

Promotion of school values - signage, awards, focus behaviors

Proactive and positive interactions with parents

Barriers that prevented the achievement of this goal

Target 3.1 Barriers

Assessment changes eg introduction of hte criterion scale

Classroom dynamics

Class size

Staffing movement (unstable in one grade for 18 months)

Parent influence - different values

Target 3.3 Barriers

Target 3.2 Barriers

Parent values/opinions

Student levels of anxiety

Panorama Supplementary School Report	1. SUPschool_20182022 (1).pdf (8.32 MB)
School Performance Data Report	1. Sch_Prfr_Rpt_20182022 (4).pdf (1.83 MB)
Additional supporting documents	1. 2019 Curriculum Planner 2-3-4.docx (0.09 MB) 2. 2019 Curriculum Planner 4-5-6.docx (0.09 MB) 3. 2019 Curriculum Planner F-1.docx (0.09 MB) 4. Description Scope and Sequence.docx (0.02 MB) 5. Discussion Scope and Sequence.docx (0.02 MB) 6. Explanation Scope and Sequence.docx (0.02 MB) 7. Exposition Scope and Sequence.docx (0.02 MB) 8. Information Report Scope and Sequence.docx (0.02 MB) 9. Matrix - Students (2).docx (0.04 MB) 10. Narrative Scope and Sequence.docx (0.02 MB) 11. Procedure Scope and Sequence.docx (0.02 MB) 12. Recount Scope and Sequence.docx (0.02 MB) 13. Response Scope and Sequence.docx (0.02 MB)

Other significant findings

Macarthur Street Primary School (2022)

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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Review self-assessment summary

Macarthur Street Primary School (2022)

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level	Evidence and Analysis
Excellence in teaching and learning	Building practice excellence	Emerging	PD is aligned to AIP taking on VCOP as a whole school as well as Words their Way as a tool to support spelling. Peer observation process has begun.
	Curriculum planning and assessment	Emerging	During PLC meetings staff are involved in group moderating of students work including writing samples and running records. Teachers have an opportunity to plan with other teachers of similar grades both on a weekly basis and via the communities of practice meetings that are held once a term. Whole school approach to planning and assessment in place and supported. School assessment plan is in place and followed. It includes moderation of students work to maintain consistency.
	Evidence-based high-impact teaching strategies	Emerging	Teachers identify a High Impact Teaching Strategy that will support their classroom practice, this is put forward as an area of observation. Teachers working collaboratively in Professional Learning Communities and investigating challenges of practice.
	Evaluating impact on learning	Emerging	Teachers participate in the formal assessment of student achievements at the end of each cycle using a range of formative and summative assessments. Teachers analyse student assessment data and have an understanding of the skills needed to meet standards. This is evident through the VCOP criterion scale.

Professional leadership	Building leadership teams	Emerging	Our school has selected FISO initiatives are aligned these with our SSP and AIP. Leadership roles are aligned with the SSP and AIP priorities and supported by all staff. The school provides opportunities for aspirant leaders to build their capabilities in school improvement through taking on professional learning.
	Instructional and shared leadership	Emerging	Teachers collaborate and discuss the impact of their teaching on student outcomes. Our Principal delegates authority to others to undertake specific activities and implements processes that support leadership development. This is evident with teams driving programs running within the school.
	Strategic resource management	Emerging	Our resources and Education Support staff are prioritised according to the goals of the SSP and AIP. As a team we collect and analyse school and local data to inform direction and evaluate learning growth.
	Vision, values and culture	Emerging	We have developed and refined our schools vision and values embedding them into the culture of our school. We have a shared vision and for school improvement.

Positive climate for learning	Empowering students and building school pride	Emerging	<p>Students are active participants in a weekly whole school assembly. Students have the opportunity to share their work and celebrate successes.</p> <p>Students, parents, and staff feel a sense of belonging and responsibility to improve student outcomes. Together we celebrate our success and growth.</p>
	Setting expectations and promoting inclusion	Evolving	<p>The introduction of the School Wide Positive Behavior Program will support the school on its path to success on this area.</p> <p>Primary Prevention programs that already operate in the school support students with regulation social behaviors and prepares them for future choices. The school's values and vision are explicit in all policies and guidelines and these are shared with the community.</p>
	Health and wellbeing	Evolving	<p>Teachers engage in positive interactions with students in their classes.</p> <p>The school has wellbeing programs and structures which target the needs of some students.</p>
	Intellectual engagement and self-awareness	Emerging	<p>Teachers have high expectations for their students and consistently and appropriately challenge them.</p> <p>Through professional learning in the area of the Inquiry Cycle has supported teachers capability to assess students and target teach to needs.</p>

Community engagement in learning	Building communities	Evolving	The school is supported by a range of external agencies that cater for the mental and physical health of its students. We work closely with parents to overcome barriers in relation to engagement.
	Global citizenship	Emerging	Creation of school values that support and align to universal values. Students explicitly taught what respect, responsibility and resilience look like. Restorative practices followed throughout the school as a way to resolve conflicts.
	Networks with schools, services and agencies	Emerging	We are active with a Community of Practice that we share with schools that are also working towards similar outcomes. We are currently involved in Literacy (VCOP) and School Wide Positive Behaviour Communities of Practice.
	Parents and carers as partners	Emerging	As a school parents are involved in every step of decision making through taking active role on School Council. Parents and carers are regularly invited to information sessions to support them with assisting their students through the learning process. Our school holds regular open days and invite parents to attend interviews with teachers.

Curriculum and student learning standard assessment

Minimum standards for Registration 2019 (Term 1 and 2 only)

Please complete this table by indicating whether your school meets the minimum standards and provide evidence demonstrating your school's compliance (such as policies or procedures). If your school does not currently comply please write what your school is doing to ensure it will meet the minimum standards. Policies and procedures that are or part of school council function require ratification by School Council.

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			
1.1 Democratic principles Our school affirms democratic principles through a statement in the school's vision and values, prospectus, handbook or local school policy.	Yes		1. Information Book 2019 current.pdf (1.13 MB) 2. Matrix - Students.docx (0.04 MB)
1.2 Philosophy Our school has a statement (e.g. <i>School Philosophy Policy</i> , <i>School Strategic Plan</i> , <i>Annual Implementation Plan</i>) that includes: <ul style="list-style-type: none"> the school's vision, values and objectives 	Yes	This can be accessed via the SPOT tool	1. MSPS SCHOOL STRATEGIC PLAN 2016 - 2019.docx (0.14 MB)

<ul style="list-style-type: none"> an outline of where the school has published its policy. 			
<p>1.3 Enrolment policy</p> <p>SPECIALIST AND SPECIFIC PURPOSE SCHOOLS ONLY</p> <ul style="list-style-type: none"> Our school has an enrolment policy which is consistent with all legal requirements Our school can demonstrate how our school policies are implemented. 	Not Applicable		
2 Effective curriculum			
<p>2.1 Curriculum framework - Language Program</p> <p>Our school has:</p> <ul style="list-style-type: none"> a language program delivered across all year levels by a (qualified) language teacher <i>(NOTE: students enrolled at the Victorian School of Languages, distance education or community languages school are not considered a school language program)</i> 	Yes	<p>Macarthur Street Primary School students are receiving Japanese via video conferencing during terms 2 and 4. We will provide our own program for the students during term 3.</p>	<p>1. Japanese Term 2 Week 2 2019.docx (0.02 MB)</p>
<p>2.1.1</p> <p>Our school has:</p>	Yes		<p>1. 2018 Curriculum Planner 2,3,4.docx (0.09 MB)</p> <p>2. 2018 Curriculum Planner 4,5,6.docx (0.09 MB)</p> <p>3. 2018 Curriculum Planner F,1,2.docx (0.09 MB)</p>

<ul style="list-style-type: none"> • an explanation of how and when curriculum and teaching practice is reviewed (e.g. <i>School Strategic Plan, Annual Implementation Plan, Curriculum Statement, Staff Professional Development Statement, Curriculum Framework policy</i>) • an explanation of how appropriate time is allocated across the 8 learning areas (e.g. <i>timetable, time allocation per learning area</i>) • an outline of how the school delivers its curriculum, whether through Australian Curriculum, Victorian Curriculum, other approved curriculum programs, integrated programs or online learning (e.g. <i>Curriculum Framework –policy or statement</i>) • a whole-school curriculum plan showing how curriculum is organised (e.g. <i>Curriculum Framework policy, scope and sequence, whole-school Curriculum Plan</i>). 			
<p>2.2 Student learning outcomes</p> <p>Our school has a documented strategy to plan for and improve student learning outcomes including:</p> <ul style="list-style-type: none"> • what data our school collects to monitor outcomes • how our school analyses and uses this data to set goals and targets for outcomes, including for students at risk • how the data will be analysed, used and reported (e.g. <i>Curriculum Framework Policy, School Strategic Plan, Annual Implementation Plan, Student Learning Outcomes Statement</i>). 	Yes		<p>1. 2019 Data Collection (1).xlsx (0.18 MB)</p>

3 Student welfare			
<p>3.1.1.1 Student Welfare</p> <p>Our school has:</p> <ul style="list-style-type: none"> • a policy which sets out the duty of care (e.g. <i>Duty of Care Policy</i>): <ul style="list-style-type: none"> ○ owed to students to take reasonable measures to protect them from risks of injury that should have been reasonably foreseen ○ to take reasonable care any student (and other person) on the school premises will not be injured or damaged by reason of the state of the premises or of things done or should have been done to the premises ○ that greater measures may need to be taken for younger students of students with a disability • Student Welfare policies and procedures (e.g. <i>Student Engagement and Inclusion policy</i>) • a Bullying and Harassment policy and procedures, which includes cyber bullying (e.g. <i>Anti-bullying policy & procedures</i>) • a Complaints and Grievances policy and procedures 	Yes		<ol style="list-style-type: none"> 1. Complaints Policy 2019.docx (0.04 MB) 2. macarthur street ps bullying and harassment policy and procedures (3).docx (0.07 MB) 3. macarthur street ps engagement and inclusion policy.docx (0.05 MB) 4. macarthur street ps supervision and duty of care policy.docx (0.04 MB)
3.1.1.2 Student Safety	Yes		<ol style="list-style-type: none"> 1. macarthur street ps excursion and camps policy.docx (0.07 MB)

<p>Our school has</p> <ul style="list-style-type: none"> ● policy or procedure in place which covers on-site supervision of students (e.g. <i>Supervision and Duty of Care policies, Visitors policy</i>) ● policy which covers the safety and welfare of students learning with an external provider in circumstances where the school contracts with another school, a registered training organisation or an organisation not registered as an education and training provider (e.g. <i>External Provider policy, Excursion and Camps policies</i>) ● policy in place which covers the supervision of students participating in activities away from the school. The policy also covers the risk of bushfire where the off-site activities is occurring (e.g. <i>Excursion and Camps policies</i>). 			<ol style="list-style-type: none"> 2. macarthur street ps supervision and duty of care policy.docx (0.04 MB) 3. macarthur street ps visitors policy.docx (0.04 MB)
<p>3.1.1.3 Child Safe Standards</p> <p>Our school complies with the Child Safe Standards, as set out in Ministerial Order 870.</p> <p><u>NOTE: Before answering this question you must complete the Child Safe Standards Self-Assessment Checklist.</u></p>	<p>Yes</p>		<ol style="list-style-type: none"> 1. macarthur street ps child protection reporting policy (formerly known as mandatory reporting policy) 01.docx (0.04 MB) 2. macarthur street ps child protection reporting policy (formerly known as mandatory reporting policy) 2019.docx (0.04 MB) 3. macarthur street ps child protection reporting policy (formerly known as mandatory reporting policy).docx (0.04 MB) <p>file is failing to upload</p>

<p>3.1.1.4 Student Care</p> <p>Our school has</p> <ul style="list-style-type: none"> • a policy and procedure for managing care arrangements for students with medical conditions (e.g. <i>Care arrangements for ill students policy and procedure</i>) • a current record of students with medical conditions and how those conditions are managed • a policy and procedures for a distributing medicines • a current register of staff trained in first aid • an anaphylaxis management policy which covers the matters required by Ministerial Order 706 and the DET Anaphylaxis Guidelines. 	Yes		<ol style="list-style-type: none"> 1. Administration of Medication Policy May 2019.docx (0.03 MB) 2. First Aid Policy May 2019.docx (0.03 MB) 3. macarthur street ps anaphylaxis management policy and procedures 2019.docx (0.04 MB) 4. macarthur street ps child protection reporting policy (formerly known as mandatory reporting policy) 2019.docx (0.04 MB) 5. Students with medical conditions.xlsx (0.01 MB)
<p>3.1.1.5 Additional Evidence</p> <p>Our school has:</p> <ul style="list-style-type: none"> • policies and procedures in place to ensure all staff understand mandatory reporting, the failure to disclose offence and the failure to protect offence (information on these reporting obligations may be included in the same policy as the procedures relating to responding to and reporting suspected child abuse under the Child Safe Standards or in separate documents) • a register for accidents and incidents • a policy and procedures for first aid • a policy and procedures for the Internet (e.g. <i>ICT Acceptable Use policy and procedures</i>) • a critical incident plan 	Yes		<ol style="list-style-type: none"> 1. macarthur street ps accident incident reporting policy 2.doc (0.18 MB) 2. macarthur street ps administration of medication policy and care arrangements for ill students 2.docx (0.09 MB) 3. macarthur street ps administration of medication policy and care arrangements for ill students 3.docx (0.09 MB) 4. macarthur street ps child protection reporting policy (formerly known as mandatory reporting policy) 2019.docx (0.04 MB) 5. macarthur street ps communication procedures and schedule policy 2019.doc (0.08 MB) 6. macarthur street ps critical incident plan policy 2019.doc (0.80 MB)

<ul style="list-style-type: none"> • an emergency plan which has been reviewed at least annually and immediately after any significant incident. The plan uses the current DET template, is specific to the school and includes guidelines for emergency bushfire management • documented how they communicate policies and procedures on the care, safety and welfare of students to the school community (e.g. <i>Communication Procedures and Schedule</i>). 			<p>7. macarthur street ps ict policy 2019.doc (0.07 MB)</p> <p>admin of medication updated policy failed to upload</p>
<p>3.1.2.1 Emergency bushfire management</p> <ul style="list-style-type: none"> • Our school has a schedule for monitoring and removing highly flammable materials including branches overhanging buildings, debris and rubbish around and under buildings, including gutters, and dry grass and vegetation. • Our school safely stores flammable materials. • The building exits at our school are continuously monitored and kept clear of obstructions. • Our school has designated assembly points and appropriate access to emergency equipment. • Emergency vehicles can easily access the facilities and grounds at our school. 	Yes		

<p>3.1.2.2 Emergency bushfire management (for BARR schools only)</p> <ul style="list-style-type: none"> • Our school's Emergency Management Plan details our school's: <ul style="list-style-type: none"> ○ response to managing bushfire risk ○ closure arrangements for Code Red days • The school maintains records of: <ul style="list-style-type: none"> ○ providing information on bushfire preparedness policy and procedures to all staff (including relief staff) and parents ○ staff training for specific roles and responsibilities associated with preparing for, monitoring and executive emergency bushfire procedures, including the effective operating of relevant emergency equipment ○ practising evacuation procedures and drills at least once per term ○ annual visits or consultation with relevant agencies • Our school is compliant with any applicable on site "shelter-in-place" minimum standards. • Our school maintains a current register of bushfire emergency equipment in working order. • Bushfire evacuation procedures and emergency contact numbers are located on notice in appropriate locations around the school 	Not Applicable	We are not a BARR school	
3.2 Discipline	Yes		1. macarthur street ps engagement and inclusion policy.docx (0.05 MB)

<ul style="list-style-type: none"> • Our school has a policy statement which explicitly prohibits corporal punishment • Our school has a behaviour management policy and procedures, which includes how we address procedural fairness (e.g. <i>Student Engagement and Inclusion policy, Behaviour Management policy</i>) • Our school has documented how discipline related policies and procedures are communicated to the school community (e.g. <i>Communication Procedures and Schedule policy</i>) 			<p>2. Matrix - Students.docx (0.04 MB)</p> <p>Communication and procedures and schedule policy see 3.1.1.5.d5</p>
4 Effective teachers			
<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 • their VIT category of registration (i.e. <i>provisional registration, full registration, permission to teach</i>) • the expiry and renewal of their registration 	Yes		<p>1. VIT Register.xlsx (0.01 MB)</p> <p>Fiona</p>
4.2 Compliance with Working with Children Act 2005	Yes		<p>1. WWCC register.docx (0.02 MB)</p>

<p>Our school has:</p> <ul style="list-style-type: none"> • a register of staff with a working with Children Check • procedures for maintaining the register 			
5 Other requirements			
<p>5.1 Information about school performance</p> <p>Our school documentation addresses how the Annual Report is distributed and promoted (e.g. <i>school website</i>)</p>	Yes	School Website	1. arc 2018 2022.pdf (0.64 MB)
<p>5.2 School Infrastructure</p> <ul style="list-style-type: none"> • 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 are used</i>). 	Yes		1. SAMS PLANS (2).pdf (1.10 MB)
Minimum standards to be met by Senior Secondary providers only	Does the school meet the minimum standard?	If the requirement is not met, my school will do the following to meet the minimum standard	<p>Supporting documentation</p> <p>Individual documents are limited to 25MB maximum size. DOC, DOCX, XLS, XLSX file types are supported</p>
1 Effective curriculum			

<p>1.1 Student learning outcomes</p> <ul style="list-style-type: none"> • Our school has current student and staff handbooks and course outlines for accredited qualifications (e.g. <i>Student VCE/VCAL Handbooks</i>) • Our school has sample student learning sequences of plans for accredited qualifications (e.g. <i>Student VCE/VCAL handbooks, Staff Handbooks</i>) • Our school has policies and procedures to indicate staff and students have been provided with current and accurate information about the awarding body's requirements (e.g. <i>Student VCE/VCAL handbooks, Staff Handbook</i>) • If our school shares responsibility for a senior secondary course with another provider, our school has a written agreement with the other provider stating how the requirements of the student learning outcomes standard are met 	<p>Not Applicable</p>		
<p>1.2 Student records and results</p> <ul style="list-style-type: none"> • Our school has policies and procedures to maintain accurate student records (e.g. <i>Student VCE/VCAL handbooks, Staff handbook, Student Records and Results policy</i>) • Our school has policies and procedures to undertake an annual analysis of records and results (e.g. <i>Staff Handbook</i>) • Our school has policies and procedures to monitor patterns of student participation and 	<p>Not Applicable</p>		

<p>completion rates (e.g. <i>Student VCE/VCAL handbooks, Staff Handbook</i>)</p> <ul style="list-style-type: none"> • If our school shares responsibility for a senior secondary course with another provider, there is a written agreement with the other provider stating how the requirements of the student learning outcomes standard are met 			
2 Effective teachers			
<p>2.1 Teaching and learning</p> <ul style="list-style-type: none"> • Our school has a register of teachers' qualifications • Our school has a plan of the school site which demonstrates how the facilities are suitable for the educational programs provided and the ages of the students • Our school has an overview of teaching resources that meet the current requirements of the owner of the course (e.g. <i>Teaching Resources Statement</i>) • Our school policies and procedures ensure the consistent application of assessment criteria (e.g. <i>Student VCE/VCAL handbooks, Staff handbook, Senior Secondary Assessment policy</i>) • Our school has processes to oversee conduct of assessment including processes to conduct investigations and hearings, and if necessary, amend or cancel assessments (e.g. <i>Student VCE/VCAL handbooks, Staff Handbook</i>) • If our school shares responsibility for a senior secondary course with another 	Not Applicable		

provider, there is a written agreement with the other provider stating how the requirements of the teaching and learning standard are met.			
3 Student welfare			
3.1 Student welfare <ul style="list-style-type: none"> • Our school has an outline of how students with special needs are provided opportunities to access courses (e.g. <i>Student VCE/VCAL handbooks</i>, <i>Staff Handbook</i>) • If our school shares responsibility for a senior secondary course with another provider, our school has a written agreement with the other provider stating how each manages its legal responsibilities for students who attend the course, travel between providers or go on excursions. 	Not Applicable		

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	If the requirement is not met, my school will do the following to meet the minimum standard	Supporting documentation
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	the minimum standard?		Individual documents are limited to 25MB maximum size. DOC, DOCX, XLS, XLSX file types are supported
Principle of Inclusion			
Our school's child safety standards satisfactorily take into account the diversity of all children, including the needs of Aboriginal and Torres Strait Islander children, children from culturally and linguistically diverse backgrounds, children with disabilities and vulnerable children?	Yes	Child Safe logo to be added to school newsletter. Child Safe Standards added to school website, including Ministerial Order 870.	1. We are a Child Safe School.docx (0.38 MB)
Child Safe Standard 1: Strategies to embed an organisational culture of child safety			
PRIORITY CLAUSE Our school's governing authority has developed strategies to embed a culture of child safety at our school.	Yes		1. Declaration of Compliance - Child Safe.pdf (0.05 MB) 2. MSPS Keeping Children Safe Resource Kit.docx (0.11 MB)
Our school's governing authority demonstrates a commitment to child safety modelled by the school's leadership.	Yes		The School Council endorses documents that have aspects of child safety within them
Our school's governing authority has allocated roles and responsibilities for achieving the strategies.	Yes		1. MSPS Keeping Children Safe Resource Kit.pdf (1.08 MB)

Our school's governing authority has informed the school community about the strategies and allocated roles and responsibilities.			1. 17 MAC NEWS June 14.pdf (1.19 MB)
Our school's governing authority has put the strategies into practice and informed the school community about these practices.	Yes	Newsletter piece	1. 17 MAC NEWS June 14.pdf (1.19 MB) 2. We are a Child Safe School.docx (0.38 MB)
Our school's governing authority has periodically reviewed the effectiveness of the strategies, and if appropriate, revised the strategies.	Yes		1. staff meeting 01 290118.doc (0.08 MB) 2. staff meeting 01 290119.doc (0.08 MB) Please refer to highlighted section. Strategy reviewed and revised at the beginning of every school year with whole staff taking time to discuss the effectiveness of the strategy.
Child Safe Standard 2: A child safety policy or statement of commitment to child safety			
PRIORITY CLAUSE Our school has a clear and public commitment to child safety in the form of a child safety policy or statement of commitment to child safety that all staff members know about and are required to uphold.	Yes	Also evident in the Friendly School program that we teach at all year levels.	1. Matrix - Students (2).docx (0.04 MB) 2. MSPS Keeping Children Safe Resource Kit.pdf (1.08 MB)

Our school's child safety policy details the values and principles that guide the school in developing our child safety policies and procedures.	Yes		1. ChildSafeStandard2_ExampleStatement.docx (0.05 MB)
PRIORITY CLAUSE Our school's child safety policy details the actions the school undertakes to: <ul style="list-style-type: none"> • demonstrate our commitment to child safety and to monitor our school's adherence to its child safety policy or statement of commitment; • support, encourage and enable school staff, parents and children to understand, identify, discuss and report child safety matters; and • support or assist children who disclose child abuse or are otherwise linked to suspected child abuse. 	Yes		1. ChildSafeStandard2_ExampleStatement.docx (0.05 MB)
Our school's child safety policy promotes the cultural safety of Aboriginal children and children from culturally and/or linguistically diverse backgrounds and the safety of children who are vulnerable or have a disability.	Yes		1. ChildSafeStandard2_ExampleStatement.docx (0.05 MB)
Our school's policies include requirements relating to 'Failure to Disclose and Failure to Protect' legislative requirements	Yes		1. ChildSafeStandard2_ExampleStatement.docx (0.05 MB)

Child Safe Standard 3: A child safety code of conduct			
PRIORITY CLAUSE Our school's governing authority has developed, endorsed and made publicly available a code of conduct that explains acceptable and unacceptable behaviour for staff, volunteers and children.	Yes		1. Matrix - Student and Staff .docx (0.04 MB) 2. MSPS Child Safety Code of Conduct 2019.docx (0.20 MB) 3. MSPS ChildSafeStandard3 Definitions 2019.docx (0.20 MB)
Our code of conduct includes the objective of promoting child safety in the school environment.	Yes	As seen in the student matrix.	1. ChildSafeStandards Poster.pdf (0.20 MB) Student Rules matrix SWPB strategies MSPS Child Safety Code of Conduct PROTECT poster in each classroom
Our code of conduct takes into consideration the interests of school staff and the needs of all children.	Yes		Student Rules matrix SWPB strategies MSPS Child Safety Code of Conduct
Our code of conduct is consistent with the school's child safety strategies, policies and procedures.	Yes		1. ChildSafeStandard3.docx (0.20 MB)
Child Safe Standard 4: School staff selection, supervision and management practices for a child safe environment			

<p>At our school each job or category of jobs for school staff that involve child-connected work have a clear statement that sets out:</p> <ul style="list-style-type: none"> • the school's child safety practices; • the job's requirements, duties and responsibilities regarding child safety; and • the job occupant's essential or relevant qualifications , experiences and attributes in relation to child safety. 	No	We are planning to address the job descriptions in relation to child safety in the near future	
<p>Our school has identified which employee or volunteer positions require a Working with Children Check and ensures those checks are undertaken.</p>	Yes		1. WWCC register.docx (0.02 MB)
<p>Our school has documented recruitment procedures including:</p> <ul style="list-style-type: none"> • interview processes; • referee checks; • Working with Children Checks; • the person's history of work involving children; and • proof of personal identity and any professional or other qualifications. 	Yes		<p>1. Interview Schedule for teacher poistion 1100097.doc (0.04 MB)</p> <p>2. Macarthur Street PS Working With Children Check (Suitability for Employment).docx (2. MB)</p>

Our school has a staff development strategy to maintain and develop skills and capabilities, including understanding the risk of harm to children, the different types of harm, how to identify child abuse and relevant legislative requirements.	Yes		1. MSPS Keeping Children Safe Resource Kit.pdf (1.08 MB) This document is referred to at each annual planning meeting.
Our school ensures there is appropriate supervision or support arrangements in place in relation to: <ul style="list-style-type: none"> • induction of new staff into the school's policies, codes, practices and procedures governing child safety and child-connected work; and • monitoring and assessing a job occupants continuing suitability for child-connected work. 	Yes	MSPS Keeping Children Safe Resource Kit	
Child Safe Standard 5: Procedures for responding to and reporting allegations of suspected child abuse			
PRIORITY CLAUSE Our school has a clear set of procedures for reporting and acting on disclosures of concerns about child safety.	Yes	Responding to an incident, disclosure or suspicion of child abuse document. MSPS Keeping Children Safe Resource Kit	1. Child Protection.pdf (0.42 MB) MSPS Keeping Children Safe Resource Kit
Our school procedure(s) are: <ul style="list-style-type: none"> • sensitive to the diversity characteristics of the school; • publicly available; and 	Yes		Student rules matrix School information handbook

<ul style="list-style-type: none"> • accessible to children, school staff and the wider community. 			
Our school has policies and procedures concerning record keeping requirements, confidentiality and privacy.	Yes		1. SchoolsPrivacyPolicy-English.docx (0.10 MB)
Our school has child friendly processes in place to ensure children know who to talk to if they feel unsafe or have a concern.	Yes		Brave Hearts Life Education Designated wellbeing staff
<p>Our school's procedure:</p> <ul style="list-style-type: none"> • covers all forms of 'child abuse' as defined in the ETRA; and • applies to allegations of disclosure of child abuse made by or in relation to a child, school staff, visitors or other persons connected to the school environment. 	Yes		MSPS Keeping Children Safe Resource Kit
<p>Our school's procedure identifies the positions/people who are responsible for:</p> <ul style="list-style-type: none"> • promptly managing the school's response to an allegation or disclosure of child abuse; 	Yes		MSPS Keeping Children Safe Resource Kit

<ul style="list-style-type: none"> • responding appropriately to a child who makes or is affected by an allegation of child abuse; • monitoring overall school compliance with this procedure; and • managing an alternative procedure if the person allocated responsibility for responding is unavailable. 			
Our school's procedure states that fulfilling the roles and responsibilities contained in the procedure does not displace or discharge any other obligations that arise if a person reasonably believes that a child is at risk of abuse.	Yes		MSPS Keeping Children Safe Resource Kit
<p>Our school's procedure outlines:</p> <ul style="list-style-type: none"> • the actions the school will take to inform appropriate authorities about the allegation; and • the actions the school will take to protect any child connected to the alleged child abuse until the allegation is resolved. 	Yes		MSPS Keeping Children Safe Resource Kit
Child Safe Standard 6: Strategies to identify and reduce or remove risks of child abuse			
Our school has a strategy to identify and reduce or remove the risk of child abuse in the organisation (a risk management plan)?	Yes		

			School Wide Positive Behavior implementation MSPS Keeping Children Safe Resource Kit Life education philosophies and practices Brave Hearts philosophies and practices Child Safe Awareness posters
<p>Our school's risk management strategy takes into account:</p> <ul style="list-style-type: none"> • the nature of our school's environment; • the activities expected to be conducted in that environment, including through contractors and outside services; and • the characteristics, needs and safety of all children expected to be in that environment (including and especially Aboriginal and Torres Strait Islander children, children with disabilities, culturally and linguistically diverse children and vulnerable children). 	Yes		<p>1. Macarthur Street Primary School (2022) - 201 - Emergency Management Plan (3).docx (0.84 MB)</p> <p>School Wide Positive Behavior implementation MSPS Keeping Children Safe Resource Kit Life education philosophies and practices Brave Hearts philosophies and practices Child Safe Awareness posters</p>
Our school has identified risks of child abuse in one or more school environments and made a record of those risks and specified the action it will take to reduce or remove those risks.	Yes		Working with children checklist
<p>PRIORITY CLAUSE</p> <p>As part of its risk management strategy and practices, our school monitors and evaluates the effectiveness of the implementation of our risk controls?</p>	Yes		Standing item on fortnightly staff meeting agenda

<p>PRIORITY CLAUSE</p> <p>Each year our school provides appropriate guidance and training to individual school council members and school staff about:</p> <ul style="list-style-type: none"> • individual and collective obligations and responsibilities for managing the risk of child abuse; • child abuse risks in the school environment; and • the school's current child safety standards. 	Yes		Annual planning meeting reviews MSPS Keeping Children Safe Resource Kit
<p>Child Safe Standard 7: Strategies to promote child participation and empowerment</p>			
<p>PRIORITY CLAUSE</p> <p>The governing authority of our school has developed strategies to deliver appropriate education about:</p> <ul style="list-style-type: none"> • standards of behaviour for children at the school; • healthy and respectful relationships (including sexuality); • resilience; and • child abuse awareness and prevention. 	Yes		School Wide Positive Behavior implementation Life education philosophies and practices Brave Hearts philosophies and practices MSPS Keeping Children Safe Resource Kit
<p>Our school creates opportunities for participation that incorporate planning, preparation, action and feedback.</p>	Yes		Classroom based processes

Our school informs children of their rights, and lets them know how to raise any concerns.	Yes		Classroom procedures/discussions Life education philosophies and practices Brave Hearts philosophies and practices
PRIORITY CLAUSE Our school provides information and promotes the child safety standards to children in child friendly and accessible ways.	Yes		MSPS Keeping Children Safe Resource Kit Child Safe posters placed around the school